Challenges and Opportunities for Learning Arabic: Insights from Non-native Students in Indonesian Higher Education

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ENGLISH ABSTRACT

This study investigates the challenges and opportunities faced by non-native students in Indonesia in learning Arabic. With a focus on the context of higher education, this study uses a qualitative approach to analyze students' experiences in facing obstacles that may arise during the Arabic learning process. Data were collected through in-depth interviews and observations, enabling a deep understanding of the dynamics of Arabic language learning among non-native students. The results of this study provide an overview of challenges such as vocabulary acquisition, speech, and language environment, as well as differences in language structure. Meanwhile, it also identifies opportunities such as the development of cross-cultural communication skills and the strengthening of academic skills. The implications of these findings could provide a foundation for the development of more effective curriculum and learning strategies to support non-native students in overcoming challenges and taking advantage of opportunities in Arabic language learning.

Keywords: Challenges, Opportunities, Arabic Learning, Non-native Student

INDONESIAN ABSTRACT

Penelitian ini menyelidiki tantangan dan peluang yang dihadapi oleh mahasiswa non-native di Indonesia dalam mempelajari bahasa Arab. Dengan fokus pada konteks pendidikan tinggi, studi ini menggunakan pendekatan kualitatif untuk menganalisis pengalaman mahasiswa dalam menghadapi hambatan yang mungkin muncul selama proses pembelajaran bahasa Arab. Data dikumpulkan melalui wawancara mendalam dan observasi, memungkinkan pemahaman yang mendalam tentang dinamika pembelajaran bahasa Arab di kalangan mahasiswa non-native. Hasil penelitian ini memberikan

gambaran tentang tantangan seperti penguasaan kosa kata, berbicara, dan lingkungan berbahasa, serta perbedaan struktur bahasa. Sementara itu, juga mengidentifikasi peluang seperti pengembangan kecakapan komunikasi lintas budaya dan penguatan keterampilan akademis. Implikasi temuan ini dapat memberikan landasan bagi pengembangan kurikulum dan strategi pembelajaran yang lebih efektif untuk mendukung mahasiswa non-native dalam mengatasi tantangan dan memanfaatkan peluang dalam pembelajaran bahasa Arab.

Kata Kunci: *Tantangan, Peluang, Pembelajaran Bahasa Arab, Mahasiswa Asing*

Introduction

Higher education institutions in Indonesia have strong institutional and academic grounds for incorporating Arabic language studies. One of the primary considerations is the pivotal role of Arabic in religious and social education. In this context, as highlighted by Yasmadi et al. (2024), Arabic language learning can catalyze promoting religious moderation in Indonesia. Through curricula that integrate the values of moderation, students are encouraged to develop attitudes of tolerance and inclusivity, thereby contributing to social and religious harmony within the broader community. However, for non-Arabic speakers, particularly Indonesians, the journey of learning Arabic presents its own set of challenges. The linguistic disparities between Indonesian as a native language and Arabic as a foreign language pose unique difficulties for those embarking on this linguistic venture (Munip, 2020). Furthermore, the impediment to mastering Arabic extends beyond linguistic nuances to include the lack of motivation and interest among non-Arabic speakers (Sa'diyah & Abdurahman, 2021)

To delve deeper into the challenges faced in learning Arabic in Indonesia, these obstacles can be categorized into two main groups: linguistic and non-linguistic problems. Linguistic challenges arise from the interference between Arabic and Indonesian, manifesting in issues like vocabulary gaps, the prevalence of Indonesian, and the ingrained habit of using Indonesian as a mother tongue while learning Arabic as a foreign language (Mustofa, 2018). On the other hand, non-linguistic hurdles, in addition to the aforementioned lack of interest and motivation, encompass the inherent complexities of the Arabic language itself. These challenges stem from the unique linguistic components embedded in Arabic, making it distinct among foreign languages (Supriadi et al., 2020).

The opportunity to study Arabic in Indonesian higher education is extensive, encompassing various academic, social, and cultural dimensions. One significant opportunity available to students is the utilization of mobile-based learning platforms in Arabic language education. Research conducted by Maghfurin et al. (2025) indicates that applications such as Duolingo and Memrise have the potential to enhance students' competencies in phonology, morphology, and syntax. The integration of such technologies facilitates more autonomous and flexible learning, thereby improving both the accessibility and effectiveness of Arabic language acquisition. Another opportunity that Arabic learners have is when teachers and other people who have already learned and mastered the language, together they have created an Arabic-speaking environment or community in everyday life (Ikramullah, 2020). So that learners not only get linguistics, but also can use language both phonetically, semantically, syntactically, to morphologically (Hidayah, 2020).

