

EXPLORING OBSTACLES AND CHALLENGES IN THE PRACTICE OF TEACHING ARABIC AT MAWADDAH JUNIOR HIGH SCHOOL IN DEPOK

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ABSTRACT

Bahasa Arab memiliki peran penting dalam dunia pendidikan Islam, terutama di tingkat sekolah menengah pertama yang berbasis keagamaan. Penguasaannya tidak hanya menunjang kemampuan linguistik siswa, tetapi juga memperdalam pemahaman terhadap ajaran Islam melalui teks-teks keagamaan. Eksplorasi terhadap praktik pengajaran Bahasa Arab di SMP Mawaddah, Depok, Jawa Barat, mengungkap berbagai hambatan yang dihadapi guru serta strategi yang digunakan untuk mengatasinya. Dengan pendekatan kualitatif deskriptif, data diperoleh melalui observasi langsung dan wawancara semi-terstruktur. Hambatan utama mencakup rendahnya motivasi dan minat siswa, terbatasnya waktu pembelajaran, serta perbedaan kemampuan dan latar belakang siswa terhadap Bahasa Arab. Untuk mengatasi tantangan tersebut, guru menerapkan pendekatan personal, memanfaatkan media pembelajaran sederhana dan kontekstual, menguatkan motivasi belajar, serta mengatur waktu secara efisien. Temuan ini memberikan gambaran nyata mengenai dinamika pembelajaran Bahasa Arab di sekolah berbasis Islam dan mendorong penerapan strategi yang lebih adaptif dan efektif dalam proses pembelajaran.

Keywords: Pengajaran Bahasa Arab, hambatan, strategi guru, pendidikan Islam, pendekatan kualitatif.

ABSTRACT

Arabic holds a significant role in Islamic education, particularly at the junior secondary level in faith-based schools. Mastery of the language not only supports students' linguistic competence but also deepens their understanding of Islamic teachings through religious texts. This exploration of Arabic language teaching practices at SMP Mawaddah, Depok, West Java, reveals various challenges faced by teachers and the strategies employed to overcome them. Using a descriptive qualitative approach, data were collected through direct classroom observations and semi-structured interviews. Key challenges include low student motivation and interest, limited instructional time, and diverse student backgrounds and proficiency levels. To address these obstacles, teachers implement personalized approaches, utilize simple and contextual learning media, enhance student motivation, and manage time efficiently. These findings offer a clear picture of the dynamics of Arabic language instruction in Islamic-based schools and encourage the adoption of more adaptive and effective teaching strategies.

Keywords: Arabic language teaching, challenges, teacher strategies, Islamic education, qualitative approach.

INTRODUCTION

Arikunto says that exploration is research that seeks to explore the causes or things that initiate and influence the occurrence of something to explore new knowledge and can be a solution or problem solving. (Arikunto Suharsimi, n.d.) According to Mudzakir, exploration is a scientific research conducted in the field with the aim of obtaining more knowledge results, and will get an in-depth description and explanation of an event or phenomenon that occurs and becomes an important thing in an exploration object.

Arabic is a language that plays an important role in secondary school education, especially in Islamic-based schools such as Mawaddah Junior High School. Mastery of Arabic not only supports students' communication skills, but also deepens their understanding of

religious texts and Islamic culture. Therefore, the Arabic learning process must be designed with effective strategies so that the learning objectives can be achieved optimally. Teaching is a system, which consists of various elements and components that are interrelated and influence each other. The system is the totality of all interrelated elements. The quality of the system is influenced by the quality of its elements, and if one element cannot work in accordance with other elements, the effectiveness of the system will be disrupted. However, what elements must be present in a system is something relative, because in reality every element in the system is basically also a sub-system.(Oemar Hamalik, 2002)

The reality on the ground, however, shows that Arabic language teaching still faces various challenges, both from internal aspects such as student learning motivation, as well as external aspects such as limited facilities and learning media. Teachers are required to not only master the material, but also be able to choose the right methods and approaches according to the characteristics of students and classroom conditions. Monotonous and non-contextual learning can lead to low student interest and difficulty in understanding the material.

