

FACTORS AFFECTING LEARNING DIFFICULTIES IN ARABIC

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ABSTRAK

The purpose of this study was to determine the factors of Arabic learning difficulties experienced by students of class VIII C MTs Daarul Hikmah Luwuk. In this study, the results obtained from general factors and specific factors that affect students' difficulties in learning Arabic. In addition to obtaining these factors, this study has also presented efforts in overcoming these difficulty factors. this type of research is qualitative research and takes participants from class VIII C MTs Daarul Hikmah Luwuk. The data collection method used is in the form of questionnaires distributed to participants as well as through interviews with Arabic language subject teachers at the school. The results of the study state that the factors of learning difficulties of students in class VIII C include general factors, namely biological, physiological, psychological and environmental factors. Specific factors include school background, curriculum, difficulty memorizing vocabulary, methods and media, fluency in reading letters.

Keywords: Learning, Arabic, Learning Difficulties.

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INTRODUCTION

Education is very important in human life. Someone who studies education must be familiar with the term "learning and teaching". In this case, learning knows no age limit, because in fact someone will always learn in his life whether it is through an institution or self-taught. Learning is not always about writing, reading, or taking exams as is usually done in an institution, but being able to change one's behavior in the learning process that he has gained and build social interactions in the learning environment so that it can change one's mindset and behavior and it becomes a habit that is always done (Cahyati & Maulani, 2023). An example of behavior that can be seen is when someone learns Arabic then he will learn to be able to use the language. For example, by memorizing some vocabulary that exists in everyday life, he will use that vocabulary to speak with interlocutors who have the ability in Arabic or just to practice it as knowledge that he has gained in his studies so far. This can be said to be a change that has been made by someone because of the results of his learning. Where previously someone did not know Arabic then became aware by learning and practicing or remembering the vocabulary. With frequent use of the vocabulary, the vocabulary will be permanent in one's memory.

Education in Indonesia is currently growing rapidly. Teaching materials that are increasingly modern also require students and teachers to be able to keep up with existing developments. Not only materials about math or science that must be learned, but these developments have a more significant impact in the field of foreign language subjects. Currently, almost all institutions in Indonesia require foreign language teaching materials such as English and Arabic. If we look at the scope of Islamic boarding school life, what is very common is Arabic. Arabic is one of the foreign languages that has a lot of vocabulary. Along with its development, Arabic has also become a means of communication that is widely used in language and cultural media. This language is in great demand along with its needs as a medium of communication. Just like other foreign languages, this language can also be learned formally or non-formally. This can be seen from the application of the curriculum that almost every learning institution applies at the educational level starting from ibtdaiyyah school to college. Arabic language learning is called a core subject if it is in an institution under the auspices of the Ministry of Religious Affairs, for example, such as Islamic boarding schools.

The application of Arabic in everyday life, apart from being a means of communication in the fields of education or business, is as a reference in reading prayers and Islamic religious dhikr. In addition, Arabic is also the language used in the holy Qur'an as a guide in religious life. As technology develops, we are also very easy to find a reading in Arabic on social media or in contemporary books

where the explanation of the book contains knowledge that uses Arabic in its explanation. It is none other than aiming to make it easier to learn religious knowledge by learning Arabic

Based on the research conducted, it can be seen that there are several factors that affect learning difficulties in Arabic, namely internal factors and external factors. These factors will then be divided into several parts of the discussion that will be explained in this study. Then from the results of research conducted on class VIII students of MTs Daarul Hikmah Luwuk there are difficulties in reading, memorizing, memorizing vocabulary, and writing words in Arabic. Some students have responded that the obstacles obtained in this case are different, causing them to experience difficulties in learning Arabic, then resulting in difficulties for teachers to provide material to certain students. With this general explanation, the researcher sought to conduct a study with the title "Factors Affecting Arabic Learning Difficulties in Students of MTs Daarul Hikmah Luwuk".

The purpose of this research is to find out the factors of difficulties experienced by students (general or specific factors) in learning Arabic and provide efforts to overcome these difficulties.