In the university context, the study of Arabic offers a wide range of academic and professional opportunities that go beyond basic language acquisition. Arabic language programs at the tertiary level are designed not only to develop students' proficiency in the four language skills listening, speaking, reading, and writing but also to equip them with a deeper understanding of Arabic linguistics, literature, culture, and religious texts. The curriculum typically includes subjects such as syntax (*nahwu*), morphology (*sharaf*), rhetoric (*balaghah*), Arabic conversation (*muhadatsah*), and translation (*tarjamah*), which are fundamental in preparing students to engage with classical and modern Arabic texts (Nasir, 2022; Satrio, 2018)

Moreover, learning Arabic at the university level is increasingly oriented toward real-world applications. Students are trained not only to analyze Arabic texts but also to use the language in academic discourse, research, and professional communication. Graduates of Arabic language programs often pursue careers in education, translation, diplomacy, international business, and media. For example, those with advanced Arabic skills may become educators or language instructors, work in embassies or international organizations, or establish private Arabic courses and language centers (Masud & Anis, 2020; Zainollah & Ali, 2021). University programs also expose students to Arabic for specific purposes (ASP), such as Arabic for tourism, journalism, or religious scholarship, aligning their linguistic skills with global and regional demands.

In addition, the academic study of Arabic opens intellectual pathways to explore the rich legacy of Islamic civilization, including contributions to science, philosophy, architecture, and theology. This is particularly important in Islamic higher education institutions where Arabic serves as the key to understanding classical sources such as the Qur'an, Hadith, and other scholarly works. As Nur (2018) emphasizes, the Arabic language continues to be a vital medium through which students connect with the intellectual and spiritual traditions that have shaped Muslim societies for centuries.

This study aims to map the challenges and opportunities encountered by students in learning Arabic at the university level. Specifically, it addresses two main research questions: (1) What are the primary challenges faced by students in learning Arabic? and (2) What opportunities do students gain through their engagement with Arabic language learning? In addition to identifying these aspects, the study also analyzes students' open-ended responses to determine which challenges and opportunities are perceived as most significant.

Although previous studies have discussed general factors influencing Arabic language acquisition, few have provided a focused analysis of both the obstacles and enabling factors experienced directly by students within the context of contemporary university education in Indonesia. Moreover, limited attention has been given to students' subjective experiences of how they perceive and negotiate these challenges and opportunities, which is essential for improving curriculum design and pedagogical strategies. This research addresses that gap by offering an empirical perspective based on students' voices, thereby contributing to the development of more responsive and effective Arabic language instruction at the tertiary level.

Methods

This study employed a qualitative descriptive approach, focusing on the perspectives of non-Arab students. The research was carried out at an Islamic University situated in Malang, Indonesia, chosen for specific reasons. Firstly, the university places significant emphasis on the acquisition of Arabic in addition to English, recognizing it as an essential language for all students. First-year students are required to undergo a one-year residential immersion program in the university dormitories, during which they receive intensive instruction in both Arabic and English. Arabic language instruction is

conducted for five hours daily, from 14:00 to 20:00, commencing on Mondays and concluding on Fridays. Secondly, the student population consists of individuals from Indonesia and various non-Arab countries, thereby positioning Arabic as a foreign language within this academic context.

Participation in this study was limited to students enrolled in the Arabic Language and Literature study program at selected Islamic State Universities in Indonesia. The potential respondent pool consisted of 761 students across even-numbered semesters, specifically semesters 2, 4, 6, and 8, representing various stages of academic progression. From this population, a purposive sampling technique was employed to select 147 participants who met specific inclusion criteria. These criteria included (1) active enrollment in the the Arabic Language and Literature study program during the data collection period, (2) completion of at least one semester of core Arabic language courses, and (3) a demonstrated willingness to reflect critically on their learning experiences, as indicated through a preliminary screening questionnaire.

The selection also considered diversity in gender and academic level to ensure balanced representation of perspectives across different stages of study. This purposive approach was adopted to capture a wide spectrum of student experiences, from early exposure to advanced engagement with Arabic language instruction. The selected participants were deemed suitable due to their direct involvement in Arabic language learning within a structured university setting, making them well-positioned to provide insights into the challenges and opportunities encountered throughout their academic journey. Data were collected through open-ended interviews, which enabled an in-depth exploration of students' perceptions and experiences related to Arabic language mastery.

