ARABIC LANGUAGE LEARNING PROBLEMS IN CLASS VIII STUDENTS OF MTSN 3 PONOROGO

Ratna Utami Nur Ajizah[1*] Khalis Zamrani Putra[2] Miftahudin[3]
[1]Institut Agama Islam Riyadlotul Mujahidin Ngabar Ponorogo, [2]Institut Agama Islam Sunan Giri Ponorogo, [3]MTsN 3 Ponorogo
[1]ratnautami@iairm-ngabar.ac.id, [2]putrakhalissszamrani@gmail.com, [3]miftahfausta2@gmail.com

Abstract

Arabic learning conducted at MTsN 3 Ponorogo has several obstacles including writing and sound grammar, so learning Arabic is considered a difficult and boring subject. The problem of sound and writing is a problem that usually arises in learning Arabic for non-Arabs, as well as experienced by class VIII students at MTsN 3 Ponorogo. This research is a qualitative descriptive study that describes Arabic learning activities with the research subjects namely teachers, students and the object of this research is Arabic subjects. The problems of learning Arabic include educator factors, student factors, method factors, media factors and learning evaluation factors. Efforts must be made to include educational training, provide understanding and motivation to students and choose appropriate teaching methods.

Keywords: problematics, learning Arabic

Abstrak

Pembelajaran bahasa Arab yang dilakukan di MTsN 3 Ponorogo mempunyai beberapa kendala diantaranya tata tulisan dan tata bunyi, sehingga pembelajaran bahasa Arab dianggap sebagai salah satu mata pelajaran yang sulit dan membosankan. Problematika tata bunyi dan tata tulisan merupakan suatu problem yang biasa muncul dalam pembelajaran bahasa Arab bagi non Arab, begitu pula yang dialami oleh siswa-siswi kelas VIII di MTsN 3 Ponorogo. Penelitian ini merupakan penelitian diskriptif kualitatif yang mendeskripsikan kegiatan pembelajaran Bahasa Arab dengan subjek penelitian yaitu guru, peserta didik dan objek penelitian ini adalah adalah mata pelajaran Bahasa Arab. Problematika pembelajaran bahasa Arab antara lain faktor pendidik, faktor anak didik, faktor metode, faktor media dan faktor evaluasi pembelajaran. Upaya yang harus dilakukan adalah mengikutkan pelatihan-pelatihan kependidikan, memberikan pengertian dan motivasi kepada anak didik dan memilih metode mengajar yang tepat.

Kata Kunci: problematika, pembelajaran bahasa Arab

Introduction

According to Haryono, problematic language is something that contains problems.[1] Problematics are units and patterns that show structural differences between one language and another. And probelmatics is an obstacle to achieving learning objectives, therefore it is necessary to overcome these problems. Problems in

---

[1] Daniel Haryono, *Big Indonesian Dictionary*, (Jakarta: PT. Media librarians Poenix, 2012), 667.

learning Arabic is a factor that can hinder and slow down the implementation of the teaching and learning process in the field of Arabic studies. The problem arises from the teachers (teachers) of the students themselves.

Learning according to the Big Indonesian Dictionary is a process of interaction between students and educators and learning resources in a learning environment, both formal and non-formal education environments.[2] So it can be understood that learning is an effort by educators to students in learning interactions so that students can learn things effectively and efficiently. Learning Arabic is all formal activities carried out by students to gain experience in the form of certain language skills, as well as constructive direction, such as Arabic and its culture.

Language is a means of communication and liaison in daily human interaction, both between individuals and individuals and individuals with society.[3] Arabic in its development phase has become the official language of the international world and this is very exciting for all of us. Therefore, the teaching of Arabic language needs to get special emphasis and attention from the elementary school to higher education institutions to be promoted and taught. In addition, Arabic has special features compared to other languages, because of the value of high-quality literature for those who study it, and Arabic is also destined to be the language of the Qur'an that communicates the word of Allah swt.

