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# Analysis of Learning Problems Bahasa Arab Peminatan for Class XII Students of Religious Programs

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## Abstract

***Purpose -*** *This study aims to identify and find out the problems of learning Arabic Specialization for class XII in the religious program at one of the public schools in Cianjur Regency and the efforts or solutions to overcome them.*

***Design/methodology/approach -*** *The research method used is descriptive with a qualitative approach. The technique of collecting data is through observation, a questionnaire with six indicators proposed by class XII students of the Religious program. The data analysis technique is by reducing, presenting data and drawing conclusions from existing data*

***Findings/result -*** *Based on the data, it was found that in learning Arabic specialization there were problems faced both in terms of linguistics and non-linguistics that hindered the achievement of learning objectives. Linguistic problems revolve around the internals of Arabic such as the lack of understanding of nahwu sharf. The non-linguistic problems are inhibiting factors that come from outside the language such as student motivation and interest. It is hoped that by knowing this, all components of education can work together to overcome these problems*

***Originality/value -*** *There is a lot of literature that investigates the problems of learning Arabic. However, several studies examine how Arabic is taught and the problems that exist. Thus, this research relates to the problems of learning "Bahasa Arab Peminatan" whose subject weights are different from Arabic in general.*

***Paper type -*** *Research paper*

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**Keywords:** *Learning, Bahasa Arab Peminatan, Problems, Solutions*
***Correspondence**

## Introduction

Arabic is one of the languages that is widely used throughout the world and is an international language whose existence is recognized and highly considered in the international arena and is spoken by approximately 200,000 people and is an official language in 20 countries (Pera Aprizal, 2021). In 1971 Arabic also became one of the officicc. In addition to being an international language, Arabic is also a language that must be learned by every Muslim and has a very high literary value in every lafaz and its meaning, this can be seen from the beauty of the Qur'an which is the highest literature and also the poems. Arabic and has become a must for Muslims to learn it (Amirudin, 2017). The use of Arabic can also be used in several aspects, namely: education, social, culture, state, official activities, religion and language. This is what makes its position even more important to be studied, especially by Islamic students (Iswanto, 2017) (Khasanah, 2016). So it is not an exaggeration if learning Arabic has received the spotlight, attention and emphasis from the government.

In Indonesia, Arabic is compulsory learning in formal institutions under the auspices of the Indonesian Ministry of Religion (Kemenag), such as Madrasah Ibtidaiyah, Madrasah Tsanawiyah, Madrasah Aliyah and even Islamic Higher Education. The purpose of learning Arabic in madrasas is to encourage, provide direction, guide, foster and develop students' Arabic language skills and foster a positive attitude towards Arabic both receptively and productively (Akla, 2017) (Iswanto, 2017). In general, Al-Fauzan et al (Muradi et al., 2013) divide the learning objectives into three competencies; linguistic competence, communication competence and cultural competence. With this goal, students are expected to be able to communicate both orally and in writing and be able to read Arabic texts and understand the culture contained therein. With the development of the times, learning in Indonesia continues to experience various changes along with changes in the curriculum. Starting from the KTSP curriculum, then the 2013 curriculum, even now it is the Independent Learning curriculum launched by the Minister of


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Education and Culture in 2022. This also has an impact on learning Arabic at all levels of education, especially those at the Madrasah Aliyah level. After the 2013 curriculum was implemented until the Independent Learning Curriculum was implemented in 2022, it was recorded in the Decree of the Director General of Islamic Education NO. 3811 of 2022 that there are 498 Madrasah Aliyah, both public and private, which are currently applying the Independent Learning Curriculum (tekno.tempo.com). However, there are still many madrasas that cannot apply this curriculum.

