Causes Failure of Arabic Learning

Maratus Sholekhah
Institut Agama Islam Negeri Metro, Indonesia
e-mail : maratussholekhah640@gmail.com

Abstract: Arabic is a language that really supports the mastery of various scientific disciplines; however, in the process of learning Arabic, various kinds of problems are found that become obstacles, both those faced by educators and those faced by the students themselves. So, based on the background of this problem, the author is interested in studying the factors inhibiting Arabic language learning at MA Ma'arif 03 Seputih Banyak. Based on the results of the study, it can be concluded that the factors inhibiting Arabic language learning at MA Ma'arif 03 Seputih Banyak include factors such as students' low level of motivation and interest in learning, limited factors of available learning media, limited time for learning, and students' educational background factors, which do not support learning Arabic. However, there are many strategies for overcoming Arabic language learning problems at MA Ma'arif 03 Seputih Banyak. Teachers must provide strong motivation to students, and teacher educators must be creative and skilled with some kind of technical training or guidance to quickly master Arabic.

Keywords: Inhibitions, Learning, Arabic Language.

Introduction

Learning media is a tool that serves to convey learning messages. While learning is a process of communication between learners, teachers and teaching materials. Media is very helpful in the learning process, especially in this day and age the increasingly sophisticated technology will greatly help us in utilizing learning media. Learning media that is used appropriately will help educators in terms of motivation, increase student understanding, attract the attention of students so that the goals of learning will be achieved.

Every human child has the ability to master every language, albeit at different levels and motivations. Therefore, teaching foreign languages in formal and informal institutions requires appropriate teaching methods in accordance with the general purpose of language teaching itself (Flerov, 2022). The ability of a person to provide understanding to the interlocutor when there is an interaction so that it is easily digested and understood between the speaker (mutahaddits) and the listener (mustami') by speaking is the ability to pronounce Arabic sounds with good pronunciation so that the sound is in accordance with the makhrajnya that has been determined by experts. The author can understand that speaking skills are the ability to express opinions or thoughts to someone orally with certain linguistic rules (Barak et al., 2016).

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Each discipline certainly has its own obstacles in learning, which of course between one discipline and another discipline will also have different obstacles in learning. This also happens in Arabic language learning faced by MA Ma'arif 03 Seputih Banyak students may be influenced by the lack of Arabic knowledge among the students themselves, and may also be because some of them come from institutions that do not know Arabic at all. In addition, there are also those from the Tsanawiyah Madrasah, but not all of them are able to pronounce Arabic vocabulary (mufradath) properly and correctly.

In addition, this is also influenced by themselves who are very difficult to know Arabic, even though the teacher has tried but students cannot also understand it (Wahyuni & Bhattacharya, 2021). Student mastery of Arabic at MA Ma'arif 03 Seputih Banyak are not optimal, which is certainly influenced by several factors or problems faced by students themselves or by teachers as educators (Wahba et al., 2013). From the background of the above problem, the author was encouraged to conduct a study entitled "Inhibiting Factors of Arabic Language Learning in MA Ma'arif 03 Seputih Banyak".

Method

To understand about the obstacles or inhibiting factors of the Arabic learning process in MA MA'ARIF 03 Seputih Banyak, How to write this paper by collecting several articles and conducting interviews with several respondents to get the desired research results. But previously, based on observations, researchers saw that there were still some students who were not fluent in Arabic using text.

Result and Discussion

Talking about the inhibiting factors of learning, many experts say that the obstacles faced in a learning process are the same as the inhibiting factors of learning. According to the Big Indonesian Dictionary obstacles or circumstances that limit an activity both formal and non-formal. Broadly speaking, factors that affect learning can be divided into three types, namely(Davies & Elder, 2004): First Internal factors, namely factors that come from within the students themselves include two aspects, which include; Physiological aspects (physical), psychological aspects (spiritual), Both external factors, namely factors that come from outside the student, namely environmental conditions around the student. This factor consists of two types, namely: social environment, such as school (teachers, administrative staff, and classmates), students (community, neighbors, and playmates around the student's village), and parents or family can affect student enthusiasm for learning, nonsocial environments, including: school buildings, student residences, learning tools, weather conditions, and learning time used by students can determine the level of student learning success, The third factor is the learning approach, namely the type of student learning effort which includes strategies and methods used by students to carry out learning activities of the subject matter.

