



The Problems of Learning Arabic at Madrasah Ibtidaiyyah

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Abstract

The purpose of this study is to analyze the problems of learning Arabic in class I madrasah ibtidaiyyah students at the integrated madrasah ibtidaiyyah "Blessing". This study uses qualitative research that discusses the problems of learning Arabic at Madrasah Ibtidaiyyah. As for the type of research used is descriptive qualitative research. The subjects in this study were the students of the integrated Madrasah Ibtidaiyyah "Blessing" totaling 36 people. In this study, data collection was carried out by means of observation, interviews, and documentation. As for the data analysis technique used, namely the inductive qualitative analysis method, which was carried out before entering the field, during the field and after finishing in the field. The results of this study indicate that; The problems of Arabic learning faced by first grade students at the integrated Madrasah Ibtidaiyyah "Blessings" are: (1) Students lack the will to learn Arabic, (2) Environmental backgrounds that do not support the progress of Arabic learning achievement, (3) Students lack confidence in Arabic (4) students do not know the hijaiyyah letters (5) students do not understand Arabic reading.

Keywords: Problematics, learning, Arabic

Abstrak

Tujuan penelitian ini adalah untuk menganalisis permasalahan pembelajaran bahasa Arab pada siswa kelas I madrasah ibtidaiyyah di madrasah ibtidaiyyah terpadu "Berkah". Penelitian ini menggunakan penelitian kualitatif yang membahas tentang permasalahan pembelajaran bahasa Arab di Madrasah Ibtidaiyyah. Adapun jenis penelitian yang digunakan adalah penelitian deskriptif kualitatif. Subjek dalam penelitian ini adalah siswa Madrasah Ibtidaiyyah Terpadu "Berkah" yang berjumlah 36 orang. Dalam penelitian ini, pengumpulan data dilakukan dengan cara observasi, wawancara, dan dokumentasi. Adapun teknik analisis data yang digunakan yaitu metode analisis kualitatif induktif, yang dilakukan sebelum memasuki lapangan, selama di lapangan dan setelah selesai di lapangan. Hasil penelitian ini menunjukkan bahwa; Permasalahan pembelajaran bahasa Arab yang dihadapi siswa kelas I Madrasah Ibtidaiyyah Terpadu "Berkah" adalah: (1) Siswa kurang memiliki keinginan untuk belajar bahasa Arab, (2) Latar belakang lingkungan yang tidak mendukung kemajuan prestasi belajar bahasa Arab, (3) Siswa kurang percaya diri dalam berbahasa Arab (4) siswa tidak mengetahui huruf hijaiyyah (5) siswa tidak memahami bacaan bahasa Arab.

Kata Kunci: Problem, Pembelajaran, Bahasa Arab



1. Introduction

In learning Arabic, there are four aspects concerning a person's ability to learn Arabic, namely the ability to listen, speak, read, and write (Sa'adah 2019). Language proficiency is an important aspect in learning languages, including in learning foreign languages, especially Arabic. In studying foreign languages, especially Arabic, there are four language skills, namely listening skills (istima), speaking (kalam), reading (qira'ah), and writing skills (kitabah), the four skills above cannot be separated from one another (Zakiah 2021).

Linguistically, Arabic for the Indonesian people is a foreign language, not their mother tongue. Learning Arabic as a foreign language for Indonesian students is definitely different from learning Indonesian for them as their mother tongue. This is where the new foreign language he learns will always be influenced by the dominant structure of words and sentences in his mother tongue. Regarding how people rate learning Arabic, there are many heterogeneous points of view. Some see Arabic as a religious language, because Arabic is seen as a tool for studying and understanding Arabic texts. There are also those who argue that learning Arabic is learning the language of Islamic science. This view is also not wrong, because the majority of Islamic sciences reference Arabic. And there are also those who think that learning Arabic is learning the language. This view focuses more on how people learn Arabic as a language of daily communication. This difference in point of view causes differences in methods, strategies, techniques, teaching materials, learning media and evaluation of Arabic learning. If, learning Arabic is the goal so that students can communicate or Arabic as a communication tool, then learning Arabic is more focused on vocabulary and speaking practice using Arabic (Kosim et al. 2020).