METHODS

This research uses a qualitative method, where the approach is to conduct field research (Rustan et al., 2023). The location of this research was conducted at Daarul Hikmah Islamic Boarding School, Biak Village, North Luwuk District and was conducted in November 2024. The object of this research is aimed at MTs class VIII C students with a total of 23 students. In this study, data collection techniques were carried out by means of observation and questionnaires. The observation technique in this case is participant observation which has the aim of collecting data directly to the intended object to find out the difficulties experienced in learning Arabic and observing learning in the classroom.

In its application, the researcher has made observations, recorded points and directly reviewed the student learning process related to learning difficulties in the classroom using the observation technique guidelines as a research instrument. Furthermore, the researcher gave a questionnaire paper to students of class VIII C MTs Daarul Hikmah Luwuk related to the difficulties faced in learning Arabic. The questionnaire given in this study contains questions related to the factors of Arabic learning difficulties experienced by students. Furthermore, after the data is collected through the results of the questionnaire then the data will be analyzed to identify the learning difficulties experienced by students in accordance with the themes that have been applied. This data analysis goes through a process of filtering information in order to get data that is in accordance with the focus of researchers in obtaining significant information. After going through the process of analyzing and filtering information, the data is then presented in descriptive form to provide a clear and easy to understand picture of the research results. This information collection process is carried out in a structured and systematic manner in order to provide conclusions and discussion results that are in accordance with the applied research title.

FINDING AND DISCUSSIONS

Learning Difficulties In General

Learning difficulties are common for everyone. Where as we know that everyone has their own way or learning style. This cannot be avoided because each individual certainly knows their ability to learn or understand material. When someone experiences obstacles in learning, he will feel behind in the learning process. In addition, the real evidence that can be seen is in the achievements or grades given by a teacher from the results of learning for 1 semester, for example. This can also lead to insecurity or self-distrust in a person. However, these things can be overcome by choosing or knowing the learning style that suits their respective abilities.

In a classroom learning atmosphere, a teacher must also take part in student development. When students have difficulty understanding learning, the teacher must provide a motivation or a convenience so that the student can understand the lesson easily. In accordance with the meaning of learning which is a new change achieved by a person in his life by conducting social interactions and from his own experiences (Cahyati & Maulani, 2023).

1. Internal factors

Internal factors are very influential for the continuity of a child's learning. These internal factors are related to the biological, physiological and psychological conditions of the child because this will relate to his interests, abilities, intelligence and learning motivation.

- a. Physical limitations, such as sensory deprivation.
- b. Intellectual limitations or mental weaknesses that affect learning and adaptability.
- c. An emotional disorder characterized by excessive fear when faced with something or a new environment.
- d. Bad habits that make a person lack courage, weakness in placing focus and weakening the desire to learn (Cahyati & Maulani, 2023).

The importance of providing learning motivation also greatly affects students in receiving lessons. This motivation aims to make it easier for students to accept lessons because when students start learning with nothing memorable, the lesson will also be difficult to remember. Providing motivation when class is in progress is also important to create good learning habits, because most students always intensely study only when the exam day is coming. Therefore, motivation is needed to change students' learning patterns so that they can get better.

2. External factors

External factors are factors that come from outside a person. In general, external factors are a condition where a person will have a behavioral influence due to the environment. In this case the environment in question includes the family environment, school environment and community environment. As we know the role of the family is very important for a person's mental growth and development. The family is the main place in taking a moral role and introducing the religion adopted. Then the school environment is a place for a child to channel his talents and abilities according to what he is interested in. The school environment also affects the growth and development of a child in the academic field. In helping to develop a child's academic value, the role of teacher quality and learning methods must also be considered. This determines the academic success of a child because good quality will produce good academics as well. The role of the community environment is no less important because quality community conditions will make a child comfortable in developing ideas that will be applied in the environment. With comfortable environmental conditions, it will build convenience to jointly discuss academic matters or to simply provide the ease of access needed by a student or group of students (Farihana & Mufidah, 2024).

Factors Of Difficulty In Learning Arabic

Learning difficulties can occur in general subjects or subjects that are specialized, for example foreign languages. For an institution that stands under the auspices of the Ministry of Religion such as Islamic boarding schools, it will certainly not be unfamiliar with Arabic. Someone who is not a native speaker of the language will definitely experience difficulties and even feel strange when learning Arabic (Ulfah, 2023). That is because Arabic is a language that has differences in terms of language forms and even writing. In addition, Arabic has a basis that must be learned in terms of pronunciation, vocabulary, grammar, sentence structure and language style. Arabic is also different from other languages because it uses punctuation marks that not all books or magazines put these punctuation marks. These punctuation marks are usually only found in the Qur'an or Arabic handbooks for beginners.

