

## EXPLORING CHALLENGES IN LEARNING ARABIC IN SCHOOLS: A COMPREHENSIVE ANALYSIS

<sup>1\*</sup>Fadlan Masykura Setiadi, <sup>2</sup>Yunaldi

<sup>1</sup>Sekolah Tinggi Agama Islam Negeri Mandailing Natal, <sup>2</sup>Universitas Islam Negeri Syekh Ali Hasan Padangsidempuan

e-mail: <sup>1</sup>[\\*fadlanmasykura@stain-madina.ac.id](mailto:*fadlanmasykura@stain-madina.ac.id), <sup>2</sup>[naldi399@gmail.com](mailto:naldi399@gmail.com)

### **Abstract**

This research explored into the challenges faced by students at SMP-IT Al-Husnayain in learning the Arabic language. This study comprehensively examines linguistic complexities, including syntax and vocabulary, cultural understanding hurdles, and limitations in learning resources. This research uses a qualitative approach and is exploratory in nature. Meanwhile, data collection was obtained through filling out questionnaires, interviews, observation and documentation. The findings show the importance of a balanced teaching approach, integrating cultural contexts and addressing resource limitations. Flexibility in teaching methods, technology integration, and prioritizing practical skills. In addition, alignment of teaching and assessment methods is emphasized to ensure the effectiveness of Arabic language learning and foster a more effective learning environment.

**Keywords:** *Exploring, Learning Arabic, Challenges, Schools*

### **Abstrak**

Penelitian ini mengeksplorasi tantangan yang dihadapi siswa SMP-IT Al-Husnayain dalam pembelajaran bahasa Arab. Penelitian ini mengkaji secara komprehensif kompleksitas linguistik, termasuk sintaksis dan kosa kata, kendala pemahaman budaya, dan keterbatasan sumber belajar. Penelitian ini menggunakan pendekatan kualitatif dan bersifat eksploratif. Sedangkan pengumpulan data diperoleh melalui pengisian angket, wawancara, observasi dan dokumentasi. Hasil penelitian menunjukkan pentingnya pendekatan pengajaran yang selaras, mengintegrasikan konteks budaya dan mengatasi keterbatasan sumber daya. Fleksibilitas dalam metode pengajaran, integrasi teknologi, dan mengutamakan keterampilan praktis. Selain itu, penyelarasan metode pengajaran dan penilaian (*assessment*) ditekankan untuk menjamin efektivitas pembelajaran bahasa Arab dan menumbuhkan lingkungan belajar yang lebih efektif.

**Kata kunci:** *Mengeksplorasi, Belajar Bahasa Arab, Tantangan, Sekolah*

## INTRODUCTION

The importance of the Arabic language in educational discourse is strengthening, particularly in the context of globalization and increased cross-cultural engagement.<sup>1</sup> Arabic not only plays a crucial role as a means of communication but also opens the doors to a profound understanding of the rich history, culture, and literature of the Arab world. Despite its growing significance, Arabic language learning in school environments is faced with various challenges that require in-depth analysis.

In the context of global education, the Arabic language has become a focal point of attention as a language that not only provides access to intellectual wealth but also broadens students' perspectives on the evolving Arab world.<sup>2</sup> According to Albantani,<sup>3</sup> the Arabic language learning program in schools aims to create a profound and sustainable understanding of language and culture.

With the increasing interest of students in learning the Arabic language, especially in SMP-IT Al-Husnayain, there are significant challenges in providing effective education. These challenges encompass various aspects such as teaching methods, curriculum, resources, and assessment.<sup>4</sup> On the other hand, the Arabic language also possesses a distinctive linguistic structure, with a writing system and grammar that require extra time and dedication to the master.<sup>5</sup> Additionally, the cultural aspects integrated with this language can pose an additional obstacle, especially for students without a background in learning Arabic.<sup>6</sup>

Limitations in resources and the lack of adequate learning materials pose real challenges in providing a quality learning experience. This includes textbooks, learning media, and access to an environment that facilitates Arabic language practice.<sup>7</sup> With technological advances, the integration of technological devices in Arabic language

---

<sup>1</sup> Azkia Muharom Albantani and Ahmad Madkur, "Teaching Arabic in the Era of Industrial Revolution 4.0 in Indonesia: Challenges and Opportunities," *ASEAN Journal of Community Engagement* 3, no. 2 (2019), <https://doi.org/10.7454/ajce.v3i2.1063>.

