

ANALYSIS OF FACTORS FACING DIFFICULTIES IN LEARNING ARABIC IN STUDENTS OF MUHAMMADIYAH 1 JUNIOR HIGH SCHOOL, JAMBI CITY

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ABSTRACT

Hasil penelitian menunjukkan bahwa siswa mengalami kesulitan untuk menguasai kosakata dan menulis Bahasa Arab, pengulangan materi di luar jam pelajaran yang masih sangat jarang, serta minat dan motivasi siswa untuk mempelajari Bahasa Arab masih sangat rendah. Dalam hal ini, pihak sekolah (Guru Pengampu) menerapkan strategi yang sebelumnya juga digunakan saat ia sendiri belajar. Strategi utamanya adalah dengan memperbanyak pengulangan kosakata dan latihan praktik. Belajar bahasa, khususnya Bahasa Arab, erat kaitannya dengan hafalan dan pemahaman terhadap kosakata. Oleh karena itu, siswa diarahkan untuk menghafal sebanyak mungkin kosakata setiap harinya. Pembelajaran Bahasa Arab di SMP Muhammadiyah 1 Kota Jambi menurut guru pengampu telah diselenggarakan dengan cukup efektif. Hal ini menunjukkan bahwa secara sistem dan pelaksanaan, sekolah sudah mendukung mata pelajaran ini sebagai bagian dari kurikulum muatan lokal. Namun, efektivitas tersebut tidak hanya ditentukan oleh guru atau sistem, melainkan kembali kepada masing-masing siswa. Artinya, motivasi dan minat pribadi siswa sangat menentukan apakah mereka akan berhasil memahami dan menguasai Bahasa Arab atau tidak.

Keywords: Faktor Kesulitan, Belajar, Siswa

ABSTRACT

The results of the study indicate that students have difficulty in mastering Arabic vocabulary and writing, repetition of material outside of class hours is still very rare, and students' interest and motivation to learn Arabic is still very low. In this case, the school (teacher) applies a strategy that was previously used when he himself studied. The main strategy is to increase vocabulary repetition and practice exercises. Learning a language, especially Arabic, is closely related to memorization and understanding of vocabulary. Therefore, students are directed to memorize as many words as possible every day. Arabic language learning at SMP Muhammadiyah 1 Kota Jambi according to the teacher has been carried out quite effectively. This shows that in terms of system and implementation, the school has supported this subject as part of the local content curriculum. However, this effectiveness is not only determined by the teacher or system, but also depends on each student. This means that students' personal motivation and interests greatly determine whether they will succeed in understanding and mastering Arabic or not.

Keywords: Difficulty factors; learning; students

INTRODUCTION

Student interest is a crucial factor in the Arabic language learning process. Unfortunately, many students find the subject difficult, which leads to a decrease in their enthusiasm and motivation to learn. (Hardianti et al., 2023). Therefore, an active and innovative role is needed from teachers to create interesting learning methods in order to rekindle students' interest and enthusiasm in learning Arabic. (Putri et al., 2023).

Learning Arabic as a foreign language is inseparable from aspects of student development (ontogenic), the method of acquiring knowledge (epistemological), and the teaching approach used (didactic). These three aspects form the basis for understanding

the difficulties experienced by students learning Arabic, particularly at the junior high school level. Therefore, it is important to examine the factors that hinder the learning process based on these approaches.

Therefore, the active and innovative role of teachers becomes essential in addressing this issue. Teachers are not merely transmitters of knowledge but also facilitators and motivators who must design engaging and creative learning experiences. They are expected to apply various interactive methods and multimodal approaches, such as games, visual media, storytelling, and contextual learning activities, to stimulate students' curiosity and restore their enthusiasm for learning Arabic (Putri et al., 2023). By fostering a supportive and enjoyable classroom atmosphere, teachers can help students overcome their anxiety toward Arabic and transform the learning process into a more meaningful and participatory experience.

