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An Analysis of the Difficulty Factors in Learning Arabic in Class VIII

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Abstrak

Penelitian ini bertujuan untuk menganalisa faktor-faktor kesulitan belajar bahasa Arab pada siswa kelas VIII di Yayasan Al-Ikhwan Kotapinang, Sumatera Utara, tahun ajaran 2021/2022. Pendekatan dalam penelitian ini menggunakan jenis kualitatif dengan metode studi deskriptif analitis. Penelitian dilaksanakan pada semester II (genap) tahun ajaran 2021/2022, per April hingga Mei 2022. Subjek penelitian ini ialah peserta didik kelas VIII Yayasan Al-Ikhwan Kotapinang yang berjumlah 27 siswa. Adapun objek penelitian yaitu berkaitan dengan faktor-faktor kesulitan belajar bahasa Arab yang dialami oleh siswa. Pengumpulan data dilakukan melalui teknik wawancara, observasi, dan studi dokumen. Hasil penelitian ini menunjukkan bahwa peserta didik kelas VIII Yayasan Al-Ikhwan Kotapinang hampir semua memiliki kesulitan dalam proses belajar bahasa Arab, hal ini dilatarbelakangi oleh faktor internal dan eksternal. Adapun faktor internal meliputi minat belajar bahasa Arab, kurangnya konsentrasi belajar siswa ketika guru menyampaikan materi ajar, dan intelegensi (kecakapan siswa dalam menerima pelajaran). Sedangkan faktor eksternal meliputi faktor lulusan sekolah dasar umum dan lingkungan belajar anak di rumah yang kurang mendukung.

Kata Kunci: Faktor Internal, Faktor Eksternal, Kesulitan Belajar, Pembelajaran Bahasa Arab.

Abstract

This study aims to analyze the factors of difficulty in learning Arabic in class VIII students at the Al-Ikhwan Foundation in Kotapinang, North Sumatra, in the 2021/2022 academic year. The approach in this study uses a qualitative type with a descriptive-analytical study method. The research was carried out in the second (even) semester of the 2021/2022 academic year, from April to May 2022. The subjects of this research were the class VIII students of the Al-Ikhwan Kotapinang Foundation, totaling 27 students. The object of research is related to the factors of difficulty in learning Arabic experienced by students. Data was collected through interviews, observation, and document studies. The results of this study indicate that almost all of the eighth-grade students of the Al-Ikhwan Foundation in Kotapinang have difficulties in learning Arabic, this is motivated by internal and external factors. The internal factors include interest in learning Arabic, lack of concentration in student learning when the teacher delivers teaching materials, and intelligence (students' skills in receiving lessons). While external factors include general elementary school graduates and children's learning environment at home that is less supportive.

Keywords: Internal Factors, External Factors, Learning Difficulties, Arabic Learning.

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INTRODUCTION

Education is a sector of life that has an important role in human survival. The quality of a nation is not judged solely by the results of natural resources, more importantly, it is judged by the quality of human resources (HR) (Azzuhri, 2009). If the human resources of a nation are superior, it can be ascertained that the region or country is prosperous and prosperous (advanced). This is because the life that requires regeneration requires that every generation of superior people who are adaptive, creative, and innovative "color" the life of their time, are born (Ramdani, *et.al.*, 2019: 40-48).

The educational process seeks to foster and develop the human personality as a whole (integral between physical and spiritual). Thus, the dynamic process in the world of education is often interpreted as an effort to mature oneself for students, through adult guidance and independence of students, as a provision to organize a better life in the future (Sila, 2017). Because, the main purpose of education is to help and facilitate students to develop their potential (Djais, 2019: 78-91).

The debriefing that students get during the educational process, forges attitudes and mentality to be able to adapt and develop collaboratively in the community (Kafi & Husna, 2021: 1-6). Of course, this necessitates the realization of quality people or generations (superior human resources), so that they can predict and prepare for future needs. This is in line with the task of educators as facilitators and communicators in exploring children's developmental needs (Susanti & Asyrofi, 2020: 1-22).

Learning as the central point of the circulation of educational equipment ideally presents activities that are fun and avoid feeling bored or bored. Because, the creation or engineering of a learning atmosphere determines the motivation and enthusiasm of children's learning (Hidayat, 2012). Thus, teaching materials will be more easily accepted, understood, and reasoned by students. Of course, this is a challenge and opportunity for educators in creating a conducive and fun learning climate (Jatirahayu, 2013).

Efforts to realize conducive learning are very dependent on the competencies (skills) possessed by educators. This is based on the limitations of students developing their potential, which is caused by an "unstable" attitude in learning. That is, the learning motivation of students at the basic education level is still determined by external factors (from outside themselves) rather than internal factors (from within) (Fatimah, 2018). For this reason, teachers must be able to identify various obstacles or difficulties experienced by students in the learning process.