For madrasas that have not implemented the Independent Learning Curriculum, they still use the 2013 Curriculum system, which has 3 specialization programs, namely Natural Sciences, Social Sciences and Religion (Kholifah, 2021).In the religious program there are special subjects related to religious studies and Arabic language such as Tafsir, Tafsir, Hadith, Usul Fiqh and Bahasa Arab Peminatan. Bahasa Arab Peminatan is a subject that is only studied by students who enter religious programs. So, for this religious program, two Arabic subjects are studied, namely compulsory bahasa Arab wajib and bahasa Arab Peminatan which is specifically studied in religious programs. The material of the two subjects is very different, although they still study the same language, namely Arabic. The difference lies in the focus of the discussion, if Arabic is required to focus on studying bahasa Arab wajib and students are emphasized to memorize vocabulary, then bahasa Arab Peminatan is more focused on understanding Arabic more deeply related to its linguistic aspects. The existence of bahasa Arab Peminatan learning is to help students master the basics of Arabic language which later can help students to read, study and teach Islam from its original source and adapted to the objectives of religious programs. The material for this bahasa Arab Peminatan subject includes: advanced nahwu and sharf and balaghah science.

But in reality, a learning does not always run smoothly and properly. There are so many problems faced, because learning a foreign language such as Arabic is not an easy thing (Amirudin, 2017). This is in line with what Mujib and Rahmawati expressed in Mad Ali (Ernawati et al., 2017) that the current implementation of Arabic language education, especially in Indonesia, often faces challenges and obstacles that keep popping up. No exception in learning bahasa Arab Peminatan. Nazir Syakur in (Wahida, 2017)) says that


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in studying foreign languages, especially Arabic, there are at least two problems that often occur, namely problems in terms of linguistic or linguistic aspects and non-linguistic or non-linguistic aspects (Wahida, 2017) (Kosim, 2022) . In addition to these factors, the imbalance of learning components can also cause problems in a learning process. This is stated by Asyrofi in (Wahida, 2017) that problems in learning can also be related to the elements of teaching and learning Arabic itself such as curriculum, time allocation, teaching staff, students, methods and learning media used (Amirudin, 2017). There are several studies related to the problems of learning Arabic which have been carried out. First, research conducted by Rezeki Fitria Santi in 2006 at Madrasah Aliyah Negeri 2 Martapura. Second, research conducted by Noor Amirudin in 2017 with the same focus of discussion. Third, research conducted by Nita Zakiah in 2021. The three studies yielded the same conclusion, namely the problems that are often found in the Arabic language learning process are from non-linguistic aspects which include learning component problems. Given these problems, actually learning Arabic can be done effectively and can achieve maximum learning outcomes if all learning components work together and eliminate the perception that learning Arabic is difficult (Thahir, 2022) (Zakiah, 2021). Researchers are interested in discussing these problems, because the problems in learning Arabic do not only revolve around non-linguistic aspects, but also linguistic aspects which are internal aspects of the language. Therefore, this study will focus more on the problems of learning bahasa Arab Peminatan at public school in Cianjur.

Research on the problems that occur in learning bahasa Arab Peminatan is very minimal. So the literature used is related to learning Arabic.This research will focus on the study and analysis of the problems faced by students and tea chers in learning bahasa Arab Peminatan both from linguistic and non-linguistic aspects.

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Based on the description above, the focus of the problem in this research is how the problems that occur in the process of learning bahasa Arab Peminatan at Madrasah Aliyah in Cianjur. Therefore, the problem is formulated into a problem formulation, namely: 1) How is the process of learning bahasa Arab Peminatan?; 2) What are the problems that occur in the process of learning bahasa Arab Peminatan; and 3) What is the solution to these problems? The purpose of this study was to determine the learning process, problems from the aspect of linguistic and non-linguistic and solutions that exist in learning Arabic Peminatan.

## Method

The research method used by the researcher is descriptive qualitative method. This research produces and processes descriptive data. Qualitative research was conducted by researchers because researchers wanted to explore and deepen phenomena related to the problems of learning bahasa Arab Peminatan in the field. The participants in this study were students XII in one of the public schools in Cianjur Regency who took part in learning in the bahasa Arab Peminatan, opening 19 students who are members of the religious program.