Arabic lessons when viewed in general are just learning the language, but in learning Arabic special methods are needed to make students not bored in the learning process, of course to make it easier for students to understand the material and be able to pronounce Arabic sentences clearly, direct supervision from the teacher is very much needed, in addition to guiding students in understanding Arabic, the teacher also needs to evaluate the level of proficiency and ability of the Arabic language of students. However, teachers are required to be creative in developing methods that make it easier for students and continue to update learning methods to increase students' motivation to learn independently at home (Nadawiyah 2021).

The problem of teaching and learning interaction is a complex problem because it involves various interrelated factors. Of the many factors that influence the process and results of teaching and learning interactions, there are two very decisive factors, namely the teacher's factor as the subject of learning and the student's factor as the object of learning. Without the factors of teachers and students with various cognitive, affective, and psychomotor potentials, it is impossible for the teaching and learning interaction process in class or elsewhere to take place properly. However, the influence of various other factors should not be ignored, for example, media factors and learning instruments, facilities. learning, school infrastructure, laboratory facilities, school management, learning and evaluation systems, curriculum, methods, and strategies (Hidayat 2012). In the process of learning Arabic, all students will experience various difficulties (problems) in learning (Nasrulloh et al. 2020).

The problem comes from the word "problem" which means a problem, problem, while problematic is a problem, something that causes problems, or things that cannot be solved. Problematic means a situation that is difficult and still a puzzle that requires a solution (Rohman 2022). The problems are things that still cannot be solved. This indicates that the problem is a problem that has occurred and a solution has not been found. The problem in learning Arabic is the difficulties experienced in carrying out the Arabic learning process so that it can hinder the implementation of Arabic learning (Vadhillah, Alimin, and Suharmon 2019). The problems that occur can be explained from several points of view, some are looking at the linguistic and non-linguistic aspects, learning media and so on. However, in this discussion the author focuses on aspects of language skills, which are divided into four parts, namely problems based on writing skills, reading skills, speaking skills and listening skills (Corinna, Rembulan, and Hendra 2020).



Arabic learning in Indonesia already exists from the Elementary School (SD) or Madrasah Ibtidaiyah (MI) level to higher education institutions, both public and private. For students who study Arabic, they often find Arabic difficult because it is a foreign language, not their mother tongue. The basic problem lies in the sounds of Arabic letters, vocabulary, and sentences that are already owned by students (Alfaini 2021). At the Madrasah Ibtidaiyah level, Arabic is one of the characteristics that distinguishes it from general elementary schools and is a compulsory subject from grade 1 to grade 6. Arabic when learned from an early age has several problems. These problems can be found in the determination of materials, teaching materials, methods used, techniques, media, evaluation tools, and environmental conditions that must be relevant to the characteristics of children in general (Syagif 2020).

In public schools we find students who are diverse, there are students who are quick to respond in learning there are also students who are slow in learning, in such conditions teachers tend to only base on meeting the needs of students, while students who are slow tend to be neglected. One of them is that learning a foreign language is not easy, teachers and students often get into trouble. Various difficulties are that some students still memorize vocabularies sentences but do not understand their meanings. And there are some students who don't even know the hijaiyyah letters. Of course, teachers must have precise strategies in overcoming difficulties in learning foreign languages. Especially Arabic (Hamdah 2022).

There are various kinds of learning difficulties, namely from the type there are heavy and light, from the field of study there are wholly and partially, from their nature there are temporary and permanent, the last of the factors there are intelligence and non-intelligence. Some of these learning difficulties are caused and influenced by many factors, among the common factors are (1) the student's internal which means the situation in himself, and includes cognitive (related to his intellectual capacity such as memory, understanding or memorization), affective (related to attitudes and behavior). or interest), and psychomotor (related to the five senses such as eyes, ears and others); and (2) external students related to matters from outside students, including family (which includes parental love and care, family economy and others), then society (such as close friends, residence and so on), and schools. (covering teachers, infrastructure, teaching conditions and others) (Nurhuda 2022).

Based on the board above, the writer is interested in researching the "Problem of learning Arabic at Madrasah Ibtidaiyah". As for the purpose of this research is to find out the problems of learning Arabic in Islamic schools.

