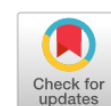


## Analysis of Difficulties in Understanding Arabic Text: A Case Study at Al-Azhar Yogyakarta Boarding School

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### ABSTRACT

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A deep comprehension of learning materials is vital for meaningful and lasting education. When understanding is lacking, learning becomes superficial and fails to leave a significant impact. This study investigates the challenges students encounter in comprehending Arabic texts at Al-Azhar Yogyakarta boarding school, focusing on the key factors that hinder their textual understanding. Employing a qualitative descriptive method, data were collected through observations, interviews, and document analysis. The findings identify several obstacles to adequate comprehension, including linguistic challenges such as limited vocabulary, complex syntactic structures, and unfamiliarity with context. Pedagogical issues also emerged, particularly teaching methods that inadequately address diverse learner needs. Furthermore, student motivation and prior exposure to Arabic significantly influence their ability to engage with the texts. To address these issues, the study recommends strategies such as contextualized instruction, interactive teaching techniques, and personalized learning approaches. The results underscore the need for curricular reforms that integrate contemporary pedagogical practices and educational technologies. By confronting these challenges, the study aims to enhance students' comprehension of Arabic texts, improve learning outcomes, and provide a foundation for future research on effective methods of Arabic language instruction in similar educational environments.

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## 1. Introduction

A good understanding of learning materials is one of the main pillars of education. Without deep understanding, learning will only be a process of delivering information without giving a meaningful impression to students. In the context of Arabic language learning, especially in understanding texts, many students face various challenges that hinder their learning process

(Hastang & R., [2023](#)). These difficulties can be influenced by various factors, ranging from language ability teaching methods to available learning resources (Al. Fayyoubi et al., [2024](#)). One of them is reading, which is one of the most essential language skills, comparable to other language skills. This is due to its function as a way to explore other realities, broaden horizons, enjoy leisure time, and explore the meanings hidden in the writings read (Hamka et al., [2021](#)). Likewise, in the context of Arabic language learning, reading skills have a significant role (Asse et al., [2023](#)). This is reflected in the Regulation of the Minister of Religious Affairs of the Republic of Indonesia number 00912 of 2013, which mandates that the purpose of the Arabic language subject is to improve the ability to communicate in Arabic, both orally and in writing. Therefore, learning Arabic, especially in terms of reading, becomes very important (Wahdah, [2018](#)).

Students who take Arabic classes are expected to have the ability to read Arabic texts well, including the ability to pronounce the text as well as understand and interpret the content of the Arabic writing they read (Rizka et al., [2024](#)). However, understanding written text is a challenging process (Wahdah, [2018](#)). In the process of learning Arabic, there are often some students who feel uninterested or dislike Arabic, so they consider it a burden and do not see benefits for them (Rachman, [2021](#)). The attitude of some people or students who do not care about learning Arabic results in them having difficulty learning Arabic (Fuad, [2019](#)). The general view that Arabic is difficult has created an unfavourable attitude among some students. As a result, some of them are less interested in learning Arabic at school, less motivated to pay attention to explanations from teachers, and have difficulty in using proper and correct spelling (Kami Muhammad Djais, [2019](#)). Thus, difficulties in learning Arabic are influenced by a combination of internal (interest, motivation) and external (stigma, teaching methods) factors. Therefore, more creative and relevant learning strategies are needed to overcome this challenge, as well as build students' interest and motivation towards Arabic (Haron et al., [2016](#)).

Students often experience difficulties in learning Arabic subjects because they are not used to listening, difficulty in reading Arabic text fluently, and a lack of innovation in the learning process (Rachmawati et al., [2023](#)). In addition, there are several obstacles to learning, especially since Arabic is considered a foreign language for Indonesian students (Farid et al., [2022](#)). Several factors make learning Arabic difficult (Mulan & Hasibuan, [2024](#)). One of them is internal and external factors, which include pronunciation, writing, sentence structure, and the way Arabic is delivered orally (Sinta et al., [2023](#)). Arabic is used as the language for the study of science, including religious sciences such as *tafsir* and *fiqh*, as well as most documents and other texts in these fields. In addition, it is also used in the study of other sciences, such as history, economics, politics, and social sciences (Sari et al., [2023](#)). Therefore, Students need to gain a deep understanding of Arabic texts and have reliable reading skills. In addition, there are currently many Arabic writings that

aim to change or deviate from the proper understanding of Islam (Hermawati, [2018](#)). Difficulties in reading Arabic texts are often caused by a lack of adequate comprehension (Rachman, [2021](#)).