Table 1. Data of Respondents

Grade's	Number of respondents	Gender		Residence	
		Man	woman		
Grade 2	71	35	36	Boarding	81
Grade 4	24	9	15	House	15
Grade 6	29	18	11	Rented house	34
Grade 8	23	9	16	Other	17
Sum		**75**	**72**	**147**	

Data for this study were collected through two primary methods: observation and survey. Classroom observations were conducted to capture students' engagement and interaction during Arabic language instruction. In addition, researchers observed students' academic behaviors and activities outside the classroom to gain a more comprehensive understanding of their learning context.

The survey was administered online using Google Forms and distributed to a purposively selected sample of students. This method was chosen to optimize data collection efficiency and ensure broader accessibility. The survey consisted of open-ended questions designed to elicit in-depth responses. Specifically, participants were asked: (1) What challenges have you encountered in learning Arabic? and (2) What opportunities have you experienced through Arabic language learning?

Following data collection, a systematic qualitative analysis was conducted, encompassing four key stages: data reduction, data display, data interpretation, and conclusion drawing. In the data reduction phase, researchers thematically categorized the responses to align with the study's research questions. The responses were coded and grouped based on emerging patterns and student tendencies relevant to Arabic language acquisition.

Subsequently, the data display stage involved organizing the categorized information into visual formats such as tables, graphs, and selected narrative excerpts. These visual representations facilitated clearer identification of trends and variations across the dataset. The displayed data were then carefully interpreted to construct meaningful insights into learners' experiences.

The final stage involved synthesizing the interpreted data into well-grounded conclusions, reflecting both the challenges and opportunities perceived by students. This structured and rigorous analytical process ensured depth, reliability, and validity in interpreting the qualitative data, ultimately contributing to a more nuanced understanding of students' experiences in mastering the Arabic language.

Results and Discussion

Non-native students encounter distinct challenges in learning Arabic at the university level. However, alongside these difficulties, they also experience valuable opportunities associated with their acquisition of the Arabic language. A detailed

account of students' perceptions regarding both the challenges and the opportunities of learning Arabic has been presented in the following sub-chapters.

Challenges of Learning Arabic for Non-native Students

Learning Arabic for non-native students is often an exciting and complex challenge. Arabic, as one of the rich Semitic languages with a long history, gives it a unique dimension to its learning process. Non-native students interested in mastering the language are often faced with a variety of challenges, ranging from differences in grammatical structure to the complexity of writing systems. In the context of globalization and interculturality, understanding Arabic is also key to accessing various aspects of culture, history, and thought in the Arab world. The challenges experienced by students can be shown in Table 2.

Table 2. The Challenges of Students Learning Arabic

No.	Types of challenges	The challenge of students learning Arabic	Number of respondents	Percentage
1	Internal elements	Vocabulary	42	29,00
2		Grammar (syntax and morphology)	15	10,00
3		Speaking	11	7,00
4		Listening	8	5,00
5		Arabic References	7	5,00
6		Translation	6	4,00
7		Reading	6	4,00
8		Writing	4	3,00
9	External elements	Language environment	23	16,00
10		Low motivation	17	12,00
11		Confidence	8	5,00
Amount			**147**	**100**

Source: Data from a survey using questionnaires

Table 2 shows that students in the process of learning Arabic in higher education experience eleven challenges. The highest challenge felt by students related to vocabulary mastery, reaching 42 students, who stated or reached 29% of respondents. As the following student expressed.

> "It was difficult to memorize vocabulary, which made us less in mastering Arabic vocabulary. In addition, many vocabulary words are not used to listening to Arabic pronunciations." (2nd semester student)

Arabic has a very rich and extensive vocabulary. There are many words and expressions that have subtle meanings and different nuances. Arabic has a complex

morphological system, in which many words have roots that can be changed by the addition of affixes or changes in shape. Some words in Arabic can have similar forms or pronunciations, but have different meanings.

The next challenge that is considered to be a problem for non-native students learning Arabic is the form of the language environment. There were 23 students (16%) who stated they did not have a place or a place to practice the language they had learned, both oral and written practice.

