

## Analysis of the Causes of Problems in Teaching Arabic to Class XI Students at Muhammadiyah Kartasura Vocational School

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### Abstract

*The negative impact on students when online learning was carried out during the previous pandemic carried over to face-to-face learning taking place in arabic language subjects. This is the cause of problems in teaching arabic, especially for eleventh grade's students at SMK Muhammadiyah Kartasura. This research discusses the causes of problems in teaching arabic in school, especially at SMK Muhammadiyah Kartasura. The subjects of this research were arabic language teachers and eleventh grade's students. This research uses a qualitative descriptive for research method with three data collection methods, namely observation method, interview method and documentation method. The results of this research found that there are causes of problems in teaching arabic, including student's varying initial abilities, inadequate learning facilities, learning time of only one hour of a week, lack of student interest and motivation during the teaching and learning process in the classroom.*

**Keywords:** Cause, Problem of Teaching, Arabic Language

### INTRODUCTION

According to [1] that the Arabic language is preserved by us to this day through the Qur'an, noble hadiths and Arabic essays/books which were written by many famous scholars of ancient times. Apart from that, structured learning of Arabic has been studied by many linguists, both Arabs (native speakers) and non-Arabs who have an interest in Arabic with its various tendencies. For a long time, Arabic has become a very dynamic scientific discipline and is studied by various groups.

According to [2] the meaning of teaching is to give lessons, while the meaning of a lesson is something that is learned or taught. So, teaching can be interpreted as an activity or process in teaching or a way of teaching something meaningful to students.

According to [3] Teaching is a teaching-learning activity (process). In it there are two subjects, namely teachers and students. The main duties and responsibilities of a teacher are to manage teaching more effectively, dynamically, efficiently and positively, which is characterized by awareness and active involvement between the two teaching subjects. The teacher is the initial initiator, director and guide. Meanwhile, students are those who experience and are actively involved in gaining self-change in teaching. For this reason, good teaching

management is needed. Good learning management must be developed based on teaching principles

According to [4] Teaching includes everything the teacher does in the classroom which basically says what the teacher does so that the teaching and learning process runs smoothly, morally and makes students feel comfortable. This includes teaching activities, especially trying and trying to implement the existing curriculum in the classroom.

According to [5] while teaching Arabic is an educational process that is directed at encouraging, guiding, developing and fostering Arabic language skills both actively and passively, as well as fostering positive attitudes.

According [1] Problems in teaching Arabic are factors that can hinder and slow down the implementation of the teaching and learning process in Arabic language subjects in the classroom. According to [6] These problems can arise from within the Arabic language itself (linguistic problems) and non-linguistically or among teachers and students themselves. There are many problems found in teaching Arabic in various schools or madrasas.

If there are problems that arise in teaching Arabic, there must be a cause for the problem. According to [7] that the causes of teaching problems include cultural influences, historical influences, practical obstacles in the teaching and

learning process in the classroom, teacher character, student initial character, learning process, learning evaluation. Meanwhile, according to [8] that the causes of teaching problems consist of internal factors (students themselves) and external factors (outside students).

Based on an interview with an Arabic language teacher on September 26 2023, the negative impact on students when online learning was carried out during the previous pandemic was carried over to face-to-face learning taking place in Arabic language subjects, namely low motivation for students to learn Arabic, lack of character education for students. have impolite morals, some students are not interested in Arabic language subjects, often use cellphones in class when the teacher does not order them to open the cellphone. The bad influences above are the cause of teaching Arabic language teachers in the classroom.

Therefore, the above causes cause problems in teaching Arabic language teachers, including that teachers find it difficult to condition the class when starting lessons because many students play with gadgets (cellphones) and sleep in class and it takes a lot of time to condition the class so that the delivery of the material is not appropriate. with the teaching objectives to be achieved. Based on classroom observations on September 27 2023 in class As a result, the lesson material cannot be completed according to the teacher's plan.

