



Non-Linguistic Problems in Arabic Language Learning at Madrasah Aliyah in Kotamobagu City

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Abstract:

This study aims to: (1) Know what are the nonlinguistic problems faced by teachers in learning Arabic at MA Se Kota Kotamobagu. (2) What are the nonlinguistic problems faced by students in learning Arabic at MA Se Kota Kotamobagu. In this study, researchers used qualitative methods using descriptive qualitative research designs. Data sources from this study are primary and secondary data, as well as data collection techniques used in the form of interviews, observations, and documentation. The results of this study are: (1) Nonlinguistic problems faced by teachers in Arabic language learning at Madrasah Aliyah Se Kota Kotamobagu, namely, lack of teacher competence in carrying out the learning process, changes or changes in curriculum, lack of time allocation, and lack of availability of infrastructure facilities in supporting Arabic language learning. (2) Nonlinguistic problems faced by students in learning Arabic at Madrasah Aliyahh Se Kota Kotamobagu are, low motivation, which is influenced by improper management of learning time, as well as different and fariative educational backgrounds, which causes these students to have difficulty in understanding and receiving Arabic learning materials.

Keywords: Non-Linguistic Problems; Arabic Language Learning

Abstrak:

Penelitian ini bertujuan untuk: (1) Mengetahui apa saja problematika nonlinguistik yang dihadapi oleh guru dalam pembelajaran Bahasa arab di MA Se Kota Kotamobagu. (2) Apa saja problematika nonlinguistik yang dihadapi oleh siswa dalam pembelajaran Bahasa arab di MA Se Kota Kotamobagu. Dalam penelitian ini, peneliti menggunakan metode kualitatif dengan menggunakan desain penelitian kualitatif deskriptif. Sumber data dari penelitian ini yaitu dari data primer dan sekunder, serta teknik pengumpulan data yang digunakan berupa wawancara, observasi, dan dokumentasi. Hasil dari penelitian ini adalah: (1) Problematika nonlinguistik yang dihadapi guru dalam pembelajaran bahasa arab di Madrasah Aliyah Se Kota Kotamobagu yaitu, kurangnya kemampuan kompetensi guru dalam melaksanakan proses pembelajaran, adanya perubahan atau peralihan kurikulum, kurangnya alokasi waktu, dan kurangnya ketersediaan sarana prasarana dalam menunjang pembelajaran bahasa arab. (2) Problematika nonlinguistik yang dihadapi siswa dalam pembelajaran bahasa arab di Madrasah Aliyahh Se Kota Kotamobagu yaitu, rendahnya motivasi, yang dipengaruhi oleh pengelolaan waktu pembelajaran yang kurang tepat, serta latar belakang pendidikan yang berbeda dan berfariatif, yang menyebabkan siswa tersebut mengalami kesulitan dalam memahami dan menerima materi pembelajaran bahasa arab

Kata Kunci: Problematika Non Linguistik; Pembelajaran Bahasa Arab



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INTRODUCTION

Education is the most important aspect of the progress of a nation. The progress of the nation can be seen from the progress of its education system. In the education system there are various parties, both individuals and groups that are interrelated. The most dizzy component is the educator. Educators play a very important role that has an impact on the quality of education carried out. Historically, educators or teachers in Indonesia cannot be separated from the education system that has been applied from time to time since the independence era until now. At every time, diverse education policies and management are applied, which aim to develop more competitive and superior education¹.

According to Ahmad D. Marimba stated: "education is a conscious guidance or leadership by the educator towards the physical and spiritual development of the educated towards the formation of the main personality". From here every educator (teacher) must be a guide in order to direct students (students) towards true maturation, although perhaps some of us know about what guidance or encouragement is in directing students (students) but what happens is not as simple as we think, because in directing students a teacher must need more stamina to make the nuances of learning in class or outside the classroom can be in demand every student. In the simple sense that we know, education is often interpreted as a human effort to build his personality in accordance with values in society and culture².

Foreign language learning, especially Arabic in Indonesia, has grown rapidly considering that Arabic is not only used as a religious language but also used as an international language. So that there is a sharing of various learning methods that are adapted to the objectives of learning Arabic itself. Meanwhile, the process of learning Arabic in educational institutions in Indonesia must be adjusted to the curriculum that is adjusted to language competence. In Arabic language teaching there are four skills that must be mastered, where the acquisition process, if referred to in order is; listening skills (*maharoh alistima*), speaking skills (*maharoh al-kalam*), reading skills (*maharoh al-qiroah*), and writing skills (*maharoh al-kitabah*). Where these four omnispirits are the benchmark of Arabic proficiency.

¹ Mifathur Rohman, 'Problematika Guru Dan Dosen Dalam Sistem Pendidikan Di Indonesia', *Cendekia: Jurnal Kependidikan Dan Kemasyarakatan*, 14.1 (2016), 51 <<https://doi.org/10.21154/cendekia.v14i1.547>>.

² Hamzah Umasugi, 'Guru Sebagai Motivator', *Jurnal Agama Dan Ilmu Pengetahuan*, 6.2 (2020), 29–38 <<http://e-jurnal.staibussalamsula.ac.id/index.php/JUANGA/article/view/7>>.

Recent studies have shown that the younger generation has a high motivation to learn foreign languages. In fact, many of them feel that the scope of language variety does not only focus on English. The study is very helpful to understand what languages young people learn besides English and know their motivations for learning it. Nevertheless, a high level of learning motivation does not always produce the desired learning outcomes by students. In addition to learning motivation, the right learning strategy is also needed to successfully get the desired results. In other words, for successful learning to be successful, high learning motivation and learning strategies are needed in accordance with student interests and aspirations³.