> "Unsupportive environment ranging from places, facilities, and also people. The environment is not supportive, and there is less motivation from oneself. So we feel less practice in everyday life, which makes us forget some vocabulary. Likewise, few friends to practice applying lessons from lecturers." (semester 4)

> "Not being in an Arabic-speaking environment was a challenge while learning Arabic. We are less able to apply the Arabic we know in conversation, so that a lot of vocabulary is not inherent in memorization, which causes us difficulty when we want to speak." (semester 6)

An Arabic-speaking environment provides an immersive experience where students are actively exposed to Arabic all the time. This helps students to get used to the use of the language in everyday contexts, speeds up the learning process, and improves fluency. Students will have more opportunities to speak and communicate in Arabic if they are in an environment where the language is actively spoken. Daily conversations with native speakers and fellow learners can improve speaking skills and oral comprehension.

Grammar is also a big challenge for students in learning Arabic. That is to reach 15 students (10%) of the respondents.

> "Although I have been studying Arabic for a while, I have not fully mastered the science of tools or nahwu. Difficulty in learning rules in Arabic because they did not graduate from Islamic boarding schools." (Semester 4)

Arabic has a very complex morphological system, especially in terms of verb conjugation and noun form changes. There are many conjugation patterns to understand, and changes in word form can depend on the subject, object, time, and aspect, thus requiring extra time and effort to understand. The sentence structure in Arabic can differ significantly from that of non-Arabic languages. Word order, use of pronouns, and passive sentence structure are some aspects that can be tricky for non-native college students. Likewise, Arabic is written from right to left and uses Arabic

letters that have shapes that change depending on the position in the word. In addition, there are *harakats* (signs below or above the letters) that indicate vowels. Thus, grammar is a challenge that non-native students must face in learning Arabic.

In addition, students felt it took effort to be able to speak Arabic, reaching 11 respondents. In contrast to reading and translation skills, each reached 6 respondents. Listening skills reached 8 respondents, and writing skills reached 4 respondents. In line with that, challenges related to the lack of Arabic references and confidence problems for students reached 7 respondents. In addition, 17 respondents said they faced challenges with laziness.

Figure 1. The Challenge of Non-native Students Learning Arabic
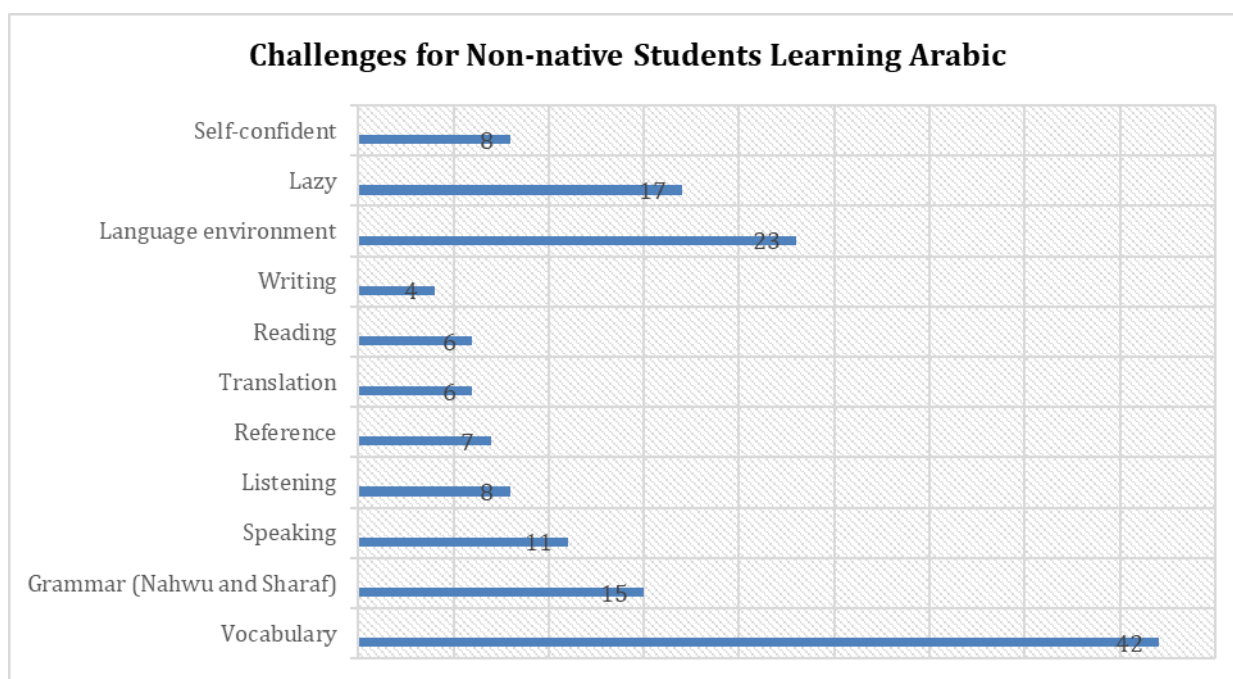

