



Problems of Learning Arabic for Non-Islamic School Graduate Students at the Arabic Language Education Program at Sultan Thaha Saifuddin State Islamic University Jambi

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ENGLISH ABSTRACT

This research discusses the problems of learning Arabic for non-Islamic boarding school graduate students in the Arabic Language Education Study Program at the Sultan Thaha Saifuddin Jambi State Islamic University (UIN Sulthan Thaha Saifuddin Jambi). This research aims to explain and describe the problems faced when learning Arabic for UIN Sulthan Thaha Saifuddin Jambi students who are non-Islamic boarding school graduates. The method used in this research is a descriptive qualitative method with a case study approach. The data collection technique uses observation, interviews, and documentation techniques. This research aims to find the right solution to deal with the problems found so that it can have a positive impact on non-Islamic boarding school students in learning Arabic. The results of this research show that in the process of learning Arabic at UIN Sulthan Thaha Saifuddin Jambi, there are several problems, including linguistic problems, such as problems of phonetics, morphology, and structure, as well as problems of a non-linguistic nature such as learning motivation, learning facilities, teaching methods, learning time, and learning environment.

Keywords: *Arabic Language, Islamic Boarding School, Learning Problematics*

INDONESIAN ABSTRACT

Penelitian ini membahas tentang problematika pembelajaran bahasa Arab untuk mahasiswa lulusan non pondok pesantren pada Program Studi Pendidikan Bahasa Arab (PBA) Universitas Islam Negeri (UIN) Sultan Thaha Saifuddin Jambi. Tujuan penelitian ini adalah untuk menjelaskan dan menggambarkan problem atau masalah yang dihadapi saat pembelajaran bahasa Arab bagi mahasiswa PBA UIN Sulthan Thaha Saifuddin Jambi lulusan non pondok pesantren. Metode yang digunakan dalam penelitian ini adalah metode kualitatif deskriptif dengan pendekatan studi kasus. Tehnik pengumpulan datanya menggunakan tehnik observasi, wawancara dan dokumentasi. Penelitian ini bertujuan untuk mencari jalan keluar yang tepat dalam menghadapi permasalahan yang ditemukan, sehingga dapat memberikan dampak yang positif bagi mahasiswa non pondok pesantren dalam pembelajaran bahasa Arab. Hasil dari penelitian ini menunjukkan bahwa dalam proses pembelajaran bahasa Arab di UIN Sulthan Thaha Saifuddin Jambi terdapat beberapa problematika, di antaranya yaitu problematika yang bersifat linguistik, seperti problematika fonetik, morfologi, dan struktur dalam linguistic, serta problematika yang bersifat non-linguistik seperti motivasi belajar, sarana belajar, metode pengajaran, waktu belajar, dan lingkungan pembelajaran.

Kata Kunci: Bahasa Arab, Pondok Pesantren, Problematika Pembelajaran

Introduction

Learning Arabic in Indonesia is often a concern because Arabic is a foreign language for students, especially in non-Islamic boarding schools. This is caused by several factors that affect the quality of learning Arabic, these include previous educational background, motivation and interests, ability to adapt to courses, and learning methods used. In this paper, some of the problems encountered in learning Arabic for non-Islamic boarding schools will be discussed (Ahmadi & Ilmiani, 2020). Arabic courses are only taught in Islamic boarding schools and some formal educational institutions such as colleges and schools. Even though there are many Arabic language course institutions outside Islamic boarding schools, the quality of learning is still in doubt (Sandu & Muhammad, 2015).

Learning Arabic in non-Islamic boarding schools has its challenges because Arabic has different characteristics from other languages. In addition, the lack of resources and effective learning methods make learning more difficult. Therefore, more intensive efforts are needed in developing Arabic learning methods for non-Islamic boarding schools (Hizbullah & Mardiah, 2015).

