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Analysis of Difficulties in Learning Arabic for Public School Alumni in the Ma'had Al Birr Unismuh Makassar Dormitory Program

Analisis Kesulitan Belajar Bahasa Arab bagi Alumni Sekolah Umum pada Program Asrama Ma'had Al Birr Unismuh Makassar

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Abstract

Keywords: Learning Difficulties; Arabic; Boarding Program; Ma'had Al Birr

Learning difficulties are a condition where students cannot learn well, caused by disorders that can hinder the learning process of students. The factors that can determine whether students are successful in learning are in terms of the approach used by teachers when teaching. This study aims to analyze the difficulties faced by public school alumni students in learning Arabic, namely in terms of approaches and methods used by ustad and ustadzah in the learning process at Ma'had Al Birr Unismuh Makassar. This research is a qualitative research that is descriptive, using observational data collection techniques, interviews and documentation. The data analysis technique is inductive, namely a data analysis whose development pattern is from specific to general related to the problem being researched by describing a phenomenon, phenomenon, event that occurs at the research location. The results of this study show that: 1) The difficulty of learning Arabic for public school alumni students in terms of cognition is the tight schedule held by the dormitory administrators, so that public school alumni students cannot focus on learning the language. Difficulties in learning Arabic for public school alumni students in terms of their environment, students have an educational background that comes from public schools. 2) The efforts made by the dormitory to overcome the difficulties of students are by providing daily mofrodat and requiring every student to use Arabic in their daily lives. And provide sanctions for language violators. In addition, for students who are still classified as beginners in Arabic lessons, the Arabic object is attached to every item in each room.

Abstrak

Kata Kunci:

Kesulitan Belajar;
Bahasa Arab;
Program Asrama;
Ma'had Al Birr

Kesulitan belajar merupakan suatu kondisi dimana peserta didik tidak dapat belajar dengan baik, disebabkan karena adanya gangguan yang dapat menghambat proses belajar peserta didik. Adapun faktor yang dapat menentukan berhasil tidaknya peserta didik dalam belajar yakni dari segi pendekatan yang digunakan oleh guru ketika mengajar. Penelitian ini bertujuan untuk menganalisis kesulitan-kesulitan yang dihadapi oleh mahasiswa alumni sekolah umum dalam pembelajaran bahasa Arab yakni dari segi pendekatan dan metode yang digunakan oleh ustad dan ustadzah dalam proses pembelajaran di Ma'had Al Birr Unismuh Makassar. Penelitian ini merupakan penelitian kualitatif yang bersifat deskriptif, menggunakan teknik pengumpulan data observasi, wawancara dan dokumentasi. Adapun teknik analisis data bersifat induktif, yakni suatu analisis data yang pola pengembangannya dari khusus ke umum terkait masalah yang diteliti dengan mendeskripsikan suatu gejala, peristiwa, kejadian yang terjadi di lokasi penelitian. Hasil penelitian ini menunjukkan bahwa: 1) Kesulitan belajar bahasa Arab mahasiswa alumni sekolah umum dari segi kognitifnya yaitu padatnya jadwal yang diadakan oleh pengurus asrama, sehingga para mahasiswa alumni sekolah umum tidak bisa fokus untuk mempelajari bahasa. Kesulitan belajar bahasa Arab mahasiswa alumni sekolah umum dari segi lingkungannya, mahasiswa memiliki latar belakang pendidikan yang berasal dari sekolah umum. 2) Upaya-upaya yang dilakukan pihak asrama untuk mengatasi kesulitan mahasiswa ialah dengan pemberian mofrodat harian dan mewajibkan kepada setiap mahasiswa untuk menggunakan bahasa Arab dalam kesehariannya. Dan memberikan sanksi bagi pelanggar bahasa. Selain itu, untuk mahasiswa yang masih tergolong pemula dalam pelajaran bahasa Arab, maka disetiap barang yang berada di tiap-tiap kamar ditempelkan bahasa Arab benda tersebut.