In learning Arabic we will find many rules or rules to make it easier for us to learn it. These rules are commonly called Nahwu and Shorof rules. These two rules are mandatory when starting to learn Arabic. Nahwu rules are rules that learn about changes in punctuation at the end of words. In addition, nahwu rules also learn about the rules or definitions to determine the law of punctuation at the end of a word. Meanwhile, shorof rules are the study of principles or formulas in making or changing a word. In the process of changing a word, you must also understand what kind of word should be added or subtracted from other words.

Based on the results of the analysis that has been done through observations and questionnaires, researchers get factors that make students of class VIII C MTs Daarul Hikmah Luwuk have difficulty in learning Arabic. The factors are factors of students' general school background, curriculum factors, difficulty memorizing vocabulary, method factors, media factors, fluency factors in reading Arabic letters, environmental factors, psychological factors.

1. Learners' general school background factors

Previous school background greatly affects the continuity of student learning. It can be an obstacle to the process of understanding Arabic because it has an educational background that has never studied Arabic before, the real evidence that we can see is the lack of understanding of Arabic

lessons. For students who come from schools graduated from Madrasah Ibtidaiyyah (MI) will feel easier and familiar with Arabic lessons while students who come from public schools (SD) will feel unfamiliar with the lesson because this is a new lesson that he will learn. As is the case in the results of the questionnaire obtained, the researcher found that out of 23 students in class VIII C, only 4 students who came from MI / SD-IT they said they had experience learning Arabic from previous schools, so they could more easily understand Arabic lessons.

According to Krech, Crutchfield and Ballachey's theory, a learning experience will determine how development and varied educational backgrounds will result in different developments. This is in accordance with the results of the data obtained by researchers that educational background will have an influence on the process of understanding Arabic. For students who have previously studied Arabic, it will be easier to understand basic lessons such as vocabulary and already know what Arabic lessons are like (Cahyati & Maulani, 2023).

2. Curriculum factors

The curriculum is one of the most important components in the sustainability of an educational system. The curriculum contains a guide to plans or arrangements in an arrangement of flows that will be passed during the learning process which includes content, objectives, learning materials and how learning will be delivered. Similar to the curriculum in general, the Islamic boarding school curriculum also contains a series of plans and guidelines that will guide the learning scope of education in Islamic boarding school. The components included in it are such as Arabic books, Islamic boarding school teaching methods, memorization and other Islamic boarding school activities (Kusumawati & Nurfuadi, 2024).

Based on the results of the questionnaires that have been distributed, the curriculum used by Arabic language subject teachers is a curriculum that is made personally and is the result of an agreement from the principal and the boarding school. From the results of interviews conducted with subject teachers, it was found that students in grade VIII still had difficulties in understanding the lessons delivered, especially Arabic, thus requiring subject teachers to make a curriculum personally to adjust the level of ability of students who received lessons in the class. The curriculum used at MTs Daarul Hikmah Luwuk is a curriculum that is equivalent to the curriculum for basic Arabic language learning precisely for the SD / MI level but to get the appropriate learning results so as not to go too far slipped some material that should be contained at the SMP / MTs level. With the application of a curriculum like this at least students feel unburdened in subjects that are considered difficult or still unfamiliar to learn. So far, this development has been seen well because through the results of the questionnaire there were 4 children who still found it difficult to adapt to Arabic lessons.

3. Factors of difficulty in memorizing vocabulary

Vocabulary is one of the most important parts of learning Arabic (Nuruddin & Taufiq, 2021). Vocabulary in Arabic is a collection of letters arranged so that it has a special meaning. To master vocabulary can be done in several ways such as listening, writing, memorizing, pronouncing and making sentences from existing vocabulary so that they can understand the meaning contained in the vocabulary. through the results of the questionnaire that has been obtained, there are 6 students of class VIII C MTs Daarul Hikmah Luwuk stated that Arabic vocabulary is quite difficult to memorize because the mention of the letters of the vocabulary is almost the same or similar so that it makes it quite difficult for them to remember the vocabulary mentioned. In addition to the similar letters factor, other factors also mentioned that Arabic vocabulary is quite difficult to remember the meaning because they have been fooled by the letters they pronounce.