Theoretically, there are two problems that are and will continue to be faced by learning Arabic, namely linguistic problems which are often called linguistic problems, and non-linguistic or nonlinguistic problems. The teacher's knowledge of both problems is very important so that he can minimize the problem and find the right solution so that learning Arabic within the minimum limit can be achieved properly.

Language problems there are problems faced by students or learners who are directly related to language. While non-linguistic problems are problems that also influence, even dominant can thwart the success of the learning program implemented⁴.

From the survey results about the conditions that occur in Madrasah Aliyah in Kotamobagu City, there are non-linguistic problems that hinder Arabic language learning, while these problems include differences in students' educational backgrounds. Some graduates from MTs, some also graduated from junior high school. In addition, there are also several external factors that contribute to the achievement of the success of learning objectives.

The lack of studies on students' motivation to learn Arabic in Indonesia can have implications for the effectiveness of Arabic learning in Indonesia. Based on the description above, research was conducted to find out what non-linguistic problems are faced by teachers and students in learning Arabic at Madrasah Aliyah Se Kota Kotamobagu.

³ Halimatus Sa'diyah and Maman Abdurahman, 'Pembelajaran Bahasa Arab Di Indonesia: Penelitian Terhadap Motivasi Belajar Bahasa Asing', *Lisanan Arabiya: Jurnal Pendidikan Bahasa Arab*, 5.1 (2021), 51–69 <<https://doi.org/10.32699/liar.v5i1.1665>>.

⁴ Fahrurrozi Aziz, 'Pembelajaran Bahasa Arab: Problematika Dan Solusinya', *Arabiyat (Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban)*, 1.November 2014 (2014).

METHODS

This research uses a qualitative type of research. Called qualitative because in collecting data and interpreting it, researchers do not use statistical formulas. According to David Williams, qualitative research is a way or effort by researchers to collect data based on scientific settings. In simple terms, it can also be interpreted as research used to examine the condition or situation of the object of research⁵. Qualitative analysis in this study is used when we find out, about nonlinguistic problems faced by teachers and students in Arabic language learning in Madrasah Aliyah in Kotamobagu City. The instruments carried out in this study are observation, documentation, and interviews, both structured and unstructured interviews.

The research approach is the strategy chosen by researchers to fully integrate and discuss the components of research in a logical and systematic way, and to analyze what is in the research center. In addition, the data obtained in this study is in the form of interviews and observations, so this study uses a descriptive qualitative research design.

This research approach is carried out with the aim of describing or describing systematically and the relationship between the phenomena investigated.

RESULTS AND DISCUSSION

Based on the theory of problems in Arabic learning in general, which has been explained in the previous chapter, the researcher is also interested in examining the nonlinguistic problems of Arabic language learning faced by teachers and students in Madrasah Aliyah Kota Kotamobagu. This is because more and more new students choose and enter Madrasah from year to year, and the unique thing is that more and more students with educational backgrounds not from madrasah or pesantren automatically lack or no experience in learning Arabic compared to those who graduate from Madrasah Tsanawiyah or Islamic Boarding School.

1. Problems faced by teachers

The problems faced by teachers in learning Arabic in Madrasah Aliyah in Kotamobagu City are certainly not the same, and are very diverse among educators or teachers. Here are some obstacles faced by teachers:

a. Teacher Competence

In this study, researchers found several factors that can affect student learning outcomes, namely the use of media, teaching materials, and classroom management by teachers. This is in line with the interview that the researcher conducted to Nur Fuadi,

⁵ Sugiono, “*Metode Penelitian Kualitatif*”, (Bandung: Alfabeta 2013) hal. 137

S. Ag., as a teacher of the third grade Arabic Discussion subject at Madrasah Aliyah Negeri 1 Kotamobagu, with the following interview:

"If we are still constrained by the media, the media is the game, I think this means that the LCD media is not sufficient facilities"⁶

In the interview, it was explained that one of the inhibiting factors of learning was also influenced by the lack of learning media, and the lack of facilities and infrastructure provided by madrasah. This researcher has confirmed to Syahril Papene, S. Pd. I., as a teacher of Arabic Discussion subjects at Madrasah Aliyah Al-Hikmah Mogutat Kotamobagu, with the following interview:

"If what I use is, first from the source of the package book from the ministry, but the drawback here is, a book in the form of the availability of printed books that are package books. So it doesn't exist yet."⁷

From the interview, it can be concluded that the teacher has difficulties in the use of media, and teaching material sources. This is due to the lack of media in the form of package books provided by the Madrasah.

Even researchers also found that there was one teacher who only focused on one maharoh, namely the qiroah maharoh. This has been confirmed by researchers to Syaiful Rahmat, S. Pd. I as a tenth grade Arabic teacher at Madrasah Aliyah Negeri 1 Kotamobagu, with the following interview:

"Indeed, I don't always focus there, for example istima to, actually it's istima so once, right, but I think this istima should be more focused on him. But I don't really focus on istima with kitabah, because I understand when this student is able to qiroah and kalam alone it is good in my opinion"⁸

From the interview, it was explained that the teacher only focused on one language proficiency in learning Arabic, namely reading and speaking skills. The teacher believes that if the student has mastered these two maharohs then it is considered good in learning Arabic.

Teacher professionalism is a must in realizing knowledge-based schools, namely an understanding of learning, curriculum, and human development including learning styles. Based on Government Regulation (PP) Number 18 of 2007 concerning teachers. Meanwhile, according to Rivai, competence is the main factor in determining to produce excellent performance.