Inappropriate Arabic learning methods are also the cause of the low quality of Arabic learning in non-Islamic boarding schools. Most teachers still use it's been a

longtime traditional method such as memorization (Tahfizh) that does not provide opportunities for students to speak or express themselves about the material. And not many teachers have adequate Arabic language skills and can teach with effective methods.

The lack of an environment that supports learning Arabic for non-Islamic boarding schools is also the cause of the low quality of learning. Students get to use Arabic only in the classroom, while outside of their class, they do not use Arabic. Therefore, it is not easy for students to practice the Arabic they learn. However, for non-Islamic boarding schools, learning Arabic can be more difficult for several reasons.

It is undeniable how important it is for us as Muslims to learn Arabic and in learning Arabic there will be problems that must be faced (Nandang Sarip Hidayat, 2012). Theoretically, there are two problems that we will face in learning Arabic, namely linguistics and non-linguistics problems. Some problems are directly related to Arabic material which are called linguistic problems and some problems are not directly related to Arabic which are called non-linguistic problems (Amirudin, 2014).

In teaching and learning, it is also necessary to pay attention to the background of students. Not all of them have an Arabic background (Nasrulloh et al., 2020). One of the factors supporting the success of learning is harmony or alignment of the scientific of the science lessons carried out, however, not all students can take education according to their educational background (Tungkagi et al., 2022). Likewise, learning Arabic in the PBA study program, where some of the students have not graduated from Islamic boarding schools (Wibowo, 2016).

Linguistic problems consist of *Ashwât*, *Mufradât*, *Qawâ'id*, and *Tarâkib*. Meanwhile, non-linguistic or non-linguistic problems consist of motivation and interest in learning, learning facilities, teacher competence, learning methods, lack of time, and learning environment, and difficulty in attending lectures. So it becomes a problem in teaching and learning activities (Alfaini, 2021).

Linguistic problems include elements or components in language, there are three, namely *Ashwât* (phonetic), *Mufradât* (vocabulary), and *Tarâkib* (grammar). These elements must be mastered to learn a language including Arabic. General graduate undergraduate students do not master or even recognize these three basic elements, in

contrast to Islamic boarding school graduate students who know and even master them (Junaedi Abdilah & Al Farisi, 2023).

Problems that arise from students graduating from non-Islamic boarding schools are generally divided into two, namely. Linguistic/Language Problems and Non-Linguistic Problems.

Methods

This research was conducted using a type of qualitative research with a descriptive approach. Qualitative descriptive research is research that describes data as it is, explaining data or events with explanatory sentences qualitatively (Lexy, 2018). The researcher chose a descriptive approach because the researcher wanted to describe and explain the problems faced by non-madrasah graduate students at UIN STS Jambi.

The data was gathered through observation, interviews, and documentation from the campus. After that, the researcher analyzed the data using a description of the results of the analysis. The data from the results of this describe the results of the analysis analysis later became the results of the research.

The interview was conducted online with the WhatsApp application by including ScreenShoot evidence during the interview. Due to time constraints and lecture schedules for UIN STS Jambi students who were carrying out their midterm exams, the researchers were unable to interview PBA students who graduated from non-Islamic boarding schools directly.

Result and Discussion

As mentioned in the introduction, this discussion section will discuss in detail the various forms of problems in learning Arabic experienced by students in the department, which will then focus on the essence of this research.

Arabic Language Learning Problems

Problematics is a term that comes from the English word "Problematic" which means a problem or problem, a problem is a problem that must be solved (Rahmatullah, 2018). We often encounter these problems or problems in various aspects of life, including in education, especially learning.

In Indonesia, teaching *Arabic* which has been going on for some time does not make it free from challenges and problems. Both in terms of teachers and students, difficulties are often encountered in the learning process. Learners of Arabic as a second language often face various problems and obstacles that arise.

Theoretically, challenges in learning Arabic can be grouped into two aspects, namely linguistic challenges or related to the language itself, and non-linguistic challenges or not related to the language.