Arabic subjects are subjects given to students in order to understand the contents of the Qur'an and hadith as well as the application of values in their lives, because without them knowing and understanding Arabic, they will automatically not be able to know what the meaning of the content is. contained in the Qur'an and Hadith. However, the reality in the field after the researchers made observations, especially at MTsN 3 Ponorogo, most of the scores obtained in Arabic subjects were below standard compared to the values of other subjects. Therefore, the problems that exist in learning Arabic must be solved, both problems from teachers and students. Although Arabic subjects are not the only determining factor in the formation of the character and personality of these students,

The purpose of learning Arabic does not only stop at mastering knowledge theoretically, but more broadly, after students can master Arabic well and can understand the contents contained in the words of Allah SWT. Al-Qur'an and Hadith, it is hoped that students can practice them as living instructions in everyday life.

The Arabic language learning process carried out at MTsN 3 Ponorogo, as one of the Islamic educational institutions, Arabic subjects must be taught to students, but learning Arabic at MTsN 3 Ponorogo has several obstacles including writing and sound grammar, so learning Arabic is considered as one of the difficult and boring

---

[2] Ministry of National Education, Big Indonesian Dictionary, (Jakarta: Balai Pustaka, 2008), 31.

[3] Acep Hermawan, *Arabic Learning Methodolog,* (Bandung: PT Remaja Rosdakarya, 2011), 23.

subjects, so the grades obtained by class VIII MTsN 3 Ponorogo students are below the minimum standard of completeness criteria. The problem of sounding and writing is a problem that usually arises in learning Arabic for non-Arabs, as is experienced by class VIII students at MTsN 3 Ponorogo. Based on this, the researcher wants to examine how the problems of learning Arabic in class VIII MTsN 3 Ponorogo are problematic.

Research Methods

The research approach used in this study is a qualitative approach, Bogdan and Taylor define qualitative research as a research procedure in the form of a description that explains the expression of speech (interview results), a person's behavior (observations) and is supported by documents. either in the form of photos, videos, or notes (results of documentation studies)[4]. So, through this qualitative research, researchers can reveal things that are ignored by other research methods, such as trust, hope, love, and so on. Through qualitative research, it can be described what actually happened that may not necessarily be seen by other methods.

The subject of this research is the subject who is intended for or is expected to have information on matters relating to the problem under study[5]. As for the subject of the study, namely the Arabic teacherMTsN 3 Ponorogo as an educator who aims to obtain data about the occurrence of the Arabic language learning process, amounting to one person and students, especially class VIII MTsN 3 Ponorogo to find out how much students can understand the teaching material given by the teacher, especially the Arabic language subject with a total of 20 students. The object of this research is the subject of Arabic at MTsN 3 Ponorogo.

Results and Discussion

In order to create educational goals that are maximally in line with expectations, it turns out that there are still several factors that are still obstacles, especially in learning Arabic at MTsN 3 Ponorogo, among others;
1. Educator factor

The existence of a new curriculum that is by balancing the cognitive, effective and psychomotor domains, then an educator in presenting subject matter should aim for these targets, but in reality educators who are less brave to go and achieve the three shutters but only prioritize as a shutter, especially the cognitive shutter. Thus, students do not get effective and psychomotor guidance. The following is the explanation of the Arabic language teacher during an interview with the researcher on November 8, 2021:

---

[4] Bogdan, RC & Biklen, *SK Qualitative Research for Education: An Introduction to Theory and Methods.* (Boston: Allyn and Bacon. 1982), 82.
[5] Lexy Moleong, Qualitative Research Methodology, (Bandung: PT Remaja Rosda Karya, 2000), 35.

"Indeed, in the process of teaching Arabic, I still cannot balance between the cognitive, effective and psychomotor shutters. Because indeed I still find it difficult to balance the three domains, so when teaching I often prioritize only a few areas."

The Arabic language teacher at MTsN 3 Ponorogo has not yet reached and achieved the three domains of education (cognitive, affective and psychomotor), the nature and character and education possessed by an educator still lacks a high sense of devotion in carrying out duties as an educator as well as a multi-faceted economic background mediocre. Efforts to overcome the problem of the ineffectiveness of teachers in delivering lessons in class, the school often includes these educators, among others; attend training courses, take learning courses, read more books, conduct comparative studies (visits to other schools that are more advanced.