Table 1. Demographics of participants

| Characteristics | N |
|---|---|
| Man | 10 |
| Woman | 9 |
| Program | |
| Religious | 19 |
| Natural science | 0 |
| Social science | 0 |

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Table. 2 Sample Interview Results

| Participants | Data Encoding | Variable |
|---|---|---|
| DH | In the learning process, educators explain the material as usual with the qawaid-tarjamah method. While students listen to the material. However, when closing the learning and evaluation from the teacher, the students just stay silent and when their understanding of the test is lacking, it causes the score to be small.. | The process of learning bahasa Arab Peminatan |
| | The problems that often arise from the student aspect are the uneven capital or basic Arabic language and the lack of interest in learning in studying Arabic. Lack of methods owned by educators. | Problems of learning bahasa Arab Peminatan for class XII religious' program |
| | Teachers look for methods and strategies that can be applied to students with different abilities | Solutions to problems |

Data collection techniques or research instruments are used by researchers as a tool to achieve research objectives. The first purposes is to find out how the process of learning Bahasa Arab Peminatan in class XII students, researchers use data collection techniques by observing students and teachers during the learning activities. The second and third purposes are to find out how the problems of learning Bahasa Arab Peminatan and their solutions are, researchers use questionnaires and interviews. Questionnaires were distributed to class XII students who took part in the Religious program, with several indicators, namely: (1) Is learning Bahasa Arab Peminatan difficult?, (2) The reason why Bahasa Arab Peminatan is easy or difficult for students?, ( 3) What are the difficulties experienced by you? (4) Is it important to learn Bahasa Arab Peminatan?, (5) What are the solutions when you have difficulty in learning?, (6) What is the difference between bahasa Arab wajib and Bahasa Arab Peminatan?. Then the researchers conducted in-depth interviews with questions related to learning Arabic with specialization in teachers.

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## Result & Discussion

### The Reality of Learning Process Bahasa Arab Peminatan

After observing one of the public schools in Cianjur, it was found that the process of learning Arabic in class XII students of the Religious program began by organizing and organizing the classroom environment to start learning Arabic. Educators use the qowaid-tarjamah method to teach bahasa Arab Peminatan material starting from the study of parrot science to badi' science. Educators also provide motivation to class XII students before starting the lecture to foster enthusiasm in students and it is hoped that with this learning objectives can be achieved. This finding is in line with what Pane said that learning is an arrangement that begins with planning and ends with evaluation, where there must be a synergy between learning components to achieve learning objectives (Faculty et al., 2012) (Alfathymy & Ali, 2021). In learning, an educator also facilitates students so that they can learn well, such as providing motivation, using methods that can be understood and others (Pane & Darwis Dasopang, 2017)

In the process, some of the students of class XII of the Religious program seemed to have difficulty with the material presented and seemed unmotivated to fall asleep in the bahasa Arab Peminatan learning activity and the lack of understanding of the students when asked by educators about the material being taught. This shows that the learning process is faced with various problems that interfere, hinder, complicate, or even result in failure to achieve learning objectives. As stated by (Pane & Darwis Dasopang, 2017) when viewed from the scope, the purposes of learning are divided into two, namely: (1) The objectives formulated by the teacher are taken from the learning material, (2) The general learning objectives are contained in the outline of learning guidelines which are then outlined. to be RPP. If these two goals are not achieved, then the quality of learning can be said to be not good. If the learning purposes are not achieved, then there is a problem that causes this. Sauri in (Ernawati et al., 2017) states that the quality of learning can be said to be successful if it succeeds in achieving the previously planned learning objectives (Djamaluddin & Wardana, 2019).

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DH as a teacher in charge of the subject bahasa Arab Peminatan said that "In the learning process, I as an educator explain the material as usual with the qawaid-tarjamah method. While students listen to the material. However, every lesson and I do an evaluation in the form of questions and answers from the teacher. However, most of the students were silent and I thought they understood. Even when the test their understanding of the material can be said to be lacking,causing the test score to be small and not very satisfying." (DH, September, Interview via WhatsApp).

**Learning Problems Bahasa Arab Peminatan**

In the process of learning bahasa Arab Peminatan for class XII of the Religious program, problems were found as stated above. However, it should be noted that the subjects of bahasa Arab Peminatan and Arabic are generally very different, especially in terms of the material being taught. Specialization is a curricular program provided by the Ministry of Religion to support the interests, talents and abilities of students by deepening the material and vocational content. So that the difference between bahasa Arab wajib and bahasa Arab Peminatan can be seen from the content of the material (Kholifah, 2021). Bahasa Arab Peminatan focuses more on linguistic grammatical material from basic to advanced such as balaghah science. Learning bahasa Arab Peminatan is taught starting from class X to class XII, with material from basic to advanced nahwu sharf, then balaghah science material in class XII. The following are the differences between bahasa Arab wajib and bahasa Arab Peminatan stated by the students of class XII of the religious program:

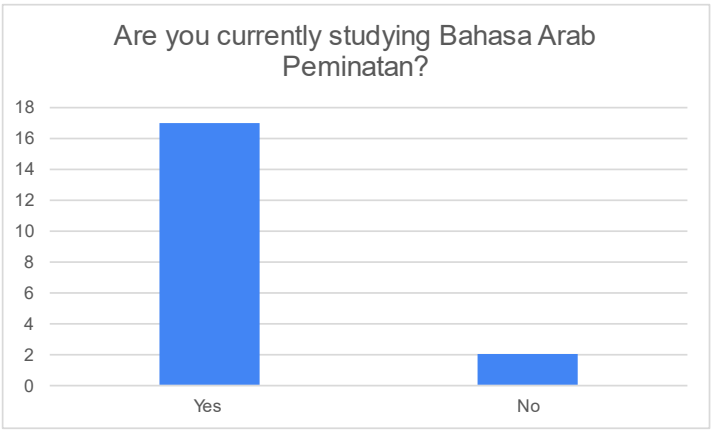
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**Table 3.** The difference between bahasa Arab dan bahasa Arab Peminatan based on questionnaires and interviews

| Bahasa Arab Wajib | Bahasa Arab Peminatan |
|---|---|
| Focusing on the introduction and mastery of mufrodat in accordance with the existing theme. | Focusing on the rules of Arabic language and deepening the knowledge of nahwu and balaghah. |
| Learn the basic nahwu rules | Learn advanced nahwu rules |
| Studying Arabic issues in general such as themes in class, at school and others | Studying Arabic literature, especially Balaghah Science and its examples. |
| Learned by all students, including: students from science, social studies, religion/language programs | Only studied by students who are in the Religious program |
| The material discussed tends to be broad only | The material is discussed in depth and detail |
| Bahasa Arab umum is easy | Bahasa Arab Peminatan is difficult |
| The learning process only revolves around reading text, translating vocabulary and a little understanding of grammar | The learning process revolves around understanding the text and grammar of Arabic language and for class XII it is directed to an understanding of the study of balaghah science including studies: parrot science. Ma'ani science and badi science' |

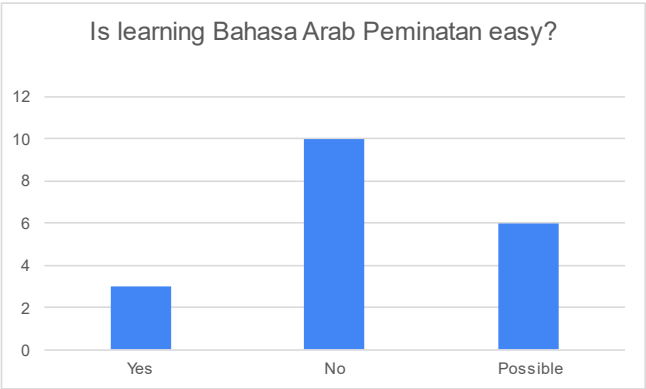
After knowing the difference between the two, a survey was conducted on the students who are members of the XII grade Religious program whether they are studying bahasa Arab Peminatan or not. The students, totaling 19 students, are taking specialization Arabic lessons (Picture 1).

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**Picture 1.** Students who learn bahasa Arab Peminatan

Bahasa Arab Peminatan are Arabic subjects accepted by students in certain programs carried out with teaching and learning activities in order to achieve learning objectives (Kholifah, 2021). Learning bahasa Arab Peminatan is a subject that can be said to be easy, moderate and quite difficult for some students of class XII of the Religious program. The majority of students stated that bahasa Arab Peminatan is a difficult subject. However, some students actually think that learning Arabic is difficult both written and spoken, this is said by Anna in (Sya'roni, 2020). It can be said that in the learning process there are problems faced by students so that they state so, as shown in the following figure (Picture 2)




**Picture 2.** Students statements regarding learning bahasa Arab Peminatan

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These problems are not only felt by students, but educators also feel the problems in the learning process bahasa Arab Peminatan. This was said by the teacher in charge of the subject of bahasa Arab Peminatan that "The problems that often occur to students are the lack of basic skills such as nahwu sharf and the lack of interest of students in studying linguistics. As for the teacher aspect, there is a lack of methodology that is owned and used by educators and an environment that lacks synergy. Another aspect is the teaching resources that often change the language of instruction, which interferes with the teacher's focus." (DH, September, Interview via WhatsApp). According to Batnang in (Sya'roni, 2020), the problems that come from the teacher are caused by the teacher being careless when teaching the material on the pretext of only aborting obligations without seeing the learning outcomes. As a result, Arabic is considered difficult without causing motivation from students.