In this context, the teacher's role as a facilitator determines the success of learning. Teachers must be able to design learning processes that are interactive, varied and adaptive to classroom dynamics. Therefore, it is important to explore how Arabic language teaching practices are implemented in schools, including the obstacles faced by teachers and the strategies used to overcome these obstacles. This study becomes important as a material for evaluation and development of Arabic language learning models that are more effective and relevant to the needs of the times.

Common problems often encountered in Arabic language teaching practice include several fundamental aspects that are interrelated. One of the most dominant is the low pedagogical competence of teachers in managing classrooms effectively, particularly in delivering Arabic language material using an approach that is interesting and easy for students to understand. Many teachers experience difficulties in implementing varied learning strategies that are appropriate to the characteristics of their students.

In addition, the limited availability of contextual learning media also poses a significant obstacle. The material presented is often not related to students' daily lives, making the learning process feel rigid and irrelevant. The teaching media used are generally still conventional and not supported by adequate technology or visual teaching materials.

Furthermore, the lack of school facilities and infrastructure, such as the lack of representative learning spaces, the scarcity of quality Arabic textbooks, and the unavailability of modern learning aids, further exacerbates the situation. The combination of these three factors has a significant impact on the low effectiveness of the learning process and the difficulty in achieving optimal Arabic language learning objectives, including vocabulary mastery, reading and writing skills, and understanding religious texts.

Previous research entitled "Problems in Teaching Arabic to Eighth Grade Students at UNISMUH Makassar Junior High School"(Amirudin & Fatmawati, 2018) highlighted various difficulties experienced by students, such as low motivation, limited vocabulary, and a lack of learning media. The focus of this research was on the students as recipients of learning.

The research gap in this study lies in the lack of exploratory studies discussing the obstacles to teaching Arabic from the teachers' perspective, especially in integrated Islamic schools such as SMP Mawaddah. Until now, most studies have focused more on students as

recipients of learning. These studies are generally quantitative descriptive in nature and tend to highlight issues related to learning motivation, difficulties in understanding the material, or limitations in students' vocabulary.

As a result, the experiences and challenges faced by teachers as the primary implementers of the learning process often receive insufficient attention. Yet, teachers play a strategic role in determining the direction, methods, and success of a learning process. The absence of studies that delve into teachers' subjective experiences in dealing with classroom dynamics, media limitations, student character differences, and infrastructure constraints makes understanding the issues surrounding Arabic language learning incomplete.

Therefore, this study aims to fill this gap using an exploratory qualitative approach that provides space for teachers to deeply express their experiences, perspectives, and strategies in overcoming challenges in the field. The focus on the context of integrated Islamic schools also contributes additional value, as this setting has unique characteristics, including its curriculum, learning orientation, and the religious values embedded within it.

As a complement, this study titled "Exploring Barriers and Challenges in Arabic Language Teaching Practices at SMP Mawaddah Depok, West Java" presents the perspective from the teachers' side. This study delves into the obstacles faced by teachers in their teaching practices and the strategies they employ to overcome them. Thus, this research introduces a novel element through the teacher's perspective and the context of an integrated Islamic school, which has not been extensively discussed in previous studies.

Based on this background, the research question to be answered in this study is how Arabic language teachers face various obstacles in their teaching practices in integrated Islamic school environments. These challenges include obstacles related to infrastructure, limited learning media, pedagogical skills, and diverse student characteristics. This research also seeks to understand the strategies teachers develop to address these challenges to ensure optimal learning. Thus, the problem formulation in this study is focused on exploratory efforts to deeply reveal the experiences of teachers in facing the challenges of learning Arabic at SMP Mawaddah Depok, as well as how they innovate in implementing adaptive and relevant learning methods.

Based on this foundation, this study aims to continue and strengthen theoretical understanding through an exploration of actual Arabic language teaching practices at the institutional level, particularly at SMP Mawaddah. While previous studies were more normative and argumentative in highlighting the urgency of Arabic language learning, this research focuses on the dynamics of its implementation in the classroom, including the various challenges faced and the strategies applied by teachers. Emphasis on the role of teachers, the limitations of the learning system, and the importance of diverse and contextual approaches serve as the thread connecting theory and practice. Therefore, this research is not merely supplementary but a concrete manifestation of the idea that Arabic language instruction as a second language must continue to be developed to address the challenges of the times and the needs of students.

