



## **An Analysis of the Learning Difficulties of Class B Fifth-Semester Students of Arabic Language Education in Studying Arabic at Institut Agama Islam Hamzanwadi NW Lotim**

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### **ABSTRACT**

This study aimed to analyze the learning difficulties experienced by Class B fifth-semester students of the Arabic Language Education Study Program at Institut Agama Islam Hamzanwadi NW Lotim in studying Arabic. The research specifically investigated the dominant factors causing students' learning difficulties, explored students' experiences during the Arabic learning process, and examined the pedagogical and environmental factors influencing Arabic language acquisition. This study employed a qualitative approach with a descriptive case study design. The participants consisted of fifth-semester students and lecturers of the Arabic Language Education Study Program selected through purposive sampling. Data were collected through classroom observation, semi-structured interviews, and documentation conducted from March 15 to April 20, 2026. The data were analyzed using the interactive analysis model of Miles, Huberman, and Saldaña, including data condensation, data display, and conclusion drawing. The findings revealed that students' Arabic learning difficulties were influenced by interconnected linguistic, psychological, pedagogical, environmental, and institutional factors. Linguistic difficulties became the dominant barriers, particularly in vocabulary mastery, understanding of nahwu and sharaf, reading comprehension, and sentence construction. Psychological factors such as low motivation, language anxiety, and lack of self-confidence also significantly affected students' participation and communicative competence. In addition, monotonous instructional methods, limited Arabic-speaking environments, insufficient technological integration, and unequal educational backgrounds contributed to students' learning difficulties. The study concluded that improving Arabic language acquisition in Islamic higher education requires communicative and student-centered instructional approaches, supportive learning environments, institutional support, and effective integration of digital

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learning technologies.

## INTRODUCTION

Arabic language learning in Islamic higher education institutions plays a strategic role in developing students' linguistic competence, academic literacy, and understanding of Islamic sources written in Arabic. In the context of Arabic Language Education programs, students are expected not only to master grammatical aspects of the language but also to develop communicative skills that enable them to use Arabic actively in academic and social contexts. However, the process of learning Arabic as a foreign language remains a significant challenge for many university students, particularly those who do not possess sufficient prior educational experience in Arabic learning environments. Arabic is recognized as a language with complex morphological and syntactic structures, which often creates difficulties for non-native learners in understanding grammatical patterns, vocabulary acquisition, and contextual language use (Effendy, 2017). Consequently, many students encounter obstacles in mastering linguistic competencies required in higher education.

Learning difficulties in Arabic language education are influenced by multiple interrelated factors, including cognitive, affective, pedagogical, and environmental dimensions. Hermawan (2018) explains that students' difficulties in learning Arabic generally stem from weak mastery of fundamental language components such as *mufradāt*, *qawā'id*, and reading comprehension skills. Similarly, Nuha (2016) argues that successful Arabic learning requires strong intrinsic motivation, supportive learning environments, and continuous opportunities for language practice both inside and outside the classroom. In reality, many students demonstrate low learning motivation, limited engagement in Arabic communication, and insufficient exposure to Arabic-speaking environments, resulting in weak language proficiency development.

Previous studies have identified various challenges encountered by university students in learning Arabic. Ulfah and Insaniyah (2022) found that students' learning difficulties were closely related to limited vocabulary mastery, low motivation, and the absence of an Arabic-speaking environment. Their study further emphasized that both internal and external factors significantly influence students' success in learning Arabic. Likewise, Sugirma et al. (2024) revealed that Arabic language education students experienced difficulties in speaking skills due to low self-confidence, limited speaking practice, and inadequate vocabulary acquisition. These findings indicate that psychological and linguistic barriers continue to hinder students' communicative competence in Arabic learning.

In addition, pedagogical aspects have also been identified as major contributors to learning difficulties in Arabic language education. Arifin et al. (2024) reported that Arabic learning in higher education often suffers from monotonous teaching methods, limited technological integration, and insufficient innovation in classroom management. According to Mustofa (2020), teacher-centered instructional approaches frequently reduce student participation and create monotonous learning atmospheres that negatively affect students' motivation and engagement. Consequently, communicative and interactive teaching approaches are strongly recommended to enhance students' participation and language acquisition.

Another significant issue concerns students' linguistic backgrounds and their influence on Arabic language acquisition. Muassomah et al. (2025) explained that non-native Arabic learners often struggle with *nahwu* and *sharaf* because the morphological and syntactic systems of Arabic differ substantially from their mother tongue. Similarly, Gazali et al. (2026) found that students

without pesantren educational backgrounds experienced greater difficulties in understanding Arabic grammar, reading Arabic texts, and communicating actively in Arabic compared to students with prior Arabic learning experiences. These findings demonstrate that previous educational exposure substantially affects students' ability to adapt to Arabic learning in higher education contexts.

Technological adaptation has also emerged as an important challenge in Arabic language learning. Komalasari et al. (2025) found that students experienced obstacles related to digital adaptation, limited access to instructional media, and inadequate technological literacy in technology-based Arabic learning. Although digital learning technologies offer opportunities to improve instructional effectiveness, many higher education institutions still face limitations in integrating technology into Arabic language instruction effectively. Arifin et al. (2024) further emphasized that the lack of optimal technological utilization remains one of the primary barriers to improving Arabic learning effectiveness in Islamic higher education.

Moreover, affective factors such as anxiety, fear of making mistakes, and lack of self-confidence significantly influence students' ability to communicate in Arabic. Rosyidi and Ni'mah (2019) explain that psychological barriers often reduce students' willingness to participate actively in Arabic communication activities. Similarly, Gazali et al. (2026) noted that language anxiety and low confidence contribute to students' difficulties in expressing ideas orally in Arabic. Such conditions become more problematic when students are placed in less interactive learning environments with limited opportunities for communicative practice.

Several previous studies have examined Arabic learning difficulties from various perspectives; however, there remains limited research specifically investigating the learning difficulties experienced by fifth-semester students of Arabic Language Education in Islamic higher education institutions, particularly at Institut Agama Islam Hamzanwadi NW Lotim. Most previous studies focused broadly on Arabic learning challenges in general university contexts, technological adaptation, or speaking skills, without specifically analyzing the combined influence of linguistic, pedagogical, psychological, and environmental factors among intermediate-level Arabic education students. Therefore, this study seeks to fill this gap by providing a comprehensive analysis of the learning difficulties experienced by Class B fifth-semester students in studying Arabic.