Linguistic Problems

Problems or problems in terms of Linguistics (language) are problems faced by students or teachers related to the language itself. The Linguistic problem is divided into several aspects, as follows (Fahrurrozi Aziz, 2014) :

Phonetic (Ashwât)

Issues that arise in Ashwat science are related to the sound system better known as phonology. Phonology is one of the challenges in learning Arabic because the sounds in Arabic have similarities and similarities but also have differences and characteristics of each.

Arabic has a very distinctive uniqueness because of its various elements and pronunciation. Errors made by speakers or learners can affect the meaning of the word or sentence in question. This phenomenon is closely related to the habit of pronouncing *hijaiyah* letters and communicating in Arabic. It becomes important to master the correct pronunciation of sounds. Therefore, this is one of the problems for those who are just starting to learn Arabic without having any prior experience or foundation.

Vocabulary (Mufradât)

Vocabulary or *mufradât* is a collection of words or word lists that are known by individuals or other people who come from a particular language (Ridwan & Awaluddin, 2019).

Arabic is a foreign language that has many vocabularies and variations and flexibility in word formation. This uniqueness is one of the characteristics of the Arabic language. In learning Arabic, students

need to have adequate and broad vocabulary skills and knowledge to understand the intent of the learning material presented.

The unique form and characteristics of the Arabic language lie in its various word formation variations. This can be a challenge for students with educational backgrounds outside of madrasah or Islamic boarding schools because it is related to the concept of derivation changes such as the singular (*Mufrad*), the dual (*Mutsannâ*), and the plural (many) forms (*jam'*).

Grammar and Morphology (qawâ'id)

Learning Arabic consists of two important components, namely Arabic grammar and morphology. Arabic grammar involves word formation (*Sharf*) and sentence construction rules (*Nahwu*). Mastery of these two things is very important for students and lecturers in learning Arabic because knowledge and skills in Arabic grammar will help students compose sentences according to the correct rules of Arabic.

Arabic grammar is often seen as a significant challenge and often becomes a problem for students, especially for those who do not have a basic understanding of grammar.

Structure (Tarâkib)

Sentence structure has a significant role in Arabic. Expertise and understanding of sentence structure will help students in composing sentences both in the form of Ismiyyah and Fi'liyyah sentences. Therefore, it becomes a problem in learning Arabic if students, especially students who come from non-madrasah backgrounds, do not understand Arabic sentence structure.

Non-Linguistic Problems

Non-linguistic or non-linguistic problems are issues that arise in learning Arabic related to factors outside the language itself that affect the learning process. The parts of the non-linguistic problem can be divided as follows (Fahrurrozi Aziz, 2014):

Motivation and Desire to Learn

Learning motivation is an encouragement for students. One of the problems that are not related to linguistic aspects is the lack of motivation and interest in learning (Salim, 2020). This has a direct impact on student learning outcomes. Therefore, high motivation and interest in learning are very important in the learning process.

Learning Facilities

Language learning can be difficult if students do not have adequate learning tools. The intended learning facilities include environments and conditions that are not conducive, which can become one of the obstacles in the learning process.

Teacher Competency

The role of the teacher or lecturer is very significant in the learning process, especially in learning Arabic. This is because teachers need to have adequate expertise in teaching. If the lecturer does not have adequate competence and does not carry out his duties properly, then this will have an impact on the learning process.

Learning methods

Teachers or lecturers need to choose learning methods that are appropriate to the existing material and learning objectives. If an error occurs in choosing a learning method, it will affect the success of the teaching and learning process.

Language Environment

It is important to learn Arabic, especially in the context of a speaking environment. In such an environment, we will get used to hearing and communicating using Arabic. However, if no environment supports the use of Arabic, students will face challenges in increasing their confidence in speaking Arabic.

Time

Learning can be affected by the availability of time. This means that when the available time is not maximal, learning objectives tend not to be fully achieved.