This factor also affects the success rate of the student's learning process (SAVAŞ, & GREL, 2014). A student who is accustomed to applying a deep (intermediate) learning approach, for example, may very likely achieve quality learning opportunities than students using surface or reproductive (low) learning approaches.

In achieving success in learning, in detail there are several factors inhibiting learning, including (Bingimlas, 2009): First, the Level of Motivation and Interest in Learning Factors. Motivation is a change in energy in a person characterized by the emergence of "feeling" and preceded by a response to the existence of a goal. Motivation is a change in energy in a person characterized by affective onset and reactions to achieve goals (Hebb & Donderi, 2020). From this understanding, learning motivation can be said to be the overall driving force within students that causes learning activities, which ensures the continuity of learning activities and which provides direction to learning activities, so that the desired goals of the learning subjects can be achieved. It is said to be "whole" because in general there are several motives that together move students to carry out learning activities.

First, the Limitation Factor of learning media. The experience of each student certainly varies depending on the factors that determine the experience, however, innovations in learning resources of learning media are not an easy matter to develop it, especially if the intended media is to arouse the enthusiasm of students in learning the field of Arabic studies. According to Ahmad, the selection and development of media is not an exact science but a full choice of alternatives that must pay attention to the purpose of the content of student learning materials, the situation and availability of facilities, facilities, however great and sophisticated, the media chosen and used is not intended as a substitute for teachers because its existence will not bring meaning and benefits without teachers. This shows that teachers must really be able to design and utilize the media properly and effectively.

Media development is a demand that must be met in the world of learning because media is part of educational technology, media always experience development, change and progress. Irtaraharja said education must be in line with the development of science and technology, however, media development is not an easy matter, especially if the media is expected to streamline learning in the field of Arabic studies. Media and facilities are one of the decisive and significant factors in supporting the achievement and success of the learning process. Therefore, media is a very integral part of all lesson development processes in a broader understanding, educational media can be understood in general as a whole of data resources and and all of this can support and complement the educational process so that the goals to be achieved will be easily realized efficiently and effectively (McDougall et al., 2018).

The Inhibiting Factors of Arabic Language Learning at MA Ma'arif 03 Seputih Many include First, Student Learning Interest Factors. There are many obstacles faced by teachers in motivating students to want to learn Arabic, so based on an interview with Bibit Suprayitno, S.Pd.I he said that the level of student motivation in learning Arabic is still lacking, so educators must provide a lot of encouragement and attention to motivate

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so that students' desire and awareness arise in learning and understanding Arabic. In learning behavior there is learning motivation. The reinforcement of learning motivation is in the hands of Arabic teachers and other educators. Teachers as educators are tasked with strengthening learning motivation in students, parents are also tasked with strengthening children's learning motivation at home so that teachers can act to teach students because they are motivated to learn (Hebb & Donderi, 2020).

Incidents in the field teachers sometimes give gifts to students so that interest in learning arises, but these students are enthusiastic about learning only when given gifts so that they in learning are limited to expecting gifts given by teachers. Due to lack of interest in learning, teachers are very difficult to implement active learning. Thus students are only limited to learning at school without any additional knowledge of learning by giving these gifts.

Second, factor in the educational background of students (Marksteiner et al., 2019). Educational background is a person's experience that has been obtained from a previous learning program. For example, in Arabic language learning, parents of students who can speak Arabic or students who have previously understood the rules of Arabic will certainly be more encouraged to learn Arabic more perfectly.

The results of an interview with Mr. Bibit Suprayitno, S.Pd.I, he said in reality students who lie down to recite or stay in pesantren will further improve the quality of learning Arabic, because they already have basic education about Arabic, so when we teach it will feel connected and there is a connection with these students.

Third, the time limitation factor. Lack of study time is an inhibiting factor in learning Arabic for students, because in addition to providing material, students also have to listen to expressions in Arabic, speak and write. So time constraints are the cause of problems or inhibiting factors in learning Arabic.