The novelty of this study lies in its focus on fifth-semester students of Arabic Language Education at Institut Agama Islam Hamzanwadi NW Lotim, who represent students at an intermediate academic level and are expected to possess stronger Arabic competencies than beginning learners. This study also integrates multiple dimensions of learning difficulties, including linguistic competence, psychological factors, instructional methods, technological adaptation, and learning environments, in order to provide a more holistic understanding of students' challenges in learning Arabic.

Based on the background above, this study aims to analyze the learning difficulties experienced by Class B fifth-semester students of Arabic Language Education in studying Arabic at Institut Agama Islam Hamzanwadi NW Lotim. Specifically, this research seeks to identify the dominant factors causing learning difficulties, explore students' experiences in the learning process, and examine how pedagogical and environmental factors influence students' Arabic language acquisition. The findings of this study are expected to contribute theoretically to the development of Arabic language learning studies and practically to improving instructional strategies, curriculum

development, and learning environments in Arabic language education programs in Islamic higher education institutions.

## **METHODS**

### **1. Research Approach and Design**

This study employed a qualitative approach with a descriptive case study design to analyze the learning difficulties experienced by Class B fifth-semester students of the Arabic Language Education Study Program at Institut Agama Islam Hamzanwadi NW Lotim. A qualitative approach was considered appropriate because the study aimed to explore students' experiences, perceptions, and challenges in learning Arabic in their natural educational context. Creswell and Poth (2018) explained that qualitative research focuses on understanding social phenomena through participants' perspectives and experiences. Similarly, Moleong (2019) stated that qualitative research seeks to understand human behavior and social realities comprehensively through descriptive data.

The case study design was selected because the research focused on a specific group of students within a particular institutional setting. Yin (2018) argued that case studies are suitable for investigating contemporary phenomena in real-life contexts. In addition, Merriam and Tisdell (2016) emphasized that case study research enables researchers to obtain in-depth understanding of educational problems and learning experiences.

### **2. Research Participants**

The participants of this study were Class B fifth-semester students of the Arabic Language Education Study Program at Institut Agama Islam Hamzanwadi NW Lotim. The participants were selected using purposive sampling because they were considered capable of providing relevant information related to the research problem. Sugiyono (2022) explained that purposive sampling is commonly applied in qualitative research to select participants who possess specific knowledge and experiences related to the phenomenon being studied. Likewise, Etikan and Bala (2017) stated that purposive sampling allows researchers to obtain more focused and meaningful qualitative data.

The participants consisted of students who actively participated in Arabic learning activities and experienced difficulties in understanding Arabic materials, including grammar, vocabulary, speaking skills, and reading comprehension.

### **3. Research Instruments**

The instruments used in this study included observation, semi-structured interviews, and documentation. Observation was conducted to identify students' participation, classroom interaction, and learning behavior during Arabic learning activities. According to Creswell and Creswell (2018), observation enables researchers to understand participants' actions and interactions directly within the research setting.

Semi-structured interviews were conducted to obtain detailed information regarding students' experiences and factors influencing their learning difficulties in Arabic. Kvale (2018) explained that semi-structured interviews provide flexibility for researchers to explore participants' responses deeply while maintaining focus on the research objectives.

Documentation was also used to support the research findings through attendance records, learning materials, students' assignments, and institutional documents related to Arabic learning activities. Bowen (2017) stated that documentation is an important supplementary source in qualitative research because it enriches and validates research data.

### **4. Data Collection Procedures**

The data collection procedures were conducted in several stages. First, the researcher requested permission from the institution to conduct the study. After obtaining approval, the researcher coordinated with lecturers and students involved in the research process.

Second, classroom observations were conducted during Arabic learning activities to identify students' learning behavior and difficulties in understanding Arabic materials. Third, semi-structured interviews were conducted with selected students to gain deeper insights into their experiences, perceptions, and challenges in learning Arabic. Finally, relevant documents related to the learning process were collected to strengthen the research findings.

Miles et al. (2020) explained that the use of multiple data collection techniques can improve the credibility and depth of qualitative research findings. Similarly, Creswell and Poth (2018) emphasized that triangulation through observation, interviews, and documentation helps researchers obtain comprehensive understanding of the studied phenomenon.

## 5. Data Analysis Techniques

The data in this study were analyzed using the interactive analysis model proposed by Miles, Huberman, and Saldaña (2020), which consisted of data condensation, data display, and conclusion drawing. In the first stage, the researcher selected and categorized the collected data based on themes related to students' learning difficulties. In the second stage, the data were organized and presented narratively to facilitate interpretation and understanding. In the final stage, conclusions were drawn based on recurring patterns and relationships identified from the collected data.

To ensure the trustworthiness of the findings, the researcher applied source triangulation and technique triangulation by comparing data obtained from observations, interviews, and documentation. Lincoln and Guba (2018) stated that triangulation is essential in qualitative research to enhance credibility, dependability, and confirmability of research findings.

## RESULTS

### 1. Dominant Factors Causing Students' Learning Difficulties

#### a. Linguistic Factors

The findings revealed that linguistic factors became the dominant barriers experienced by Class B fifth-semester students of the Arabic Language Education Study Program at Institut Agama Islam Hamzanwadi NW Lotim in learning Arabic. Based on classroom observations, interviews, and document analysis conducted from March 15 to April 20, 2026, students experienced significant difficulties in vocabulary mastery, grammatical understanding, reading comprehension, and sentence construction. These difficulties directly influenced students' participation and academic performance during Arabic learning activities.

One of the primary linguistic problems identified in this study was the limited mastery of *mufradāt* (Arabic vocabulary). Most students admitted that they frequently forgot Arabic vocabulary and experienced difficulties understanding lecture materials due to insufficient vocabulary acquisition. During classroom observations, several students appeared hesitant when asked to interpret Arabic words or explain the meanings of Arabic texts discussed during lectures (Observation, March 17, 2026). Students often depended on dictionaries, translation applications, or peer assistance to understand Arabic materials presented by lecturers.