Based on the results of the study, researchers found that there was one teacher who only focused on one proficiency in language. Of course, this is contrary to the basis

⁶ Nur Fuadi, *Guru Bahasa Arab di MAN 1 Kotamobagu*, "wawancara" di Ruang Guru, Tanggal 22 Mei 2023.

⁷ Syahril Papene, *Guru Bahasa Arab di MAS Al-Hikmah Mogutat Kotamobagu*. "wawancara" di Ruang Guru, Tanggal 24 Mei 2023.

⁸ Syaiful Rahmat, *Guru Bahasa Arab di MAN 1 Kotamobagu*, "wawancara" di Ruang Guru, Tanggal 22 Mei 2023.

of proficiency in language. As Effendy points out, there are four language skills/proficiency, namely: skills (1) al-Istima' (listening); (2) al-Kalam (speaking); (3) al-Qiro'ah (reading) and (4) al-Kitabah (writing).

b. Curriculum

Some factors that affect the achievement of learning goals include curriculum changes, or the transition of the KMA 183 curriculum to an independent curriculum, so that its application is still in the semi-independent stage, lack of learning media, and infrastructure facilities that are not even adequate to support the teaching and learning process in the classroom. In the application of the independent curriculum, which is still in the semi-independent stage, researchers have confirmed to Syaiful Rahmat, S.Pd. I. as a tenth grade Arabic subject teacher at Madrasah Aliyah Negeri 1 Kotamobagu, with the following interview:

"For the implementation of the independent curriculum used in the tenth grade is now still semi-independent, yes, it has not been implemented as a whole."⁹

In the interview, it was explained that the implementation of the independent curriculum was still in the semi-independent stage. Of course, this has shortcomings where the learning modules implemented have not been completed optimally so that they are still in semi-independent application. This is in line with an interview conducted by researchers to Chendra Makalalag, S.Pd. I. as a teacher of Arabic Discussion subjects at Madrasah Aliyah Negeri 1 Kotamobagu, with the following interview:

"In this independent curriculum, the term RPP is replaced with the Learning Module. Please note that this learning module is not provided by the government, so a teacher must make an individual learning module. The government only provides learning outcomes"¹⁰

To strengthen the information, of course, researchers have confirmed to Syaiful Rahmat, S.Pd. I. as a tenth grade Arabic subject teacher at Madrasah Aliyah Negeri 1 Kotamobagu, with the following interview:

"For Arabic, there is no proper module reference, so for Arabic teachers in Kotamobagu, I also don't know for sure, it hasn't used the appropriate module reference, so they still use their respective formats, sometimes for some who don't."¹¹

In the interview, it was explained that in the independent curriculum there is no reference module provided by the government, so some teachers do not or have not

⁹ Syaiful Rahmat, *Guru Bahasa Arab di MAN 1 Kotamobagu*, "wawancara" di Ruang Guru, Tanggal 22 Mei 2023.

¹⁰ Chendra Makalalag, S.Pd. I., *Guru Bahasa Arab di MAN 1 Kotamobagu*, "wawancara" di Ruang Perpustakaan, Tanggal 7 Maret 2023.

¹¹ Syaiful Rahmat, *Guru Bahasa Arab di MAN 1 Kotamobagu*, "wawancara" di Ruang Guru, Tanggal 22 Mei 2023.

compiled the learning module. In this case, the researcher reconfirmed to Chendra Makalalag, S.Pd. I. as a teacher of Arabic Discussion subjects at Madrasah Aliyah Negeri 1 Kotamobagu, with the following interview:

"I haven't made the learning module yet."¹²

This curriculum change is a phenomenon that often occurs in Indonesia along with the change of government cabinet, namely the minister of education. Even though the curriculum is the teacher's foothold where the direction and learning goals must be achieved.

In addition to the unavailability of these modules, they also have difficulty in implementing the curriculum, which is due to the many things that must be prepared by teachers before teaching in a relatively shorter time. Of course, this researcher has conducted an interview with Chendra Makalalag, S.Pd. I. as a teacher of Arabic Discussion subjects at Madrasah Aliyah Negeri 1 Kotamobagu, with the following interview:

"The drawback is that there are many things that must be prepared by a teacher. For example, daily assessments, providing pretests, and a relatively short time in preparing learning tools. Even more so during the supervision of learning devices. While the pretest has not been carried out, thus the learning tools have not been prepared, the teachers do not know what to start and describe what kind of material, because they have not done the pretest. While the advantage of this curriculum is that teachers are independent in teaching."¹³

The difficulty of teachers in implementing an independent curriculum to students is in line with the opinion of Syahril Papene, S. Pd. I. as a subject teacher at Madrasah Aliyah Swasta Al-Hikmah Mogutat Kotamobagu, with the following interview attachments:

"The problems faced by teachers, especially in terms of teacher problems, especially the curriculum, this latest curriculum. The curriculum is independent with changes in what it is called, e those terms, then the materials that are Aliyah level, e I think it is a challenge too, it can even be considered a problem, when its application in the classroom."¹⁴

In the interview, it was explained that a teacher had difficulty in applying the independent curriculum to students, this was due to changes in the terms used in the curriculum, not only that the material provided in the curriculum was considered inappropriate, even too complicated for the high school level. In this case, the researcher

¹² Chendra Makalalag, S.Pd. I., *Guru Bahasa Arab di MAN 1 Kotamobagu*, "wawancara" di Ruang Perpustakaan, Tanggal 7 Maret 2023.

¹³ Chendra Makalalag, S.Pd. I., *Guru Bahasa Arab di MAN 1 Kotamobagu*, "wawancara" di Ruang Perpustakaan, Tanggal 7 Maret 2023.

