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AN ANALYSIS OF ISSUES IN ARABIC LANGUAGE LEARNING AND THEIR IMPACT ON LEARNING MOTIVATION IN MADRASAH DINIYAH

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ABSTRACT

Arabic is a language with a highly complex structure, and the teaching of Arabic in each educational institution is not without its challenges. This study examines the challenges in Arabic language instruction and the factors influencing students' interest in the Arabic language subject in the fourth grade at Madrasah Diniyah Midadul Ulum Krai. The objectives of this study are to identify the challenges in Arabic language instruction, the factors influencing students' interest in learning, and potential solutions to address these challenges. This study employed a qualitative method using a case study approach. The research subjects were the principal of MADIN, the Arabic language instructor, and several fourth-grade students at Madrasah Diniyah Midadul Ulum Krai. The study was conducted at Madrasah Diniyah Midadul Ulum Krai on Thursday, July 30, 2026. The findings of this study indicate that the challenges in Arabic language learning stem not only from the students but also from the teachers, the school environment, and parents. Many factors also influence students' interest in learning Arabic; one of these is the lack of collaboration between schools and parents in boosting students' motivation and providing academic guidance at home. To reduce anxiety when speaking, students need to be encouraged to practice regularly and to actively ask questions. Cooperation between schools and parents also plays a key role in boosting students' motivation to learn. Furthermore, a fun learning environment facilitated by interactive media can increase student participation. This study can serve as a reference for teachers, schools, and parents in improving the quality of instruction and students' motivation through more effective strategies.

Keywords: Issues, motivation, Arabic language

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ANALISIS PROBLEMATIKA PEMBELAJARAN BAHASA ARAB TERHADAP MINAT BELAJAR DI MADRASAH DINIYAH

ABSTRAK

Bahasa Arab adalah salah satu bahasa yang mempunyai sruktur sangat kompleks, dalam pelaksanaan pembelajaran bahasa Arab di setiap masing-masing lembaga pendidikan tidak terlepas dari berbagai problematika. Penelitian ini membahas tentang problematika pembelajaran bahasa Arab dan faktor-faktor yang mempengaruhi minat belajar siswa terhadap mata pelajaran bahasa arab di Kelas IV Madrasah Diniyah Midadul Ulum Krai. Tujuan dari penelitian ini yaitu untuk mengetahui apa saja problematika yang ada dalam pembelajaran bahasa Arab, faktor-faktor yang mempengaruhi minat belajar siswa, dan solusi yang dapat digunakan dalam mengatasi probematika yang ada. Jenis penelitian ini menggunakan metode kualitatif dengan pendekatan studi kasus. Subjek penelitian ini yaitu kepala MADIN, ustadz pengampu bahasa Arab, dan beberapa siswa kelas IV Madrasah Diniyah Midadul Ulum Krai. Penelitian ini dilakukan di Madrasah Diniyah Midadul Ulum Krai dengan waktu penelitian pada tanggal 30 Juli 2026 hari Kamis. Hasil dari penelitian ini yaitu adanya problematika dalam pembelajaran bahasa Arab yang tidak hanya berasal dari siswa, namun juga berasal dari ustadz pengajar, lingkungan sekolah, dan orang tua. Banyak faktor juga yang mempengaruhi minat siswa dalam belajar bahasa arab salah satunya adalah belum adanya kolaborasi sekolah dan orang tua dalam meningkatkan motivasi dan bimbingan belajar siswa di rumah. Solusi untuk mengurangi kecemasan dalam berbicara, peserta didik perlu dibiasakan berlatih secara rutin serta didorong untuk aktif bertanya. Kerja sama antara sekolah dan orang tua juga menjadi faktor pendukung dalam meningkatkan motivasi belajar. Di samping itu, suasana pembelajaran yang menyenangkan melalui media interaktif dapat meningkatkan partisipasi peserta didik. Penelitian ini dapat menjadi acuan bagi guru, sekolah, dan orang tua dalam meningkatkan kualitas pembelajaran serta motivasi belajar siswa melalui strategi yang lebih efektif.