Reading is considered the most crucial activity in the learning process. Learning and comprehension are two interrelated things that cannot be separated because comprehension is crucial in the learning process, and vice versa (Ahsanul Aula et al., [2024](#)). Learning is the foundation for gaining understanding, and one must go through the process of learning by reading (Afriati, [2023](#)). The reading process is not only a means to answer some questions but also a medium to gain understanding related to the purpose of reading, which varies depending on the material or text being read (Ahmad et al., [2012](#)). Reading is a highly complex activity, so students rarely do it actively. This is also the case when reading Arabic texts. In Dinda Lestari Hamka's research (Hamka et al., [2021](#)). Based on an interview with the Arabic language teacher at Junior High School Miftahul Khir Hartaco in Makassar, it was found that the average Arabic language score of 15 students was 5.65, while the minimum score that must be achieved (KKM) is 7.5. Ten out of fifteen students scored below the KKM, indicating that the majority of students face difficulties in reading and understanding Arabic texts. So, reading as a fundamental skill has an important role in learning, but its complexity poses challenges, especially in the context of Arabic. This research provides insight that new approaches in Arabic language learning should be designed to effectively improve students' reading and comprehension skills.

Many previous studies have examined difficulties in reading Arabic texts. However, the novelty of this study is specifically regarding difficulties in understanding Arabic texts at Al-Azhar Yogyakarta boarding school, which has not been researched. Therefore, the researcher is interested in investigating and examining more deeply the difficulties in learning Arabic, which will be explained in a study entitled Analysis of Difficulties in Understanding Arabic Text. Hopefully, this research will help students to learn Arabic with enthusiasm and responsiveness in accordance with the expected learning objectives.

The gap in studies on this topic lies in the limited research that explores the difficulties of comprehension of Arabic texts in Al-Azhar Yogyakarta Islamic boarding school. However, many previous studies have identified various obstacles in learning Arabic in general, especially in the aspect of reading. The novelty of this study is that it focuses on a specific context in Al-Azhar Yogyakarta that has not been widely studied, so it is expected to provide new insights into overcoming the challenges faced by Students in understanding Arabic texts in more depth.

## **2. Method**

This research is a qualitative study that uses descriptive methods, in which the researcher seeks to understand human or social phenomena by producing an in-depth and comprehensive

picture that can be explained verbally. The researcher records detailed views obtained from informants, and the research is conducted in the context of a natural environment (Fadli, [2021](#)). Data is information or records about the difficulties experienced by Al-Azhar Yogyakarta boarding school students in understanding Arabic texts. Therefore, the data sources in this study amounted to 21 people, consisting of 15 students from the class XI boarding school and three teachers in the field of Arabic at Al-Azhar Yogyakarta boarding school. The data collection methods used include observation, interview, and documentation. Observation was used to directly observe the Arabic learning process, observing the behaviour of students and teachers during the learning process. Interviews were conducted to understand the difficulties faced by students in reading as well as to get a deeper view of the students' responses to learning Arabic texts. Meanwhile, the documentation method is used to complement and validate other data, which helps increase the trustworthiness and validity of the research results.

The data instrument in this study is the researcher himself, who is a 'human instrument' and is the primary data collector (Mutholib & Munajat, [2023](#)). The data obtained in this study will be processed using qualitative descriptive analysis with the help of additional instruments such as observation guidelines, interview guidelines, and recording devices. This data processing involves three stages of analysis (Fadli, [2021](#)). The first step involved data reduction, where the researcher simplified and transformed the data that had been collected during the study at Al-Azhar Yogyakarta boarding school. The next step is data presentation, where the researcher organises and arranges the reduced results in a pattern that shows clear relationships to facilitate understanding by the reader. The last step is to make conclusions and verify the data, which is based on the findings from field research and strengthened by the results of interviews with students and teachers at Al-Azhar Yogyakarta boarding school.