Moreover, learning Arabic as a foreign language cannot be separated from three interrelated dimensions: the ontogenic, epistemological, and didactic aspects. The ontogenic aspect refers to the stage of students' cognitive, emotional, and linguistic development, which influences how they process and internalize new linguistic input. The epistemological aspect relates to the way students acquire and construct knowledge about the Arabic language—whether through memorization, comprehension, or contextual application. Meanwhile, the didactic aspect encompasses the strategies, media, and pedagogical approaches used by teachers to facilitate learning effectively.

These three dimensions collectively form the theoretical foundation for understanding the various obstacles faced by students in learning Arabic, especially at the junior high school level, where learners are transitioning from basic to more abstract forms of language comprehension. Therefore, it becomes increasingly important to investigate the factors that hinder the Arabic learning process through these perspectives. Such analysis will not only provide deeper insights into students' linguistic and psychological barriers but also guide educators in designing pedagogical interventions that are developmentally appropriate, cognitively engaging, and methodologically effective for enhancing Arabic language competence.

Based on the author's initial observations, during the educational internship, Arabic was found to be a difficult subject for some students. It is not uncommon for students to feel lazy or even hate the subject. Therefore, activeness, persistence, and other support are needed to arouse students' enthusiasm and interest in learning Arabic. Because one of the factors that influences the learning process in students is interest. Therefore, a teacher needs to be creative and innovative in the learning process in order to attract students' interest in learning Arabic at Muhammadiyah 1 Junior High School, Jambi City. The author found facts in the field that many students at Muhammadiyah 1 Junior High School, Jambi City still have problems learning or studying Arabic. For example: 7th grade students are expected to be able to recognize and know what the hijaiyah letters are and be able to pronounce them, but the fact in the field is that almost half of the 7th grade students have not been able to recognize the types of hijaiyah letters so that the teacher who happened to be given the task to teach in grade 7, namely myself, must first introduce the various hijaiyah letters, guide them to pronounce them and help students to read Arabic sentences in textbooks.

In the second study conducted by the researcher in May 2025, the researcher again

studied eighth-grade students who were still in seventh grade at the time. The researcher discovered that one of the students who had difficulty reading and pronouncing the hijaiyah letters, which was the researcher's main concern, had actually transferred schools. Nevertheless, the phenomenon of learning difficulties remains relevant as a basis for examining the factors influencing the difficulty of learning Arabic in eighth-grade students today.

This gap between expectations and reality indicates that factors influencing the effectiveness of Arabic language learning have not been fully identified. Therefore, this study aims to analyze these factors and provide more appropriate solutions to improve Arabic language learning. This study was conducted to identify factors that cause students to experience difficulties in learning Arabic and to identify solutions offered by schools to address these factors.

RESEARCH METHODS

This research uses a descriptive qualitative method with a case study approach. (Abdussamad, 2021). Using purposive sampling technique with a sample of 8th grade students of Muhammadiyah Middle School, Jambi City (Sugiyono, 2021). The data collection techniques that will be used in this research are observation, interviews, and documentation. Observation is conducted to record students' learning behaviors and classroom interactions naturally, while interviews are used to gain deeper insights into students' perceptions, motivations, and challenges during the learning process. Documentation, such as lesson plans, students' written work, and photos of classroom activities, supports the triangulation of data to strengthen the research validity. Through the integration of these methods, the study seeks to produce comprehensive and credible findings that accurately reflect the phenomena under investigation.

RESULTS AND DISCUSSION

This research was conducted at Muhammadiyah 1 Junior High School in Jambi City, located at Jalan K.H. Ahmad Dahlan No. 10, Pasar Jambi Village, Pasar Jambi District, approximately 500 meters from the Al-Falah Grand Mosque in Jambi. The research lasted for one month, from April 28 to May 31, 2025. The methods used included interviews with Arabic teachers and 10 eighth-grade students, observations of the learning process, and documentation in the form of audio recordings, photographs, and school profiles. (Abdussamad, 2021). Based on data analysis, several factors were found that cause difficulties in learning Arabic, which are categorized into internal factors and external factors (Umudini et al., 2023).

Internal Factors

- a. Low mastery of Arabic vocabulary and writing skills. Students experience difficulties in mastering vocabulary (mufradāt) and writing Arabic letters correctly. This condition impacts their ability to read and understand texts. This is in line with Ana Achoita & Juwini Sri Susanti (2020) which emphasizes that vocabulary is the main foundation in language skills.
- b. Lack of repetition (murāja'ah). Foreign languages demand repeated practice (Pakihun et al., 2021). However, most students do not do repetition outside of class, so they

have difficulty remembering the material.