A student explained:

*"My biggest difficulty in learning Arabic is vocabulary mastery because I often forget the meanings of words that I have learned before"* (P03, Student of Arabic Language Education, LAIH NW Lotim, personal communication, March 18, 2026).

Similarly, another participant stated:

*"Sometimes I understand the grammar explained by the lecturer, but I cannot fully understand the text because my vocabulary is still very limited"* (P07, Student of Arabic Language Education, LAIH NW Lotim, personal communication, March 20, 2026).

Document analysis of students' vocabulary assignments also indicated that many students achieved relatively low scores in vocabulary-based exercises compared to other language components (Document review, March 22, 2026). This finding suggested that vocabulary limitation became a major obstacle in developing students' overall Arabic language competence.

The findings further revealed that students experienced serious difficulties in understanding *nahwu* and *sharaf*. Students considered Arabic grammatical structures highly complex due to the large number of grammatical rules and sentence patterns that had to be memorized and applied simultaneously. Classroom observations demonstrated that students frequently made grammatical errors during reading and speaking activities, particularly in identifying sentence structures, verb conjugations, and grammatical markers (Observation, March 24, 2026).

A lecturer explained:

*"Most students still struggle to apply nahwu and sharaf correctly because they tend to memorize grammatical formulas without fully understanding their contextual application"* (P01, Lecturer of Arabic Grammar, LAIH NW Lotim, personal communication, March 25, 2026).

This statement was supported by a student who stated:

*"Nahwu and sharaf are very difficult for me because there are many grammatical patterns that I easily confuse during exercises and examinations"* (P11, Student of Arabic Language Education, LAIH NW Lotim, personal communication, March 27, 2026).

The study also found that students demonstrated weak reading comprehension of Arabic texts. Many students experienced difficulties identifying main ideas, contextual meanings, and implicit information within Arabic reading passages. Observation findings showed that students often paused repeatedly while reading Arabic texts and waited for lecturers' explanations before understanding the meaning of the passages (Observation, March 30, 2026).

One lecturer explained:

*"Students tend to translate Arabic texts word by word instead of understanding the overall meaning of the text contextually"* (P02, Lecturer of Arabic Reading Course, LAIH NW Lotim, personal communication, April 1, 2026).

Similarly, one participant explained:

*"When reading Arabic texts, I often understand individual words but still struggle to understand the complete meaning of the paragraph"* (P14, Student of Arabic Language Education, LAIH NW Lotim, personal communication, April 2, 2026).

Document analysis further revealed that students frequently provided incomplete interpretations in reading assignments and experienced difficulties answering analytical questions related to Arabic texts (Document review, April 3, 2026). This finding indicated that reading comprehension remained a significant challenge among students.

Another important linguistic issue identified in this study concerned students' difficulties in constructing Arabic sentences correctly. Many students admitted that they lacked confidence in arranging Arabic sentence structures because they were uncertain about grammar usage and vocabulary selection. Observation findings showed that students frequently produced fragmented

or grammatically inaccurate sentences during speaking practices and classroom discussions (Observation, April 5, 2026).

One student stated:

*"I often know what I want to say in Indonesian, but I become confused when trying to arrange the sentences correctly in Arabic"* (P09, Student of Arabic Language Education, LAIH NW Lotim, personal communication, April 6, 2026).

These findings demonstrated that linguistic barriers significantly affected students' communicative competence and became the most dominant factor influencing students' Arabic learning difficulties.

## **b. Psychological Factors**

The findings indicated that psychological factors strongly influenced students' learning difficulties in Arabic classes. Low learning motivation, lack of self-confidence, anxiety, fear of making mistakes, and passive classroom participation became major emotional barriers experienced by students during the learning process.

Several students admitted that they often felt unmotivated because Arabic was perceived as a difficult subject requiring extensive memorization and complex grammatical understanding. Observation findings showed that some students demonstrated low enthusiasm during Arabic lectures, particularly during grammar-focused instructional sessions dominated by theoretical explanation (Observation, March 19, 2026).

One participant explained:

*"Sometimes I lose motivation because Arabic lessons are difficult and require a lot of memorization, especially in grammar subjects"* (P05, Student of Arabic Language Education, LAIH NW Lotim, personal communication, March 21, 2026).

A lecturer similarly explained:

*"Students' motivation generally decreases when learning activities focus too heavily on theoretical grammar explanation without sufficient communication practice"* (P04, Lecturer of Arabic Language, LAIH NW Lotim, personal communication, March 23, 2026).

The findings also revealed that many students experienced lack of self-confidence in speaking Arabic. Students were often reluctant to participate in speaking activities because they feared making pronunciation or grammatical mistakes in front of lecturers and classmates. During classroom observations, several students avoided eye contact and hesitated when lecturers invited them to answer questions using Arabic (Observation, March 28, 2026).

One student stated:

*"I feel nervous when speaking Arabic because I am afraid of making mistakes and being laughed at by my classmates"* (P08, Student of Arabic Language Education, LAIH NW Lotim, personal communication, March 29, 2026).

Another participant similarly explained:

*"Even when I understand the material, I still hesitate to speak Arabic because I do not feel confident with my pronunciation and grammar"* (P13, Student of Arabic Language Education, LAIH NW Lotim, personal communication, April 1, 2026).

Anxiety and fear of grammatical mistakes also contributed to students' passive participation during classroom interaction. Observation findings indicated that only a few students actively participated in Arabic discussions, while the majority remained silent unless directly asked to respond by lecturers (Observation, April 4, 2026).

One lecturer explained:

*“Many students prefer staying silent because they worry about making grammatical mistakes during Arabic communication activities” (P06, Lecturer of Speaking Course, LAIH NW Lotim, personal communication, April 6, 2026).*

Document analysis of classroom participation records further indicated inconsistent participation patterns among students during Arabic learning sessions (Document review, April 7, 2026). These findings demonstrated that psychological barriers significantly influenced students’ willingness to engage actively in Arabic learning activities.

### **c. Educational Background Factors**

The findings demonstrated that students’ educational backgrounds substantially affected their Arabic learning competence and adaptation process in higher education. Students with pesantren educational backgrounds generally possessed stronger Arabic language foundations than students from general educational institutions.

