



**ARABIC LANGUAGE LEARNING PROBLEMS FOR EIGHTH GRADE
STUDENTS OF MTs. DAARUL KHAIR KOTABUMI, NORTH LAMPUNG**

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Abstract:	This study discusses the problems of Arabic language learning for Class VIII Students of MTs. Daarul Khair Kotabumi. The study is motivated by the low learning outcomes of students in Arabic language subjects. This study is intended to answer the problems: (1) What are the problems of Arabic language learning faced by Class VIII Students of MTs. Daarul Khair Kotabumi? (2) What are the solutions to the problems experienced by Class VIII Students of MTs. Daarul Khair Kotabumi in learning Arabic? This type of research is descriptive qualitative. The data collection techniques use observation, interviews and documentation. The analysis method used has four stages, namely data collection, data reduction, presentation, drawing conclusions and verification. The results of this study indicate that: (1) the problems of Arabic language learning faced by Class VIII Students of MTs. Daarul Khair Kotabumi include: a. low student learning outcomes which are below the KKM, namely 66, b. low student interest in learning Arabic, c. students' assumption that Arabic is difficult, d. lack of student preparation before learning (2) The solution provided by the Arabic language teacher to overcome the problems experienced by Class VIII students at MTs. Daarul Khair Kotabumi is, a. giving additional assignments to be done at home for students who are lacking, b. providing additional hours to study Arabic in more depth after school or on Saturdays.
Keywords:	<i>Arabic language learning; bibliometric analysis; digital learning; publication trends; scopus database</i>
Abstrak:	Penelitian ini membahas permasalahan pembelajaran bahasa Arab bagi siswa kelas VIII MTs. Daarul Khair Kotabumi. Penelitian ini dimotivasi oleh rendahnya hasil belajar siswa dalam mata pelajaran bahasa Arab. Penelitian ini bertujuan untuk menjawab permasalahan: (1) Apa saja permasalahan pembelajaran bahasa Arab yang dihadapi oleh siswa kelas VIII MTs. Daarul Khair Kotabumi? (2) Apa saja solusi untuk permasalahan yang dialami oleh siswa kelas VIII MTs. Daarul Khair Kotabumi dalam belajar bahasa Arab? Jenis penelitian ini adalah deskriptif kualitatif. Teknik pengumpulan data menggunakan observasi, wawancara, dan dokumentasi. Metode analisis yang digunakan memiliki empat tahapan, yaitu pengumpulan data, reduksi data, penyajian, penarikan kesimpulan, dan verifikasi. Hasil penelitian ini menunjukkan bahwa: (1) permasalahan pembelajaran bahasa Arab yang dihadapi oleh siswa kelas VIII MTs. Daarul Khair Kotabumi meliputi: a. rendahnya hasil belajar siswa yang berada di bawah KKM, yaitu 66, b. rendahnya minat siswa dalam belajar bahasa

	Arab, c. anggapan siswa bahwa bahasa Arab itu sulit, d. Kurangnya persiapan siswa sebelum belajar (2) Solusi yang diberikan oleh guru bahasa Arab untuk mengatasi masalah yang dialami oleh siswa kelas VIII di MTs. Daarul Khair Kotabumi adalah, a. memberikan tugas tambahan untuk dikerjakan di rumah bagi siswa yang kurang persiapan, b. menyediakan jam tambahan untuk belajar bahasa Arab lebih mendalam setelah sekolah atau pada hari Sabtu.
Kata Kunci:	<i>Analisis bibliometric; basis data Scopus; pembelajaran bahasa Arab; pembelajaran digital; tren publikasi</i>

INTRODUCTION

Law Number 20 of 2003 concerning the National Education System states that national education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation. Education aims to develop the potential of students to become individuals who believe in and fear God Almighty, possess noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