Arabic as one of the important subjects in madrasas, still leaves various problems in practice or implementation (Fauzy, *et.al.*, 2019: 112-127). How come? Alphabetically, Arabic writing is very different from Indonesian, and the pronunciation also has significant differences. However, many students get the ability to read "Arabic writing" from studying the Koran or reading the Qur'an which was revealed by Allah SWT. in Arabic.

The complexity of the Arabic language from aspects of speaking, and writing, to sentence structure, makes Arabic material receive important attention to be taught to students (Albantani, 2015: 178-191). In addition, linguistic practices that revolve around memorizing vocabulary, but not in daily practice, make Arabic subject matter easily forgotten by students. On this basis, refresher efforts are needed from teachers so that students focus on the main goal (achievement of learning objectives), rather than being entangled in the problems of obstacles (difficulties) in learning Arabic (Ilhami, 2019: 128-148).

Obstacles in the process of learning Arabic can prevent students from mastering communication skills using a foreign language (Arabic) (Sholihah, 2016; Wahdah, 2018: 30-46). In this context, early identification efforts are needed among educators to help students minimize difficulties in learning Arabic (Jailani, *et.al.*, 2021: 151-167; Nasrulloh, *et.al.*, 2020: 28-35). Thus, it is expected that students understand the importance of mastering Arabic in reviewing previous Islamic literature (kitab turats), as well as the science of tools to understand the Qur'an and hadith (Ainin, 2017: 197-207).

In fact, relevant research on learning Arabic and the various obstacles experienced by students have been examined from various perspectives. Among them are discussing the problematic aspects of learning Arabic (Amirudin, 2017: 1-12; Nurhuda, 2022: 23-29), Arabic teaching barriers (Hizbullah & Mardiah, 2015; Al Ghozali & Mathoriyah, 2020: 88), difficulties experienced by students during the learning process (Fuadi, 2019: 161-169; Pamessangi, 2019; Wulandari, 2019: 559-567), difficulties experienced by blind students (Efflamengo & Asyrofi, 2019), educational games or games in learning Arabic (Al Irsyadi, *et.al.*, 2020: 55-66), activation of Arabic learning activities (Machmudah & Rasyidi, 2008), and the use of technology in learning Arabic (Haniah, 2014; Iswanto, 2017: 139-152; Lestari, *et.al.*, 2019: 238-244).

Observing the literature review above, it is known that research on the difficulties of learning Arabic has been investigated around the theme of general difficulties and efforts to utilize technology in learning. On this basis, it is understood that there is an "empty side" in previous research, namely studies of internal factors, external factors, and steps by educational institutions to minimize difficulties in learning Arabic for students. Furthermore, the efforts to deepen the study are summarized in the title of the study, "*Analysis of the Factors of Difficulty in Learning Arabic for Class VIII at the Al-Ikhwan Foundation, Kotapinang*".

METHOD

The approach in this study uses a qualitative type with a descriptive-analytical study method. The research was carried out in the second (even) semester of the 2021/2022 academic year, from April to May 2022. The subjects of this research were the class VIII students of the Al-Ikhwan Kotapinang Foundation, totaling 27 students. The object of research is related to the factors of learning Arabic difficulties experienced by students. Data were collected through interviews, observation, and document study techniques. Analysis of research data using data reduction, data presentation, and drawing conclusions (verification) (Assingkily, 2021). Next, test the validity of the data using triangulation techniques (sources and methods). In this context, the researcher attempts to analyze research data based on field data sources (interviews, observations, and documentation) and is integrated with relevant research.

RESULTS AND DISCUSSION

This research with an analytical descriptive study method focuses on discussing the analysis of the factors of learning difficulties in Arabic experienced by the eighth-grade students of the Al-Ikhwan Foundation in Kotapinang. According to Hidayah & Faishol (2019: 39-56), the obstacles commonly experienced by students in learning Arabic consist of internal factors and external factors, both of which greatly affect the learning style and enthusiasm (motivation) of students in learning. Furthermore, Mahmudah (2018: 129-138) divides the learning experience and its obstacles into 3 (three) parts, namely cognitive, affective, and psychomotor aspects.

Cognitive aspects are the main part of the process of knowing, understanding, reasoning, and creating something as an implication of the learning that is passed by students. In this aspect, the teacher plays a role in transferring knowledge to students. Not only is that but teachers also required to be able to create ways of teaching so that the material presented can be "sticky for a long time" in students' memories. This is based on the differences in the potential of students in participating in learning, which is motivated by various aspects including education. As the results of interviews with students at the Kotapinang Al-Ikhwan Foundation:

"...Yes, sir, I am an elementary school alumnus, not a madrasa, so learning Arabic is still foreign to me, sir. Moreover, when I was asked to memorize vocabulary, the fastest I could remember was the ones that were similar to Indonesian, like chairs, in Arabic the Arabic word was Kursiyun. The others often forget me, sir." (Results of an interview with Sultan Al Fasya, class VIII student).