¹⁴ Syahril Papene, *Guru Bahasa Arab di MAS Al-Hikmah Mogutat Kotamobagu*. "wawancara" di Ruang Guru, Tanggal 24 Mei 2023.

confirmed through an interview to Satriana Mokodongan, S. Ag., M. Pd., as a teacher of Arabic subjects in eleven Madrasah Aliyah Negeri 1 Kotamobagu, with the following interview:

"Actually, if it's material, if you look at the children with too high abilities, anyway. There are also those who are allowed, but most of them are not yet able to"¹⁵

In the interview it was said that the material in the curriculum is still too high when juxtaposed with the ability of students, there are only a small number of students who are able to adjust to the material in the curriculum. In this case, the researcher also confirmed through an interview with Syaiful Rahmat, S.Pd. I. as a tenth grade Arabic subject teacher at Madrasah Aliyah Negeri 1 Kotamobagu, with the following interview:

"If we refer to the demands of the curriculum, if it is in accordance with the curriculum it has not. Not yet in accordance with the student's ability."¹⁶

In the interview above, it was mentioned that the material presented in the curriculum was not in accordance with the students' abilities. This is certainly influenced by several factors, including the presentation of material that is not in accordance with student needs. In this case, the researcher has conducted another interview with Syaiful Rahmat, S.Pd. I. as a tenth grade Arabic subject teacher at Madrasah Aliyah Negeri 1 Kotamobagu, with the following interview:

"The language is complicated, then the presentation is less communicative. And the advantages are in accordance with the scope of the material, because he will adjust to the curriculum to, first he, why he is difficult for students. Because it uses long-standing languages, the text is long. So the sentence used is already long. Baynaya daik is simple because it is for beginners"¹⁷.

From the interview, it was explained that the content of the material in the curriculum uses complicated language and is difficult to understand for students, not only that the presentation of the material is considered less communicative for beginners. So that the teacher uses additional teaching materials in the form of baynaya daik books that are more communicative and simpler for beginners.

With changes in the curriculum, it will certainly have an impact on the quality of learning. Thus, a teacher is required to be able to adapt to the newly published curriculum, this is because only teachers give "life" to curriculum guidelines published

¹⁵ Satriana Mokodongan, *Guru Bahasa Arab di MAN 1 Kotamobagu*, "wawancara" di Ruang Guru, Tanggal 23 Mei 2023.

¹⁶ Syaiful Rahmat, *Guru Bahasa Arab di MAN 1 Kotamobagu*, "wawancara" di Ruang Guru, Tanggal 22 Mei 2023.

¹⁷ Syaiful Rahmat, *Guru Bahasa Arab di MAN 1 Kotamobagu*, "wawancara" di Ruang Guru, Tanggal 22 Mei 2023.

by the government. Because the teacher is the main figure in realizing the curriculum so that there is a change in student behavior according to what is expected.

Thus, pedagogic competence is needed for the success of achieving learning objectives. This is in line with Sugihartono's opinion who said that external factors that affect student learning outcomes include: teachers, learning quality, learning instruments or facilities in the form of hardware and software and the environment, both social and natural environments.

c. Time Allocation

Another factor that becomes a learning problem is the allocation of short learning time. This is in line with the interview that the researcher conducted to Syahril Papene, S. Pd. I., as a teacher of Arabic Discussion subjects at Madrasah Aliyah Al-Hikmah Mogutat Kotamobagu, with the following interview:

"But what is also an obstacle here, because this Arabic language has not become what it is, like being in a boarding school. There are daily speaking Arabic. So that in the second grade, the eleventh grade on Wednesday learning Arabic, he will meet again in Arabic next Wednesday.

"Ee for, e this is two hours, one week and two hours only. But for e what is the name, so that the children can continue to exist, I used to use, direct children to e what is the name, take advantage of the existing media. Especially HP"¹⁸.

Based on the results of the interview, it was explained that one of the obstacles that hindered the achievement of learning objectives was the allocation of short time. Where in the school Arabic language learning only lasts for two hours in one week. So that the available time can affect the learning process. This is because if time is not available conducive, then learning objectives will be less achieved.

Time is a factor that greatly determines learning outcomes, the higher the frequency of learning, the better the results. This is in line with the opinion of Imam Al-Ghazali in his book *Ihya Ulum al-Din* which states about the six obligations that students must perform in learning:

- 1) Put the purity of the soul first
- 2) Wandering to seek knowledge
- 3) Not against the teacher (bragging about his knowledge)
- 4) Know the position of science
- 5) Diligent, diligent study
- 6) Make long-term science a top priority

¹⁸ Syahril Papene, *Guru Bahasa Arab di MAS Al-Hikmah Mogutat Kotamobagu*. "wawancara" di Ruang Guru, Tanggal 24 Mei 2023.

d. Sarana dan Prasarana

The problem that is most often encountered by researchers is the lack of facilities and infrastructure provided by schools. This certainly does not only affect teachers as educators, but will have an impact on student competency results. This is in line with the results of an interview that the researcher conducted to Syaiful Rahmat, S. Pd. I, as a tenth grade Arabic teacher at Madrasah Aliyah Negeri 1 Kotmobagu, through the following interview:

"For this school, there is a shortage of facilities for example, for hearing instruments, audio. That's why only using the teacher's voice, right, that has an effect. Lab exists, Only for Language Lab not yet"¹⁹.