2. Student factor

Students, are the main object in education where education tries to bring their students who were originally completely helpless, always dependent on others towards a situation where students are able to stand alone both individually and socially. Because in Islam it is stated that the child is born in a weak state and only carries nature, it is the natural surroundings that give a pattern to the life values of his religious education. Class VIII MTsN 3 Ponorogo students pay less attention to the importance of learning Arabic. This is due to the lack of attention from parents and the condition of the community that does not support students to study hard. This situation often occurs around us because educators still do not understand the development of students.

"The lack of school facilities and maximum support in learning Arabic. This is evident, for example, the lack of support from parents, and people who are less concerned about children's education, so that learning at school seems less imprinted on children's lives, as well as the lack of interest and seriousness in learning Arabic vocabulary which is the main capital for learning Arabic.

Education is not limited to the understanding and mastery of science, but also the mental development and adjustment of students to their social life. Students are human beings who always experience development from creation to death.

Concluding the results of the researchers' observations, that the problems of students in learning Arabic at VIII MTsN 3 Ponorogo include; differences in parental educational background, lack of parental guidance to children, less supportive environment, less active educators in the teaching process, differences in the IQ of students

The students of MTsN 3 Ponorogo who pay less attention to the importance of learning Arabic (lack of interest in learning Arabic), then to overcome this problem the effort that must be made is to provide understanding and motivation for the importance of learning Arabic as the language of the Qur'an and Hadith and supplies

in the future, as well as suggesting to parents through school meetings or community groups to pay attention to their child's learning development.

3. Method factor

The teaching method used by the Arabic language teacher in class VIII of MTsN 3 Ponorogo is less varied and tends to watch, namely, only using the lecture and question and answer method, so that students feel bored and bored in taking Arabic lessons. The following is the explanation of the head of class VIII when the researcher conducted the interview on November 15, 2021:

"I don't really like Arabic lessons, sis, because learning Arabic is difficult, let alone reading and interpreting, there's not much fun."

This is because he has not paid attention to ways to choose a method to be carried out in his learning activities according to the characteristics of the sub-subjects of the language. The Arabic teacher's statement can be illustrated as follows on November 15, 2021:

"The method I use in the implementation of learning Arabic in the classroom is using the lecture and question and answer method, on the one hand I actually realize that a variety of methods is needed, but the facilities are inadequate".

In fact, there are often problems in learning Arabic in terms of methods. A method is a way that serves as a means to an end. To determine whether a method can be called good, a benchmark is needed that comes from several factors. The main determining factor is the goal to be achieved. So before determining the method to be used in the learning process, an educator must know the objectives to be achieved in the material and combine it with the sub-subjects.

The use of teaching methods that are less varied and tend to be watched, as well as the lack of ways to choose methods to be implemented in learning activities that are not in accordance with the characteristics of the sub-topics will make the teaching and learning process unpleasant and less acceptable to students.

Efforts made in learning Arabic in class VIII MTsN 3 Ponorogo is to use one of the methods, including: a). Lecture method. The lecture method is the most traditional way of teaching and has been practiced by teachers for a long time. Lecture is the narrative of the lesson material orally, this method is not always bad if its use is really well prepared, supported by tools and media and pays attention to the possible limits of its use. b) Discussion method. The method of discussion is basically exchanging information, opinions on elements of experience on a regular basis with a view to getting a clearer and more thorough understanding of the material being discussed. In the discussion, everyone is expected to contribute thoughts, so that views can be obtained from various angles regarding the problem. c). Question and answer method. The question and answer method is a teaching method that allows direct, two-way communication because at the same time a dialogue occurs between the teacher

and students (the teacher asks the student who answers or vice versa). d) Assignment Method. This method is intended to provide opportunities for students to carry out tasks or activities related to lessons such as working on questions and so on. This method can be done in the form of individual tasks or activities or group work. e) Imitating and Memorization Method. This method is often known as the Informant Drill Method, which is an exercise in pronouncing vocabulary and sentences by imitating the teacher's speech. This method will be easy to remember and quickly memorized by students because it is directly demonstrated. f) Group Working Method. Using these methods must be considered and adjusted in the sense of which method is the best and most appropriate for learning in the current situation and conditions. So a teacher in choosing and determining the method must understand the following things; 1) The nature and type of activity. 2) What is the background of the activity. 3) By technique how to solvethe activity can be completed. 4) What facilities might be used. Thus, they will be able to choose the right method so that the implementation of the learning process can be successful.