In line with the interview excerpt above, another student said that:

"... actually sir, I don't like learning Arabic, firstly because I was not too focused on learning Arabic in elementary school, secondly because my Arabic writing is bad, and thirdly it's hard to pronounce, sir."

Maybe it's because it's unusual and that's why it's difficult for me to take Arabic lessons at school, sir."
(Results of an interview with Kurnia Febriani, a class VIII student).

The interview excerpt above informs that the educational background of students (previously) from elementary schools (not madrasas) and low interest in learning Arabic are the main obstacles from the cognitive aspect of the Arabic learning process. This obstacle was also conveyed by an Arabic teacher at the Al-Ikhwan Foundation:

"...it is still our daily duty, sir, as an Arabic teacher at the Al-Ikhwan Foundation. Where students are very low, it can even be said that they are almost not interested in learning Arabic at all. Of course, they (students) look at the relationship between Arabic and the career path they will take in the future."
(Results of an interview with an Arabic teacher for class VIII of the Al-Ikhwan Kotapinang Foundation).

In line with the interview excerpt above, the principal said that:

"...Arabic is one of the important subjects for children. Likewise, because we don't create a climate for learning Arabic like a pesantren, plus students' low interest when taking Arabic lessons, I hope that as a school principal, students knowing the basics are enough, sir." (Results of an interview with the Principal at the Al-Ikhwan Foundation in Kotapinang).

In connection with the interview excerpt above, Ariyanto (2017) explains that foreign language learning requires support and engineering a conducive environment. That is, learning a language puts forward how the interaction between students, between teachers, and between students and teachers is to practice the language so that students understand and enjoy language lessons. On the other hand, if learning a foreign language is only about theoretical studies, it will seem bored, boring, and easily forgotten by students.

Furthermore, the affective aspect also affects the Arabic language learning process at the Al-Ikhwan Kotapinang Foundation. How come? Students show a tendency to be reluctant to take Arabic lessons and repeat Arabic lessons only during those lesson hours at school. In response to this, Said, *et.al.* (2021: 1-17) explains that reluctance in learning will prevent students from mastering the subject matter. In fact, Islam (2015: 1-16) adds that the environment also has a big influence on students' learning motivation. The psychomotor aspect of students as one of the parts that the researchers observed did not become an obstacle (obstacle) for the Arabic language learning process for class VIII students at the Al-Ikhwan Foundation in Kotapinang. Because alhamdulillah students are healthy physically (physically) and spiritually (psychically).

Difficulties or obstacles experienced by students during the learning process can lead to lower student learning motivation, and academic procrastination attitudes (academic procrastination), and hinder students' cognitive development (Fahmi & Muta'ali, 2021: 2028-2039). For this reason, teachers play an important role in efforts to increase the mobility and dynamics of learning Arabic in schools. Because, learning that is created and innovative according to the child's developmental stage will change the mindset of the child towards the learning process he goes through (Nengrum, *et.al.*, 2021: 1-12). On this basis, further, identification is needed from principals and teachers regarding the factors that hinder the student learning process.

In particular, the researchers found two main classifications as factors that hinder or make it difficult for students to take Arabic lessons, namely internal factors, and external factors. Almost all of the eighth-grade students of the Kotapinang Al-Ikhwan Foundation have difficulties in the process of learning Arabic, this is motivated by internal and external factors. The internal factors include interest in learning Arabic, lack of concentration in student learning when the teacher delivers teaching materials, and intelligence (students' skills in receiving lessons). While external factors include general elementary school graduates and children's learning environment at home that is less supportive.

In contrast to other studies, Sa'adah (2019: 15-32) said that learning Arabic often encounters difficulties in the aspects of students' understanding of "tool science" such as nahwu and sharaf. In addition, Ekawati (2019: 183-202) said that the grammatical diversity of Arabic is also a difficulty for students in learning Arabic. This

was also acknowledged by Class VIII students who said that if the Arabic language changes the line of letters (kasrah, dhumma, fathah) the meaning will also change.

Based on the description above, it is understood that learning Arabic encounters various problems in its application. Among them include pedagogical aspects, tool science, teaching materials, pronunciation (pronunciation), to student motivation to learn Arabic. This is of course the main task for teachers in facilitating learning for students. Thus, teaching materials will be integrated with efforts to minimize the difficulty factor in learning Arabic.

CONCLUSION

Based on the description of the results and discussion above, it can be concluded that almost all students of class VIII of the Al-Ikhwana Kotapinang Foundation have difficulties in the process of learning Arabic, this is motivated by internal and external factors. The internal factors include interest in learning Arabic, lack of concentration in student learning when the teacher delivers teaching materials, and intelligence (students' skills in receiving lessons). While external factors include general elementary school graduates and children's learning environment at home that is less supportive.

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