It was explained that the school was still very lacking in facilities and infrastructure such as audio and Language Lab. In this case, the researcher also confirmed to Nur Fuadi, S. Ag. As a teacher of third grade Arabic subjects at Madrasah Aliyah Negeri 1 Kotamobagu, with the following interview:

"If we are still constrained by the media, the media is the game, I think more this means that the LCD media is not sufficient ee facilities"²⁰

From the results of the interview, it was also explained that the learning process was constrained in terms of facilities and infrastructure in the form of LCD. This opinion was also confirmed by the statement of Satriana Mokodonga, S. Ag., M. Pd. as a teacher of Arabic subjects in grade 11 Madrasah Aliyah Negeri 1 Kotamoabgu, through the following interview:

"Yes, because the infrastructure is still what it is, what is it called, from the person who made it, like a card, the LCD does not exist yet, the Language Lab. is also nda, still, the obstacle is still there"²¹.

In the interview, it was said that the madrasah was still constrained in the use of advice and advice in the form of LCD and Language Lab. Not only that, based on observations made by researchers, there are schools that have learning classrooms that are not suitable for use, because facilities in the form of benches, tables, and blackboards that can be said are not suitable for use in the learning process. This is also supported by the results of interviews conducted by researchers to Syarhil Papene, S. Pd. I., as a teacher of Arabic subjects in Arabic at Madrasah Aliyah Swastta Al-Hikmah Mogutat Kotamoabagu, with the following interview:

"It is said that it has been achieved, eem I am not talking if it has been achieved, why but because here, the situation and conditions are very, very affecting as well."

¹⁹ Syaiful Rahmat, *Guru Bahasa Arab di MAN 1 Kotamobagu*, "wawancara" di Ruang Guru, Tanggal 22 Mei 2023.

²⁰ Nur Fuadi, *Guru Bahasa Arab di MAN 1 Kotamobagu*, "wawancara" di Ruang Guru, Tanggal 22 Mei 2023.

²¹ Satriana Mokodongan, *Guru Bahasa Arab di MAN 1 Kotamobagu*, "wawancara" di Ruang Guru, Tanggal 23 Mei 2023.

"If it's a classroom, if I look honestly, maybe the total em of the justification of the chair seems to need to be repaired again, let alone, the procurement of a new one. Not long ago, the school also submitted to the Ministry of Religious Affairs, for infrastructure, the procurement infrastructure, but until now it is still waiting. But the state of the tables and chairs inside, e maybe, e what, just looking at the room indeed I think e if for example children sit at the table one by one, I think children are more free. Now that's the chair right the table on the side, like a student so. It's just that some are still good, some are so this. The point is that those children, sometimes it is indeed difficult. It is indeed a fact in the room. So if I am in the future, because of the sitting position, yes it affects focus. If for example he listens to the teacher's explanation, then the way he sits is like this, I think this is very comfortable. It is very convenient for him to accept this. Because there is class management, right. But then circumstances like this class, it also becomes a yes I think inhibiting factor as well. Because of what, the children are if this room, the room but the main thing is that the seat and the table is still there. The instinct needs to be re-established"²².

In the interview, it was explained that facilities and infrastructure play an important role in student learning success. Even in the interview, the teacher said that facilities such as chairs and tables need to be improved and procurement of new ones. In addition to classrooms that are not suitable for use, the teacher focuses more on procuring decent chairs and tables, because it greatly affects the focus of students in the learning process.

The problem of these facilities and infrastructure is a problem that is often encountered by researchers. These facilities and infrastructure certainly not only have an impact on teachers, but also have an impact on the achievement of student learning outcomes. This is in line with Lilik Sriyanti's opinion who said learning barriers can come in the environment can also come within themselves. This opinion is in line with Nana Syaodih's opinion which says that the inhibiting factors that come from the school environment include the school environment, learning facilities and infrastructure, learning resources, and learning media. This opinion was also affirmed by Sugihartono who said external factors that affect student learning outcomes include: teachers, learning quality, learning instruments or facilities in the form of hardware and software and the environment, both social and natural environments.

2. Problems faced by students

The problems faced by students in learning Arabic in Madrasah Aliyah in Kotamobagu City are certainly not the same, and are very diverse among students. Here are some obstacles faced by students:

²² Syahril Papene, *Guru Bahasa Arab di MAS Al-Hikmah Mogutat Kotamobagu*. "wawancara" di Ruang Guru, Tanggal 24 Mei 2023.

a. Motivation

Learning motivation in learning Arabic in Madrasah Aliyah is not the same between students with one another, there are students who do not experience problems and there are also those who still experience learning motivation problems so that there are students whose learning motivation is high but there are also those whose learning motivation is low. There were as many as three students who showed an attitude that they experienced learning motivation problems, This is based on interviews conducted by researchers to Nur Afrilia and Nur Alifa Mokoginta, who came from MAS Al-Hikmah Mogutat Kotamobagu grade 10 and 11 Science, including:

"Eee. If mo says happy, there is happy but, there is also difficult, like hanging so"²³.

"It usually depends on the mood, or something is difficult so"²⁴.

From the results of the interview, it can be concluded that the student has unstable learning motivation, where when the student finds the material easy enough, the learning motivation is good, but vice versa. If the student finds the learning material difficult then his learning motivation is disturbed.

From the results of the interview, it can also be concluded that the problems faced by these students are not much different from previous students, who have unstable motivation when receiving various Arabic learning materials.

The data was also confirmed to Syahril Papene, S. Pd. I., as a teacher of Arabic in Arabic at Madrasah Aliyah Swastta Al-Hikmah Mogutat Kotamoabagu, through interviews, as follows:

"The factor is first the state of the student, then the room, the motivation of the student, ha that. But all of that, back to learning strategies. How students who have no motivation, no interest, all of that goes back to when I was teaching. I looked at the state of students first to, preparing mental readiness in learning. The provision of motivation is from the beginning, so that even though his interests are different, or e what namnaya ya thank God the children, e whatever namnaya, even if anyone finds boredom, or what is his name, yes I think so far it is not too e what is the name not too this, big he has this ee"²⁵.