Kata kunci: Problematika, motivasi, bahasa arab

A. INTRODUCTION

The Arabic language began to take root and develop in Indonesia as early as the 13th century, coinciding with the spread of Islam. However, when Westerners arrived in Indonesia in the 16th century, the role of Arabic in society began to diminish and was gradually supplanted. After 3Indonesia gained independence in 1945, hopes for the development of the Arabic language resurfaced. The Indonesian government subsequently responded to the wishes of the public the majority of whom are Muslim to make Arabic a subject taught in schools. At that time, Arabic language instruction was still limited to schools under the jurisdiction of the Ministry of Religious Affairs (sauri, 2020). This is reinforced by the Decree of the Minister of Religious Affairs of the Republic of Indonesia No. 183 of 2019 concerning the Curriculum for Islamic Religious Education (PAI) and Arabic Language in madrasahs (Jumhana, 2021). However, prior to the issuance of Ministerial Decree No. 183 of 2019, there were policy differences between the Ministry of Religious Affairs and the Ministry of National Education. The Ministry of Religious Affairs stipulated that Arabic language instruction was a required subject in all educational institutions under its jurisdiction. Meanwhile, at the Ministry of National Education, Arabic was taught only at the high school level as one of the elective foreign language courses, and was also taught at some universities. However, since 1994, there has been cooperation between the two ministries regarding policies on Arabic language instruction in Indonesia (Inaku, 2022). Because Arabic is considered an important language to learn, several educational institutions in Indonesia have made it a required subject, particularly in Islamic educational institutions such as Islamic boarding schools. In fact, in 2008, the Minister of Religious Affairs established the official objectives of Arabic language instruction, which are to encourage, guide, develop, and nurture

students' abilities, while fostering a positive attitude toward the Arabic language, both in terms of receptive and productive skills (Jamil, 2022).

Essentially, learning Arabic is just like learning any other foreign language. However, Arabic has a fairly complex structure, so it takes a relatively long time to learn. This complex structure is evident in the various levels and styles of the language, each with its own distinctive characteristics, which make Arabic a beautiful and fascinating language and lead it to be regarded as a noble language (Annisa, 2023). In addition, some Arabic words have very specific and limited meanings, so they cannot be interpreted freely. However, there are also words that have broad meanings and can be interpreted differently depending on the context (Setiana, 2024). When learning Arabic, there are several skills that students need to master. These skills include receptive skills namely, listening (maharah istima') and reading (maharah qiroah) as well as productive skills namely, speaking (maharah kalam) and writing (maharah kitabah) (Baroroh, 2020).

The Arabic language has a fairly complex structure, and the teaching of Arabic in every educational institution inevitably faces various challenges. These challenges stem not only from internal factors, such as the psychological state or personal circumstances of the students, but also from external factors, such as the learning environment at school and the role of parents at home (Umudini, 2023). In theory, there are two types of challenges that students often face. First, linguistic challenges, which include phonetics, morphology, and grammar. Second, non linguistic challenges, such as teaching methods, learning resources, motivation, study time, the curriculum, and so on (Haq, 2023). These various factors make it difficult for students to learn Arabic at school, preventing them from fully achieving the learning objectives (Permata, 2022). This learning difficulty is typically characterized by a significant gap between students' intelligence levels and the academic performance they should be able to achieve (Syarif Abdurrahman, 2021)

Based on our observations at Madrasah Diniyah Midadul Ulum Krai, we found that many students still struggle with learning Arabic, particularly when it comes to writing and memorization. Many students feel bored, so during Arabic lessons, many do not take the lessons seriously. For this reason, we conducted this study on the challenges of learning Arabic in the fourth grade at Madrasah Diniyah Midadul Ulum Krai.

Some studies related to this topic include a study by (Noermayanti, 2022) entitled "Analysis of the Challenges in Teaching Arabic to Children at the Sinar Melati Orphanage in Yogyakarta." The results of the study indicate that there is a problem: many students are already proficient in speaking Arabic but still struggle with writing, and vice versa. Furthermore, research by (Yunisa, 2022) entitled "Issues in Arabic Language Learning Related to Nahwu and Sharaf Among 10th-Grade Students at the Jambu Laboratory Madrasah Aliyah." The results of this study indicate the existence of several problems in the teaching of nahwu and sharaf. These problems stem not only from the students but also from the teaching materials, learning facilities, and the environment. A subsequent study by (Noormaliah, 2023) Titled "Challenges Faced by Teachers in Teaching Arabic to Fifth-Grade Students at the Martapura Islamic Bilingual Science Elementary School," the study indicates that teachers face five challenges: issues with the use of teaching media; teaching materials that are still being revised; insufficient time allocated for Arabic instruction; teachers' social relationships with fellow teachers and students' parents; and the teaching methods employed. The difference between this study and previous research lies in its focus. This study discusses the problems in Arabic language learning at Madrasah Diniyah, the factors that influence students' interest in learning, and possible solutions.