Education is a manifestation of human culture, which is dynamic and full of development. Therefore, change or development in education is something that should occur in line with changes in cultural life. Change, in the sense of improving education at all levels, needs to be continuously implemented to anticipate future interests. The main problem in learning in formal education (schools) today is the still low absorption of students in learning. This is evident in the average student learning outcomes, which are still very concerning. This achievement is certainly the result of learning conditions that are still conventional and do not address the realm of the student's own dimension, namely how learning actually works (learning to learn). In a more substantial sense, the learning process up to now is still dominated by teachers and does not provide access for students to develop independently through their own discoveries and thought processes. (Syahraini Tambak, 2022). The motivation and drive to learn Arabic in Indonesia is generally to study and deepen Islamic teachings from Arabic sources, such as the Quran, Hadith, traditional books, and others. Hence, the term "learning Arabic for Islamic studies" emerged. Arabic language instruction is generally found as a compulsory subject in Islamic elementary schools (madrasah ibtidaiyah). However, in some integrated Islamic elementary schools, this subject is also a mandatory subject for

students. It is indeed fitting that this subject is also included in elementary schools as a compulsory subject, considering that the Islamic holy book (the Quran) is also in Arabic. Furthermore, we currently live in an era of globalization, where we can access news from anywhere in the world. We can freely communicate with people from any country. If we don't know foreign languages, we will be left behind. Miscommunication will occur because we don't understand what they are saying, and vice versa, they also don't understand what we are saying. When learning a foreign language, we inevitably encounter obstacles.

The problems that typically arise when learning Arabic for non-Arabs fall into two categories: linguistic and non-linguistic. Linguistic problems include sound structure, vocabulary, sentence structure, and writing. The most important non-linguistic problems relate to sociocultural differences between Arab and non-Arab societies. In addition to the aforementioned issues, Arabic language teaching in Indonesia also faces a number of problems that could be categorized as sociological.

This problem is closely related to policies in the field of Arabic language teaching, public perceptions of the status of Arabic, and the lack of a comprehensive bibliography to support successful Arabic language teaching. Elementary school students face more difficulties in learning a foreign language than adults. This is due to the numerous differences between their native language and the foreign language they are learning, particularly Arabic. This presents a problem that requires a solution to prevent future problems in the Arabic language teaching and learning process.

METHOD

This study uses qualitative field research. Qualitative research can be viewed as a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. Qualitative research is research conducted in a natural setting or within the context of a whole, with human instruments, either the researcher themselves or with the assistance of others. Qualitative research uses inductive analysis, a process of collecting descriptive data (in the form of words and images) rather than numbers. Data collection is a

systematic procedure that adheres to predetermined guidelines. Data always relates to the data collection method and the research problem to be solved. Data collection is a crucial part of the research process because it serves as an instrument that can assist researchers in solving the problem being studied. Therefore, the data collected must be valid for use. In general, data collection methods can be divided into several types:

Interview Method One method of data collection is through interviews, an activity conducted to obtain information directly by asking questions to respondents. Interviews are used as a data collection technique when researchers want to conduct preliminary studies to identify research problems, and also when researchers want to learn small details from respondents. In other words, an interview is a data collection technique used by researchers to obtain verbal information through face-to-face conversations with people who can provide information to the researcher. In this case, the researcher used an unstructured interview method, or a free-form interview, in which the researcher did not use a systematic and comprehensive interview guide for data collection. The researcher only used key points to guide the conversation, which were then developed during the interview as needed. The author used this method by interviewing relevant parties, namely the deputy head of curriculum at MTs. Daarul Khair Kotabumi, North Lampung, regarding facilities supporting learning, quality assurance, and student achievements in Arabic in the deputy head of curriculum's office. Interviews related to student problems and solutions in learning Arabic in VIII were conducted in the teacher's lounge. Interviews with several sample students about the problems they faced.