Table 2 and Figure 1 show that challenges encountered by students in learning Arabic can be systematically categorized into three distinct groups. Firstly, internal challenges are rooted in the intricacies of the language itself. Arabic, renowned for its complexity, introduces students to intricate rules such as Grammar (nahwu and Sharaf). Mastery of these rules is deemed challenging, as deviating from them may lead to misunderstandings (Hua, 2020). Additionally, aspects of Arabic writing, speaking, listening, and reading pose challenges for some students. Saud's findings concur, indicating that PGMI students grapple with challenges related to new vocabulary and Grammar rules (Saud et al., 2020). Conversely, Hidayah contends that the differences

between Arabic and Indonesian characteristics compel students toward interlanguage and intralanguage tendencies (Hidayah, 2020). Research also highlights that the structural characteristics of the Arabic language, comparable to mathematical formulas, emerge as a primary challenge in the language learning process. (Abdurrahman et al., 2015).

Secondly, individual challenges emerge as formidable obstacles for students. Overcoming internal struggles, students must combat and conquer their tendencies towards laziness. Many students face confidence issues in speaking, especially when surrounded by peers fluent in Arabic. Yamashita highlights the significance of individual students' anxiety and boredom as hindrances to effective learning (Yamashita, 2020). The reluctance to consistently practice Arabic in daily oral and written communication compounds these individual challenges (Pérez-Valverde et al., 2021).

Thirdly, external challenges originating from the student's environment add a layer of complexity. Practicality diminishes when students lack peers for Arabic communication, particularly in online learning environments. Moreover, the lack of supportive family environments hinders Arabic language development. Teacher professional development emerges as a critical challenge, requiring language educators to adapt to the evolving linguistic landscape (Madalińska-Michalak & Bavli, 2018). Luu identifies the use of technology as an additional challenge in foreign language learning (Luu, 2021). The phenomenon of Standard Arabic (*fusha*) and dialect (*'amiyah*) varieties poses a serious challenge to Arabic language learning due to the absence of some grammar in the study of Arabic as a foreign language (Nurcholisho, 2021). Within the Arab community, the frequency of Standard Arabic (*fusha*) has diminished in favor of dialect (*'amiyah*) Arabic or local dialects, introducing a diversity that challenges non-Arabic speakers in their study of the language. In Indonesia, the exclusive focus on Standard Arabic (*fusha*) neglects effective *qawaid* learning, contributing to the emergence of the Standard Arabic (*fusha*) and dialect (*'amiyah*) phenomenon and presenting a distinct challenge for non-Arabic speakers (Sabbah, 2015).

Arabic Learning Opportunities for Non-native Students

Learning Arabic for non-native students is not only challenging, but also opens wide doors to valuable opportunities. Arabic, as one of the world's most important and

profound languages, offers a wide range of academic and professional advantages. Non-native students who are willing to explore and embrace the beauty and complexity of the Arabic language can have a significant positive impact, not only in the development of language skills but also in cultural understanding and global interaction. As shown in the following Table 2.

Table 3. Opportunities for Students to Learn Arabic

No.	Opportunities for students to learn Arabic	Number of respondents	Percentage
1	Access and engage more deeply with Islamic religious sciences	26	24,00
2	Build communication and cultural exchange with native Arabic speakers	24	22,00
3	Compete (enter the race)	20	14,00
4	Develop academic success through increased comprehension of Arabic instruction	17	9,00
5	Scholarship opportunities	17	8,00
6	Enhance multilingual proficiency for global communication	15	7,00
7	Continue studies to Arab countries	12	5,00
8	Teaching to others	10	5,00
9	Foster long-term academic and professional aspirations through Arabic mastery	4	4,00
10	Pursue spiritual fulfillment and religious devotion through the study of Arabic	2	2,00
	Amount	147	100,00

Source: Data from a survey using questionnaires

Table 2 shows ten types of opportunities from the survey results for a number of non-native students who are learning Arabic. Learning Arabic opens up great opportunities, especially in facilitating a deep understanding of religious sciences, as recognized by 24% of the total respondents. Arabic has a central role in Islamic religious knowledge, including the *Qur'an* and *Hadith*. The ability to understand and communicate in this language provides direct access to the main sources of Islam, making it easier for students to undergo religious studies and explore aspects of spirituality. Thus, Arabic lessons not only become linguistic skills, but also key openings for deeper exploration and understanding of religious values and spirituality.