<sup>2</sup> Maryam Nur Annisa and Randi Safii, "Analisis Kebutuhan Dan Tantangan Dalam Pembelajaran Bahasa Arab Sebagai Bahasa Asing Di Pendidikan Tinggi : Perspektif Mahasiswa Dan Dosen," *Eloquence: Jurnal of Foreign Language* 2, no. 2 (2023): 313–28, <https://doi.org/https://doi.org/10.58194/eloquence.v2i2.861> Article.

<sup>3</sup> Azkia Muharom Albantani, "Pembelajaran Bahasa Arab Di Madrasah Ibtidaiyah: Sebuah Ide Terobosan," *Attadib: Journal of Elementary Education* 2, no. 2 (2018): 147–60, <https://doi.org/https://doi.org/10.32507/attadib.v2i2.417>.

<sup>4</sup> Nandang Sarip Hidayat, "Problematisasi Pembelajaran Bahasa Arab," *Jurnal Pemikiran Islam* 37, no. 1 (2012): 82–87, <https://ejournal.uin-suska.ac.id/index.php/Anida/article/download/315/298>.

<sup>5</sup> Choirul Mahfud et al., "Islamic Cultural and Arabic Linguistic Influence on the Languages of Nusantara from Lexical Borrowing to Localized Islamic Lifestyles," *Wacana: Journal of the Humanities of Indonesia Volume* 22, no. 1 (2021): 224–48, <https://doi.org/10.17510/wacana.v22i1.914>.

<sup>6</sup> Tuti Rafsanjani and Rhomiy Handican, "Systematic Literature Review : Pengaruh Bahasa Arab Terhadap Perkembangan Bahasa Indonesia," *AL WARAQAH: Jurnal Pendidikan Bahasa Arab* 4, no. 1 (2023): 42–53, <https://doi.org/http://dx.doi.org/10.30863/awrq.v4i1.3854>.

<sup>7</sup> Annisa and Safii, "Analisis Kebutuhan Dan Tantangan Dalam Pembelajaran Bahasa Arab Sebagai Bahasa Asing Di Pendidikan Tinggi : Perspektif Mahasiswa Dan Dosen."

learning becomes a crucial aspect. However, challenges related to technology accessibility and the development of appropriate content remain concerns.<sup>8</sup>

Within the framework of these constraints, this research aims to delve deeply into the challenges faced in Arabic language learning within the school environment. Through comprehensive analysis, it is hoped that this study can provide valuable insights for the improvement of the learning system and develop more effective strategies to enhance the quality of Arabic language learning at SMP-IT Al-Husnayain.

## RESEARCH METHOD

This research used a qualitative approach,<sup>9</sup> this research is exploratory in nature, aiming to comprehensively understand the challenges faced in Arabic language learning at SMP-IT Al-Husnayain. The research methodology and data analysis are descriptive, presenting findings in detail and analyzing them based on relevant theories. The conclusions drawn serve as the final outcomes of this study.

Research data is obtained from various sources, primarily from students and Arabic language teachers at SMP-IT Al-Husnayain. Information collection involves diverse techniques, including respondent-filled questionnaires, in-depth interviews, direct observation of the learning process, and the collection of documents related to the curriculum and teaching methods. The data analysis process is conducted meticulously, connecting the findings with existing theories on Arabic language learning. The results of this analysis are explained in detail to provide a deeper understanding of the challenges faced in Arabic language learning at SMP-IT Al-Husnayain.

The final conclusions of this research include a summary of significant findings, practical implications of these challenges, and recommendations for improving Arabic language learning at the school. This study is expected to make a valuable contribution in identifying and addressing challenges in Arabic language learning within the educational environment at SMP-IT Al-Husnayain.