Observation Method Observation is the systematic observation and recording of symptoms that appear in the research object. In terms of the data collection process, observation can be divided into participant observation and non-participant observation. Meanwhile, the observation method used by the researcher in this study is participant observation, because the researcher is directly involved with the students' activities in the learning process. The researcher used this method with the aim of obtaining more complete, accurate, sharp, in-depth data and to understand the level of meaning of each visible behavior. In this study, what was observed was the problems in the teaching and learning process of Arabic in VIII at MTs. Daarul Khair Kotabumi,

North Lampung. Documentation Method Documentation is collecting data by viewing or recording an existing report. This method is carried out by reviewing official documents such as monographs, notes, and existing regulation books. Documentation is a record of past events. This document study is a tool for using observation and interview methods in qualitative research, namely as a support for the interviews and observations carried out.

Data analysis is the analysis of data that has been compiled or obtained from field research. In this case, the researcher uses a qualitative data method, namely the process of systematically tracking and organizing transcripts, interviews, field notes, and other collected materials to increase understanding of these materials so that the findings can be interpreted by others. Qualitative data analysis is inductive, namely an analysis based on the data obtained, then developed with certain relationship patterns to form a hypothesis.

RESULT AND DISCUSSION

Problems in research studies are often defined as the gap between expectations (what is desired) and reality (what is produced). Therefore, efforts are needed to move toward something that is more like what is expected. Learning success is largely determined by how far teachers are able to minimize or resolve learning problems. The fewer learning problems, the greater the chance of student learning success, and vice versa. There are at least three types of learning problems: first, methodological problems, namely problems related to learning efforts or processes that involve issues of the quality of material delivery, the quality of interaction between teachers and students, the quality of the empowerment of facilities and elements in learning. Second, cultural problems, namely problems related to a teacher's character or nature in responding to or perceiving the learning process. These problems arise from the teacher's perspective on the role of teachers and the meaning of learning. Third, social problems, namely problems related to the relationship and communication between teachers and other elements outside the teacher, such as a lack of harmony between teachers and students, between school leaders and students, and even among students themselves. Disharmony between teachers and students

can be caused not only by cultural factors but also by leadership patterns or systems that are less democratic or pay less attention to humanitarian issues.

We have encountered various problems in the world of Islamic education recently, ranging from issues with teachers and students to our educational politics. We also encounter many problems when teachers teach. Teachers often simply deliver material without considering students' morals and other aspects. All of this stems from teaching methods, teachers' understanding, and mindsets about their profession as educators in learning. The success of a teacher's teaching methods is also determined by their own paradigm, believing that teaching is an honorable and noble profession. These two factors will ensure that learning activities conducted using certain methods will produce good results. This is different, for example, from teachers viewing their profession as mediocre, which will naturally affect the implementation of their teaching methods. Educational success lies in the curriculum.

The implemented curriculum must be relevant to the needs of students and the demands of parents. In addition to displaying distinctive characteristics that are recognized by the community, schools must also ensure that they truly excel in various areas. One indicator of a successful school's education is that it meets the needs of students and aligns with the desires of the community and parents. The curriculum has two equally important dimensions: the curriculum as a guideline and the curriculum as implementation.

The curriculum as a guideline serves as a reference or is also called a curriculum document, while the curriculum as implementation is the actualization of the curriculum as a guideline. Therefore, curriculum implementation is essentially the teaching process carried out by teachers and the learning process carried out by students both inside and outside the classroom. Arabic is one of the world's major languages. It is used officially in approximately 20 countries. And because it is the language of the holy book and religious guidance of Muslims worldwide, it is naturally the most significant language for hundreds of millions of Muslims worldwide, both Arab and non-Arab. Arabic belongs to the Semitic language family and has the largest number of speakers. Other Semitic languages include Hebrew, which is the language spoken today in Israel, Amrahic, which was

spoken in Ethiopia, Akkadian, which was spoken by Assyrians and Babylonians, but is now extinct, and Aramiki (Aramaic), which was spoken by the inhabitants of several villages in Syria.