In memorizing vocabulary in Arabic, it will not be difficult if the pronunciation of Arabic letters and lines can be understood properly. The main key in learning Arabic is to recognize the hijaiyah letters first, because in learning Arabic one will be directly confronted with the hijaiyah letters. Therefore, someone who is generally proficient in Arabic is certainly also proficient in understanding the reading of these letters. In other words, people who are fluent in reading the Qur'an will certainly find it easy to memorize Arabic vocabulary because the mention of letters and lines is in accordance with the tajweed that has been learned.

4. Method factor

In addition to being a complement to the implementation in the teaching and learning process in the classroom, learning methods are also things that must be applied in choosing the use of strategies or skills in delivering material (Pauseh et al., 2022). Appropriate teaching methods also affect students' academic success in accordance with learning objectives. From the results of the subject teacher

interview and the questionnaire as a questionnaire distributed in class VIII C, the method used by the Arabic language subject teacher only uses written media so that there are some students who still do not understand or are late in writing using Arabic. With the method of writing on the blackboard then explaining the material, it actually still provides a fairly easy understanding for students but it would be nice if the method could be developed again with the latest methods. There are several methods that can be developed in the implementation of teaching activities in the classroom such as storytelling, singing, guessing vocabulary or Arabic pictures. The development of methods in learning Arabic is very important because this is also a benchmark for student success in understanding Arabic. In addition, this is also a standardization of academic success that will be produced by students if the method given by the teacher is in accordance with the ability of students then students will also get good academic grades during their learning.

5. Media factor

Media is a learning support tool that is indispensable in every teaching and learning activity. Media becomes a communication tool in the learning process because the media is also a source of information delivery either visually, audio visually, seen or read. Media becomes an information tool when we convey information that is difficult for students to understand (Amin et al., 2023). Based on the results of interviews with subject teachers and questionnaires that have been distributed, it is noted that there is still a lack of media that supports facilities in learning Arabic language in class VIII C MTs Daarul Hikmah Luwuk. Given that this learning is very important, especially within the scope of Islamic boarding school and has a level of difficulty that some students still feel unfamiliar, the procurement of facilities in the form of supporting learning devices such as sound systems and projectors (infocus) must be provided. The provision of learning media also has an impact on student enthusiasm in learning. Students of class VIII C intend that the subject teacher can provide the latest innovations such as watching animations with Arabic translations or movies that teach the basics of learning Arabic so that they are easy to understand and provide a new learning atmosphere in the classroom. In addition to providing a new learning atmosphere, this can also reduce boredom due to difficulties in learning Arabic. Because the age of junior high school / MTs still likes learning tools that use books or animations that have colors and pictures.

When teachers provide a comfortable and flexible learning atmosphere and in accordance with the abilities of students, it indirectly becomes a separate support for these students in terms of learning to improve their academic grades. Many students succeed in achieving learning goals because they feel that material that was initially difficult to understand seems to be easy, one of which is due to adequate media factors that support the learning process in the classroom.

6. Fluency factor in reading Arabic letters

In addition to the factors mentioned, fluency in reading letters is also an important factor in learning Arabic. When someone will learn Arabic, the most important thing to do is to understand Arabic letters or hijaiyah letters. One of the uniqueness in learning Arabic is located in the pronunciation of the letters that use special letters, namely hijaiyah letters (Sarimudin & Aimang, 2023). From the results of the questionnaires that have been distributed, all students of class VIII C MTs Daarul Hikmah Luwuk agree that learning Arabic has a connection with fluency in reading the Qur'an or Arabic letters. By getting used to being fluent in reading the Qur'an, the more often we will also see the writings that will be learned in Arabic language material. In addition, in learning Arabic, we must also pay attention to the mention of letters properly because if the mention or wrong in reading the harakat will affect the meaning of the vocabulary that will be memorized.