Lecturers explained that students who previously studied in pesantren environments adapted more easily to Arabic lectures because they were already familiar with Arabic vocabulary, grammar, and reading practices before entering university.

One lecturer explained:

*“Students from pesantren backgrounds usually demonstrate better understanding of Arabic grammar and reading because they have been exposed to Arabic learning for a longer period” (P10, Lecturer of Arabic Education, LAIH NW Lotim, personal communication, March 26, 2026).*

In contrast, students without pesantren experience admitted that they encountered difficulties adapting to Arabic learning demands at the university level.

One participant stated:

*“I graduated from a general high school, so I did not study Arabic intensively before entering university, and this makes it difficult for me to follow Arabic lectures” (P12, Student of Arabic Language Education, LAIH NW Lotim, personal communication, March 31, 2026).*

Observation findings also showed that students with pesantren backgrounds participated more actively during Arabic reading and speaking activities compared to students from non-pesantren educational backgrounds (Observation, April 8, 2026).

The findings further revealed that limited prior exposure to Arabic learning contributed significantly to students’ learning difficulties. Students who lacked previous Arabic learning experiences struggled to adapt to Arabic-based instructional activities, especially when lecturers used Arabic as the primary medium of instruction.

Document analysis of students’ academic records additionally indicated differences in achievement between students with pesantren educational backgrounds and those from general schools, particularly in grammar and reading subjects (Document review, April 10, 2026). These findings suggested that prior educational experiences strongly influenced students’ Arabic learning readiness and academic performance.

### **d. Technological and Learning Resource Factors**

The findings revealed that technological limitations and inadequate learning resources also became important factors contributing to students’ Arabic learning difficulties. Although some lecturers incorporated digital learning media into classroom instruction, the implementation remained limited and inconsistent.

Several students explained that Arabic learning activities still relied predominantly on textbooks and lecture-based instruction without sufficient use of interactive digital learning platforms.

One student stated:

*“Most Arabic classes still focus on textbooks and lectures, while interactive digital media for practicing Arabic are rarely used” (P15, Student of Arabic Language Education, LAIH NW Lotim, personal communication, April 9, 2026).*

A lecturer similarly explained:

*“Technology-based Arabic learning has not been fully optimized because of limited facilities and differences in students’ digital literacy levels” (P02, Lecturer of Arabic Learning Media, LAIH NW Lotim, personal communication, April 11, 2026).*

Observation findings demonstrated that students primarily relied on printed materials during learning activities and had limited opportunities to access interactive Arabic learning applications or multimedia-based language exercises (Observation, April 12, 2026). Several students also experienced difficulties adapting to online learning systems and digital assignments.

The findings additionally revealed that students lacked access to interactive Arabic learning resources outside the classroom environment. Many students depended only on lecturer-provided materials and experienced difficulties finding appropriate supplementary resources for independent learning.

One participant explained:

*“I want to practice Arabic independently, but I do not know many interactive applications or learning platforms that can help improve my speaking and vocabulary skills” (P06, Student of Arabic Language Education, LAIH NW Lotim, personal communication, April 14, 2026).*

Document analysis further showed that institutional facilities supporting Arabic digital learning remained limited, particularly regarding multimedia language laboratories and online communicative learning resources (Document review, April 16, 2026). Consequently, students had limited opportunities to strengthen their communicative competence through technology-supported learning environments.

Overall, the findings demonstrated that linguistic, psychological, educational background, and technological factors collectively contributed to students’ learning difficulties in studying Arabic at Institut Agama Islam Hamzanwadi NW Lotim. These interconnected factors significantly influenced students’ participation, confidence, and academic achievement in Arabic language learning.

## **2. Students’ Experiences in the Arabic Learning Process**

### **a. Classroom Learning Experiences**

The findings revealed that students experienced various academic and emotional challenges during Arabic learning activities in the classroom. Based on observations, interviews, and document analysis conducted between March 15 and April 20, 2026, students demonstrated mixed responses toward Arabic learning activities depending on the instructional methods used by lecturers, the complexity of learning materials, and the classroom atmosphere created during lectures.

Several students showed positive enthusiasm toward Arabic learning, particularly during interactive and communicative classroom activities. Observation findings indicated that students became more active and engaged when lecturers incorporated discussions, collaborative tasks, speaking practices, and question-and-answer sessions into the learning process (Observation, March 18, 2026). In contrast, students appeared less motivated during lecture sessions dominated by grammatical explanation and theoretical instruction.

One participant explained:

*"I enjoy Arabic classes more when the lecturer asks us to practice speaking or discuss in groups because the learning process becomes more active and easier to understand"* (P03, Student of Arabic Language Education, LAIH NW Lotim, personal communication, March 20, 2026).

Similarly, another student stated:

*"Interactive learning activities make me feel more confident and interested in participating during Arabic lectures"* (P07, Student of Arabic Language Education, LAIH NW Lotim, personal communication, March 22, 2026).

However, the findings also showed that students experienced considerable difficulties during lectures and classroom discussions. Many participants admitted that they struggled to follow explanations delivered entirely in Arabic, especially during grammar and reading courses involving complex sentence structures and advanced vocabulary. Observation findings demonstrated that several students frequently requested clarification or translation into Indonesian during instructional sessions (Observation, March 25, 2026).

A lecturer explained:

*"Students often experience difficulties understanding lecture explanations when Arabic terminology and grammatical concepts are explained too quickly or in highly formal Arabic"* (P01, Lecturer of Arabic Grammar, LAIH NW Lotim, personal communication, March 27, 2026).

A student similarly stated:

*"During discussions, I sometimes understand the topic generally, but I find it difficult to express my ideas in Arabic because I need more time to arrange sentences correctly"* (P10, Student of Arabic Language Education, LAIH NW Lotim, personal communication, March 29, 2026).

Document analysis of students' classroom assignments further revealed that many students encountered difficulties responding to analytical questions related to Arabic texts and grammatical interpretation (Document review, March 31, 2026). These findings indicated that students still experienced substantial challenges in processing academic Arabic materials critically and communicatively.

The findings additionally revealed that students' participation in speaking and reading practices remained relatively limited. Observation findings showed that only a small number of students consistently volunteered during Arabic speaking activities, while many others remained passive and reluctant to participate (Observation, April 2, 2026). Students appeared more comfortable reading Arabic texts silently than reading aloud in front of classmates.