## RESULTS AND DISCUSSION

After conducting thorough research regarding the obstacles to Arabic language learning in the Al-Husnayain SMP-IT, the results of this research showed a series of findings that provide in-depth insight into the challenges faced by students and educators. The following are the research results obtained through in-depth interviews, observation and documentation study.

### 1. Linguistic Complexity and the Structure of the Arabic Language

The difficulties experienced by the majority of students in understanding and mastering the linguistic structure of the Arabic language reflect several factors of

---

<sup>8</sup> Samsuar. A Rani et al., "Arabic Language Learning Based on Technology (Opportunities and Challenges in the Digital Era)," *International Journal of Education, Language, and Social Science* 1(1), no. 1 (2023): 1–11, <https://ijelass.darulilmibinainsan.or.id/index.php/ijelass/article/view/4>.

<sup>9</sup> John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 4th ed. (Singapore: Sage Publications, 2014).

complexity within this language. One significant barrier is the unique syntax,<sup>10</sup> and morphological rules that differ from non-Arabic languages.<sup>11</sup>

a. Syntax (Arabic Grammar)

Arabic has a highly structured grammar that relies on a different word order than other languages. For example, Arabic sentences tend to follow the "Subject-Verb-Object" pattern, which can be the opposite of the commonly used pattern in English. Students often struggle to adapt to this distinct sentence structure. For example, in Arabic: "ذهب الطالب إلى المكتبة" (Dzahaba al-tālibu ilā al-maktabah) translates to Indonesian "Siswa pergi ke perpustakaan." whereas the English sentence would be "The student went to the library."

b. Distinctive Vocabulary

Arabic vocabulary can be complex due to many words having a root that can generate various forms by adding specific prefixes and suffixes. Understanding these root words is crucial for comprehending the relationships between words. For example, the base word "كتب" (kataba) means "to write." From this root word, words like "كتاب" (kitāb) meaning "book" and "كاتب" (kātib) meaning "writer" can be derived.

From the above explanation, it can be understood that the challenges faced by SMP-IT Al-Husnayain students in understanding the linguistic structure of the Arabic language include difficulties in adapting to grammatical patterns and understanding root words that form understanding. Teaching focused on these concepts with in-depth and contextual methods can help students overcome these challenges more.

## 2. Challenges in Cultural Understanding

The second difficulty experienced by students at SMP-IT Al-Husnayain is in immersing themselves in and understanding the cultural aspects related to the Arabic language, and the need to integrate cultural understanding into language learning in the classroom. These factors encompass norms, values, and traditions inherent in Arab culture, which, in turn, influence how language is used and understood.

Arab culture often has norms and social values different from those of the students' culture.<sup>12</sup> For example, the concepts of politeness and respect for authority may be articulated differently. According to Luthfia,<sup>13</sup> awareness of these differences is crucial to avoid misunderstandings and conflicts in communication. Some Arab cultural differences to be noted include greeting strangers and having Fridays off, as well as differences in communication style, dress, and religious practices.<sup>14</sup> It is important for

---

<sup>10</sup> Zaqiatul Mardiah, Afridesy Puji Pancarani, and Dede Ridwanullah, "Pembelajaran Linguistik Arab Di Program Studi Sastra Arab Fakultas Sastra UAI," *Jurnal Al-Azhar Indonesia Seri Humaniora* 3, no. 3 (2016): 228–39, <https://doi.org/10.36722/sh.v3i3.210>.

<sup>11</sup> Siti Sulaikho, Renti Yasmara, and Amrini Shofiyani, "Permasalahan Mahasiswa Dalam Mempelajari Morfologi Bahasa Arab," *Al-Lahjah: Jurnal Pendidikan Bahasa Arab Dan Kajian Linguistik* 6, no. 1 (2023): 1–6, <https://ejournal.unwaha.ac.id/index.php/lahjah/article/view/3519>.

<sup>12</sup> Khairy Abu Syairi, "Pembelajaran Bahasa Dengan Pendekatan Budaya," *Dinamika Ilmu* 13, no. 2 (2013): 174–88, <https://doi.org/10.21093/di.v13i2.276>.