The problems or problems that are often faced in learning Arabic are linguistic and non-linguistic problems (Humaidi, 2019). Linguistic or linguistic problems are problems that arise related to the internal language itself, not from external factors that influence it. The non-linguistic problems are problems that are outside the language itself in the sense that it is influenced by other factors (Takdir, 2020) (Amirudin, 2017) (Thahir, 2022). The problems faced by educators and students in learning bahasa Arab Peminatan for class XII of the Religious Program are shown in the following table (Table 4):

**Table 4**. The results of the analysis of the problematics of learning bahasa Arab Peminatan for class XII of the Religious program

| Type | Aspect | Explanation |
|---|---|---|
| **Linguistic problemss** | **Ashwat or phonetic problem** | Ashwat or phonetics problems faced by students of class XII of the Religious program are the difficulty of pronouncing words that have the letter ض , differentiating the pronunciation of ح and ه , ث and س ,چ and ذ , long and short reading of a word there are still many errors and difficulties in pronounce Arabic words or sentences with a dialect similar to Arabic. These problems are in line with the theory stated by Nandang that the Arabic phonetics have different |



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| | | |
|---|---|---|
| | | characteristics and vary in how they are pronounced and each has different characteristics. (Takdir, 2020) |
| | **Mufrodat or vocabulary problems** | The students find it difficult to understand the material bahasa Arab Peminatan, the large number of new foreign vocabularies that are just known so that the lack of mastery of Arabic mufordat causes students to find it difficult to learn the material both in terms of understanding words or more broadly understanding Arabic sentences. In addition, the vocabulary used in bahasa Arab Peminatan learning materials is very difficult because it is related to Arabic literature which is included in the advanced vocabulary category and requires more understanding. The problems in this case are the shift in meaning, the pronunciation changes from the original sound, the Arabic writing system which is different from Latin and adjacent and similar letters that make it difficult for students to write or memorize mufrodat (Takdir, 2020). Knowledge of language vocabulary is the most important thing in language learning because is the center of communicative and acquisition in language (Deyani, 2022). |
| | **Sharf or morphological problems** | In addition to the lack of mastery of mufrodat, the material in the subject of bahasa Arab Peminatan also uses bald Arabic which makes it difficult for students to read and understand it, especially the lack of mastery of sharf or morphological knowledge of Arabic which consists of various forms of words or shigat so that it is considered very difficult. by students of class XII Religious program. This makes students sometimes confused in reading the form of sentences that have the same shape but can be read in various ways, such as لم, the word can be read ta'allam and ta'allum. Nandang said that the morphological problems stem from the many chapters of the Sharf. (Takdir, 2020) |
| | **Nahwu or syntax problem** | To understand Arabic sentences which are the main language in the bahasa Arab Peminatan learning material, an understanding of syntax or nahwu is needed. Many of the students have difficulty distinguishing sentence patterns because the composition of the Indonesian language begins with S + P + O while in Arabic for the number of fi'liyah using P + S + O coupled with the difference in dhomir used in a sentence also |