The methods used to ensure data validity in this study include credibility checks with member checks and data triangulation techniques (Zamili, [2015](#)). The researcher interpreted the results of the interviews by reading or showing the results to the interviewees to ensure that the researcher's interpretations were in line with their views (Zaenal Arifin, [2017](#)). The interviewees then provided input, either in the form of corrections or additional information. This process is referred to as member checking and is done after the researcher has found the findings or conclusions of his research (Jihad & Abdalkafor, [2019](#)). In addition, the researcher used data triangulation techniques with two approaches, namely source and method triangulation. Source triangulation involves interviewing several relevant sources, such as student and other informants, to ensure the accuracy of the descriptions in the study. After collecting the data, researchers compared information from various sources to verify the accuracy of the data.

### **3. Results and Discussion**

#### **3.1. Students' Difficulties in Understanding Arabic Texts**

Based on direct observation and interviews at Al-Azhar Yogyakarta boarding school, especially in class XI of the boarding programme, it appears that the students' ability to understand Arabic texts is still not optimal. This is based on several facts, including the lack of interest of some students in the Arabic language, which causes them to face difficulties in understanding Arabic language materials, especially the texts (Hastang & R., [2023](#)). The results of interviews conducted by researchers show that Al-Azhar Yogyakarta boarding school students experience various forms of difficulties, including:

##### **3.1.1. Difficulty in Reading Arabic texts**

Research shows that some students at Al-Azhar Yogyakarta boarding school face difficulties in reading Arabic texts. This can be concluded from the results of interviews and observations conducted by researchers with students. They revealed that they still find it challenging to read Arabic texts (Faruquzzaman Akan et al., [2019](#)). Variations in their educational background cause this difficulty before joining the boarding school, where there are students who already have experience learning to read Arabic texts both in formal schools and at the Al-Qur'an Education Park (TPQ), and there are also students who have never learned to read Arabic texts at all before (Mulan & Hasibuan, [2024](#)). Based on the results of the information obtained by the researcher, the teacher mentioned that there are still some new boarding students who do not know the *hijaiyyah* letters at all, so extra efforts are needed so that these students can learn the *hijaiyyah* letters properly and be able to follow other religious lessons, especially those that also include Arabic text. In addition, the results showed that there were 15 students in class XI of the boarding programme who were still studying at the Iqra' volume 5 stage. In addition, there are 4 students who are already at the Al-Qur'an stage, but their Arabic text reading scores are still below average. The difficulties they face include difficulty distinguishing letters from one another, difficulty distinguishing the length and shortness of the Arabic text harakat, and also the difficulty of *makhori'ul* letters that are not yet correct.

##### **3.1.2. Difficulty in Mastering Arabic Vocabulary**

The results showed that the Arabic vocabulary mastered by the students is still low. This can be seen from several programmes held by the language field during boarding, including *Language Day*, which is held once a week every Thursday. In practice, many students tend to have difficulty expressing speech in Arabic due to their lack of Arabic vocabulary. Based on the results of interviews conducted by researchers, students revealed that they had considerable difficulty in speaking Arabic because they did not have much Arabic vocabulary. Besides that, it was also due

to a lack of interest in learning Arabic (Hastang & R., [2023](#)). According to them, English is enough for them to learn because their goals are foreign campuses, and most of them say they have no interest in continuing in the field of religion. The specific issues in mastering Arabic vocabulary can be attributed to both the complexity of the vocabulary itself and the methodology of its teaching. These two factors contribute to the students' struggle to acquire and effectively use Arabic words.

Arabic, being a rich and intricate language, has a vast and diverse vocabulary. Many words have multiple meanings depending on context, and their forms can change based on grammatical rules such as tense, case, gender, and number. This can be overwhelming for students, especially when they are not exposed to these words regularly. Students may also find it challenging to retain the vocabulary due to its abstract nature and the sheer volume of words they need to learn. When students are not able to see immediate practical applications of these words in their daily lives, it can be challenging to memorise and actively use them in speech or writing.

This will certainly also affect the process of understanding Arabic texts (Purnama et al., [2024](#)). Meanwhile, according to the results of interviews conducted by researchers with an accompanying teacher, data obtained that an *ilqo mufradaat* programme has been held every night after the prayer congregation, where each student is given pieces of paper containing sentences in Arabic to be translated and explained by each accompanying teacher. After the word-by-word translation process is carried out, the students are required to deposit the new vocabulary obtained every night to the accompanying teacher. This programme will certainly significantly affect the ability of students to master Arabic vocabulary. However, in daily practice, the programme is not very effective at the high school level for several reasons, such as a lot of schoolwork, tutoring, and so on. As for the junior high school level, this programme is quite conditioned because, in addition to being easier to manage, junior high school students are also not allowed to operate mobile phones while in the boarding environment, except at certain times that require them to operate mobile phones. The lack of optimality in some of the programmes also affects the ability of students, especially in the field of Arabic vocabulary.