<sup>13</sup> Amia Luthfia, "Pentingnya Kesadaran Antarbudaya Dan Kompetensi Komunikasi Antarbudaya Dalam Dunia Kerja Global," *Humaniora* 5, no. 1 (2014): 9–22.

<sup>14</sup> Dewa Arya Putra, "Perbedaan Budaya Arab Dan Budaya Indonesia," [www.tsubomihouse.com](http://www.tsubomihouse.com), accessed November 25, 2023, <https://www.tsubomihouse.com/post/perbedaan-budaya-arab-dan-budaya-indonesia>.

students to understand and respect these differences to communicate and interact effectively in a diverse cultural environment. In the context of learning, understanding cultural differences can assist students in adapting to and respecting different social norms and values. This can prevent misunderstandings and cross-cultural conflicts, foster effective communication and harmonious intercultural relationships.<sup>15</sup>

Additionally, the Arabic way of communication, including non-verbal expressions like body language and eye contact, can be a challenge for students unfamiliar with these norms.<sup>16</sup> Engaging in conversations that consider these communication habits requires adjustment and additional understanding. For example, in Arab culture, physical touch may be more common in daily interactions, and facial expressions can hold significant meaning in communication contexts.

Therefore, the challenges in the context of cultural understanding underscore the need for a learning approach that not only focuses on linguistic aspects but also equips students with a profound understanding of cultural contexts. Involving students in activities that enhance cultural sensitivity can help them overcome these barriers and enrich their Arabic language learning experience.

### **3. Limitations of Textbooks and Learning Resources**

The third challenge is the lack of relevant Arabic language textbooks and learning resources at SMP-IT Al-Husnayain, creating substantial hurdles in shaping a rich and meaningful learning experience. The impact of this limitation permeates various aspects of learning, ranging from basic language understanding to a profound grasp of Arabic culture.

Firstly, in the context of basic language understanding, a shortage of relevant textbooks can impede the students' learning process. Relevant textbooks play a crucial role in providing a systematic teaching structure, progressive learning steps, and exercises that support concept comprehension.<sup>17</sup> This limitation can detrimentally affect the teaching of grammar, vocabulary, and communication skills, all of which are crucial in mastering the Arabic language.

When textbook resources are limited, students may struggle to access materials that cover specific topics or provide a variety in learning content. Learning materials that do not align with the students' context or daily life can diminish engagement and learning motivation.<sup>18</sup> Abstract or irrelevant learning materials may fail to capture their interest in understanding and using the Arabic language.

---

<sup>15</sup> Luthfia, "Pentingnya Kesadaran Antarbudaya Dan Kompetensi Komunikasi Antarbudaya Dalam Dunia Kerja Global."

<sup>16</sup> Faruk Ramzi, "Belajar Berkomunikasi Dengan Orang Arab Itu Mudah," [www.kompasiana.com](http://www.kompasiana.com), accessed November 15, 2023, <https://www.kompasiana.com/farukramzi/55125d81a33311bb56ba849d/belajar-berkomunikasi-dengan-orang-arab-itu-mudah>.

<sup>17</sup> Jack Richards, "The Role of Textbooks in a Language Program," [www.professorjackrichards.com](http://www.professorjackrichards.com), 2015, <https://www.professorjackrichards.com/wp-content/uploads/role-of-textbooks.pdf>.

<sup>18</sup> Paul Mupa and Tendeukai Isaac Chinooneka, "Factors Contributing to Ineffective Teaching and Learning in Primary Schools: Why Are Schools in Decadence?," *Journal of Education and Practice* 6, no. 19 (2015): 125–32, <https://files.eric.ed.gov/fulltext/EJ1079543.pdf>.

Hence, there is a need for the development of learning materials that align with students' needs and support learning objectives. The involvement of teachers and curriculum developers in creating innovative and relevant learning materials can enhance teaching quality. For example, developing context-based learning materials or themes that are interesting to students can boost their engagement and motivation in learning Arabic.