4. Media factors or learning facilities

The problem of Arabic learning media is the lack of complete facilities or media that can be used in learning Arabic. So that students cannot more easily accept the material given by the teacher. The following is the expression of the Arabic teacher. on November 15, 2021;

"At MTsN 3 Ponorogo this is still lacking media or tools that we can use in the learning process, especially in learning Arabic, so when I teach it is a bit difficult in the process of learning Arabic itself".

In determining the media to be used, an educator pays less attention to the personality of his students which includes talent, development and so on. So when the teacher teaches Arabic, it is not well received by the students. For example, when the teacher explains the lesson, the teacher does not relate the material to the things that the children like.

The teaching and learning process in schools will run smoothly if it is supported by adequate learning facilities, both in number, condition and completeness. The number in question is the presence and number of facilities owned. However, at MTsN 3 Ponorogo, many facilities are incomplete, so that when teachers want to deliver lessons using teaching aids at school, they are not yet available.

Efforts are made by the school to complete its learning facilities, namely the school will try to complete the facilities and facilities that are really needed for teaching and learning activities. In addition, the school also asks all educators to use existing learning facilities and facilities, use them as much as possible while waiting for other facilities, in the sense that educators must be able to carry out more creative teaching and learning activities so that their students can learn with pleasure, and not

be used as a teacher. The reason for the lack of school facilities can interfere with the teaching and learning process.

5. Learning evaluation factors

This evaluation needs to be done, because to see to what extent the materials given to students with certain methods and using existing facilities can achieve the goals that have been formulated. In fact, at MTsN 3 Ponorogo the lack of lesson hours and learning resources in Arabic subjects is one of the problems in evaluating the implementation of learning for educators. Following are the results of the researcher's interview with the Arabic teacher at MTsN 3 Ponorogo, on November 22, 2021;

"Evaluation in learning Arabic, at the beginning and at the end of learning, uses insufficient time and students who have textbooks make it easier to work, but students who are less interested are given further assignments according to their ability targets"

The strengths and weaknesses of the teaching program that has been prepared by educators can be known more clearly after the program is in class and carefully evaluated. However, the reality is that at MTsN 3 Ponorogo, the VIII grade Arabic subject does not carry out evaluations due to insufficient time. To overcome this, Arabic educators in class VIII often provide homework, in addition to holding courses (learning outside class hours) such as memorizing mufrodat and reading the Qur'an.

Conclusion

Based on the research results that have been presented in the previous section, related to the answers to the problems raised by the researchers, the following are some conclusions; first, the problems of learning Arabic for class VIII students in Indonesia MTsN 3 Ponorogo are the educator factor, the student factor, the method factor, the media factor and the learning evaluation factor. Second, the efforts that must be made are that the school seeks to improve welfare guarantees for educators and include them in educational trainings from both the government and the private sector, provide understanding and motivation to students on the importance of learning as a provision for the future, choose appropriate teaching methods and not watching (varied) so that it is in accordance with the characteristics of the subject being taught, Completing facilities and facilities that are really needed for teaching and learning activities, and providing homework, in addition to holding courses (learning outside of class hours) such as memorizing mufrodat and reading Al-Qur'an.

Reference

Hermawan, Acep. Arabic Learning Methodolog, (Bandung: PT Remaja Rosdakarya, 2011)

Bogdan, RC & Biklen. *SK Qualitative Research for Education: An Introduction to Theory and Methods.* (Boston: Allyn and Bacon. 1982)

Haryono, Daniel. *Big Indonesian Dictionary*, (Jakarta: PT. Media librarians Poenix, 2012)

Ministry of National Education, *Big Indonesian Dictionary*, (Jakarta: Balai Pustaka, 2008)

Moleong, Lexy. *Qualitative Research Methodology*, (Bandung: PT Remaja Rosda Karya, 2000)