7. Environmental factors

Environmental factors are very influential in supporting learning success. A good environment will help students in achieving success and learning goals. In this case, the boarding school environment is very identical to the provisions of students staying in the dormitory. This provision is an advantage for students who have a goal to seriously learn Arabic because this can become a habit in practicing the language. In a boarding school environment, students are required to use the language that has been determined, in other words, each boarding school has special provisions or rules in practicing their language. In this language rule, it can be ascertained that Arabic always contributes to the use of language, especially in boarding schools. Just like boarding schools in general, Daarul Hikmah Luwuk boarding school also requires foreign languages, namely Arabic and English. The use of these foreign languages has a rule, namely two weeks of Arabic and the next two weeks of English. The use of these

two foreign languages has been implemented for a long time so that it requires every resident of the boarding school to use them. In the questionnaire that has been distributed, 5 students of class VIII C said that they rarely use or practice Arabic in their daily lives. Then the next 5 students said that they sometimes use the language, while the other 13 students said they had used Arabic in daily life while in the dormitory.

From the data that has been obtained, the influence of the environment in practicing a language is indeed very important but it turns out that there are still many who do not use Arabic in accordance with applicable rules. This often happens because it is caused by several obstacles such as vocabulary that is still very lacking, students' interest in practicing Arabic is very minimal, friendships that do not support each other in language practice and the emphasis on the use of a language. It cannot be denied that practicing a language is only enough with the material obtained from lessons in the classroom, but the most important thing is practice in everyday life. It is not surprising that there are students who come from boarding schools who cannot use Arabic fluently, because it all goes back to the students themselves to be serious in practicing the language they learn. The key to a language is to always be practiced so that it can be used in everyday life.

8. Psychological factors

Psychological factors in learning a foreign language are inseparable from how the level of intelligence, attitude, interest in learning, how to learn and the motivation obtained by students in exploring these lessons. After analyzing through the distribution of questionnaires conducted by researchers, there are still many students who have a low interest in learning Arabic. This is closely related to the fluency in learning Arabic because the lack of interest will affect the student's enthusiasm for learning. The lack of interest is also related to the difficulties of those who are learning Arabic for the first time after entering the boarding school (Belen et al., 2024). In addition, they also found it difficult to memorize the letters in Arabic and also they stated that they were forced to study Arabic because this subject was a required subject at the boarding school.

Efforts To Overcome Learning Difficulties In Arabic

After conducting research on learning difficulties in Arabic, researchers get a lot of information related to difficulties in learning Arabic. Therefore, researchers try to provide efforts so that students can learn Arabic well. From the factors that have been described, this should be a reference and focus for teachers who have been given the mandate to become teachers of the subject. Based on the implementation carried out in the classroom, the teacher only repeats the material for explanations that students do not understand. This is not effective because not all students have the same difficulty in understanding the material that has been explained. This is one of the causes of students not understanding well certain materials that have been delivered. By delivering the material well and using the right method will help students understand the material presented. However, the task of the teacher or teacher is no less important to know the things or causes that are the reason why a lesson is difficult to understand.

Here are some efforts that can be applied to learn Arabic with the aim of minimizing the difficulties faced by students:

1. Provide specialized guidance for students with different ability levels

Every child has different abilities in understanding lessons. Therefore, as good teachers we are required to be able to provide the best possible understanding in providing the teaching material that we convey. It is the same with the delivery of Arabic language material as one of the foreign languages used in the scope of Islamic boarding school. As it is known that not all students come from schools that have a Islamic boarding school background, this is one of the factors that must be considered. Because in learning Arabic, it requires a focus that really must be serious for each student, otherwise when the student has not understood a material it will be left behind too.

Before studying Arabic more deeply, it is better if the teacher or teacher provides initial guidance such as an introduction to what the discussion in studying Arabic will be like in the future. Then the teacher can also group students who have Islamic boarding school and non Islamic boarding school backgrounds from previous schools. This aims to make it easier for these students to adjust the learning to be learned. Students who have a

non boarding school background will learn Arabic with very basic learning to facilitate learning to the next stage. While students who have previously studied Arabic will repeat the material that has been obtained before this aims to strengthen the understanding and material that has been obtained.