Communicate with native Arabs, as many as 24 respondents (22%). Mastering Arabic opens wide doors to communicate with native Arabic speakers more intimately and effectively. This capability not only allows the speaker to engage in everyday

conversation but also creates a cultural bridge that allows for a deep understanding of Arab values, traditions, and social norms. By speaking in their native language, a person can build closer relationships, appreciate cultural nuances, and increase opportunities in areas such as work, business, and education. As a tribute to efforts to understand their language and culture, native Arabic speakers often respond with hospitality and provide better access to local people's lives.

Multilingual skills were demonstrated by 15 respondents (14%). Learning Arabic brings great advantages in expanding students' multilingual skills. Mastery of Arabic not only adds a dimension of linguistic richness but also provides a competitive edge in multilingual skills. With the ability to speak and write in Arabic, one not only enriches their portfolio of communication skills but also increases competitiveness in the global market. This allows them to participate in cross-cultural communication, opens up opportunities for international collaboration, and expands their professional network in a multicultural environment. Thus, learning Arabic is not just about understanding one language, but is also an investment in self-development and increased opportunities in an increasingly globally connected world.

They were also able to easily understand Arabic materials, reaching 10 respondents (9%). Students who take Arabic study programs show excellence in understanding learning materials easily, as highlighted by 9% of the total respondents. This is proof that they have a high ability to capture and master various Arabic concepts. This advantage can be attributed to the fact that the majority of learning materials in the study program are presented in Arabic, giving them an edge in understanding and perceiving academic content more effectively. Thus, the choice to take an Arabic study program not only provides language skills, but also strengthens students' intellectual abilities in understanding the teaching material at hand.

Arabic language competence also opens up great opportunities to be able to continue studies in Arab countries, reaching 9 respondents (8%), and being able to compete (participating in competitions), reaching 8 respondents (7%). Expertise in Arabic is not only a linguistic skill but also a key to opening the door to educational opportunities. Students who are proficient in Arabic have a greater chance of winning scholarships and participating in various competitions related to the Arabic language and culture at both national and international levels. This competence proves a high

dedication and interest in cross-cultural learning, an added value often sought after by scholarship and competition organizers. By participating in competitions and academic activities focused on the Arabic language, these students can gain recognition and demonstrate their abilities practically, opening doors to personal development and further opportunities in education and career.

Learning Arabic well not only provides linguistic or linguistic skills, but also opens the door to several amazing advantages. According to the survey results, as many as 5% of respondents managed to get a scholarship after mastering Arabic, while another 5% felt called to teach this language to others. In addition, 4% of respondents achieved their dreams, while 2% stated that learning Arabic brings enthusiasm for the pleasure of Allah. Thus, mastery of Arabic is not only a communication skill, but also an investment in various aspects of life that have a direct positive impact.