2. Method

This study uses qualitative research that aims to obtain information or an overview that includes three social aspects, namely places, actors and activities that interact synergistically with each other (Ilmiani et al. 2020). As for this type of research using descriptive qualitative. The purpose of this study was to analyze Arabic learning at Madrasah Ibtidaiyah. Meanwhile, the subjects in this study were the first grade students of the integrated Madrasah Ibtidaiyah "Berkah" Palangka Raya, amounting to 36 people. Meanwhile, to become the informant, the Arabic teacher at the integrated Madrasah Ibtidaiyah "Berkah" Palangka Raya.

Data collection techniques in this study using observation, interviews and documentation. Observation is an observation which in this study, the researcher went directly to the field to make observations in learning Arabic at the integrated Madrasah Ibtidaiyah "Berkah". In this study, the researcher also conducted interviews with Arabic teachers at the integrated "Berkah" madrasah to find out what problems were when teaching Arabic at the madrasah ibtdaiyyah. While the technique of collecting data through documentation, the researchers got some research photos, teaching materials, and the scores of the students of the integrated Madrasah Ibtidaiyah "Berkah" Palangka Raya. After the data has been collected it is analyzed using an inductive technique which takes the following steps: *data reduction*, *data display*, and *conclusion drawing/verification*.



3. Result and Discussion

In Arabic learning activities, several problems are often found in teaching both from teachers and students (Rini, Ahsan, & Aldini 2021). Problematics are units and patterns that show differences in structure between one language and another. Problems in learning Arabic are a factor that can hinder and slow down the implementation of the teaching and learning process in the field of Arabic studies. In this study, the researchers found that the problem arose from within the Arabic language itself (linguistic problems) and non-linguistics or among teachers (teachers) and students themselves (Hidayat, 2012).

3.1 Linguistic Problems

a. Sound system/phonetics

The sound/phonetic system in Arabic has different characteristics and varies in the way of pronunciation, each of which has its own characteristics such as the sound system of the halqiyah/throat letters, the nature of the sound system between the two mouths, the sound to the nose, the sound system of adjacent letters in the mouth. how to pronounce it is difficult to pronounce.

In this study, it was found that there were some students who did not know the hijaiyyah letter. In fact, aspects of sound grammar and the introduction of hijaiyyah letters as the basis for achieving listening and speaking have received less attention. Because basically the purpose of learning Arabic is only directed so that students are able to understand the written language contained in Arabic books. So, so far, the sound system has not been paid attention to in learning Arabic. As a result, someone who has studied Arabic for a long time is still not good at pronouncing words or is not quick to understand the words spoken by other people.

b. Writing

The problem in this paper is that the Arabic script is completely different from the language (Latin script). Therefore, it is not surprising that even though they are in college, there are still some who make mistakes in writing Arabic. The problems in writing include:

1. The Arabic writing system that starts from right to left, which, the ability is not possessed by most people, compared to the Latin writing system.
2. One letter has many different forms depending on the location of the letter itself in the word, there are those at the beginning, in the middle, and at the end of the word. Of course, the writing is different, plus the variety of writing, there are things that must be connected and separated.
3. The letters that are close together and resemble.
4. There is no match between writing and pronunciation.

3.2 Non-linguistic problems

These non-linguistic problems are problems that arise outside the substance of the language itself, this can be seen from several elements, including:

- a. Students who do not have a strong motivation in learning Arabic, or the background of students in understanding Arabic.
- b. Teaching materials that are less relevant to the needs that exist for students.
- c. Inadequate and supportive facilities and infrastructure in the Arabic learning process.
- d. Lesson materials are not relevant to the needs of students either orally or in writing.
- e. The learning process is more dominated by the teacher, giving less opportunities for students to play an active role.
- f. The scoring system emphasizes more on cognitive aspects, and does not require integrative language skills.



4. Conclusion

Based on the results and discussions that have been explained by the researchers, it can be concluded that the problems of learning Arabic are generally divided into two, namely; Linguistic Problems and Non-Linguistic Problems. Linguistics problems include sound and writing, while for non-linguistic problems include: Students lack the will to learn Arabic, Environmental backgrounds that do not support the progress of Arabic learning achievement, Students lack confidence in Arabic and students do not know the hijaiyyah letters.

For future researchers, this research can be used as research material and can also be used as a reference because in learning Arabic at the Ibtidaiyyah Madrasa there are still problems, therefore teachers who teach Arabic at the Ibtidaiyyah Madrasa should pay more attention to the problem, so that learning becomes more active.

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