One participant explained:

*"I feel nervous when reading Arabic texts aloud because I am afraid of making pronunciation mistakes in front of the class"* (P12, Student of Arabic Language Education, LAIH NW Lotim, personal communication, April 3, 2026).

Similarly, another student noted:

*"Speaking Arabic directly during class discussions is difficult because I often forget vocabulary and grammar structures while speaking"* (P15, Student of Arabic Language Education, LAIH NW Lotim, personal communication, April 5, 2026).

These findings demonstrated that classroom learning experiences significantly influenced students' confidence, participation, and communicative engagement during Arabic language learning activities.

## **b. Interaction and Communication Experiences**

The findings revealed that students experienced considerable challenges in communicating using Arabic both inside and outside the classroom environment. Although Arabic was expected to function as an academic communication medium within the Arabic Language Education program, students admitted that Arabic communication practices remained limited and inconsistent.

Several students explained that they rarely used Arabic in daily interaction because they lacked confidence and fluency in expressing ideas spontaneously. Observation findings showed that most students communicated using Indonesian during informal interaction with classmates, even within academic settings related to Arabic learning (Observation, March 21, 2026).

One participant explained:

*"We usually use Arabic only when lecturers ask us to practice during class activities, but outside the classroom we mostly communicate in Indonesian"* (P05, Student of Arabic Language Education, LAIH NW Lotim, personal communication, March 23, 2026).

A lecturer similarly stated:

*"Students still have limited communicative habits in Arabic because the Arabic-speaking environment has not been fully developed within the campus community"* (P04, Lecturer of Arabic Education, LAIH NW Lotim, personal communication, March 26, 2026).

The findings further demonstrated that students had limited opportunities for active language practice. Speaking activities were often constrained by limited instructional time, resulting in insufficient communicative practice during lectures. Observation findings showed that classroom interaction remained predominantly lecturer-centered, while students functioned primarily as passive listeners during theoretical explanations (Observation, March 30, 2026).

One student stated:

*"We need more opportunities to practice speaking Arabic because most classroom time is still focused on grammar explanation and reading theory"* (P08, Student of Arabic Language Education, LAIH NW Lotim, personal communication, April 1, 2026).

Document analysis of course learning plans and instructional activities also indicated that communicative speaking practices were less frequent than grammar-oriented instruction (Document review, April 4, 2026). This condition limited students' opportunities to strengthen fluency and spontaneous communication skills in Arabic.

In terms of interaction with lecturers and peers, the findings showed that supportive communication environments positively influenced students' confidence in participating during Arabic learning activities. Observation findings revealed that students became more active when lecturers encouraged participation patiently and responded positively to students' mistakes during communication exercises (Observation, April 6, 2026).

One participant explained:

*"I feel more comfortable speaking Arabic when the lecturer motivates us and corrects our mistakes politely instead of criticizing us directly"* (P13, Student of Arabic Language Education, LAIH NW Lotim, personal communication, April 7, 2026).

Peer interaction also played an important role in helping students practice Arabic informally through group discussions and collaborative assignments. Students reported that they felt less anxious practicing Arabic with peers than speaking individually in front of the entire classroom.

### **c. Learning Motivation and Emotional Experiences**

The findings demonstrated that students' motivation and emotional experiences strongly influenced their engagement and participation during Arabic learning activities. Many students admitted experiencing feelings of boredom during monotonous classroom instruction dominated by grammar explanation and textbook-centered learning approaches.

Observation findings showed that students' attention and participation gradually decreased during lengthy theoretical sessions with minimal communicative interaction (Observation, March

19, 2026). Several students appeared passive, unfocused, and less responsive during instructional activities emphasizing memorization rather than communication practice.

One student explained:

*"I sometimes feel bored during Arabic classes when the learning activities focus too much on grammar explanation without speaking practice or interactive discussion"* (P06, Student of Arabic Language Education, LAIH NW Lotim, personal communication, March 22, 2026).

Another participant similarly noted:

*"When the class only focuses on theory, it becomes difficult to stay motivated and concentrate for a long time"* (P11, Student of Arabic Language Education, LAIH NW Lotim, personal communication, March 24, 2026).

In contrast, the findings showed that students demonstrated stronger enthusiasm toward communicative learning methods involving direct participation and collaboration. Observation findings revealed that students became more enthusiastic during role-playing activities, group discussions, speaking exercises, and interactive classroom games (Observation, March 28, 2026).

A lecturer explained:

*"Students are generally more enthusiastic when Arabic learning activities involve communication practice and collaborative interaction rather than only theoretical explanation"* (P02, Lecturer of Arabic Learning Media, LAIH NW Lotim, personal communication, March 30, 2026).

The study also identified emotional barriers influencing students' learning participation. Many students experienced anxiety, embarrassment, and fear of making mistakes while speaking Arabic in front of lecturers and classmates. These emotional barriers frequently reduced students' willingness to participate actively during classroom interaction.

One participant explained:

*"I often feel anxious when speaking Arabic because I worry about making pronunciation and grammar mistakes in front of others"* (P14, Student of Arabic Language Education, LAIH NW Lotim, personal communication, April 8, 2026).

Observation findings additionally demonstrated that students with lower confidence levels tended to avoid speaking opportunities, remain silent during discussions, and depend heavily on peers during collaborative learning activities (Observation, April 9, 2026). These findings indicated that emotional conditions significantly influenced students' communicative participation and learning engagement.

#### **d. Adaptation to Academic Demands**

The findings revealed that students employed various adaptive strategies to overcome learning difficulties and respond to academic demands in Arabic language learning. Many students attempted to strengthen their understanding independently through vocabulary memorization, repeated review of lecture materials, and utilization of digital learning resources.

One participant explained:

*"I usually repeat the lecture materials at home and memorize new vocabulary every day to improve my understanding gradually"* (P09, Student of Arabic Language Education, LAIH NW Lotim, personal communication, April 10, 2026).

Similarly, another student noted:

*"I often watch Arabic learning videos on YouTube and use translation applications to help me understand pronunciation and grammar explanations"* (P15, Student of Arabic Language Education, LAIH NW Lotim, personal communication, April 11, 2026).