RESEARCH METHODS

This study uses a descriptive qualitative approach that aims to describe in depth the practice of teaching Arabic at Mawaddah Junior High School, focusing on the obstacles faced by teachers and the strategies applied to overcome these obstacles. This approach was

chosen because it is able to comprehensively capture the dynamics of learning in a real context.

The research subjects are Arabic language teachers actively teaching at SMP Mawaddah. The subjects were selected using purposive sampling, based on specific criteria such as teaching experience, direct involvement in the learning process, and willingness to provide open and in-depth information.

The data collection techniques used consist of two main methods:

1. Direct observation of learning activities in the classroom. The observation was conducted non-participatively, where the researcher was present as an observer to record teaching methods, interactions between teachers and students, and the overall dynamics of the teaching and learning process.
2. Semi structured interviews with Arabic teachers. These interviews aimed to explore teachers' experiences in greater depth, the obstacles they often face in the teaching process, and the strategies they use to overcome these obstacles. The semi structured format provided flexibility so that the information that emerged was broader and richer.

The analysis in this study was conducted through a process of drawing meaning and understanding from the results of the observations and interviews that had been conducted. The researchers carefully analyzed the information obtained, then identified various patterns, trends, and key issues that emerged in the Arabic language learning process in the classroom. Through a process of reflection and interpretation, a number of themes were identified that represent teaching practices, challenges faced by teachers, and strategies used to overcome them. This process was carried out gradually and continuously from the beginning to the end of the study to ensure that the results truly reflect the actual conditions in the field.

RESULTS AND DISCUSSION

Arabic Language Teaching Practices at Mawaddah Junior High School

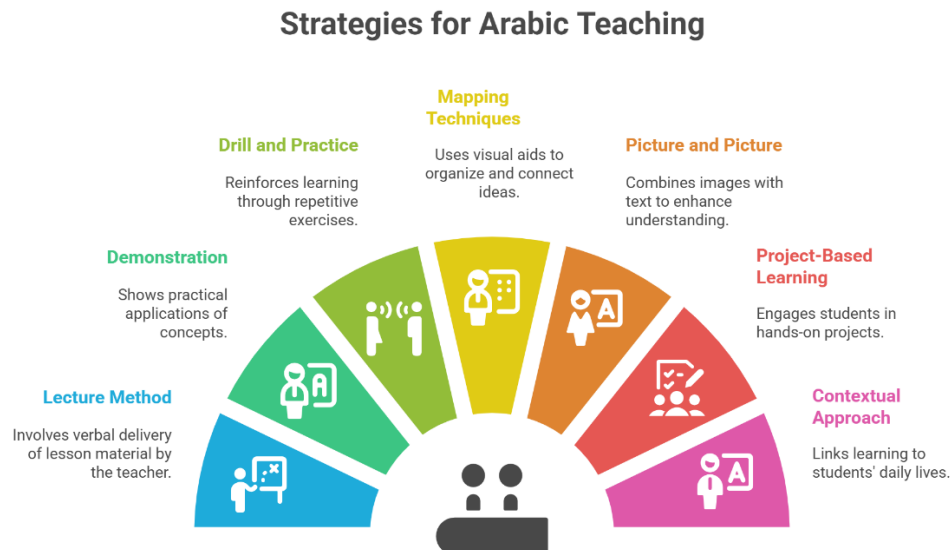
Ibn Khaldun said, "Teaching is a profession that requires knowledge, skills, and precision, just as skill training requires techniques, strategies, and diligence to become competent and professional." The application of teaching methods will not be effective and efficient as a medium for delivering teaching material if it is not based on adequate knowledge of the method. As a result, the method may become an obstacle to the teaching process rather than a component that supports the achievement of objectives if it is not applied appropriately. Therefore, it is crucial to thoroughly understand the characteristics of a particular method. Simply put, Arabic language teaching methods can be categorized into two types: traditional/classical methods and modern methods.(Djalaluddin, 2018)

Arabic language teaching practices at SMP Mawaddah are an important part of efforts to improve Arabic language proficiency among students. These activities are designed not only to introduce the basics of Arabic grammar, but also to foster students' interest and confidence in using Arabic in everyday life.