- c. Low learning motivation. Lack of motivation and interest in learning causes students to make less effort to memorize vocabulary or understand qawā'id. As stated by Galugu (2021), motivation is a key factor in learning success.
- d. Differences in individual abilities. Limitations in students' intelligence and readiness are also obstacles. Students with low abilities find it more difficult to master the material, as emphasized by Tohirin (2014) that intelligence influences learning achievement, although it is not the only factor.

External Factors

- a. Limited learning time. Arabic language lessons only last two hours per week, so they are not enough to develop language skills (Insani & Hikmah, 2025).
- b. Family background and environment. The role of the family is crucial to student success. An unsupportive learning environment hinders Arabic language development. Wandansari Sihombing (2024) emphasizes the importance of collaboration between schools, families, and communities.
- c. Monotonous learning method. Teachers still predominantly use lectures and memorization. The lack of variety in methods reduces student enthusiasm. This is consistent with Juhji (2016) which emphasizes the need for creative and student-centered teaching strategies.
- d. Limited infrastructure facilities. The lack of learning media such as projectors, audio-visuals, and additional books hinders the learning process. (Jannah & Sontani, 2018).

This study found that students' poor vocabulary mastery and poor Arabic writing skills were the main obstacles. This finding supports previous research that vocabulary mastery is a fundamental requirement for improving reading and writing skills. (Ana Achoita & Juwini Sri Susanti, 2020).

Moreover, the lack of repetition (murāja'ah) strengthens the argument. (Pakihun et al., 2021) that language skills can only be mastered through repeated practice. Low student motivation also exacerbates the situation. This is in line with the findings Galugu (2023) which confirms that internal motivation plays a significant role in learning success.

From the external side, limited learning time, lack of family support, and limited infrastructure also contribute to obstacles. Farihana & Mufidah (2024) also emphasizes the importance of paying attention to internal and external factors in understanding the difficulties of learning a foreign language.

Schools and teachers attempt to address these difficulties through intensive vocabulary repetition strategies, both spoken and written. Continuous practice exercises aimed at developing language habits. Creative learning approaches, such as language games, quizzes, and casual conversations in Arabic, are also used.

This approach is remedial and constructive because it focuses not only on academics but also on students' psychological aspects. This effort strengthens Arabic's position as a local school subject while encouraging active student involvement in learning.

In response to these challenges, schools and teachers have implemented several remedial and constructive strategies. Among them are intensive vocabulary reinforcement activities, conducted through both oral and written exercises designed to build students' language habits. Teachers also adopt creative and engaging learning approaches, such as

language games, vocabulary quizzes, and informal Arabic conversations, to enhance students' participation and enjoyment in the learning process.

This approach is not merely corrective but also holistic, as it addresses both the academic and psychological aspects of students' learning. By fostering a supportive and enjoyable environment, it helps rebuild learners' confidence and intrinsic motivation. Ultimately, these efforts contribute to strengthening the position of Arabic as a local school subject while simultaneously promoting active and meaningful student engagement in the classroom

CONCLUSIONS

Based on the results of research conducted on teachers and eighth-grade students at Muhammadiyah 1 Junior High School in Jambi City through observation, interviews, and documentation, it can be concluded that students' difficulties in learning Arabic are influenced by internal and external factors. Internal factors include low vocabulary mastery and Arabic writing skills, lack of repetition or *murāja'ah* intensity outside of class hours, and low student motivation and interest in learning. Meanwhile, external factors include limited class hours which only last two hours per week, a less conducive classroom environment, differences in family background, economy, and parental support, and limited infrastructure such as the absence of infocus in each class and language laboratory. To overcome these obstacles, the school, through its Arabic language teacher, implemented a repetition-based learning strategy (*murāja'ah*) and routine memorization of new vocabulary, while encouraging students to practice more actively outside of class. Although the learning process was deemed quite effective, its ultimate success still depended heavily on the students' motivation and interest in learning.

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