Observation findings showed that some students formed informal study groups outside classroom hours to discuss grammar exercises, reading assignments, and Arabic speaking practices

collaboratively (Observation, April 12, 2026). These peer-learning strategies helped students reduce learning anxiety and improve academic understanding collectively.

The findings further indicated that students made continuous efforts to improve their Arabic language competence through independent learning activities and extracurricular participation. Several students actively practiced Arabic conversations with peers, reviewed Arabic texts repeatedly, and sought additional learning materials outside formal lectures.

A lecturer explained:

*“Students who consistently practice Arabic outside classroom activities usually demonstrate better improvement in vocabulary mastery and speaking confidence” (P06, Lecturer of Speaking Course, LAIH NW Lotim, personal communication, April 14, 2026).*

Document analysis additionally revealed that students who actively participated in Arabic extracurricular programs achieved relatively stronger performance in speaking and reading courses compared to less active students (Document review, April 15, 2026).

Regarding students' perceptions of Arabic as an academic subject, the findings showed that most participants considered Arabic both challenging and valuable. Although students acknowledged the complexity of Arabic grammar and communication, they also recognized the importance of Arabic for understanding Islamic texts, academic development, and future professional careers.

One participant explained:

*“Arabic is difficult because of its grammar and vocabulary, but I believe it is important for understanding Islamic knowledge and becoming a professional Arabic teacher in the future” (P05, Student of Arabic Language Education, LAIH NW Lotim, personal communication, April 17, 2026).*

Overall, the findings demonstrated that students' experiences in the Arabic learning process were shaped by classroom dynamics, communication opportunities, emotional conditions, and adaptive academic strategies. These experiences significantly influenced students' participation, confidence, and language acquisition during Arabic learning at Institut Agama Islam Hamzanwadi NW Lotim.

### **3. Pedagogical and Environmental Factors Influencing Arabic Language Acquisition**

#### **a. Pedagogical Factors**

The findings revealed that pedagogical factors significantly influenced students' Arabic language acquisition at Institut Agama Islam Hamzanwadi NW Lotim. The effectiveness of instructional methods, classroom management, communicative interaction, and technology integration strongly affected students' participation, comprehension, and motivation during Arabic learning activities.

The study found that lecturers employed various teaching methods during Arabic instruction, including lecture-based explanation, grammar translation, group discussion, reading practice, and communicative speaking activities. However, observation findings demonstrated that grammar-oriented and lecturer-centered methods remained dominant in several courses, particularly in nahwu and sharaf classes (Observation, March 18, 2026). These approaches often positioned students as passive recipients of information rather than active participants in the learning process.

One student explained:

*“Most Arabic lectures still focus heavily on grammar explanation and note-taking, so students sometimes become passive during the learning process” (P03, Student of Arabic Language Education, LAIH NW Lotim, personal communication, March 20, 2026).*

A lecturer similarly stated:

*“Grammar instruction remains important in Arabic learning, but students also need more opportunities to practice communication actively so that they do not only understand theory” (P01, Lecturer of Arabic Grammar, LAIH NW Lotim, personal communication, March 22, 2026).*

Despite the dominance of theoretical instruction, the findings showed that communicative and interactive learning approaches positively influenced students’ engagement and confidence in Arabic learning. Observation findings revealed that students participated more actively during collaborative discussions, role-playing activities, question-and-answer sessions, and speaking practices compared to traditional lecture-based instruction (Observation, March 25, 2026).

One participant explained:

*“I feel more enthusiastic when lecturers ask us to practice conversations or discuss in groups because we can learn directly through communication” (P08, Student of Arabic Language Education, LAIH NW Lotim, personal communication, March 27, 2026).*

Similarly, another student stated:

*“Interactive learning activities make it easier for me to understand Arabic materials because I can practice immediately instead of only listening to explanations” (P11, Student of Arabic Language Education, LAIH NW Lotim, personal communication, March 29, 2026).*

The findings further indicated that classroom management practices strongly influenced student engagement during Arabic learning activities. Observation findings showed that lecturers who created supportive, flexible, and interactive classroom environments succeeded in encouraging greater student participation and reducing students’ anxiety during communication activities (Observation, April 1, 2026).

A lecturer explained:

*“Students become more confident when lecturers create a comfortable learning atmosphere where mistakes are treated as part of the learning process” (P04, Lecturer of Arabic Education, LAIH NW Lotim, personal communication, April 2, 2026).*

In contrast, highly formal and rigid classroom environments tended to reduce students’ willingness to participate during discussions and speaking exercises. Observation findings demonstrated that students became more passive when lecturers dominated classroom interaction without encouraging collaborative communication (Observation, April 3, 2026).

The findings additionally revealed that the use of technology and instructional media in Arabic learning remained limited. Although several lecturers utilized presentation slides, online videos, and digital dictionaries during instruction, technology integration had not yet been implemented consistently across courses. Observation findings showed that Arabic learning activities still relied heavily on textbooks and verbal explanation (Observation, April 5, 2026).

One student explained:

*“Technology is sometimes used in class, but most learning activities still depend on textbooks and lecturer explanations” (P13, Student of Arabic Language Education, LAIH NW Lotim, personal communication, April 6, 2026).*

A lecturer similarly stated:

*“Digital learning media can support Arabic learning effectively, but institutional facilities and students’ technological readiness still need improvement” (P02, Lecturer of Arabic Learning Media, LAIH NW Lotim, personal communication, April 7, 2026).*

Document analysis further indicated that digital instructional resources and multimedia-based Arabic learning materials remained relatively limited within the institution (Document review, April 8, 2026). These findings suggested that pedagogical innovation and technology integration remained important challenges in improving Arabic language acquisition.

## **b. Learning Environment Factors**

The findings demonstrated that environmental factors significantly influenced students' Arabic language acquisition. The absence of a strong Arabic-speaking environment on campus limited students' opportunities to practice communication and apply Arabic actively outside formal classroom instruction.

Several students admitted that Arabic was rarely used in daily interaction within the campus environment. Observation findings revealed that students communicated predominantly in Indonesian during informal conversations, even among students enrolled in the Arabic Language Education program (Observation, March 21, 2026). Arabic communication generally occurred only during classroom activities or formal assignments directed by lecturers.