INTRODUCTION

As Muslims, we should be aware of the urgency of learning Arabic in life. As we all know that the guidebook that was revealed to our Prophet Muhammad (peace and blessings of Allaah be upon him) through the angel Gabriel, uses Arabic. It has been mentioned in the Qur'an, in Surah Yusuf, verse 2:

إِنَّا أَنْزَلْنَاهُ قُرْءَانًا عَرَبِيًّا لَعَلَّكُمْ تَعْقِلُونَ

It means: "*Indeed, We have sent it down in the form of the Qur'an in Arabic, so that you may understand it.*"

In the tafsir as-Sa'di/Shaykh Abdurrahman bin Nashir as-Sa'di, an expert in 14th century H interpretation, said that "*so that you understand it*" means that your intellect will mature through the repetition of noble and noble meanings in your minds. Until you will be in a change from one

condition to another, which is higher and perfect.

Although there are some verses that state that the Qur'an is written in Arabic, it does not mean that the Qur'an is only intended for Arab people or ethnicities, more than that the Qur'an was revealed to every creature as a guideline for human life on earth. The Word of Allah SWT;

شَهْرُ رَمَضَانَ الَّذِي أُنْزِلَ فِيهِ الْقُرْآنُ
هُدًى لِّلنَّاسِ وَبَيِّنَاتٍ مِّنَ الْهُدَىٰ وَالْفُرْقَانِ ۚ

Meaning: "*the month of Ramadan, the month in which the Qur'an is revealed as a guide for people and explanations of those instructions and the distinction (between the right and the badil)*"

To understand the content and content of the Qur'an, it is to learn Arabic. With Arabic, it makes it easier for us to understand the content of the human life manual. However, nowadays the development of the Arabic language faces many problems or difficulties and the growth is still small. The current stagnation of Arabic language education is caused by a lack of innovation from Arabic educators, practitioners, students, observers, and reviewers. Language learning difficulties can be defined as the difficulties experienced by a student in acquiring the ability to listen, speak, read, write, which includes mastery of the form, content and use of language. Among the linguistic factors that cause difficulties in learning Arabic is that Arabic has different details from other languages in the world, so it becomes difficult for those who learn it, although

some of them consider it at the same time as an advantage of the Arabic language, where the peculiarities of the Arabic language are detailed and have an interesting structure and systematics. Thus, Arabic is not only studied in Indonesia as a country with a majority Muslim population, but even studied in secular countries, such as America, Japan, Korea and others. (Mahmudah 2018).

Arabic language learning certainly has different problems at each level of education, for example, problems related to learning Arabic in school will be different from problems related to learning in college. In addition, one of the main obstacles in teaching Arabic in universities is the lack of knowledge of students about Arabic, some of whom do not even know at all. This is due to various school backgrounds. There are students who come from Islamic boarding school graduates who must have received a lot of Arabic lessons, there are students who come from non-Islamic boarding school aliyah graduates who only receive a few hours of Arabic lessons a week, and there are students from public schools who may have never learned Arabic at all. Therefore, there is an inequality in learning Arabic because there are very striking differences among students in terms of learning Arabic.

This will also make it difficult for lecturers in the teaching and learning process, because lecturers provide materials that are in accordance with the

ability of Islamic boarding school alumni in terms of religious language (above average), so that public school alumni will be very difficult, but every student certainly has the opportunity to achieve good academic achievement (Muhibbin Syah, 2013). Arabic language learning Uneven will have an impact on student learning enthusiasm, especially for public school alumni students.

Islamic educational institutions that have several facilities that can support speaking skills (*muhadatsah*), reading (*qira'ah*), writing (*kitabah*), listening (*istima'*), including the *qaryah arabiyah* program, the Arabic language village khalaqah Arabiy, Arabic language learning groups and an-nadwa seminar. However, it is still found that there are students who still have difficulties in learning Arabic due to several factors, one of which is the lack of adequate facilities and Arabic learning groups. The other factors are: (1) The Curriculum Factor used is the one set by the Arabic Department with a guidebook that is not current and not commensurate with the student's ability. So it is clear that the study material affects the learning of students. A poor curriculum affects the way students learn. (2) Student Factors: Students have different educational backgrounds, including some from public schools and some from Islamic boarding schools. (3) Educator Factor: Educators, i.e. teachers or lecturers, must also be considered in this matter. In addition to being professional, educators must provide

good teaching. This is very important because it determines the success or failure of educators in teaching Arabic. Teachers must understand and provide solutions to all difficulties faced by their students in the learning process, for this reason, teachers are required to get to know their students' personalities more closely (M. Dzikrul Hakim Al Ghozali, 2020). (4) Method Factor, Teaching method is a method that must be used for teaching. Poor educator methods will affect poor learner learning as well. Educators' ignorance of the methods to be taught, the inaccuracy of methods, and uninteresting methods have a great influence on Arabic language learning. (5) Media factors, limitations and availability of media for Arabic language learning, such as language labs and other supporting tools. This is what the relevant parties must pay attention to. Learning that is not supported by supporting media will result in students who are less proficient in Arabic as a whole. (6) Social or Environmental Factors. And the last factor is physiological factors (Pamessangi, 2019).