### **3.1.3. Grammatical Difficulties in Arabic**

Based on the results of the research conducted, students do not really understand Arabic grammar. This is due to the absence of a special learning programme that teaches grammatical Arabic to students, especially boarding programme students (Mostafa Taamneh, [2018](#)). Based on interviews conducted with students, they said they only knew a few grammatical forms taught by Arabic teachers at school in Arabic subjects. In addition, Arabic lessons at school are also only used as additional lessons, not the main lesson. This certainly has an impact on Arabic learning hours, which are few and lacking in supporting the ability of students in Arabic (Rachmawati et al., [2023](#)).



In addition, in boarding, there is no special programme that teaches about grammatical Arabic. Based on the results of interviews obtained by researchers, there is a *Ta'lim* (learning) programme in boarding, which is held every Monday and Tuesday night.

The material is focused on the study of classical yellow books that focus on the fields of *aqidah*, *fiqh* and daily worship practices only. As for grammatical matters such as *nahwu* (syntax) and *sharaf* (morphology) lessons, they have not been taught in the *Ta'lim* programme or extracurricular activities at the boarding school. On the other hand, grammar has a significant role in understanding Arabic texts. Some students who have more interest in Arabic choose to do additional Arabic lessons. As for the teacher, it will be found by the further study development department of the boarding school, which oversees additional tutoring activities for students who want additional subjects. Without good grammatical knowledge, students will undoubtedly have difficulty interpreting Arabic to create a good and correct understanding of Indonesian.

Based on the research findings, the lack of understanding of Arabic grammar among students is primarily due to the absence of a dedicated learning program that covers both *nahwu* and *sharaf* in a structured manner. While *Nahwu* focuses on sentence structure and the relationships between words within a sentence, *Sharaf* deals with word formation, including the conjugation of verbs and the creation of new words from roots. Both are essential for students to comprehend and construct correct Arabic sentences fully.

The research revealed that students' limited exposure to grammar lessons, as Arabic is taught as an additional subject rather than a core one, significantly affects their ability to grasp complex grammatical concepts. Furthermore, the *Ta'lim* program, which focuses mainly on classical texts related to *aqidah*, *fiqh*, and daily worship, does not include specific lessons on *Nahwu* and *Sharaf*, leaving students without the tools needed to understand the language's structure deeply.

Without proper knowledge of *Nahwu* and *Sharaf*, students struggle to form grammatically correct sentences and interpret Arabic texts accurately. This hampers their overall comprehension of Arabic, making it difficult to convert the meaning of texts into a correct and coherent understanding in their native language. In conclusion, to improve students' mastery of Arabic, it is crucial to introduce a comprehensive and systematic teaching program focused on both *Nahwu* and *Sharaf*. This should be integrated into regular lessons and extracurricular activities to ensure that students not only learn but also apply grammatical rules effectively in understanding and using Arabic.

## **3.2. Analysis of Difficulty Factors in Understanding Arabic Texts**

### **3.2.1. Arabic language competency background and experience**

The results showed that not all students had experience learning Arabic before entering the boarding school. There are only 8 out of 15 children who have studied Arabic at school before, while the others have never studied Arabic at all. However, in practice, they all find it challenging to understand Arabic material, especially in terms of understanding Arabic texts. A very slight difference occurs in this case. It can be seen that those who have background experience in Arabic tend to be better in terms of text reading only (Ahmad et al., [2012](#)). As for the realm of understanding, they still have difficulty due to the lack of Arabic vocabulary, as well as grammatical skills (Farid et al., [2022](#)). As for children who do not have an Arabic background, they are not so fluent in reading Arabic texts. Some are still confused and cannot recognise hijaiyyah letters properly. Departing from the difficulties that make the students' Arabic learning outcomes classified as unsatisfactory.