This process identified problems in Arabic language learning among students. The researcher conducted observations of student activities during the Arabic language learning process. The results of these observations were obtained from observations of student activities during the Arabic language learning process. The aspects of student observations examined included: asking questions to the teacher, answering questions individually, paying attention to teacher explanations, maintaining a calm and conducive learning environment, being orderly when completing assignments, and being active and communicative. However, the researcher did not conduct observations alone; she also conducted interviews with Siti Uchtafiah (the Arabic language teacher) and eighth-grade students. Over the course of one month, the researcher conducted observations (according to the Arabic language lesson schedule, or approximately four meetings) with students to obtain a picture of the students' conditions during the teaching and learning process. The students' conditions were as follows:

Regarding student preparation before learning, the researcher interviewed eighth-grade students regarding their preparation before learning, including whether they had previously studied the material to be covered in school. Interview results revealed that almost all eighth-grade students did not study the material they would learn at school beforehand (at home). This was because, according to the students, Arabic was a difficult subject and could not be learned alone without assistance.

When it comes to asking questions, eighth-grade students tend to have low motivation, due to their minimal participation in asking questions to the teacher. Motivation is a series of efforts to provide certain conditions, so that someone wants and desires to do something, and if he does not like it, then he will try to eliminate or avoid that feeling of dislike. Motivated students demonstrate a high cognitive process in terms of learning, absorbing and remembering what has been learned. In terms of answering teacher questions individually, eighth-grade

students are at a sufficient level. This is because the teacher always designates the name of the student who is asked the question individually, so that the student who is designated must answer the question posed by the teacher to the best of his ability, even though the answer is often not accurate. This is in accordance with Thorndike's learning theory as quoted by M. Saekhan Muchith, learning is a process of interaction between stimulus and response. Stimulus is anything that can stimulate the occurrence of teaching and learning activities such as thoughts, feelings or other things that can be captured through the senses. Meanwhile, response is the reaction that appears to students when learning, which can also be in the form of thoughts, feelings or movements/actions.

This means that female students' interest is good when it comes to paying attention to the teacher's explanations. Interest is essentially the acceptance of a connection between oneself and something external. The stronger or closer the connection, the greater the interest. A student who is highly interested in a lesson will focus more attention than other students, enabling them to study more diligently. In terms of calmness or conduciveness during learning, female students are quite conducive or calm, while male students are less so. This can be seen during the learning process, where male students tend to be engrossed in conversations with their friends, discussing matters unrelated to the learning material. This means that female students' attention and concentration levels are higher than male students'. In terms of orderliness when completing assignments, female students are disciplined in their work. Some find it somewhat difficult when asked to complete assignments. Meanwhile, male students.

Liking Arabic More than half of the sample the researcher took answered that they disliked Arabic. They considered it a difficult subject. Difficulties in Arabic Students find it difficult to learn Arabic. Some struggle with reading, others struggle with writing. Studying the material to be learned in class beforehand. The majority of the sample answered that they did not study the material in class beforehand. So, they only studied it once they were in class and studied it together with the teacher and their peers.

Teacher Mastery of the Material The teacher has mastered the material, but many students still do not understand. This is due to a lack of student preparation

before the lesson. Active participation in learning: Rarely, sometimes, or even never. These are the students' answers when the researcher asked whether they asked the teacher questions if there was material they did not understand. Teacher Appearance: In terms of appearance, the teacher is well-mannered and polite. Her speech is soft, disciplined, and beautiful.

RESULT

Based on research on the challenges facing eighth-grade students in Arabic learning at MTs. Daarul Khair Kotabumi, North Lampung, it can be concluded that the Arabic language learning challenges faced by eighth-grade students in MTs. Daarul Khair Kotabumi, North Lampung, and the causes of low learning outcomes below the Minimum Competency (KKM) are: 1. Lack of student preparation before learning. 2. Low student interest in Arabic. Some solutions Arabic teachers can offer to address the challenges faced by eighth-grade students include: Providing additional homework for students who are less proficient; Providing additional hours for in-depth Arabic study after school or on Saturdays.

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