Teaching is conducted in a step-by-step manner, starting with the introduction of the Arabic alphabet, basic vocabulary, and the use of simple sentences in relevant contexts. The methods employed are communicative and interactive, incorporating various learning materials such as flashcards, audio-visual aids, and educational games to help students understand the material more easily and enjoyably.

Teacher at SMP Mawaddah also focus on a comprehensive approach to language skills, namely listening (istima'), speaking (kalam), reading (qira'ah), and writing (kitabah). In practice, students are given the opportunity to directly practice Arabic conversation

through dialogues, simulations of everyday situations, and simple presentations.



From the results of observations and interviews, Arabic teachers at Mawaddah Junior High School apply teaching practices that combine several methods according to the needs of students. The most commonly used methods include lecture for material delivery, demonstration for interaction, as well as vocabulary usage practice to strengthen understanding and mapping. The teacher also sometimes uses a contextual approach by linking the subject matter to the students' daily situations, making the material easier to understand and interesting.

The practice of teaching Arabic at Mawaddah Junior High School by using various methods including:

1. **Lecture method:** a method of delivering lesson material verbally from the teacher to the students. In Arabic language learning, this method is used to explain mufradat (vocabulary) rules, verbs, nouns, and other linguistic aspects. Teaching with the lecture method means providing information through the students' hearing, so that students can understand what the teacher is saying by listening to what the teacher has said. According to Abuddin Nata, "the lecture method is a way of presenting lessons carried out by teachers through direct narration or explanation in front of students. Meanwhile, Sholeh Hamid, in his book Edutainment, states that the lecture method is a method that has existed since the beginning of education.(Moh. Sholeh Hamid, 2014)
2. **Demonstration Method:** In Arabic language learning at SMP Mawaddah, this teaching method involves demonstrating directly how something is done or applied, with the aim of helping students better understand simple material. The Demonstration Method is a teaching method that uses visual demonstrations to clarify a concept or to show how a certain process takes place for students. The demonstration method is one way of teaching in which students conduct an experiment on a particular matter, observe the process, and write down the results of their observations. These results are then presented to the class and evaluated by the teacher. This method is highly effective in helping students meet their

learning needs through their own efforts, based on clear and accurate facts and data obtained from the demonstration. The Demonstration Method is a learning effort or process that involves practical activities using visual demonstrations aimed at students, with the goal of making it easier for them to understand and apply what they have learned and to solve problems related to what has been demonstrated. (Sasmitowati, 2020)

3. Drill and Practice Method: This method involves repeating vocabulary, verbs, and nouns. It is a way of teaching vocabulary by getting students to use it directly in simple sentences or phrases, rather than just memorizing its meaning. According to McDonough, the Drill and Practice method is appropriate for teaching arithmetic, foreign languages and vocabulary building. The Drill and Practice method has five stages: setting objectives, demonstrating knowledge or skills, providing guided exercises, checking understanding, and providing further exercises. (Nurlianti et al., 2019). The Drill and Practice learning model combined with group discussions aims to improve social aspects, namely cooperation among students in a group to achieve common goals.
4. The mapping method is a method used to connect vocabulary in visual form, such as mind maps or word maps, so that students can more easily understand and remember the material. Mind mapping is a creative note-taking method used to facilitate the memorization of large amounts of information. The benefits of mind mapping include the ability to express oneself openly, collaborate with peers, create clearer and more concise notes, easily locate information when needed, focus directly on the core material, visualize the overall picture effortlessly, enhance the brain's ability to remember, organize, establish connections, and compare, facilitate the addition of new information, enable faster review, and each mind map has its own unique characteristics. (Pangestu et al., 2023)
5. The Picture and Picture method is a learning technique that involves matching one picture with another that is related to it, usually done after the material has been presented. For example, students match a picture of a notebook with the correct Arabic writing. This method helps students understand the material more easily and enjoyably through visualization. According to Oktavia, the Picture and Picture learning model is an active learning method that uses pictures and pairs them or arranges them in a systematic order. (Oktaviana et al., 2019) According to Ahmadi The Picture and Picture learning model is a learning model that uses pictures and pairs them or arranges them in a logical order.
6. Project-Based Learning (PJBL) is a learning approach that focuses on creating a product as the result of the learning process. In Arabic language learning, this method can be applied by creating projects such as a pocket dictionary or booklet containing vocabulary (mufrodat) that has been studied. Additionally, students can create flashcards containing Arabic vocabulary. Through this method, students become more active, creative, and gain a deeper understanding of the material because they are directly involved in the product creation process.