Figure 2. Arabic Learning Opportunities for Non-Arabic Students
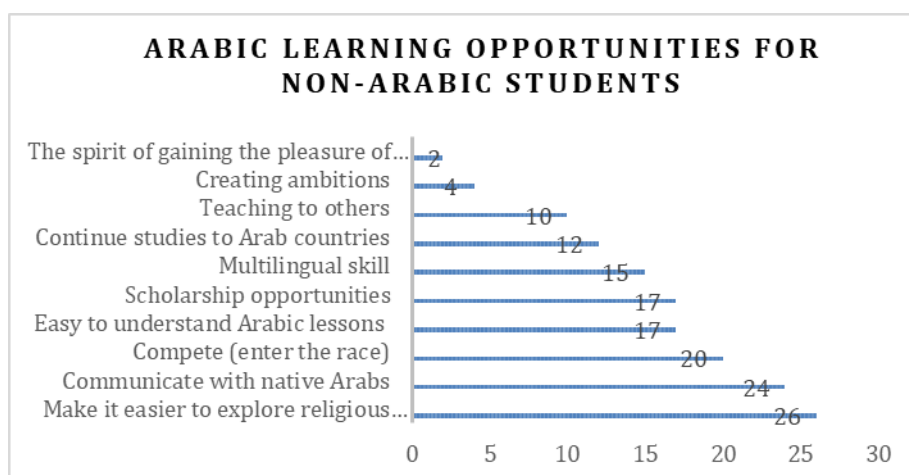
Indonesia is a country where the majority of the population adheres to Islam, but the fact that this does not make them capable enough to use Arabic well (Zainuri, 2019). The development of Arabic in Indonesia can be traced directly to the influx of Islam into the archipelago, where Arabic was first introduced as the liturgical language for practicing Islam (Evi Nurus Suroiyah et al. 2021). The existence of Arabic in Indonesia is still positioned as a foreign language, so it is only one of the compulsory fields of study in educational institutions. The Indonesian Muslim community considers that Arabic remains a fringe language whose position is alienated by the mother tongue, or

Indonesian itself. Because, in this case, people learn Arabic solely as a tool to deepen Islamic knowledge and not as a goal (Zainuri, 2019).

Arabic in Indonesia is positioned as a foreign language, where Arabic is parallel to English, Japanese, Mandarin, and so on (Zainuri, 2019). Arabic also has a special position in the linguistic treasures and insights of Indonesian knowledge, which are as follows: 1) Arabic as a means of liaison between nations. 2) Arabic as the language of Muslims and Science. 3) Arabic as a tool for Indonesian development (Muassomah, 2023). Quite a lot of Indonesian vocabulary takes Arabic vocabulary as the basis of Indonesian, such as the words: musyawarah, special, delicious, benefit, faham, tawakal, tafakur, and others (Nur, 2018).mar

Arabic occupies a vital position in the realm of education, particularly within the context of Islamic boarding schools (pesantren) in Indonesia (Siddiq, 2018). As the principal language of communication in daily activities, Arabic serves a central role in institutions that adopt a bilingual language system (Muchsonny et al., 2021). One of the primary objectives of Arabic language instruction in schools and pesantren is to foster students' proficiency in Arabic, enabling them to engage meaningfully with religious texts (Marpuah, 2019). This objective is reinforced by the linguistic and historical significance of Arabic, which is among the oldest languages in the world and has played a foundational role in shaping the intellectual traditions of Islam through core texts such as the *Qur'an, Hadith, Tafsir, Fiqh*, and *Sufism*. Therefore, the mastery of Arabic is essential for Muslims, particularly within Islamic educational institutions, to attain a deep and contextualized understanding of religious content (Primaningtyas & Setyawan, 2019).

Recent research further highlights the heterogeneous nature of students enrolled in Arabic language programs (Nurcholis & Hidayatullah, 2019). Learners come from varied educational backgrounds, including traditional and modern boarding schools (*pesantren*), and general high schools (*madrasah aliyah*), resulting in a diverse range of language proficiencies and mastery of Arabic grammar (Abdurrahman et al., 2015). This diversity presents pedagogical challenges for instructors, who are required to adapt instructional materials and methods to accommodate students' differing needs. Consequently, the implementation of innovative and adaptive teaching strategies becomes a necessity, particularly in Arabic language classes that are taught as a foreign

language (Asta & Tereseviċienė, 2018). Such findings underscore not only the linguistic diversity among learners but also the potential for broader pedagogical development in Arabic language education.

Conclusion

This research underscores that the challenges and opportunities inherent in learning a foreign language extend to the study of Arabic for Indonesian students, positioning it as a language other than English. Three distinct challenges are identified, encompassing internal language complexities, individual hurdles, and environmental challenges in the learning process. Conversely, two categories of opportunities emerge: academic and social. Academic opportunities arise from enhanced linguistic competence, facilitating proficiency in written and spoken Arabic. Social opportunities manifest in improved social status within academic circles and broader social contexts.

It is essential to note that this research is confined to the specific focus on challenges faced by students learning Arabic, rendering the information partial and incomplete. As a recommendation, future studies could delve into comparative analyses between two languages, such as Arabic and English, to explore how students navigate challenges and opportunities in different language study programs. This approach would provide a more comprehensive understanding of student perceptions and experiences across diverse linguistic contexts.

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