B. METHODS

This study employs a qualitative method in the form of a case study. Qualitative methods are research methods based on postpositivist or interpretive philosophy (Sugiono, 2023). Meanwhile, the case study approach is a series of in depth and intensive scientific activities conducted to examine a specific phenomenon or case. In this approach, researchers collect detailed data using various data collection techniques over a specific period of time (Assyakurrohim, 2022).

The subjects of this study were fourth-grade students at Madrasah Diniyah Midadul Ulum Krai, the teacher who instructs the Arabic language course, and the principal of Madrasah Diniyah Midadul Ulum Krai. In the data collection process, the researcher employed the triangulation technique. This technique involves collecting data by combining several methods to obtain data from various sources. The data collection technique used was interviews. Structured interviews were conducted with the principal of MADIN, the teacher who teaches Arabic to fourth-grade students, and two fourth-grade students. These interviews aimed to identify the obstacles faced by both teachers and students in the learning process. Next, observations were conducted directly during the Arabic language learning process to understand the interactions between students, teachers, and the instructional material. These observations were also carried out in a structured manner by recording classroom conditions and the level of student participation during instruction. Additionally, documentation was conducted by collecting data from students' learning records and documentation gathered during the research activities at Madrasah Diniyah Midadul Ulum Krai. The activities carried out in data analysis include data reduction. This involves summarizing the data, selecting key points, and focusing on important aspects, then identifying themes and patterns. Thus, the reduced data will provide a clearer picture and make it easier for researchers to conduct further data collection and retrieve the data if necessary. Next is Data Presentation. In qualitative research, data can be presented in various forms, such as brief descriptions, charts, relationships between categories, flowcharts, and other formats. However, the most commonly used form in qualitative research is the presentation of data in the form of narrative text. Additionally, there is Drawing Conclusions and Verification; the final step involves drawing conclusions and verifying them. Preliminary conclusions are still provisional and may change if they are not supported by strong evidence during the next stage of data collection. However, if these preliminary conclusions are supported by valid evidence, they can be considered credible conclusions.

The data for this study were obtained directly from interviews, observations, and documentation conducted in the field without undergoing any prior processing. The data includes information related to the challenges of learning Arabic as well as the factors that influence students' interest in learning. During the data collection process, the researcher also sought permission from the relevant parties, maintained the confidentiality of the respondents' identities, and used the data obtained solely for research purposes. Thus, this study upholds the principles of honesty, responsibility, and ethics at every stage of its implementation.

C. RESULTS

Based on the research conducted, the researchers have organized their discussion into the following three points:

1. Challenges in Teaching Arabic in the Fourth Grade at Madrasah Diniyah Midadul Ulum Krai

Arabic language instruction at MADIN Midadul Ulum is one of the required subjects that students must take, as Arabic is the language used in Islamic teachings. In addition, by studying Arabic, students can better understand the meaning and content of the Qur'an. The researcher observed the Arabic language learning process in the fourth-grade class at MADIN Midadul Ulum and conducted structured interviews with the MADIN principal and the teacher who instructs the Arabic language course in the fourth grade. The researcher's observations focused on all learning activities, from introductory activities to closing activities.

The following are the results of a study related to the Arabic language learning process in the fourth-grade class at MADIN Midadul Ulum Krai. The Arabic language learning process includes:

a. Initial Activities

The opening activities for the Arabic language class in the fourth grade at MADIN Midadul Ulum begin with the teacher starting the lesson with a greeting and inviting the students to pray together, led by the class president. After that, the teacher greets the

students using simple greetings in Arabic. However, at this stage, the teacher has not yet explained the learning objectives or the material to be covered.

b. Core Activities
During the core activity, the Arabic teacher enters the classroom and writes the material to be studied on the blackboard. Before explaining the material, students are first asked to read, memorize, and translate vocabulary related to the material. Next, the teacher explains the material and asks the students to pay close attention to the explanation. In the final stage, students are asked to read and translate a muhadatsah text in line with the lesson's theme. During this learning process, the teacher uses the lecture method to deliver the material. The learning resources used include an Arabic textbook, a dictionary, and a book on morphology (shorof).

c. Conclusion
During the closing activity, the teacher reinforces the material students have learned, for example by asking a few questions as a form of assessment. Next, the teacher summarizes the lesson and assigns homework so that students can review the material on their own. The lesson then concludes with a farewell greeting.

In Arabic language learning, mastery of the material should enable students to actively speak Arabic. However, the reality on the ground shows that there are still many students who have not mastered the basics of Arabic. Learning problems refer to the various obstacles encountered in the process of achieving learning objectives, particularly in Arabic language learning in schools. These problems do not stem solely from the students but can also be influenced by teachers, the school environment, and parents. This situation is also evident in Arabic language instruction at MADIN Midadul Ulum Krai.