With the implementation of various teaching methods at SMP Mawaddah, the Arabic language learning process is not only focused on mastering theory, but also emphasizes the importance of active, contextual, and enjoyable learning experiences. Teachers consistently strive to create a classroom atmosphere that encourages student participation and accommodates their different learning styles through flexible and innovative approaches.

Each method used has its own strengths in helping students understand the material and develop their Arabic language skills comprehensively. From presenting material

through lectures, hands-on practice through demonstrations and drills, to utilizing visual media such as mind mapping and educational images, all these approaches are aimed at strengthening understanding while building students' confidence in actively using the Arabic language.

This practice shows that Arabic language teaching at SMP Mawaddah is not monotonous, but continues to evolve in line with learning needs and developments. With a strong methodological foundation and planned implementation, Arabic language teaching at this school is an important step in building functional language competence and a positive attitude among students towards foreign language learning, especially Arabic.

Challenges Faced by Teacher

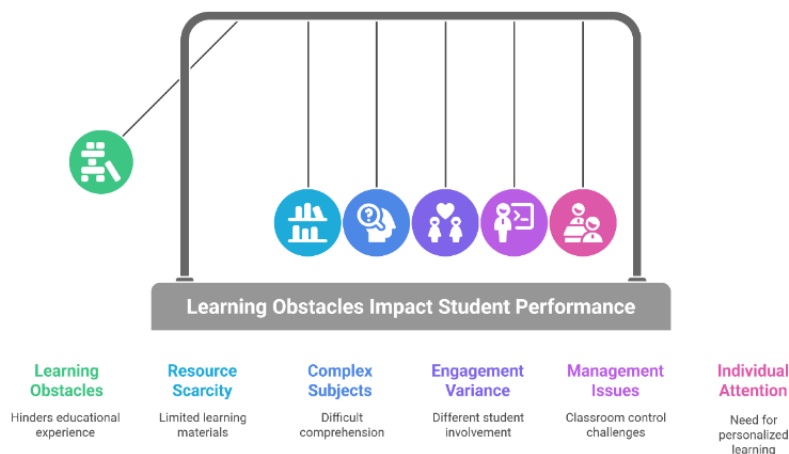
Based on the Kamus Besar Bahasa Indonesia (KBBI), an obstacle is a hindrance or barrier. An obstacle is a situation that can cause disruption and prevent proper implementation. Obstacles are often referred to as problems in the implementation of a process, causing the process to not run as expected. Obstacles tend to be negative, hindering the progress of something that someone is doing. In the implementation of activities, there are often several factors that act as obstacles in achieving objectives, whether they are obstacles in the implementation of a program or in the development of that program.(Mulyasana, 2020)

In the process of teaching Arabic at SMP Mawaddah, teachers face various obstacles that affect the effectiveness of delivering the material. These obstacles arise from both internal and external factors, requiring teachers to have adaptive and creative strategies in overcoming the challenges.

One of the main challenges is the low level of students' understanding of Arabic as a foreign language. Many students lack a strong foundation in vocabulary and sentence structure, forcing teachers to repeat basic material more frequently than planned. This limits the time available to cover more complex material.

Another obstacle is the lack of student motivation. Some students consider Arabic to be a difficult and uninteresting subject, so their interest in learning tends to be low. To overcome this, teachers must find creative ways to make learning more interactive and enjoyable, such as through games, songs, or thematic methods.

Equally important is the factor of teachers' workload. Many Arabic teachers have to teach several classes at once, with a large number of students. This limits the attention given to each student and makes the evaluation process less than optimal.