One participant explained:

*"Outside classroom activities, students rarely use Arabic in daily communication because Indonesian feels more natural and easier to use"* (P05, Student of Arabic Language Education, LAIH NW Lotim, personal communication, March 23, 2026).

A lecturer similarly explained:

*"The lack of a consistent Arabic-speaking culture on campus reduces students' opportunities to practice communication continuously"* (P06, Lecturer of Speaking Course, LAIH NW Lotim, personal communication, March 26, 2026).

The findings further showed that peer interaction using Arabic remained limited. Although some students occasionally practiced Arabic together during group assignments or speaking exercises, most interaction among peers continued to occur in Indonesian. Observation findings indicated that students often switched to Indonesian when experiencing communication difficulties during Arabic conversation activities (Observation, March 30, 2026).

One student stated:

*"We usually try to practice Arabic during assignments, but when the conversation becomes difficult, we automatically return to Indonesian"* (P10, Student of Arabic Language Education, LAIH NW Lotim, personal communication, April 1, 2026).

These findings demonstrated that limited peer interaction using Arabic reduced students' communicative exposure and fluency development.

The study also revealed that the overall academic atmosphere influenced students' language acquisition processes. Observation findings showed that students became more motivated when lecturers and peers created supportive and collaborative learning environments (Observation, April 4, 2026). Positive academic interaction encouraged students to participate more confidently during Arabic communication activities.

A student explained:

*"I feel more confident practicing Arabic when my classmates support each other and do not mock pronunciation or grammar mistakes"* (P15, Student of Arabic Language Education, LAIH NW Lotim, personal communication, April 5, 2026).

Document analysis additionally indicated that classroom participation increased during collaborative learning activities involving peer interaction and communicative practice (Document review, April 6, 2026). These findings suggested that supportive learning environments positively influenced students' motivation and communicative engagement.

## **c. Institutional Support Factors**

The findings revealed that institutional support played an important role in influencing students' Arabic language acquisition. The availability of learning facilities, language development

programs, and extracurricular activities significantly affected students' opportunities to strengthen their Arabic competence.

Several participants explained that institutional learning resources for Arabic instruction remained limited, particularly regarding multimedia learning facilities and language laboratory access. Observation findings showed that most Arabic learning activities were conducted using conventional classroom facilities without extensive use of digital or audiovisual learning support (Observation, March 24, 2026).

One lecturer explained:

*"The institution already supports Arabic learning activities, but facilities such as language laboratories and interactive digital resources still need improvement"* (P01, Lecturer of Arabic Grammar, LAIH NW Lotim, personal communication, March 28, 2026).

Similarly, a student stated:

*"Additional facilities such as Arabic language laboratories and digital speaking applications would help students practice Arabic more effectively"* (P12, Student of Arabic Language Education, LAIH NW Lotim, personal communication, March 31, 2026).

The findings further indicated that institutional support for language development programs remained relatively limited. Although lecturers encouraged students to practice Arabic actively, structured campus-wide Arabic language programs had not yet been implemented consistently.

Observation findings showed that Arabic communication activities outside classroom instruction were still minimal and depended largely on individual lecturer initiatives rather than institutional policy (Observation, April 7, 2026).

A lecturer explained:

*"More institutional programs supporting Arabic communication practices are needed so that students can use Arabic not only during lectures but also in daily campus interaction"* (P04, Lecturer of Arabic Education, LAIH NW Lotim, personal communication, April 8, 2026).

The findings additionally revealed that extracurricular Arabic activities positively contributed to students' language development. Students who participated actively in Arabic discussion groups, speech practices, and religious language activities demonstrated stronger confidence and communicative ability compared to less active students.

One participant explained:

*"Joining Arabic extracurricular activities helps me improve speaking confidence because I can practice more freely outside formal lectures"* (P09, Student of Arabic Language Education, LAIH NW Lotim, personal communication, April 10, 2026).

Document analysis also indicated that students participating in extracurricular Arabic activities tended to achieve higher classroom participation scores in speaking and reading courses (Document review, April 12, 2026). These findings suggested that institutional and extracurricular support significantly contributed to students' Arabic language acquisition.

#### **d. Implications for Arabic Language Learning Improvement**

The findings indicated several important implications for improving Arabic language learning at Institut Agama Islam Hamzanwadi NW Lotim. One of the major implications concerned the need for innovative and student-centered instructional strategies capable of increasing students' active participation and communicative competence.

Observation findings demonstrated that students became more engaged during collaborative, communicative, and interactive learning activities compared to teacher-centered grammar instruction (Observation, April 2, 2026). Therefore, lecturers were expected to integrate more

participatory learning approaches such as group discussions, role-playing, project-based learning, and communicative speaking practice.

A lecturer explained:

*“Arabic learning should focus not only on grammatical understanding but also on creating opportunities for students to use Arabic actively and confidently” (P02, Lecturer of Arabic Learning Media, LAIH NW Lotim, personal communication, April 4, 2026).*

The findings also emphasized the importance of strengthening Arabic-speaking environments within the campus community. Students required greater opportunities for authentic communication practice both inside and outside classroom settings. Observation findings indicated that communicative exposure remained insufficient because Arabic was rarely used in informal campus interaction (Observation, April 5, 2026).

One student stated:

*“If Arabic were used more frequently in daily campus activities, students would become more accustomed to communicating confidently” (P14, Student of Arabic Language Education, LAIH NW Lotim, personal communication, April 7, 2026).*

Another important implication concerned the integration of digital technology in Arabic instruction. The findings demonstrated that students needed more access to interactive digital learning resources capable of supporting independent learning, speaking practice, and vocabulary development.

A lecturer explained:

*“Technology-based learning media can help students practice Arabic more flexibly and independently beyond classroom instruction” (P06, Lecturer of Speaking Course, LAIH NW Lotim, personal communication, April 9, 2026).*

Finally, the findings highlighted the importance of improving students' motivation and communicative competence through supportive learning environments and psychologically safe classroom interaction. Observation findings showed that students participated more actively when lecturers encouraged communication patiently and treated mistakes as natural parts of the learning process (Observation, April 11, 2026).