Based on the results of the research conducted, several issues were identified in Arabic language instruction in the fourth grade at MI MADIN Midadul Ulum Krai. These issues stem from several sources, namely teachers, students, the school environment, and parents. Issues stemming from teachers include difficulties in determining the appropriate teaching approach or method for all students. Meanwhile, issues stemming from students include: (1) limited vocabulary, (2) lack of confidence when speaking Arabic, (3) feelings of anxiety when practicing speaking Arabic, (4) low levels of active participation in learning, and (5) lack of attention during the learning process, with some students tending to play and chat with friends. Meanwhile, issues stemming from the school environment and parents include: (1) a lack of optimal cooperation in boosting students' motivation to learn Arabic, and (2) a lack of attention from teachers toward the implementation of Arabic language instruction in the classroom.

2. Factors Affecting Students' Interest in Learning Arabic

Based on the results of the study, there are several factors that influence students' interest in learning Arabic in the fourth grade at MADIN Midadul Ulum. These factors include: (1) a lack of teacher attention to the implementation of Arabic language instruction in the classroom, (2) Arabic being a foreign language rarely used in daily life, (3) anxiety experienced by students during Arabic speaking practice, such as excessive shyness and fear of making pronunciation mistakes, (4) the lack of optimal cooperation between the school and parents in motivating students to learn Arabic, (5) differences in students' learning abilities, which make it difficult for teachers to determine the appropriate teaching methods, and (6) low student participation in learning due to the perception that Arabic is difficult to learn because of its complex grammar and the fact that it is not an international language that must be mastered.

In addition, (7) the qualifications used by schools in selecting Arabic language teachers are also a factor influencing the learning process in the classroom. One of the required qualifications is a bachelor's degree in Arabic Language Education or an educational background at an Islamic boarding school. However, in reality, these qualifications do not necessarily guarantee a teacher's success in conveying the material to students. Furthermore,

(8) the lack of use of learning media is also a factor contributing to low student participation in the learning process. This causes some students to pay less attention to the teacher's explanations, tend to play on their own, and creates a less conducive classroom atmosphere.

3. Solution

Based on the previous discussion, there are several solutions that can be implemented to improve the quality of Arabic language learning while reducing the various problems that arise. These solutions include: (1) improving students' vocabulary mastery through the application of learning approaches, methods, and techniques that are appropriate for the students' characteristics; (2) boosting students' self-confidence by providing motivation, such as praise and appreciation for their efforts, whether in completing assignments or other simple activities. In addition, parents also play a role in providing motivation at home as a form of support for students' development, (3) reducing students' anxiety when practicing spoken Arabic through various strategies, such as making speaking practice a regular habit both at school and at home, improving concentration, and encouraging students to actively ask teachers or peers about the proper use of vocabulary and sentences. The more students practice, the more their anxiety levels will decrease, (4) fostering good cooperation between the school and parents to boost students' motivation and interest in learning Arabic, (5) increasing student participation by creating an enjoyable learning atmosphere through the use of interactive and engaging learning media, as well as utilizing the facilities available at school; (6) evaluating teacher qualifications and the selection process to ensure that learning takes place effectively and learning objectives are achieved; and (7) conducting professional development or continuing education for teachers to enhance their competence in delivering instructional content.

D. DISCUSSION

The Arabic language learning process in the fourth grade at MADIN Midadul Ulum Krai has been proceeding quite well and in a structured manner, from the opening activities through the main content to the closing activities. During the introductory activities, the teacher has been encouraging students to pray and use greetings in Arabic. This is a good step toward introducing the use of Arabic in daily life. However, the teacher has not yet communicated the learning objectives at the beginning of the activities. Yet, communicating learning objectives is crucial so that students understand the direction and goals to be achieved (Meyniar Albina, 2025). In the core activities, the learning process was dominated by the lecture method. Students were asked to read, memorize, and translate vocabulary before moving on to the main material. In the closing activities, the teacher conducted an evaluation by asking questions and summarizing the material. This was quite effective because it helped students recall the material they had learned. Assigning homework is also a way to reinforce learning so that students can study independently. Several issues were identified in Arabic language instruction in the fourth-grade class at MADIN Midadul Ulum Krai. These issues indicate that the learning process has not yet fully achieved the intended goal, which is for students to be able to actively use Arabic, particularly in speaking. One of the challenges faced by teachers is the difficulty in determining the appropriate teaching method for all students. This can happen because students have different abilities and characteristics. If the methods used lack variety, learning tends to be monotonous and unengaging. Choosing the right learning strategies has a significant impact on students' learning success (Mardiah Astuti, 2026). From the students' perspective, there are several challenges, such as limited vocabulary, a lack of self-confidence, and feelings of anxiety when practicing speaking Arabic. Additionally, student participation remains low, and their attention is easily distracted—for example, by playing or chatting during class. This indicates that the learning process has not yet fully engaged students actively. If students only listen to explanations without practicing, their speaking skills will struggle to develop. In addition to teacher and student factors, the school environment and parents are also among the causes of these learning problems. A lack of cooperation between the school