Nevertheless, the teachers at SMP Mawaddah continue to strive to provide the best possible teaching. They continue to innovate in their teaching methods, attend training, and coordinate with each other to share solutions to overcome existing obstacles. With high enthusiasm and commitment, it is hoped that these obstacles can be overcome gradually.

Some obstacles encountered during the learning process at SMP Mawaddah include:

1. Low student motivation, where some students are less enthusiastic and active in attending Arabic lessons. Motivation is defined as the overall driving force within students to engage in a series of learning activities in order to achieve predetermined goals. Student motivation can arise from within the individual (intrinsic motivation) or from outside the student (extrinsic motivation). One of the characteristics of a motivating teacher is enthusiasm. They care about and understand what they are teaching and communicate to their students that what they are learning is important. They set an example that can inspire their students. Motivation is a process of activating motives/forces into actions or behaviors to fulfill needs and achieve certain goals. In terms of learning, motivation is defined as the total driving force within students to carry out a series of learning activities to achieve predetermined goals.(Hendrizal, 2020). Low student motivation is one of the obstacles to achieving national educational goals. Low student motivation will affect the learning process and student achievement, as well as influencing student behavior.(Sari, 2017)
2. Low interest in Arabic. Interest is one of the factors that influence the achievement of learning objectives. Strong interest can make someone strive persistently and never give up when facing a challenge. If a student has a strong interest in learning the subject matter, then that student will quickly understand and always remember it. Conversely, students who are not interested in a subject tend to be indifferent to learning activities.(Aswan, 2023). If a student has a strong interest in learning the subject matter, they will quickly understand and remember it. Conversely, students who are not interested in a subject tend not to participate in learning activities.(Aswan, 2023).
3. Students' lack of background in Arabic, causing them to have difficulty understanding basic material. Some students with an elementary school education background will have difficulty understanding Arabic language learning. In contrast, students with an Islamic elementary school education background will be greatly helped to connect and relate to their learning experiences in Islamic elementary school, making it easier to

build student motivation and interest in Arabic language learning. However, students with an elementary school background will be able to follow the lessons well if they have had informal learning experiences such as religious classes or Madrasah Diniyah, which provide Arabic language material, enabling students to develop motivation and interest in learning Arabic. Students' educational backgrounds also influence their interest in learning. Students from elementary schools (SD) find it very difficult to follow Arabic language learning because there were no Arabic language subjects when they were in elementary school, making them feel unfamiliar with the subject.(Hisbulloh et al., 2021).

4. Limited learning time of only 2 hours per week of school activities makes it difficult for teachers to cover the material in depth and provide sufficient practice. Therefore, students are required to study independently at home to help improve their skills in understanding Arabic language learning. The availability of time is closely related to students' success in understanding the subject matter. How sufficient time can enable students to master the material being taught more deeply,(Nelly, 2016) and how long it takes students to understand the subject matter in this case is Arabic language learning with varying levels of intelligence.
5. Differences in students' abilities and characteristics require teachers to repeat explanations of the material several times and change teaching methods to suit the characteristics of the students. The lack of attitude, encouragement, and motivation from families toward students is one of the factors contributing to students' learning difficulties. In addition, rarely repeating Arabic lessons at home and not practicing them are also factors contributing to difficulties in learning Arabic.(Pauseh et al., 2022). Individual differences play a significant role in determining the course of foreign language learning and the level of success achieved by language learners. Each individual has different characteristics, so learning must be carried out using approaches and methods that are appropriate to these differences. Since students' abilities also vary in their ability to absorb learning materials, teachers should pay special attention to students with lower ability levels by striving to identify and address their learning difficulties through learning difficulty diagnosis. If it is difficult to identify students' learning difficulties, it is not wrong to seek assistance from other competent teachers, such as guidance and counseling teachers.(Nurtresnaningsih, 2020).
6. The lack of repetition of material and independent practice at home is one of the main causes of students' difficulties in understanding Arabic lessons. Without sufficient repetition, students tend to quickly forget the vocabulary and sentence structures they have learned in class. Consistent practice at home is crucial for strengthening memory and improving students' understanding of the material. In Arabic language learning, repetition exercises are an integral part that cannot be separated. All Arabic language teaching methods include these exercises, only the terms used to describe them differ; some call them *tikror*, *tardid*, *i'adah*, *muroja'ah*, and so on, all of which emphasize repetition exercises with programmed exercises. Repetition is a well-known method in the world of learning. Teachers often ask their students to repeat lessons they have been taught when studying at home. The aim is to ensure that the lessons learned stick in their memory.(Luqman, 2015)