From the above explanation, it can be observed that the lack of relevant Arabic language textbooks and learning resources is a significant challenge in providing a rich and meaningful learning experience. This can impact students' understanding of the Arabic language and culture. Some solutions to address this issue include using technology in Arabic language learning, such as mobile applications, online learning platforms, and other digital resources.<sup>19</sup> Additionally, there is a need for analyzing the needs and challenges in teaching Arabic as a foreign language in higher education.<sup>20</sup> Identifying specific needs and involving teachers and curriculum developers can enrich learning with more relevant, contextual materials tailored to students' needs, thereby enhancing the quality of Arabic language education.

#### **4. Challenges in Teaching Method Differentiation**

The fourth challenge faced by students at SMP-IT Al-Husnayain is the variation in preferences related to Arabic language teaching methods in meeting the diverse learning needs among students. According to Kam Li and Beryl Wong,<sup>21</sup> these differences in preferences can affect the effectiveness of learning and require a flexible approach to meet diverse needs.

Findings indicate variations in preferences related to Arabic language teaching methods. Some students feel comfortable with traditional teaching methods, which may involve the use of textbooks, chalkboards, and emphasis on grammar exercises. Students accustomed to this approach may feel less comfortable with more innovative approaches. Conversely, some students are more responsive to technology-based approaches, involving the use of learning software, apps, and digital resources. This approach can help enhance student engagement through a more interactive approach. For example, using mobile apps or online learning platforms that provide interactive exercises, multimedia content, and real-time quizzes can capture the interest of students familiar with technology.

The challenge arises when trying to integrate traditional teaching methods with technology-based approaches to meet the needs of all students. Effective teaching will require a combined strategy that leverages the strengths of both. Thus, the challenge in teaching methods reflects the need for flexibility in Arabic language learning strategies. Therefore, involving students in the method selection process and providing diverse options can help create a learning environment that supports various learning styles and student preferences.

---

<sup>19</sup> Haniah Haniah, "Pemanfaatan Teknologi Informasi Dalam Mengatasi Masalah Belajar Bahasa Arab," *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 2, no. 1 (2014): 1–19, <https://doi.org/10.23971/altarib.v2i1.588>.

<sup>20</sup> Annisa and Safii, "Analisis Kebutuhan Dan Tantangan Dalam Pembelajaran Bahasa Arab Sebagai Bahasa Asing Di Pendidikan Tinggi : Perspektif Mahasiswa Dan Dosen."

<sup>21</sup> Kam Li and Beryl Wong, "Revisiting the Definitions and Implementation of Flexible Learning," in *Innovations in Open and Flexible Education*, 2018, 3–13, [https://doi.org/10.1007/978-981-10-7995-5\\_1](https://doi.org/10.1007/978-981-10-7995-5_1).

## 5. Challenges of Technology Integration

The interest in using technology as a tool for learning Arabic faces several challenges, including issues of accessibility and a lack of suitable content.<sup>22</sup> Managing these challenges is key to optimizing the benefits of technology in education. Not all students have easy access to technological devices, such as computers or tablets, necessary for accessing digital learning materials. Inequality in device access can create disparities in student participation. Therefore, students who do not have personal computer devices and rely on school or library computer access may face difficulties in accessing learning materials outside of school hours.

Despite the availability of many Arabic language learning applications and platforms, a lack of adequate content can sometimes be a constraint.<sup>23</sup> Materials that do not align with the curriculum or fail to engage students can reduce the effectiveness of learning.<sup>24</sup> Another challenge is that the school may have limited technological infrastructure, such as slow or unreliable internet connections. This can hinder the use of online applications or learning platforms that require a stable internet connection.

Thus, the challenge of technology integration underscores the need for a balanced approach in using digital resources. Recognizing accessibility constraints, providing alternatives without internet access, and ensuring that technological content is relevant and meets learning needs can help overcome these barriers and enhance the effectiveness of technology in Arabic language learning.

## 6. Lack of Practical Skill Development

Many students at SMP-IT Al-Husnayain express their desire for more practice and refinement of practical skills in everyday communication. Arabic language learning is perceived to be insufficiently focused on the practical aspects of language use. In reality, Arabic language instruction often concentrates on grammar structures and formal text comprehension, without placing adequate emphasis on everyday life situations. This can result in students struggling to apply their Arabic language skills in practical scenarios.