This finding supports the theory of constructivism introduced by Andersen, which states that students who have more experience in a particular topic tend to be better able to connect the knowledge they have with what they learn next. Thus, readers can achieve a good understanding of the text if they already have a framework of prior knowledge to organise their information about the language and the world (Ghazali A.S, [2010](#)). According to Ibrahim, students have a variety of different learning experiences, and their previous experiences always influence their understanding of reading. Therefore, students who have little learning experience tend to have lower comprehension of Arabic texts compared to other students (Faruquzzaman Akan et al., [2019](#)). This implies that the difficulties students face in reading and understanding Arabic texts are due to the differences and limitations of their learning experiences (Wahdah, [2018](#)). This study concludes that the difficulties faced by student in understanding Arabic texts can be caused by variations in their level of learning experience. This finding is consistent with the interview results, which show that students who have previously been educated in Islamic boarding schools are able to read Arabic texts fluently and have sufficient basic knowledge of Arabic vocabulary (mufradat). On the other hand, students who had never studied Arabic before had to start from scratch, including learning the basic hijaiyyah letters.

The study results also indicate that achievement in understanding Arabic texts is still low, as seen from interviews with students who have difficulty in mastering Arabic texts, including mastery of vocabulary and grammar. However, both aspects have a very important role in improving one's ability to read, especially in learning a second language such as Arabic.

### **3.2.2. Interests**

Interest is a consistent tendency to pay attention and is accompanied by a sense of pleasure



towards things that interest a person. Students who are less interested in Arabic lessons tend to experience learning difficulties due to a lack of motivation to learn (Wiza et al., [2024](#)). The results showed that students' interest in understanding Arabic texts is still low, which is reflected in the little effort they make to gain proficiency in understanding Arabic texts. Rahim stated that interest in understanding reading is shown by a strong desire and effort to read. Individuals who have a high interest in reading tend to have the ability to find reading material and read it with full awareness (Rizka et al., [2024](#)). In fact, the students do not show any effort to show a strong interest in learning Arabic texts. This is in line with the results of the researcher's interviews with students who expressed their lack of interest in learning Arabic, especially in understanding the texts. This lack of interest is primarily due to the lack of motivation they receive from the subject teachers. According to Crawley & Mountin, learning motivation plays an important role in determining students' interest and learning achievement. The higher the level of motivation a student receives, the greater the interest and learning outcomes that can be achieved by the student (Rahim, [2005](#)). In addition, most of them stated that whether or not they are interested in understanding Arabic texts depends on the way their teachers deliver the lessons (Purnama et al., [2024](#)). If it is fun for them, they will learn, too. From the observation, it was also found that many students excel in the academic field, but in the Arabic language, it is still minimal. Most students really like and are more inclined to learn English, but interest in learning Arabic is still very low.

The results of this study indicate that the level of interest has a significant influence on students' difficulties in understanding Arabic texts. The greater the students' interest in understanding Arabic texts, the lower the likelihood of them experiencing difficulties in understanding them. Conversely, the lower their interest in understanding Arabic texts, the higher the level of difficulty they face. This is due to the impetus provided by a strong interest, which encourages students to actively engage in activities that can improve their ability to understand Arabic texts. By continuing to do these activities consistently and continuing to develop them, students' comprehension skills will continue to increase and improve from before. Therefore, students' lack of interest in comprehending Arabic texts can be the main reason why they have difficulties in reading and understanding such texts.

### **3.2.3. Motivation**

The motivation of students to participate in Arabic language learning, especially in terms of understanding Arabic texts. Motivation here is divided into two things, namely teacher motivation and student motivation (Alotaibi & Khan, [2017](#)). Based on the results of interviews conducted, students tend to lack motivation from teachers, so they are not enthusiastic, which has an impact on learning outcomes. Students who are less motivated to learn Arabic tend not to be serious about participating in learning, so their ability to master Arabic is limited due to the lack

of internal motivation to develop Arabic language skills. This is reflected in the statements of students who show the absence of internal motivation to pursue Arabic because their focus is more on the goal of entering universities, both domestically and abroad. Instead, they are more interested in mastering English (Yuswandi & Hilmi, [2024](#)). Based on the results of interviews with students, they said that English is even more important for them in pursuing their planned targets. The lack of interest in Arabic lessons causes Arabic to be less desirable, which has an impact on the difficulty for students in understanding Arabic, especially in understanding the texts.

Crawley states that the level of learning motivation has a significant impact on students' interest and achievement. The higher the level of motivation felt by students, the lower the level of interest and learning outcomes. Therefore, strong motivation from teachers to change the mindset of students regarding the importance of Arabic in everyday life is very important. Thus, it can be concluded that the lack of motivation from the teacher and the lack of motivation from the students themselves can reduce students' enthusiasm for Arabic lessons, especially in understanding the texts.