and parents in providing motivation for learning means that students are less encouraged to study Arabic outside the classroom.

Students' interest in learning Arabic in the fourth grade at MADIN Midadul Ulum is influenced by several interrelated factors. These factors stem from the school, teachers, students, and the family environment. One of the influencing factors is a lack of supervision and instructional development in the classroom. Additionally, cooperation between the school and parents has not been optimal, resulting in students' motivation to learn receiving insufficient support from outside the school environment. From the students' perspective, Arabic is viewed as a foreign language rarely used in daily life, so they feel unfamiliar with it and struggle to learn it. Anxiety is also a major obstacle, as are feelings of shyness and fear of making mistakes when speaking Arabic. Another contributing factor is teacher qualifications. Although schools have established standards such as requiring a bachelor's degree in Arabic Language Education or a background in Islamic boarding schools these do not necessarily guarantee teaching success. A teacher's ability to present material in an engaging and easy-to-understand manner remains crucial. Furthermore, the lack of instructional media makes the learning process less engaging. This results in low student attention, causing them to play around or lose focus during class. In fact, the use of a variety of media can help boost students' interest in learning. Factors such as the quality of instruction, the strategies teachers employ, and the supportive learning environment have a significant impact on students' learning success (Siregar, 2024).

There are several solutions that can be implemented to improve the quality of Arabic language learning while addressing various issues that arise in the fourth-grade class at MADIN Midadul Ulum Krai. These solutions require a collaborative effort among teachers, the school, students, and parents. First, students' vocabulary proficiency can be enhanced by using teaching approaches and methods tailored to their characteristics. Teachers need to be more creative in selecting methods to prevent learning from becoming monotonous. This emphasizes the importance of appropriate learning strategies in improving learning outcomes (Annisa Rahmadani, 2024). Second, to boost students' self-confidence, teachers can provide positive affirmation, such as praise and appreciation for their efforts. Third, to reduce anxiety when speaking Arabic, students need to get into the habit of practicing frequently, both at school and at home. Fourth, there needs to be good cooperation between the school and parents in boosting students' motivation to learn. Fifth, student participation can be increased by creating an enjoyable learning environment, for example, through the use of interactive and engaging learning media. Sixth, the school needs to evaluate teacher qualifications and the selection process so that learning can proceed more effectively.

E. CONCLUSIONS

Arabic language instruction at MADIN Midadul Ulum Krai is one of the required subjects that students must take. However, in practice, Arabic language instruction at every educational institution is not without its challenges. Based on the results of a study conducted in the fourth-grade class at MADIN Midadul Ulum Krai, several issues in the learning process were identified, along with factors that influence students' interest in learning Arabic. These issues stem, in part, from the teachers, specifically the difficulty in determining an appropriate teaching approach or method for all students. In addition, issues on the students' side include a limited vocabulary, a lack of confidence when speaking Arabic, and low participation in the learning process. Meanwhile, from the perspective of the school environment and parents, the problem that arises is a lack of cooperation in boosting students' motivation to learn Arabic.

The factors influencing students' interest in learning Arabic include a lack of teacher attention to classroom instruction, suboptimal collaboration between the school and parents in motivating students to learn, and differences in learning abilities among students. In addition, many students still view Arabic as a foreign language that is difficult to learn and not an international language that must be mastered. Other contributing factors include teacher qualifications that do not necessarily guarantee successful delivery of the material, as well as a lack of engaging learning

media. To address these issues, several solutions can be implemented, such as improving students' vocabulary mastery through the application of appropriate learning approaches, methods, and techniques. Additionally, students' self-confidence can be boosted by providing them with positive affirmation. Other measures that can be taken include reducing students' anxiety about speaking Arabic through intensive practice, improving concentration during study sessions, and encouraging students to actively ask questions of both teachers and peers. Finally, to improve the quality of learning, schools need to re-evaluate the qualifications used in the teacher selection process and provide ongoing training or professional development for teachers.

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G. CONFLICTS OF INTEREST

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