Based on research conducted by Hossain,<sup>25</sup> learning that focuses on formal dialogues can limit opportunities for students to practice in informal conversational contexts or everyday situations. Similarly, teaching that is overly theoretical and lacks emphasis on practical aspects can lead to boredom and a loss of student interest.<sup>26</sup> Students may feel less motivated if they don't see a direct relevance between their learning and daily life.

---

<sup>22</sup> Haniah, "Pemanfaatan Teknologi Informasi Dalam Mengatasi Masalah Belajar Bahasa Arab."

<sup>23</sup> Ahmad Falah, "Problem Dan Tantangan Pembelajaran Bahasa Arab Pada Tingkat Madrasah," *Arabia: Jurnal Pendidikan Bahasa Arab* 8, no. 1 (2016): 29–46, <http://dx.doi.org/10.21043/arabia.v8i1.1946>.

<sup>24</sup> Fadlan Masykura Setiadi, Khairul Fuadi, and Irmasani Daulay, "Model of Arabic Curriculum Development in Traditional Islamic Boarding Schools: A Case Study in Pesantren Musthafawiyah Purba Baru and Dayah Mudi Mesra Samalanga," *Studi Arab* 13, no. 2 (2022): 35–50, <https://doi.org/10.35891/sa.v13i2.3499>.

<sup>25</sup> Mohammed Iqram Hossain, "Teaching Productive Skills to the Students: A Secondary Level Scenario," *A Thesis* (BRAC University, Dhaka, Bangladesh, 2015), <https://core.ac.uk/download/pdf/74352632.pdf>.

<sup>26</sup> Aditia Friani, "Strategi Guru Menghilangkan Perilaku Jenuh Dan Lupa Pada Peserta Didik Dalam Pembelajaran Fiqih Di MAN 1 Makassar" (UIN Alauddin Makassar, 2018).



Therefore, the importance of developing practical skills in Arabic language learning indicates the need to design teaching strategies that are more focused on direct application in everyday life. The integration of practical activities, informal dialogues, and contextual situations can enhance students' ability to use Arabic language effectively in various communicative situations.

### **7. Misalignment in Evaluation and Assessment**

The misalignment between teaching methods and evaluation strategies in Arabic language learning creates a significant challenge.<sup>27</sup> This mismatch can be detrimental to students in understanding assessment criteria and can create a disconnection between the instruction received and assessment expectations. From a cognitive psychology perspective, misalignment can result in cognitive stress for students. If teaching methods emphasize deep understanding, but assessments focus more on memorization or factual knowledge, students may experience cognitive discomfort.<sup>28</sup>

If teaching methods are more focused on practical and communicative aspects, but assessments tend to measure grammatical understanding or formal writing abilities, a misalignment occurs. Students may feel they are not being tested on the actual skills they want to develop. For example, if teaching emphasizes informal dialogue and practical situations, but exams emphasize formal writing assignments or grammatical multiple-choice questions, students may perceive a misalignment between instruction and assessment. This is because exams that only assess multiple-choice questions about formal sentence structures without including oral tasks do not reflect the everyday skills students desire.

From the above data, it can be observed that misalignment between teaching methods and assessments can diminish the effectiveness of Arabic language learning. It is crucial to ensure that assessments accurately reflect students' abilities in applying the skills they have learned and measure their achievements in line with the set learning objectives.

## **CONCLUSION**

The results of this research provide a comprehensive overview of the challenges in learning Arabic at SMP-IT Al-Husnayain. Through in-depth interviews, observations, and documentary studies, it was found that the linguistic complexity and structure of the Arabic language poses a major challenge for most students. The difficulty in understanding the unique syntax and morphological rules reflects the complexity of the language. Additionally, the understanding of Arab culture is also a barrier, where students often struggle to immerse themselves in the norms, values, and traditions associated with it. Limitations in learning resources, including a lack of relevant textbooks, also impact the learning experience. Variations in preferences regarding teaching methods, challenges in integrating technology, and students' desire for the practical development of

---

<sup>27</sup> Ubaid Ridho, "Evaluasi Dalam Pembelajaran Bahasa Arab," *An Nabighoh Jurnal Pendidikan Dan Pembelajaran Bahasa Arab* 20, no. 01 (2018): 19, <https://doi.org/10.32332/an-nabighoh.v20i01.1124>.