From the results of the interview, it can be concluded that there are learning motivation problems experienced by some of these students, certainly caused by several factors, such as interest factors, facilities and infrastructure factors and student ability factors.

²³ Nur Afrilia, *Siswa kelas sepuluh, di MAS Al-Hikmah Mogutat Kotamobagu*. "wawancara" di Ruang Guru, Tanggal 24 Mei 2023.

²⁴ Nur Alifa Mokoginta, *Siswa kelas sebelas jurusan IPA, di MAS Al-Hikmah Mogutat Kotamobagu*. "wawancara" di Ruang Guru, Tanggal 24 Mei 2023.

²⁵ Syahril Papene, *Guru Bahasa Arab di MAS Al-Hikmah Mogutat Kotamobagu*. "wawancara" di Ruang Guru, Tanggal 24 Mei 2023.

This is also supported based on data from observations made by researchers. Where there are students who are indifferent to the ongoing learning process. There are also students who do not do Arabic assignments given by the teacher, there are even students who show an attitude of giving up easily when they cannot do Arabic assignments given by the teacher, when they cannot do it will immediately be silent and lazy to try again, this laziness that makes them fail and increasingly do not want to try so they do not show interest in learning Arabic in class. This failure made him lack confidence in his abilities because he was lazy and afraid to try something and did not show enthusiasm in learning. from the list of semester exam scores there are also students who score below KKM.

To overcome some of the learning motivation problems experienced by these students, there are several efforts made by teachers, namely providing encouragement and support to students in the form of advice, motivation, as attached to previous interviews, and also giving small gifts or rewards, providing explanations about material that is poorly understood simply. This is in accordance with an interview conducted by researchers with Syahril Papene, S. Pd. I., as a teacher of Arabic subjects at Al-Hikmah Mogutat Kotamoabagu Private Aliyah Madrasah, including:

"So for example this is already to, record this. This is in terms of this language, please record save it in the cerebellum to, what way, yes read it, first I lead first, after that I quiz, so I tell you to close the book all. Say hello to those who can mention, so without them knowing they can master the mufrodite. Then in giving rewards, I also sometimes give rewards, now please go to the canteen, now that's just a form of appreciation. Form of appreciation. And it turns out, enough to make this child also to, active"²⁶.

In the interview, it was explained that the teacher sometimes gives rewards when students are able to answer various questions during quizzes, or when they are able to memorize vocabulary. So the teacher gives the opportunity to the student concerned to rest first, as a form of appreciation. And this strategy is proven to trigger student motivation to be more active in the learning process.

Apart from internal factors that affect student learning outcomes, there are also external factors that also affect student learning motivation, namely the influence of study time. According to Siswanto, the term time is widely used in several disciplines including Natural Sciences, psychology and Sufism. Because of the differences in objects and methods, each has a different understanding of time²⁷.

²⁶ Syahril Papene, *Guru Bahasa Arab di MAS Al-Hikmah Mogutat Kotamobagu*. "wawancara" di Ruang Guru, Tanggal 24 Mei 2023.

²⁷ Indah Lestari, 'Pengaruh Waktu Belajar Dan Minat Belajar Terhadap Hasil Belajar Matematika', *Formatif: Jurnal Ilmiah Pendidikan MIPA*, 3.2 (2015), 115–25 <<https://doi.org/10.30998/formatif.v3i2.118>>.

It can be explained that time is a symbolic movement according to place, meaning the movement from one point to another in duration then the speed of the movement is measured in units of time. The time we know is the hour, day, month and year. From this understanding, it turns out that time can be interpreted in more than one sense, which is interpreted as when the process occurs and how long the process occurs. These two understandings can certainly be related to the learning process, namely when the learning process occurs and how long the learning process lasts. This is in line with the information of students who have been researched to Wulandari, a grade 10 student at Madrasah Aliyah Swasta Al-Hikmah Mogutat Kotamobagu, as follows:

"Learning in class, that's if the schedule is Arabic, usually at the end, if so manganto, so sometimes when receiving Arabic material it's so manganto, you focus. Ato if he maso lebe early, fresh still early in the morning."

"Once, it was faster to understand, if so noon so started to be lazy like that"²⁸.

From the interview, students explained that the Arabic learning schedule in general is always scheduled at the end of learning. So that when the learning process is underway the student has difficulty focusing on learning, compared to the implementation of learning in the first hour of learning.

From the results of the interview, researchers concluded that, during the day is the time when the condition of students is sleepy and tired because in the morning they are already active plus the air is hot, so many students no longer concentrate on studying during the day. But this obstacle should be overcome by students, because this afternoon study time is not an option, but a necessity that must be followed by students.