Mr. Bibit Suprayitno, S.Pd.I said that the limited time to learn Arabic makes learning Arabic less than optimal, therefore he expects teachers to really use their time as well as possible. Learning has a long time but there are also subjects that have insufficient time, maybe the reason is that these subjects are only as supporting subjects to perfect other subjects. Sometimes there are also subjects that have a lot of material but insufficient time to pursue the target of learning the material.

Mr. Bibit Suprayitno, S.Pd.I also added, the most dominant factor that hinders learning Arabic is time. The lack of time allocated for these subjects can hinder the learning process. This is because the material to be delivered is very limited due to the limited time available. In addition, every material given by the teacher is constrained by application time (practice) that is not realized so that students only understand the material while the practice cannot be learned because they run out of time.

Fourth, the limited factor of learning media. In addition to the limited time factor, another inhibiting factor is the constraint of facilities in the form of learning media. Regarding facilities and infrastructure that do not yet exist to support the teaching and learning process in schools, schools should provide complete student learning equipment such as textbooks, video props and others. Because facilities are a very important

supporting factor for students in school. If this learning media is incomplete, then the student automatically cannot master the lesson as it should (McDougall et al., 2018).

Mr. BIbit Suprayitno, S.Pd.I said that the limited media of learning Arabic is also a problem in learning Arabic. Because demonstrations are needed in learning, therefore institutions must first provide learning tools to be used by teachers. In addition to learning media equipment, teachers must also understand how to operate or utilize the learning media. Arabic teachers should always use varied media and learning models in teaching and learning activities and institutions also provide these learning media. Those students will be more motivated in their efforts to achieve the goals of learning Arabic. Without the efforts of teachers and hard institutions, teaching and learning activities will not take place properly if only face-to-face.

Fifth, the skill factor of the teacher educator (Ifinedo et al., 2020). Teachers who are professional in one field are high, but not balanced with good language proficiency competence, this will also greatly determine the results of learning Arabic, because all Arabic teachers should have language skills such as istima', kalam, qiraah, and kitabah. In addition, Arabic teachers also have competence in managing classes well, choosing the right learning methods, techniques, media, materials, and knowing the conditions, motivations, and abilities of their students, so that they can really present fun Arabic learning and students can improve their language competence.

According to an interview with Mr. Bibit Suprayitno, S.Pd.I, he said that before teaching, Arabic teachers must first master two main abilities, namely mastering the material or teaching materials to be taught, and mastering the methodology or learning system. Basic teaching skills absolutely must be possessed and mastered by teachers as teaching staff in Arabic subjects, because with basic teaching skills teachers can provide a deeper understanding of teaching each material.

While Mr. Bibit Suprayitno, S.Pd.I said that using several skills in teaching such as opening and closing learning skills, student question answering skills, explaining skills, variation-making skills, class management skills, and small group and individual teaching skills, it will provide reinforcement in students' mastery of language skills.

Based on the results of interviews with several teachers, it can be concluded that students' mastery of Arabic at MA MA'ARIF 03 Seputih Banyak is not optimal, the factors include insufficient time allocation so that there are still some students who are still unable to read Arabic script, this can be seen when students read the Quran and when repeating / reading material. But sometimes there are also students who are able to read the Qur'an, they generally have additional education such as some from Islamic boarding schools, or there are private teachers who teach it. Because if students do not look for private tutors to maximize Arabic reading, they will be left behind. Learning Arabic is a very important matter because some sources of knowledge are written in the 'Arabiyah' writing, so automatically students must really be able and able to read Arabic script.

Conclusion

Based on the results of the research described above, it can be concluded that the inhibiting factors of Arabic learning at MA MA'ARIF 03 SEPUTIH MANY, including factors such as the level of motivation and interest in learning students are still low, factors limited learning media available, factors limited time for learning, factors of teaching staff skills, and factors of educational background of students who do not support Arabic language learning. Strategies in overcoming the inhibiting factors of Arabic learning in MA MA'ARIF 03 Seputih Banyak, teachers must provide strong motivation to students, teacher educators must be creative and skilled with some kind of training or guidance on fast technical mastering Arabic so that it can be applied to students, use the best time and if possible there should be additional hours of Arabic lessons.

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