<sup>28</sup> Åsta Haukås, Camilla Bjørke, and Magne Dypedahl, *Metacognition in Language Learning and Teaching, Metacognition in Language Learning and Teaching* (New York & London: Routledge, 2018), <https://doi.org/10.4324/9781351049146>.



communication skills in daily life also emerged as significant findings. Moreover, the mismatch between teaching and assessment methods was identified as a factor that could reduce the effectiveness of learning.

## **BIBLIOGRAPHY**

- Albantani, Azkia Muharom. "Pembelajaran Bahasa Arab Di Madrasah Ibtidaiyah: Sebuah Ide Terobosan." *Attadib: Journal of Elementary Education* 2, no. 2 (2018): 147–60. <https://doi.org/https://doi.org/10.32507/attadib.v2i2.417>.
- Albantani, Azkia Muharom, and Ahmad Madkur. "Teaching Arabic in the Era of Industrial Revolution 4.0 in Indonesia: Challenges and Opportunities." *ASEAN Journal of Community Engagement* 3, no. 2 (2019). <https://doi.org/10.7454/ajce.v3i2.1063>.
- Annisa, Maryam Nur, and Randi Safii. "Analisis Kebutuhan Dan Tantangan Dalam Pembelajaran Bahasa Arab Sebagai Bahasa Asing Di Pendidikan Tinggi: Perspektif Mahasiswa Dan Dosen." *Eloquence: Jurnal of Foreign Language* 2, no. 2 (2023): 313–28. <https://doi.org/https://doi.org/10.58194/eloquence.v2i2.861> Article.
- Creswell, John W. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 4th ed. Singapore: Sage Publications, 2014.
- Falah, Ahmad. "Problem Dan Tantangan Pembelajaran Bahasa Arab Pada Tingkat Madrasah." *Arabia: Jurnal Pendidikan Bahasa Arab* 8, no. 1 (2016): 29–46. <http://dx.doi.org/10.21043/arabia.v8i1.1946>.
- Friani, Aditia. "Strategi Guru Menghilangkan Perilaku Jenuh Dan Lupa Pada Peserta Didik Dalam Pembelajaran Fiqih Di MAN 1 Makassar." UIN Alauddin Makassar, 2018.
- Haniah, Haniah. "Pemanfaatan Teknologi Informasi Dalam Mengatasi Masalah Belajar Bahasa Arab." *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 2, no. 1 (2014): 1–19. <https://doi.org/10.23971/altarib.v2i1.588>.
- Haukås, Åsta, Camilla Bjørke, and Magne Dypedahl. *Metacognition in Language Learning and Teaching. Metacognition in Language Learning and Teaching*. New York & London: Routledge, 2018. <https://doi.org/10.4324/9781351049146>.
- Hidayat, Nandang Sarip. "Problematika Pembelajaran Bahasa Arab." *Jurnal Pemikiran Islam* 37, no. 1 (2012): 82–87. <https://ejournal.uin-suska.ac.id/index.php/Anida/article/download/315/298>.
- Hossain, Mohammed Iqram. "Teaching Productive Skills to the Students: A Secondary Level Scenario." *A Thesis*. BRAC University, Dhaka, Bangladesh, 2015. <https://core.ac.uk/download/pdf/74352632.pdf>.
- Li, Kam, and Beryl Wong. "Revisiting the Definitions and Implementation of Flexible Learning." In *Innovations in Open and Flexible Education*, 3–13, 2018. [https://doi.org/10.1007/978-981-10-7995-5\\_1](https://doi.org/10.1007/978-981-10-7995-5_1).
- Luthfia, Amia. "Pentingnya Kesadaran Antarbudaya Dan Kompetensi Komunikasi Antarbudaya Dalam Dunia Kerja Global." *Humaniora* 5, no. 1 (2014): 9–22.
- Mahfud, Choirul, Rika Astari, Abdurrohman Kasdi, Muhammad Arfan Mu'ammam, Muyasaroh, and Firdaus Wajdi. "Islamic Cultural and Arabic Linguistic Influence on the Languages of Nusantara from Lexical Borrowing to Localized Islamic Lifestyles." *Wacana: Journal of the Humanities of Indonesia Volume* 22, no. 1 (2021): 224–48. <https://doi.org/10.17510/wacana.v22i1.914>.
- Mardiah, Zaqiatul, Afridesy Puji Pancarani, and Dede Ridwanullah. "Pembelajaran Linguistik Arab Di Program Studi Sastra Arab Fakultas Sastra UAI." *Jurnal Al-Azhar Indonesia Seri Humaniora* 3, no. 3 (2016): 228–39. <https://doi.org/10.36722/sh.v3i3.210>.
- Mupa, Paul, and Tendeukai Isaac Chinooneka. "Factors Contributing to Ineffective Teaching and Learning in Primary Schools: Why Are Schools in Decadence?" *Journal of Education and Practice* 6, no. 19 (2015): 125–32.

