

 — FAI UNISMUH MAKASSAR —	International Conference on Actual Islamic Studies		
	Vol. 3, No. 1,	August 2024	e-ISSN: 2988-7925

ANALYSIS OF FACTORS OF DIFFICULTIES IN LEARNING ARABIC FOR GRADE VIII STUDENTS AT MTs. MA.'ARIF LASEPANG , BANTAENG REGENCY

Analisis Faktor-Faktor Kesulitan Belajar Bahasa Arab Siswa Kelas VIII di Mts. Ma.'Arif Lasepang Kab. Bantaeng

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Abstract

Keywords: Learning Difficulties, Arabic, Learning Strategies

The research in this thesis refers to two main problems, including; What are the factors that cause difficulties in learning Arabic in grade VIII students at MTs. Ma'arif Lasepang, Bantaeng Regency? What solutions are taken by teachers to overcome difficulties in learning Arabic for grade VIII students at MTs. Ma'arif Lasepang, Bantaeng Regency? The type of research that the author conducts is a type of qualitative approach. The results of this study are the factors of difficulty in learning Arabic in students, including. (1) students do not understand tajweed (2) students' backgrounds are not supportive to learn Arabic (3) lack of duration of learning Arabic. The results of this research are solutions to difficulties in learning Arabic for students which are carried out, namely: Direct Learning Strategies (Expositori), Driil Method, Muthola'ah and Al-Qiro'ah Methods (reading), Imla' Method (Writing) and memorization methods and Inquiry Strategies

Abstrak

Kata Kunci: Kesulitan Belajar, Bahasa Arab, Strategi pembelajaran

Penelitian dalam skripsi ini mengacu pada dua pokok permasalahan antara lain; Apa saja faktor-faktor yang menyebabkan kesulitan dalam mempelajari bahasa Arab pada siswa kelas VIII di MTs. Ma'arif lasepang Kab. Bantaeng? Solusi apa saja yang dilakukan oleh guru untuk mengatasi kesulitan belajar bahasa Arab pada siswa kelas VIII di MTs. Ma'arif Lasepang Kab. Bantaeng? Jenis penelitian yang penulis lakukan adalah jenis pendekatan kualitatif. Hasil penelitian ini ialah faktor-faktor kesulitan belajar bahasa Arab pada siswa

diantaranya. (1) siswa kurang paham tajwid (2) Latar belakang siswa yang kurang mendukung untuk belajar bahasa Arab (3) Kurangnya durasi belajar bahasa Arab. Hasil penelitian ini ialah solusi kesulitan belajar bahasa Arab pada siswa yang dilakukan yaitu: Strategi Pembelajaran Langsung (Ekspositori), Metode Driil, Metode muthola'ah dan Al-Qiro'ah (membaca), Metode Imla' (Menulis) dan metode menghafal dan Strategi *Inquiry*

INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by themselves and society.

Education has a role as an intermediary in shaping a society that has an individual, social and elemental foundation in the implementation of education. On a micro scale, education for individuals and small groups takes place on a limited scale of elements such as between the elements of friends, between a teacher and one or a small group of students, as well as in the family between husband and wife, between parents and children and other children. Education is a fundamental or fundamental phenomenon in human life where there is life there, there must be education, education as a symptom as well as an effort to humanize human beings themselves. In its development, there is a demand for better and regular education to develop human potential, so that theoretical thinking about education emerges.

Learning is something that is often heard, observed, and analyzed in the process and results. Learning is a process that involves various things that each individual has and can provide benefits for individuals who do it. Learning can also be interpreted as an

activity or activity that obtains a change in the form of knowledge, attitudes and learning skills, this can also be interpreted as a person's learning process to go through several stages that include the whole and efforts both psychological, social and also skills. Learning is not only about lessons but also skills, skills, interests, perceptions and habits that are often done.

Learning difficulties are a problem that causes a student to not be able to follow the learning process properly like other students in general.

Some of the causes of students' learning difficulties in learning Arabic that are experienced by many new students are: Inadequate facilities and infrastructure, lack of duration of learning Arabic, the ability to write and read the Qur'an and the sound of hijaiyah letters, difficulties in distinguishing vocabulary (*Mufradat*), difficulties in reading Arabic texts, difficulties in memorizing vocabulary (*Mufradat*) and difficulties in listening to Arabic (*Istima'*).

RESEARCH METHODS

The research used is qualitative research. This qualitative research can be considered as a research process that produces descriptive data in the form of text or speech and observed behavior. The location of the research will be carried out at MTs. Ma'arif Lasepang, Bantaeng Regency.

Description of the Research The difficulty of learning Arabic referred to in this researcher is a research that will be carried out to find out what factors affect the difficulty of learning Arabic. Arabic students of the University of Muhammadiyah Makassar class of 2020 referred to in this researcher are active students.

The source of data in this study is the subject of the data obtained by the researcher¹. In this study, the author uses primary and secondary data sources.

The instruments used in data collection are: Questionnaire / Questionnaire Techniques, Test or Question Techniques.

Data collection techniques use several methods to obtain valid data in a research, therefore it is necessary to carry out appropriate data collection techniques, namely: Observation, Interviews and Documentation.

In analyzing qualitative data, there are three stages of activities, namely data reduction, data presentation and drawing conclusions.