Based on the description above, the author provides an overview of the difficulties of Arabic and solutions for public school alumni students in the Ma'had Al Birr Unismuh Makassar Dormitory Program.

RESEARCH METHODS

The approach taken in this study is a qualitative approach. The

qualitative approach is a data collection procedure that produces descriptive data in the form of written words from certain phenomena and behaviors (Endang, 2022). Qualitative research is descriptive and tends to use analysis with an inductive approach (Eko Murdiyanto, 2020).

This research was carried out in the campus environment of Unismuh Makassar, precisely at the Ma'had Al-Birr Dormitory. The researcher chose this location as the object of research, considering that this dormitory uses Arabic as the daily language of dormitory residents. Likewise in Ma'had Al-Birr, all students, both those who are in the dormitory and those who are not in the dormitory, are required to use Arabic as their daily language. Whether it's from the learning process or interaction with others. This research is carried out from research planning, research implementation, to the preparation of research reports. The research will be carried out in May 2024.

The subjects in the study consisted of the head of the dormitory, three dormitory administrators, and three dormitory residents. The head of the dormitory will supervise the running of activities in the dormitory and also make various programs that will support the Arabic language education of dormitory students. In addition to the dormitory chairman, the subject of the research is the dormitory administrators, who control all the activities of the dormitory students. The focus of this

research focuses on the discussion of analyzing the difficulties of learning Arabic for public school alumni. The primary data source in this study was obtained from interviews in the form of conversation excerpts that were considered appropriate to the research problem. Data collection techniques are carried out by means of observation, documentation and interviews. The data collection instruments carried out are observation guidelines and documentation guidelines.

RESULTS AND DISCUSSION

Based on the results of the research that has been conducted, it shows that the difficulty of learning Arabic for public school alumni in Ma'had Al-Birr in terms of learning approaches, namely the number of dormitory activities and also more focus on genealogy books, which makes it more difficult for public school alumni to understand the lessons. The point is, whatever approach is applied during the learning process, if students are not focused or do not understand the lesson, then the learning will not be as expected. Students find many difficulties during the learning process and their daily lives in the dormitory. Starting from the habituation and adjustment of the original Arabic lahjah or dialeg is quite difficult for public school alumni. Because of their very different educational backgrounds.

Various ways are carried out by the dormitory to help public school alumni to be fluent in Arabic, such as giving

mufrodat and uslub in Arabic, giving mufrodat so that they can memorize and apply it, and also requiring all dormitory students to always bring a pocket book to record unknown mufrodat, and also in every object in the room, The Arabic language of the object is pasted, to make it easier for public school alumni in particular, to speak, and there is a linguistic section that continues to control and provide daily mufrodat. As for violators who violate language rules, punishment will be given that has a deterrent effect for them.

CONCLUSION

Based on the analysis of data from the results of this study through the results of interviews, observations and documentation at the Ma'had Al-Birr Dormitory Unismuh Makassar regarding the Analysis of Difficulties in Learning Arabic for Public School Alumni, the researcher can conclude the following from the study: (1) The difficulty of learning Arabic for public school alumni students in terms of cognition is the dense schedule held by the dormitory administrators, so that public school alumni students cannot focus on learning Arabic, moreover the lessons in class will be very lagging behind because of the lack of time to

understand and study the material in class. In addition, the habituation and application of students in daily life is still very difficult because there is no basis for it. Difficulties in learning Arabic for public school alumni students in terms of their environment, students have an educational background that comes from public schools. (2) The efforts made by the dormitory to overcome the difficulties of students are by providing daily mofrodat and requiring every student to use Arabic in their daily lives. And provide sanctions for language violators. This aims to familiarize and train the tongues of students to speak Arabic. The method used in the learning process in ma'had is the mubasyarah method. It is by using a foreign language directly in class without using the mother tongue. In addition, for students who are still classified as beginners in Arabic lessons, the Arabic object is attached to every item in each room. So as to help public school students, especially to speak Arabic.

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