- <https://files.eric.ed.gov/fulltext/EJ1079543.pdf>.
- Putra, Dewa Arya. "Perbedaan Budaya Arab Dan Budaya Indonesia." [www.tsubomihouse.com](http://www.tsubomihouse.com). Accessed November 25, 2023. <https://www.tsubomihouse.com/post/perbedaan-budaya-arab-dan-budaya-indonesia>.
- Rafsanjani, Tuti, and Rhomiy Handican. "Systematic Literature Review : Pengaruh Bahasa Arab Terhadap Perkembangan Bahasa Indonesia." *AL WARAQAH: Jurnal Pendidikan Bahasa Arab* 4, no. 1 (2023): 42–53. <https://doi.org/http://dx.doi.org/10.30863/awrq.v4i1.3854>.
- Ramzi, Faruk. "Belajar Berkomunikasi Dengan Orang Arab Itu Mudah." [www.kompasiana.com](http://www.kompasiana.com), 2015. <https://www.kompasiana.com/farukramzi/55125d81a33311bb56ba849d/belajar-berkomunikasi-dengan-orang-arab-itu-mudah>.
- Rani, Samsuar. A, Zikriati, Aan Muhammady, Syukran, and Banta Ali. "Arabic Language Learning Based on Technology (Opportunities and Challenges in the Digital Era)." *International Journal of Education, Language, and Social Science* 1(1), no. 1 (2023): 1–11. <https://ijelass.darulilmibinainsan.or.id/index.php/ijelass/article/view/4>.
- Richards, Jack. "The Role of Textbooks in a Language Program." [www.professorjackrichards.com](http://www.professorjackrichards.com), 2015. <https://www.professorjackrichards.com/wp-content/uploads/role-of-textbooks.pdf>.
- Ridho, Ubaid. "Evaluasi Dalam Pembelajaran Bahasa Arab." *An Nabighoh Jurnal Pendidikan Dan Pembelajaran Bahasa Arab* 20, no. 01 (2018): 19. <https://doi.org/10.32332/an-nabighoh.v20i01.1124>.
- Setiadi, Fadlan Masykura, Khairul Fuadi, and Irmasani Daulay. "Model of Arabic Curriculum Development in Traditional Islamic Boarding Schools: A Case Study in Pesantren Musthafawiyah Purba Baru and Dayah Mudi Mesra Samalanga." *Studi Arab* 13, no. 2 (2022): 35–50. <https://doi.org/10.35891/sa.v13i2.3499>.
- Sulaikho, Siti, Renti Yasmar, and Amrini Shofiyani. "Permasalahan Mahasiswa Dalam Mempelajari Morfologi Bahasa Arab." *Al-Lahjah: Jurnal Pendidikan Bahasa Arab Dan Kajian Linguistik* 6, no. 1 (2023): 1–6. <https://ejournal.unwaha.ac.id/index.php/lahjah/article/view/3519>.
- Syairi, Khairy Abu. "Pembelajaran Bahasa Dengan Pendekatan Budaya." *Dinamika Ilmu* 13, no. 2 (2013): 174–88. <https://doi.org/10.21093/di.v13i2.276>.