The dynamics of Arabic language learning at SMP Mawaddah are inseparable from

various obstacles that arise in the field. Every challenge faced by teachers illustrates the complexity of the world of education, where teaching is not only about delivering material, but also about understanding the psychological, social, and diverse backgrounds of students. Challenges such as low motivation to learn, time constraints, and limited repetition and support from the home environment require teachers to be more adaptive, patient, and creative in applying teaching methods.

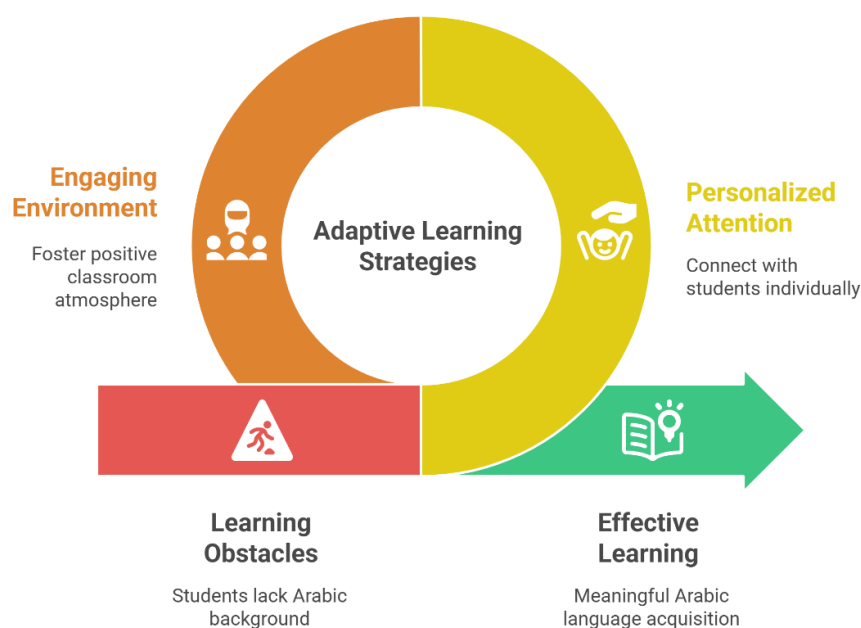
This situation highlights that teachers are not merely knowledge transmitters but also mentors who must be able to carefully assess classroom dynamics and the characteristics of their students. These various obstacles are not to be avoided but need to be addressed with targeted strategies to ensure that the learning process remains effective and enjoyable. From this, it can be understood that the success of teaching does not only depend on the methods used but also on the teacher's ability to overcome obstacles that arise during the teaching and learning process.

Teacher Strategies for Overcoming Obstacles

Facing various challenges in teaching Arabic, teachers are expected to not only be educators but also problem solvers who can respond to every obstacle with the right strategy. Obstacles such as low student interest, differences in ability within the classroom, limited learning media, and lack of time and infrastructure support are often the main obstacles in the learning process.

However, teachers do not passively accept these conditions. With high commitment and dedication, they continue to seek the best solutions to ensure learning objectives are achieved. Teachers are required to be creative and adaptive in selecting appropriate methods, as well as capable of creating a conducive and engaging learning environment for students. The strategies implemented are not only technical but also include psychological and pedagogical approaches to help students more easily absorb and understand Arabic language material.