2. Increase student interest through motivation and rewards

To increase students' interest in learning Arabic, teachers can attract their attention and interest through providing motivation and gifts. Giving motivation is very necessary in this case because considering the importance of students to always be given motivation in learning, especially learning foreign languages (Ana & Muballighin, 2024). Giving motivation is very influential to open the mindset of students and can be a suggestion that learning Arabic is easy. When students think that Arabic is a difficult language to understand, then the student will remain in that thought. It will also indirectly become a belief in the student and ultimately make the student not interested or serious in learning Arabic. In addition to providing motivation, to increase student interest can also be by giving appreciation or prizes for each student achievement. Giving gifts in this case is only a form of appreciation because the student has succeeded in achieving the targeted learning objectives. As we know, most students will feel appreciated and more enthusiastic in learning when their efforts are given appreciation whether it's just a hand clap or a gift. This can encourage students to be able to study harder in order to get appreciation or high scores from teachers or instructors.

Motivation and rewards cannot be separated in the scope of learning in the classroom. Therefore, the teacher must also know what kind of motivation and appreciation will make the student think that learning Arabic is easy (Pramesti et al., 2025). A good teacher must also be neutral to all students so that the learning motivation can be conveyed properly and thoroughly.

3. Provide advanced learning facilities such as Arabic language courses

The importance of facilities in learning is an obligation that must be fulfilled. In this case, the facilities are not only learning support tools but additional material provided by the teacher to students. Within the scope of the boarding school, providing this additional material is a common thing to do. Given the time to access the receipt of material is very effective because the student also lives or lives in the boarding school. This makes it easier for students and teachers to determine the right time or have been agreed upon in conducting additional learning or courses. The course will be formed according to the agreement of the teacher and students. Usually the course is conducted 3 times a week depending on the agreement.

Arabic language courses will make it easier and faster to understand their learning. Because the material that was not delivered in class will be delivered in detail during the course. In addition, this course opportunity is also a means of learning that will feel more relaxed but still maintain seriousness in learning. Usually a student does not understand the material delivered during school hours, but when the material is delivered in a course opportunity the student will understand the material better.

4. Provide facilities and infrastructure that support learning

Adequate facilities and infrastructure will make it easier for students to understand the material. Facilities and infrastructure in this case are supporting tools that can be used in helping students learn Arabic such as sound systems, projectors, Arabic language animation books, and language labs. Learning Arabic is not enough just by providing material in the classroom, but must be equipped with other supporting tools as mentioned. Students and teachers will be facilitated in the teaching and learning process if the facilities and infrastructure needed can be realized.

5. Prepare proficient and qualified Arabic language teachers

In learning Arabic, not only requires students to understand the material presented. The role of the teacher or teacher who has experience or is proficient in presenting the material is very necessary in this case. Because when the teacher explains a material where the teacher also does not really understand the material he is conveying, it is guaranteed that the material will not be conveyed properly to students. This should be a concern because it is significant to see the increase in knowledge experienced by students.

When a teacher gets a mandate to convey the knowledge that has been owned, the teacher must first ensure that he has mastered the material. To maintain or support the skills of teachers, there is a role of the school to facilitate teachers in their learning such as attending seminars or Arabic language training, facilitating supporting books related to the material to be delivered or conducting special courses for teachers. These things besides aiming to maintain the existence of the quality of teachers can also be a place to exchange information and knowledge among Arabic language teachers.

CONCLUSION

Based on the research results that have been obtained, it can be concluded that students who have different school backgrounds (in this case Islamic boarding school and non Islamic boarding school MI / SD) will be a significant influence in their learning achievement. In addition, there are also general factors that influence the student learning process, namely internal factors and external factors. The internal factors in question are such as biological, physiological and psychological conditions, while external factors are the influence of the family, education and community environment. The specific factors that affect student learning in learning Arabic are curriculum factors, difficulty in memorizing vocabulary, method factors, media factors, fluency factors and environmental factors. In addition to knowing the factors of learning difficulties experienced by students, researchers also seek solutions to these factors of difficulty. Solutions that can be applied in overcoming learning difficulties in Arabic can be done by increasing students' interest in learning Arabic. In addition, Arabic also requires habituation or practice in its use and this can be done by holding language courses agreed upon by teachers and students. The importance of procuring supporting facilities or tools is no less important because this is a form of support in improving the quality of student learning. In addition, in learning Arabic, the teacher is a reference for students in learning so that it requires teachers who have quality skills so that the material presented can be understood properly by students.

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