This motivation problem is a problem that is often faced by many Arabic language students with non-madrasah educational backgrounds, even students who already have an educational background also experience problems in motivation, another factor that affects learning time. This then affects the decrease in motivation to learn Arabic. This is in line with Lilik Sriyanti's opinion which says that obstacles in learning can come from the environment, can come from oneself. This opinion is also confirmed by Nana Syaodih's opinion which states that the student's learning difficulty factor comes from oneself and comes from outside the child.

b. Educational Background

The educational background in Madrasah Aliyah is certainly not the same between students from one another, there are some students who are alumni of Islamic boarding schools, madrasahs, even students who have never learned Arabic at all, are immediately faced with various Arabic learning materials. So that students who do not

²⁸ Wulandari, *Siswa kelas sepuluh, di MAS Al-Hikmah Mogutat Kotamobagu*. "wawancara" di Ruang Guru, Tanggal 24 Mei 2023.

have a background in learning Arabic, have difficulty in understanding and accepting the material. This is in line with the interview that the researcher conducted with Darti Alelengo, who came from Madrasah Aliyah Negeri 1 Kotamobagu grade 11 majoring in language, including:

"I have never learned Arabic before"

"My difficulty is the ability to pronounce, and interpret it"²⁹.

In the interview, the student explained that before attending Madrasah Aliyah, the student had never studied Arabic, and had difficulty in Arabic pronunciation or pronunciation, and in the ability to interpret (vocabulary).

In addition, learning difficulties caused by educational background factors are also experienced by students who are in different schools from these students. Where the difficulties faced by students are in the form of difficulty hearing Arabic pronunciation, difficulty writing, and difficulty reading, it is based on the researcher's interview with a student named Wulandari, who comes from Madrasah Aliyah Private Al-Hikmah Mogutat Kotamobagu, tenth grade, as follows:

"First time here."

"When the teacher said write still confused about Arabic. Moreover, it was the first time, the first time. Read, dictated and then you write, but when you read, you know how to read, so sometimes if you are told in front sometimes you still stammer. Speaking can"³⁰.

In the interview, the student explained that before entering the Aliyah madrasah school, the student had never studied Arabic. Because the student is an alumnus of junior high school, even though he has heard of Arabic lessons, Arabic lessons in public schools still integrate all religious education. As the interview continued, namely:

"First, I learned Arabic has indeed been heard, if the country is integrated with religion, like Islam, so you learn one by one kind of madrasa. When he was in this madrasa, he first learned Arabic in a PDF book. When over time so this second semester, if at home so stenga die ato how to search no on google, on youtube, ato read books. Other books besides PDF you have"³¹.

From several interviews with students, it can be seen that educational background greatly affects student learning success. So the researcher also confirmed this to Syaiful Rahmat, S. Pd. I, as a tenth grade Arabic subject teacher at Madrasah Aliyah Negeri 1 Kotmobagu, through the following interview:

"We first map the abilities of these children. We mapped in one class a lot of backgrounds, which on average they are also constrained in this reading.

²⁹ Darti Alelengo, *Siswa kelas sebelas jurusan bahasa, di MAN 1 Kotamobagu*. "wawancara" di grup whatsapp, Tanggal 7 Maret 2023.

³⁰ Wulandari, *Siswa kelas sepuluh, di MAS Al-Hikmah Mogutat Kotamobagu*. "wawancara" di Ruang Guru, Tanggal 24 Mei 2023.

³¹ Wulandari, *Siswa kelas sepuluh, di MAS Al-Hikmah Mogutat Kotamobagu*. "wawancara" di Ruang Guru, Tanggal 24 Mei 2023.

Being able to read is just not too smooth, so what has been running, the material cannot be taken flat. So use one material, so we first make sure everything has been absorbed or not.”³²

From the interview it can be concluded that, in the learning class there are differences in educational background, for example in terms of the ability to read Arabic. There are students who are already fluent in qiroah skills, and there are also students who have few obstacles in terms of qiroah. So that the defense cannot be continued until all students are able to understand the material provided.

When students experience obstacles in the ability to read (maharoh qiroah), then indirectly the learning process also experiences obstacles. This is in line with the interview between the researcher and Nur Fuadi, S. Ag. As a teacher of third grade Arabic subjects at Madrasah Aliyah Negeri 1 Kotamobagu, with the following interview:

"Iyaa ehhe if I think this is not 100% successful according to the target in the lesson plan because what kind of background the students have is that kind of which is an obstacle if here it is sometimes still difficult to read Arabic which makes it a good obstacle to the process in the sense that the time is a bit long”³³.

From the interview, it was said that the learning objectives could not be implemented due to the different educational backgrounds of students, one of which was in the ability to read (maharoh qiroah). This is certainly an obstacle and learning process.

This is in line with the statement of Satriana Mokodonga, S. Ag., M. Pd. as a teacher of Arabic subjects in grade 11 Madrasah Aliyah Negeri 1 Kotamoabgu, in an interview with researchers, stated that:

"Yes, because the average is because they are from junior high school, from MTs. Even they are also not established, arriving at aliyah kong directly entered the material not yet able. So indeed a small part is allowed, because let alone Arabic is only two hours, in one week. Unless they have private lessons, that's probably okay. Can one customize it”³⁴.

In the interview, it was found that there were various students who were not able to learn the material, which was due to their educational background and instability in the science of Arabic itself.

³² Syaiful Rahmat, *Guru Bahasa Arab di MAN 1 Kotamobagu*, “wawancara” di Ruang Guru, Tanggal 22 Mei 2023.

³³ Nur Fuadi, *Guru Bahasa Arab di MAN 1 Kotamobagu*, “wawancara” di Ruang Guru, Tanggal 22 Mei 2023

³⁴ Satriana Mokodongan, *Guru Bahasa Arab di MAN 1 Kotamobagu*, “wawancara” di Ruang Guru, Tanggal 23 Mei 2023.