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| | | |
|---|---|---|
| | | makes it difficult for students to translate and understand the sentence, especially on the material bahasa Arab Peminatan. In addition, the problem of i'rob or changing the final vowel of a word in a sentence gives the impression that Arabic is difficult for students. Theoretically the problem in terms of grammar revolves around i'rab which is not found in other languages and the difference in number patterns in Arabic (Takdir, 2020). |
| | **Semantic problem** | One of the uniqueness of the Arabic language is that in one word it has many meanings called musytarak. In learning bahasa Arab Peminatan there are several vocabularies that have many meanings, especially in interpreting the examples in the form of poetry so that students find it difficult to determine what meaning is used in the poem. This problem is in accordance with what Nandang said that the problem of semantics revolves around the meaning of various sentences (Takdir, 2020). |
| | **Kitabah or writing problem** | The writing aspect is also a problem for students of class XII in the Religious program, many of them find it difficult to distinguish some Arabic letters when in 'imla such as and , and , and . This is because the Latin letters and hijaiyah have different pronunciations. |
| | **Teaching materials** | Teaching material bahasa Arab Peminatan which is considered less relevant for high school/equivalent level and difficult to understand, especially the language of instruction in the book uses Arabic. The learning material Bahasa Arab Peminatan for class XII of the Religious program is about the discussion of Balaghah science which consists of; parrot science, ma'ani science and badi science' as well as the sub-themes of each part and examples, most of which are in the form of poetry. This is because to learn the science of balaghah, you must understand the basic rules of the Arabic language, because balaghah is an advanced material. In addition, this balaghah material is material that they have just encountered, compared to qowaid nahwiyyah and sharfiyyah which are always studied in compulsory Arabic subjects. That is what makes a foreign language a difficult task for teachers, because of the difficult character of the subject matter, the heterogeneity of learning outcomes related to the complexity of |
| **Non-linguistic problems** | | |

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| | | |
|---|---|---|
| | | the teaching material (Pfingsthorn & Weltgen, 2022) |
| | **Student motivation and interest** | Lack of motivation and interest of students in class XII of the Religious program to learn bahasa Arab Peminatan. The perception of students stating that Arabic is difficult and the different backgrounds of students and the absence of mastery of basic Arabic make the motivation and interest of students to learn bahasa Arab Peminatan to be reduced or even non-existent. According to Uno, motivation plays a role in determining learning reinforcement, making students interested in learning something and motivating students to study hard (Kholifah, 2021) |
| | **Situation and environment** | Situations, conditions and environments that do not synergize to develop bahasa Arab Peminatan, so that when students finish the learning activities, the material delivered by the educator is also lost because there is no habituation from the environment. Not only that, the use of the language used in the bahasa Arab Peminatan learning resource is always changing, such as Arabic, then it is transferred to Indonesian and then back to Arabic.. |
| | **Learning methods used by educators** | The learning method used by educators is less than optimal in helping students understand the bahasa Arab Peminatan material. Like the less precise method used by educators. Learning methods greatly affect the conditions and situations in a study. There are several principles that must be considered in choosing a learning method, namely prioritizing listening activities, then practicing speaking, reading and finally writing exercises menulis (Wahida, 2017). As for learning bahasa Arab Peminatan educators still adhere to the view that mastering Arabic must begin with the introduction of the rules and meanings of words so that the method used is only tarjamah-qowaid. In addition, the lack of variety of methods used by educators is also a problem. DH as the supporting teacher said that *"From the methodological aspect, there is a lack of methods owned by the teacher". (DH, September, Interview via WhatsApp).* Dasopang said that in the learning process a method is needed to achieve the goal. The use of varied learning methods will provide an interesting and not boring learning |



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| | | |
|---|---|---|
| | **Allocation of study time** | atmosphere. Therefore, teachers need to use the right method (Pane & Darwis Dasopang, 2017) Very little time allocation with a lot of material that must be mastered by students. Learning bahasa Arab Peminatan itself is only taught for 3 hours a week or for 120 minutes. This is felt by students to be lacking in learning and understanding the material. Apart from class time, some students did not re-learn about the bahasa Arab Peminatan material. In line with Wahida's narrative that language is actually a scientific study in the form of skills and mastery which in honing it requires time to keep practicing (Wahida, 2017). Manap Somantri said that education, one of which is language education, also has three forms in terms of time, scope and approach (Munir, 2021). |

**Efforts to Overcome Problems in Learning Bahasa Arab Peminatan**

As for some efforts or solutions that can be done by educators and students in overcoming linguistic and non-linguistic problems that exist in learning bahasa Arab Peminatan class XII of the Religious program are as follows:

**Table 5.** Steps and solutions to overcome the problems of learning bahasa Arab Peminatan

| Solutions offered | Linguistic problems | Non-linguistic problem |
|---|---|---|
| **Teacher** | The solution to linguistic problems, educators can train students in pronouncing the sounds of Arabic letters according to where the letters or makhroj come out, teach nahwu and sharf in a language that is easy for students to understand, provide an understanding that Arabic is unique, so it is not surprising if find words that have many meanings and train students to write Arabic either by 'imla' or otherwise. This method is in line with Aziz Fahrozi's opinion that teachers are required to have expressive abilities in pronouncing vocabulary, providing sentence patterns with high frequency and | U Efforts or solutions that can be done by educators are to determine the appropriate learning method with the situation and condition of students with the learning environment. Educators can approach students to determine the appropriate method and will be used in a lesson with diverse student abilities, *"I myself have to find methods and strategies that can be applied to students with different abilities" (DH, September, Interview via WhatsApp)* . In addition, educators can look for references on Arabic learning methods from various books, articles, social media or videos on Youtube. Aziz said that the teacher should encourage students to like Arabic, the competence of the teacher is also considered and the |



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| | | |
|---|---|---|
| | various forms of models (Aziz fakhorzi, 2021). | teacher is able to determine the right method (Aziz fakhorzi, 2021). |
| **Student** | Increase the mastery of the mufrodat by memorizing and understanding the mufrodat as much as possible. Because vocabulary is very important in learning a language, by mastering a lot of vocabulary, students will more easily understand the bahasa Arab Peminatan learning material for class XII of the Religious program. | Re-learning the material that has been delivered by the educator, to practice understanding the learning material bahasa Arab Peminatan can use the help of audiovisual media such as videos from Youtube |
| | Practice reciting hijaiyah letters according to their makhroj, learn to interpret words, understand grammatical rules of language, practice writing with hijaiyah letters, explore vocabulary that has various meanings as an effort to overcome linguistic problems faced by students. | Ask educators or peers if you don't understand and master the material or can look for other references that are easier to understand |
| | | Read a lot of books related to balaghah material and discuss with people who are considered to understand to add insight into the Arabic language |
| **Less relevant teaching materials** | - | Efforts that can be made to overcome this problem are, educators can explain the material in the language that is most easily understood by students and look for easy examples that can be understood by students. The students can continue to learn and understand the material bahasa Arab Peminatan not only at school but also at home. Aziz determines his opinion that the learning atmosphere must be created by both parties so that learning is more fun (Aziz fakhorzi, 2021). |
| **Motivation and interest in learning** | - | Efforts that can be made to overcome this are always motivating students not to give up in learning Arabic and providing a new, fun atmosphere in learning so that students can be motivated and arouse students' interest in learning. This is in line with Aziz's opinion that teachers should encourage students to like Arabic which will be useful for their lives in the future so that they can achieve maximum results (Aziz fakhorzi, 2021). |

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| | | |
|---|---|---|
| **Situation and environment** | - | Efforts that can be made to overcome this problem are principals, educators and students must work together to create a supportive and enjoyable learning environment and situation, such as getting used to using Arabic when learning takes place with the aim of training students' Arabic skills. |
| **Allocation of study time** | - | Problems related to this are not the authority of educators or students. Therefore, the effort that can be done is to make the best use of the time given by the school during the learning process. As for students, they can learn more about bahasa Arab Peminatan outside of class hours. |

With the efforts and solutions above, it is hoped that the problems of learning bahasa Arab Peminatan in class XII students of the Religious program can be resolved by both educators and students as well as other components that also influence. So that the purpose of learning bahasa Arab Peminatan can be achieved well without any obstacles or problems that occur.

## Conclusion

The problems found in the learning process are linguistic and non-linguistic problems. Language problems include aspects; ashwat, mufrodat, sharf, nahwu, semantics and kitabah so that the solution is the need for an internal understanding of the Arabic language itself. The non-linguistic problems revolve around teaching materials, lack of motivation and student interest in monotonous methods and others. The solution is to choose an interesting and appropriate learning method, provide the easiest understanding for educators, create a fun learning environment, have teacher competence and be supported by a strong desire and interest from students to learn Arabic.

Researchers recommend that prospective educators master the knowledge to be taught, have good competence, and can approach students so that learning can run well and have satisfactory results. The researcher hopes that this research will be a reference

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for Arabic language educators in order to anticipate the problems faced when learning takes place.

This research has several implications for educators, namely evaluating so that learning objectives can be achieved and make learning fun. For students, it can be used as motivation to improve learning outcomes.

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