#### **3.2.4. Environmental Influences**

The environment, both family and school/dormitory, is very influential in the process of forming the personality of students. An environment filled with good and positive habits will contribute positively to the growth and development of children (Hasdiana, [2018](#)). Conversely, a hostile and unhealthy environment will have a negative impact on children's development. Based on the results of the research conducted, it was found that the majority of children who study at Al-Azhar, especially in the boarding programme, come from middle- to upper-class families. Most of their families are upper-class people with various kinds of businesses and busy lives. Despite their busy schedules, the love and attention given to their children is not diminished at all (Haron et al., [2016](#)). This is evidenced by the good communication between the accompanying teacher and the student guardian. The accompanying teacher will constantly update the condition of the students to the teachers so that they do not miss the development of each child.

In addition, the encouragement and enthusiasm of the student guardian towards the student's obligations both in boarding and school are very positive. In addition, the school and boarding environment is also very influential on the development of students. Based on observations made by researchers, the Arabic-speaking environment in schools and boarding schools is still scarce. In addition to the lack of interest motivation, the school environment more often utilises English than Arabic. Environmental conditions that do not support the use of Arabic greatly affect the ability of students to understand Arabic, especially in understanding Arabic texts.

**Table 1.** Analysis Table of Difficulties in Understanding Arabic Texts

Sub-Topic	Indicator	Factors Influencing
Difficulty in Reading Arabic Texts	Difficulty in distinguishing letters, harakat, and <i>makhorijul</i> letters	Educational background, insufficient teaching intensity
Difficulty in Mastering Mufradat (Arabic Vocabulary)	Difficulty in speaking and translating Arabic sentences	Limited Arabic vocabulary and lack of interest
Grammatical Difficulties in Arabic	Lack of knowledge of Arabic grammar ( <i>nahwu</i> and <i>sharaf</i> )	No special Arabic grammar teaching programs
Arabic Language Competency Background and Experience	Previous learning experience and level of Arabic knowledge	Previous Arabic learning experience
Interest	Low interest in learning Arabic and understanding Arabic texts	Low motivation and disinterest of students in Arabic
Motivation	Lack of motivation from teachers and students to learn Arabic	Lack of internal motivation from students and external motivation from teachers
Environmental Influences	Family and school environment influence in shaping interest and motivation in learning Arabic.	The environment does not support Arabic language usage.

#### 4. Conclusion

Based on the results of research on the analysis of difficulties in understanding Arabic text case studies in class 11 girls' boarding programme, several forms of difficulties were found, namely difficulties in reading Arabic text, where several students still have difficulty in reading Arabic text, and some have never known hijaiyyah letters at all. In addition, there are difficulties in Arabic vocabulary, and there are several students who still lack it. The third difficulty factor is difficulty in grammatical Arabic; namely, students are still very unfamiliar with grammatical sciences such as *nahwu*, and *sharaf*. In addition to the difficulties in understanding Arabic texts, the research identified several underlying factors contributing to these challenges. These factors include:

1. Background and Arabic Language Competence: Students with limited prior exposure to Arabic or insufficient foundational knowledge in grammar and vocabulary struggle more in comprehending texts. Those with minimal Arabic education before joining the program often face difficulties in reading and understanding Arabic, especially in more complex texts.
2. Interest Factors: The lack of genuine interest in learning Arabic significantly affects students' engagement with the language. Many students show a preference for learning languages like English, which they perceive as more relevant to their future goals, leading to a lack of enthusiasm for Arabic studies.
3. Motivational Factors: Both internal and external motivation play a crucial role in students' performance. A lack of motivation from teachers and the absence of encouragement to

learn Arabic diminish students' drive to overcome challenges in understanding texts. Without strong motivation, students are less likely to put in the effort needed to improve their comprehension.

4. Environmental Factors: The learning environment, including both the school and home settings, significantly impacts students' ability to learn Arabic. In environments where Arabic is not actively used or encouraged, such as boarding schools with limited exposure to Arabic outside of formal lessons, students find it harder to immerse themselves in the language and practice regularly.

These factors, ranging from language competence to external motivations and environmental influences, interact and contribute to the overall difficulties students face in understanding Arabic texts. Addressing these factors holistically is essential for improving students' comprehension skills in Arabic.

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