This is also in line with the statement of Syahril Papene, S. Pd. I. as a teacher of Arabic subjects at Madrasah Aliyah Private Al-Hikmah Mogutat Kotamobagu, in an interview with researchers, stated that:

"As for the material, actually, if you follow him, he has this, by looking at the condition of the students, for the teacher, it doesn't matter. For teachers it doesn't matter. But when we apply it to students, it feels too not heavy either, say also heavy but indeed it is, what is it because, this has also seen the material for those who are MA level, right. Meanwhile, the material in MA is a continuation of MTs material. So when we talk about the background of Education, then the material for students is for me difficult, complicated."³⁵

From the results of the interview, it can be concluded that when students who do not have a background in Arabic language learning at all, and are immediately faced with various materials in the Aliyah madrasa, it will be difficult and complicated.

Educational background is certainly influenced by several other factors, including family environment factors, school environment, and community environment to get enough educational background. This statement is in line with the results of an interview that researchers conducted with Nur Fuadi, S. Ag. As a teacher of third grade Arabic subjects at Madrasah Aliyah Negeri 1 Kotamobagun with the following interview:

"The reason is that there are different backgrounds, some are from junior high school, even if you can think that the support from parents when they were still at the junior high school level, it may not be noticed in what is the term facilitating Arabic reading by reading the Quran, of course, if the child is encouraged to always read the Quran, it will read Arabic material, it will be smooth too"³⁶.

In the results of the interview, it was explained that, support from family. Both at the madrasah and school levels are needed, especially in facilitating the reading and writing of the Quran. So that indirectly also has an impact on the success of learning Arabic.

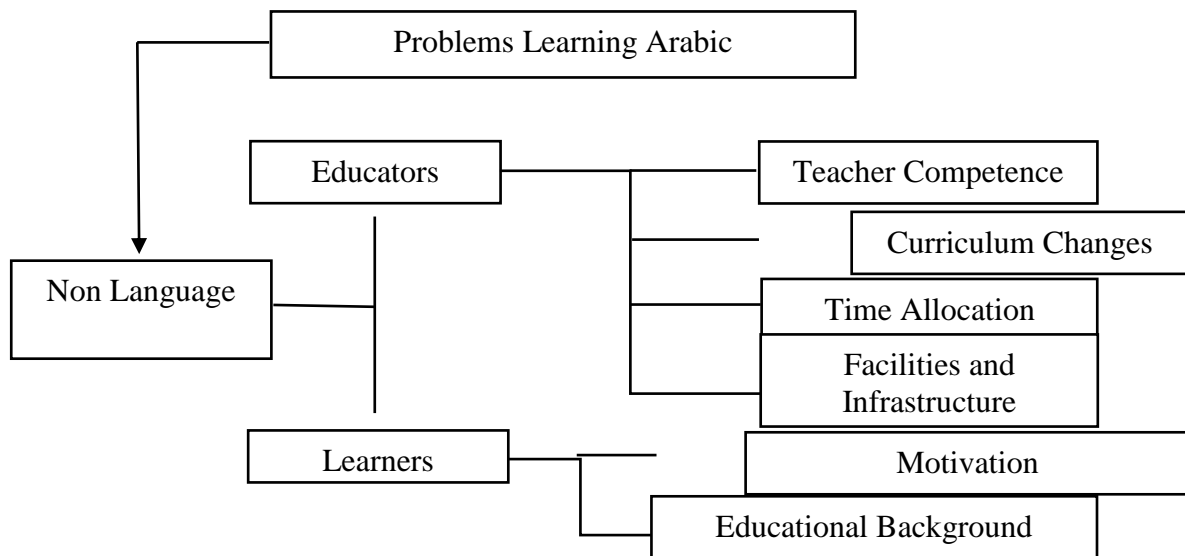
Based on the description above, it can be concluded that the educational background in Madrasah Aliyah is very diverse, there are some students who are alumni of Islamic boarding schools, madrasahs, even students who have never learned Arabic at all, so that students who do not have a background in learning Arabic, have difficulty in understanding and receiving the material. This is in line with Nana Syaodih's opinion which says one of the external factors that become an obstacle in the learning process comes from the community, where citizens who have sufficient

³⁵ Syahril Papene, *Guru Bahasa Arab di MAS Al-Hikmah Mogutat Kotamobagu*. "wawancara" di Ruang Guru, Tanggal 24 Mei 2023.

³⁶ Nur Fuadi, *Guru Bahasa Arab di MAN 1 Kotamobagu*, "wawancara" di Ruang Guru, Tanggal 22 Mei 2023

educational backgrounds will have a positive influence on the enthusiasm and development of children's learning.

Based on the results of interviews with several students and all Arabic teachers in Madrasah Aliyah in Kotamobagu City, researchers found various problems in learning Arabic for students and teachers, Based on the results of the research described above, the chart scheme of the research results can be described as follows:



Picture 4.1 Research Results Scheme

CONCLUSION

Based on the results of research and discussion on nonlinguistic problematics in Arabic language learning, which the researcher has described in the previous chapter, the non-linguistic problems in Arabic learning faced by teachers and students in Madrasah Aliyah Se Kota Kotamobagu, it can be concluded that:

1. Nonlinguistic problems faced by teachers in Arabic language learning at Madrasah Aliyah Se Kota Kotamobagu are, lack of teacher competence in carrying out the learning process, changes or curriculum shifts, namely the transition between the KMA 183 curriculum in 2019 to the independent curriculum, lack of time allocation, and lack of availability of infrastructure facilities in supporting Arabic language learning as well as being the most frequently encountered factors by researchers in conduct interview and observation processes.
2. Nonlinguistic problems faced by students in learning Arabic at Madrasah Aliyahh Se Kota Kotamobagu are, low motivation, which is influenced by improper

management of learning time, as well as different and variative educational backgrounds, which causes these students to have difficulty in understanding and receiving Arabic learning materials.

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