RESULTS AND DISCUSSION

According to historical records, the establishment of the Ma'arif Educational Institution was first established in 1958, managed directly by the Bantaeng branch of the Nahdatul Ulama (NU) Religious Organization, which was directly nurtured by NU elders and scholars such as K.H. A. Mukhtar, K.H. Minhaj, & K. H. Abd. Then the NU figures of Bantaeng Regency agreed to further Intensify the Education Pattern by becoming a Madrasah Mu'allimin, Junior High

School Level, the Mu'allimin Education Pattern Lasted for 9 Years from 1958 – 1967. Then in 1967 – 1977 Mu'allimin Education was replaced with 4-Year Religious Teacher Education (PGA).

The latest development of the 4-Year PGA Education Pattern was merged into Madrasah Tsanawiyah in 1977 and inaugurated in 1981, with an Education pattern in accordance with the Applicable Curriculum at Madrasah Tsanawiyah under the Coordination of the Department of Religion

Based on observations and interviews conducted by researchers with Arabic teachers, it is explained that there are several causes of students having difficulty learning Arabic for grade VIII students at MTs Ma'arif Lasepang, including: Students have difficulty memorizing vocabulary in learning Arabic for beginners, this causes students to have difficulty learning Arabic. The difficulty in memorizing this vocabulary is caused by Arabic writing, which is very complicated, especially for students who are still not fluent in reading, so it takes a long time for students to memorize vocabulary. This happens when we give a text to students through muhadatsah of words that they are easily familiar with their interlocutors, they are still confused by the words they say because students are lazy in memorizing vocabulary, even though we have given the vocabulary in the last meeting.

Difficulties in writing Arabic are a very difficult problem in learning Arabic for our students, especially in writing Arabic letters, Arabic letters are

completely different from Latin letters, this is a separate obstacle for learning Arabic. Usually our students write Latin writing starting from left to right, while Arabic writing starts from right to left, this is proven when we as teachers give a discourse where we read an easy text then we tell the students to write it and the students are still not able, so when we as teachers give an explanation of the Arabic material, Students are still not fluent or have not been able to take notes properly.

The difficulties in learning Arabic based on interviews that have been conducted by researchers with students at MTs Ma'arif Lasepang include:

According to Nur Farida: I find it difficult to learn Arabic because it is difficult to distinguish.

According to Putri Maulida Annisa: I have difficulty learning Arabic because it is difficult to understand.

According to Nur Afifah Aulia: I have difficulty learning Arabic because it is difficult to read if there is no harakat and memorization method.

According to Nurul Azizah: I have difficulty learning Arabic because of the way it reads.

According to Ilham Arya Saputra: I have difficulty learning Arabic because I find it difficult to distinguish the pronunciation sounds of several hijaiyyah huruf that are similar in pronunciation.

According to Ansar: I have difficulty learning Arabic because I easily forget the vocabulary that has been memorized before, so I don't have much memorization of Arabic vocabulary.

The most important factors for learning Arabic at MTs. Ma'arif Lasepang are:

Inadequate facilities and infrastructure: The facilities owned by MTs. Ma'arif Lasepang to support language learning are still limited to media while the use of language laboratories has not been maximized.

Lack of duration of learning Arabic: The time allocation provided for learning Arabic at MTs, Ma'arif Lasepang is two hours per week.

The ability to write and read the Qur'an and the sound of the hijaiyyah letters: One of the problems faced in learning Arabic is that students have difficulty in reading the holy verses of the Qur'an and difficulty in distinguishing letters, both about the types of letter sounds and how they are pronounced. Moreover, the sound system in Arabic has different characteristics, such as the halqiyah (throat) sound system, between two mouths, sound system to nose, and so on.

Difficulties in distinguishing vocabulary (Mufradat): In the study of Arabic at MTs. Ma'arif Lasepang is only about verbs and nouns.

Difficulty reading Arabic texts: Difficulty reading Arabic texts because Arabic letters do not contain harakat so that this difficulty is experienced by almost every grade VIII student at MTs. Ma'arif Lasepang.

Solutions to Overcome Difficulties in Learning Arabic for Students at MTs. Ma'arif Lasepang. The following are the efforts made by teachers in overcoming difficulties in learning Arabic.

Hands-on Learning Strategies

Expository is often used by Arabic teacher MTs. Ma'arif Lasepang as a way to overcome students' learning difficulties. Several variations of methods in the direct learning strategy (expository) used in overcoming students' difficulties in learning Arabic can be described, namely: Method *Dril*, *United States* The method of muthola'ah and Al-Qiro'ah (recitation), Imla' Method (Writing) and Memorization method.

Inquiry Strategy

It is a learning strategy that gives students space to discover the core of the subject matter for themselves. The inquiry strategies applied in overcoming the difficulties of learning Arabic at MTs. Ma'arif Lasepang include: Mutarjim Method (translating), Singing method and games (*game*).

CONCLUSION

From all the descriptions in the previous chapter, the researcher can

state or conclude that the difficulties of grade VIII students in MTs. Ma'arif Lasepang in speaking Arabic are found in the following sections:

The factors that cause difficulties in learning Arabic for grade VIII students of MTs. Ma'arif Lasepang are. Inadequate facilities and infrastructure, lack of duration of learning Arabic, the ability to write and read the Qur'an and the sound of hijaiyah letters, difficulties in distinguishing vocabulary (*Mufradat*), difficulties in reading Arabic texts, difficulties in memorizing vocabulary (*Mufradat*) and difficulties in listening to Arabic (*Istima'*).

solutions carried out by teachers in overcoming difficulties in learning Arabic, namely. Direct Learning Strategies (Expository), Dril Method, Mutula'ah and Al-Qiro'ah Methods (reading), Imla' Method (Writing) and memorization methods and Inquiry Strategies.

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