## METHOD

According [9] that qualitative research is research conducted in certain settings that exist in real life with the aim of investigating and understanding what phenomena occur, why they occur, and how they occur. The main goal of qualitative research is to make facts easy to understand and, if possible, generate new hypotheses.

According to [10] In qualitative research, there are several data collection methods that are commonly used. Some of these methods include interviews, observation, documentation studies, and focused group discussions.

Based on the theory above, the researcher chose to use descriptive qualitative research

methods observation methods, interviews, documentation as data collection methods so that the data can be valid and reliable. This research discusses the causes of teaching problems that arise in class XI students at SMK Muhammadiyah Kartasura with the research subjects being Arabic language teachers and class XI students. The researchers chose 4 of the 7 classes in which 4 teachers had problems when teaching Arabic.

## RESULTS AND DISCUSSION

Based on school profile documentation data, Muhammadiyah Kartasura Vocational School is located on Jl. Pandawa No. 146, Pucangan, Kartasura, Sukoharjo. This vocational school was founded in 1967. Researchers took research data on class XI students for the 2023/2024 academic year at SMK Muhammadiyah Kartasura.

Based on interview data from teachers, students and observations on 13-17 November 2023, the problem of teaching Arabic at SMK Muhammadiyah Kartasura has several causes. The following are the causes of problems teaching Arabic at SMK Muhammadiyah Kartasura in class XI:

### 1. Students' initial abilities are diverse

Based on PPDB initial test data for 2022/2023, 90 out of 200 students cannot read the verses of the Koran, where the language in the Koran is Arabic. So, there are still many students who cannot read Arabic sentences fluently. Only a few students can read Arabic sentences with evidence that some of these students can read the Qur'an both fluently and less fluently. Looking at the PPDB initial test data, teachers know the initial abilities of students in each class. The initial test data is also still a reference for teachers teaching Arabic in class XI. According to an interview with an Arabic teacher on November 16 2017, in class X, students are required to take part in the iqro', al Qur'an, tahfidz program. This program was successful in eradicating students who could not read Arabic letters. However, in class XI, 4 of the 7 classes forgot a lot about Arabic letters, especially when practicing speaking

and reading Arabic words and sentences in reading texts and conversation texts. So that students' initial abilities that have been overcome by the iqro', al Qur'an, tahfidz programs reappear in class XI.

2. Inadequate learning facilities. Based on the results of classroom observations on 13-16 November 2023, one of the inadequate learning facilities is the student handbook. The teacher only asks students to take photos of the material then asks students to share it in the student WA group, after which the children are asked to record the material in a notebook.
3. Learning time is only one hour for one week. Based on an interview with the deputy head of the school for curriculum on November 15 2023, based on the curriculum structure and school needs, the time allocation for teaching Arabic is only one lesson hour, where the teacher must be smart in dividing the time so that the material can be delivered in accordance with the planned learning objectives. And use appropriate teaching methods during the teaching and learning process in the classroom.
4. Lack of interest and motivation among students. Based on interviews with Arabic language teachers on November 16 2023, there is no interest in learning among only a few students in one class and only fulfills the school's desire to go to school. Some students from the four classes studied also did not like going to Muhammadiyah Kartasura Vocational School and wanted to go to State Vocational School but did not get a passing grade when registering. And based on interview data with students in classes XI clothing 2, XI automotive 1, XI automotive 2, and apart from that, students feel that the characteristics of the Arabic language itself are also difficult, which influences students' interest in Arabic language subjects.

## CONCLUSION

The negative impact on students when online learning was carried out during the previous pandemic carried over to face-to-face learning taking place in Arabic language

subjects, thus causing problems in teaching Arabic language teachers in the classroom.

The causes of problems in teaching Arabic at SMK Muhammadiyah Kartasura include students' varying initial abilities, inadequate learning facilities, learning time of only one hour a week, lack of student interest and motivation during the teaching and learning process in class.

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