Overcoming Barriers in Arabic Learning



Through strategies that are carefully designed and contextually appropriate, teachers play a crucial role in reducing existing barriers and promoting a more effective, efficient, and meaningful learning process. To overcome obstacles in learning Arabic, especially since most students do not have a background in the language, teachers at SMP Mawaddah, Depok, West Java, implement various effective and adaptive learning strategies. These strategies include:

1. Approaching students by paying special attention to them at the beginning of the lesson so that those who are less active in class will be more motivated to participate. To create an active learning atmosphere and increase student participation in Arabic language learning, teachers at SMP Mawaddah Depok build active communication between teachers and students so that there is two-way communication, with the aim of helping students understand the material presented by the teacher. One such activity involves encouraging students to recite vocabulary words simultaneously, such as verbs, nouns, or vocabulary found within the classroom. This activity is directly guided by the teacher, and students are asked to repeat the words together. Through this method, students become more accustomed to hearing and reciting Arabic vocabulary, while also creating a lively and interactive classroom atmosphere.
2. The use of simple media, that simple learning media is very effective in schools. By utilizing the environment as a learning medium,(Pebrianti, 2019) such as pictures, concrete examples from everyday life, and explanations that are easy to understand. Creating puzzles, such as body parts in Arabic, which they will then match according to their parts. Sounds originating from the students themselves, by encouraging students to pronounce vocabulary words, simple sentences, or conversations in Arabic directly. By using their own voices as a learning tool, students become more active, confident, and directly involved in the learning process. This strategy also helps improve pronunciation skills and memory retention of the vocabulary being learned. Learning media are used to convey learning messages so that students can easily understand the learning process.(Fauzi Fahmi et al., 2021)
3. Strengthening learning motivation through praise, encouragement, and providing an overview of the benefits of learning Arabic for students' future, as well as paying attention to all students in the class by checking each assignment at the beginning of the lesson and asking about the activities carried out the previous day. Motivation is closely linked to desire and ambition. Without ambition, it is likely that someone will have little or no motivation to achieve success. Motivation plays a crucial role in activating determination, enhancing energy, and boosting enthusiasm to achieve desired goals.(Hilmi & Nurhayati, 2024).
4. Efficient time management, focusing on learning outcomes and effective material practice so that learning time can be optimized even when time is very limited. A competent teacher must be able to use time effectively and efficiently and distribute it across each basic competency in the teaching and learning process. Good time management for teachers is very important in helping students successfully master the learning material.(Pebrikarlepi Erik, 2021)

Various teaching strategies employed by teachers to address challenges in Arabic language learning at SMP Mawaddah demonstrate that teachers do not merely teach but also strive to understand students' circumstances and needs. Through a warm approach, the use

of simple learning materials, providing motivation, and effective time management, teachers aim to create a pleasant and easily understandable learning environment for students.

Despite facing many obstacles, teachers continue to seek the best ways to help students follow lessons effectively. This demonstrates that teachers play a crucial role in assisting students in overcoming learning difficulties. With the right strategies and a patient attitude, teachers can make the learning process smoother and more meaningful for all students.

Additionally, the strategies implemented also reflect teachers' attention to students' academic and behavioral development. Teachers do not only focus on delivering the material, but also pay attention to how students respond to the lessons and how best to make them more interested and motivated.

With this comprehensive approach, it is hoped that the Arabic learning environment will become more lively, interactive, and provide a positive experience for students. The greater the effort teachers make in understanding and addressing students' needs, the greater the likelihood of achieving the desired learning outcomes.

CONCLUSIONS

Arabic language teaching at SMP Mawaddah, Depok, West Java plays an important role in improving students' understanding of religious texts and language skills that support Islamic education. Teachers apply various teaching methods such as lectures, demonstrations, vocabulary practice, and vocabulary mapping, which are flexibly combined to suit the needs of students.

In practice, several challenges hinder the smooth progression of the learning process, including low student motivation and interest, limited Arabic language background among most students, time constraints, and varying learning abilities among students. These challenges require strategic solutions to ensure the learning process remains effective.

To overcome these challenges, teachers adopt a personalized approach, utilize simple and contextual learning media, strengthen student motivation through individual encouragement and attention, and efficiently manage learning time to ensure that the material is delivered optimally despite limited time availability.

Such adaptive and contextual teaching practices demonstrate that the success of Arabic language learning is greatly influenced by the teacher's ability to manage the classroom, select appropriate methods, and build positive relationships with students. These findings contribute to the development of more effective and relevant Arabic language learning strategies in Islamic based schools.

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