Problems of Arabic Language Learning for Non-Pesantren Graduates

Based on the theory above, the researcher is interested in investigating the difficulties faced by students in the Arabic Language Education study program who come from non-madrasah or non-Islamic boarding schools educational backgrounds. The reason behind this interest is that the number of new students who choose and enter the Arabic Language Education study program continues to increase from year to year. What is interesting is the increasing number of students who do not come from a madrasah or Islamic boarding school educational background, which means they have less or no experience in learning Arabic compared to those who have graduated from Madrasah Aliyah or Islamic Boarding Schools.

The importance of practice and habituation in learning Arabic lies in the student's ability to practice and apply the vocabulary, expressions, rules, and other elements that have been learned. This will help students become more fluent in speaking Arabic and retain what they have learned. However, problems arise when students who study Arabic come from non-Islamic boarding schools. Therefore, it is important to examine the problems of learning Arabic for non-Islamic boarding school graduates, especially in the Arabic Language Education Study Program at Sultan Thaha Saifuddin State Islamic University, Jambi. In this program, students from various regions and schools, even those with a pesantren background.

In the Arabic Language Education Study Program at UIN Sultan Thaha Saifuddin Jambi, there are several students from non-Islamic boarding school backgrounds in each batch. However, the researchers only focused on students in semesters IV and semester VI, because there are several courses related to the Arabic language. While in their first semester, they still study the basics of the language so it is deemed that the problems they encounter are not affect their learning.

Based on statements from several students of the Arabic Language Education Study Program through an interview process conducted by researchers, several problems were found experienced by students with a non-Islamic boarding school education background in the learning process, including the following:

Linguistic Problems

Phonetic (ashwât)

Some students experience problems in pronouncing words or sentences, this is due to the lack of experience, practice, and habituation.

Vocabulary (mufradât)

Lack of vocabulary is also an obstacle when interacting with using Arabic and translating texts in Arabic. This is also one of the problems for non-Islamic boarding school Arabic Language Education Study Program students.

Arabic Structurs (tarâkib)

Tarâkib is a problem that is very often encountered in the learning process, especially among non-Islamic boarding school graduates, both those related to Arabic syntaxis (*Nahwu*) and Arabic morphology (*Sharf*). This has an impact on student's ability to compose sentences in Arabic.

Non-Linguistic Problems

Low Motivation

The lack of self-confidence experienced by non-Islamic boarding school graduate students toward Islamic boarding school graduate students affects the motivation of non-Islamic boarding school graduate students in the Arabic language learning process because they feel there is a level of ability among them that makes them insecure.

Competence and Learning Methods

The lecturer is a very important role in the learning process. Knowledge from lecturers is also very much needed by students, especially non-Islamic boarding school Arabic Language Education Study Program students.

There is No Language Environment

Non-Islamic boarding school graduate students often experience problems such as a lack of confidence and do not dare to interact using Arabic due to their non-Islamic boarding school educational background, of course, related to Arabic lessons being studied only modestly, not in depth. This is also caused by the absence of an environment that can encourage them to speak Arabic.

The problems that arise in the process of learning Arabic are something that is often faced by students, especially students who graduate from non-Islamic boarding schools. However, most of these problems are encountered at the beginning of lectures.

Conclusion

Based on the results and discussion described by the author, it can be concluded that. In the process of learning Arabic, there are two problems in general, including Linguistic/Language Problems and Non-Linguistic Problems. Linguistic problems consist of *Ashwât, Mufradât, Qawâ'id*. While non-linguistic problems consist of motivation and interest in learning, learning facilities, lecturer competence, learning methods, lack of time, and learning environment.

The problems of learning Arabic for students of the Arabic Language Education Study Program at UIN Sultan Thaha Saifuddin Jambi, there are two types of problems experienced by non-Islamic boarding school graduates, including Linguistic problems including *Ashwât, Mufradât and Tarâkib*. Meanwhile, non-linguistic problems consist of a lack of motivation because of a non-madrasah educational background, a lack of teaching methods for lecturers, and the absence of a mandatory Arabic language area which results in students feeling insecure and not daring to interact using Arabic.

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