Overall, the findings demonstrated that pedagogical practices, environmental conditions, institutional support, and communicative learning opportunities collectively influenced students' Arabic language acquisition. These factors should therefore become important considerations in developing more effective Arabic language learning systems in Islamic higher education institutions.

## DISCUSSION

### 1. Analysis of Results

The findings of this study demonstrated that the learning difficulties experienced by Class B fifth-semester students of the Arabic Language Education Study Program at Institut Agama Islam Hamzanwadi NW Lotim were influenced by interconnected linguistic, psychological, pedagogical, environmental, and institutional factors. These findings indicate that Arabic learning difficulties in Islamic higher education contexts cannot be understood merely as linguistic problems, but rather as multidimensional educational challenges involving students' academic readiness, emotional conditions, instructional experiences, and learning environments. The results further confirmed that Arabic language acquisition among non-native learners remains highly dependent on communicative exposure, instructional quality, and supportive academic environments.

The study revealed that linguistic factors became the most dominant barriers affecting students' Arabic learning processes. Difficulties in vocabulary mastery, nahwu and sharaf comprehension, reading comprehension, and sentence construction significantly reduced students' communicative confidence and academic participation. Students' dependence on dictionaries, translation applications, and lecturer explanations indicated insufficient autonomous linguistic competence, particularly in contextual reading and oral communication. These findings suggest that students had not yet fully internalized Arabic structures functionally, even though they had reached the fifth semester of study. Such conditions demonstrate that grammatical understanding alone is insufficient without meaningful opportunities for contextual communication practice.

The findings also showed that students experienced substantial difficulties in applying nahwu and sharaf during communicative activities. Most students tended to memorize grammatical formulas theoretically but struggled to implement them in speaking, reading, and writing practices. This condition indicated that grammar-oriented instruction without adequate communicative reinforcement may hinder students' ability to transfer theoretical knowledge into practical language use. Consequently, students frequently experienced hesitation and anxiety when attempting to construct Arabic sentences independently.

Psychological factors similarly emerged as important contributors to students' learning difficulties. The findings demonstrated that low learning motivation, fear of making mistakes, language anxiety, and lack of confidence significantly influenced students' willingness to participate during Arabic learning activities. Many students avoided speaking opportunities because they feared negative evaluation from lecturers and peers. Such emotional barriers weakened classroom interaction and reduced opportunities for communicative language practice. These findings imply that emotional readiness and psychological safety are essential components of successful Arabic language acquisition.

Another important finding concerned students' classroom learning experiences. Students demonstrated stronger engagement and enthusiasm during communicative and collaborative learning activities such as role-playing, discussions, and speaking practices. In contrast, teacher-centered instructional activities dominated by grammatical explanation frequently resulted in passive participation and reduced concentration. These findings indicate that students responded more positively to interactive learning environments that positioned them as active participants rather than passive recipients of information.

The study further revealed that students' educational backgrounds significantly influenced their Arabic learning readiness and adaptation processes. Students with pesantren educational backgrounds generally possessed stronger vocabulary mastery, grammatical understanding, and reading skills compared to students from general educational institutions. In contrast, students without prior Arabic learning exposure experienced greater difficulties adapting to Arabic lectures and communicative practices. This finding demonstrates that previous educational experiences substantially shape students' linguistic familiarity and academic confidence in Arabic learning contexts.

Environmental and institutional factors also played important roles in influencing students' Arabic language acquisition. The absence of a strong Arabic-speaking environment on campus limited students' opportunities for authentic communication practice outside formal classroom instruction. Most students continued using Indonesian during daily interaction, even within the Arabic Language Education environment. In addition, institutional support for Arabic learning remained limited regarding language laboratories, interactive multimedia resources, and structured

extracurricular language programs. As a result, students had restricted opportunities to strengthen communicative competence through continuous language exposure and technology-supported learning.

The findings additionally demonstrated that technology integration in Arabic learning had not yet been implemented optimally. Although several lecturers utilized digital media and online resources, instructional activities still relied predominantly on conventional lecture-based approaches and printed materials. Students expressed the need for more interactive digital learning platforms capable of supporting vocabulary acquisition, speaking practice, and independent learning activities. This condition indicates that technological innovation remains an important aspect requiring further development in Arabic language instruction within Islamic higher education institutions.

## **2. Comparison with Previous Studies**

The findings of this study are consistent with previous research discussing Arabic learning difficulties among university students. The present findings support Hermawan's (2018) argument that weak mastery of *mufradāt*, *qawā'id*, and contextual reading comprehension frequently becomes the primary obstacle in Arabic language acquisition. Similarly, Ulfah and Insaniyah (2022) found that vocabulary limitation, low motivation, and insufficient Arabic-speaking environments significantly influenced students' difficulties in learning Arabic. The current study confirmed these findings through evidence showing students' dependence on translation tools and their difficulties understanding Arabic texts contextually.

The findings concerning difficulties in *nahwu* and *sharaf* comprehension also align with Muassomah et al. (2025), who explained that Arabic grammatical systems differ substantially from Indonesian linguistic structures, making Arabic morphology and syntax difficult for non-native learners. Likewise, Effendy (2017) emphasized that Arabic grammar learning requires contextual understanding and communicative exposure rather than memorization alone. In the present study, students frequently experienced confusion when applying grammatical concepts during speaking and writing practices, indicating insufficient functional understanding of grammatical structures.

The psychological barriers identified in this study also support previous findings related to language anxiety and self-confidence. Rosyidi and Ni'mah (2019) explained that fear of making mistakes and low self-confidence frequently reduce students' willingness to communicate actively in Arabic. Similarly, Sugirma et al. (2024) found that speaking difficulties among Arabic language students were strongly influenced by anxiety and limited communication practice. The present findings demonstrated that students often avoided participation because they feared negative evaluation from classmates and lecturers.

In terms of pedagogical factors, the findings correspond with Arifin et al. (2024), who reported that Arabic learning in higher education often suffers from monotonous instructional approaches and insufficient pedagogical innovation. The present study similarly revealed that grammar-oriented and lecturer-centered instruction reduced students' engagement and participation. However, students became more motivated during collaborative and communicative learning activities, supporting Mustofa's (2020) argument that interactive and student-centered learning approaches are more effective in promoting active participation and language acquisition.

The findings related to educational background also strengthen the conclusions of Gazali et al. (2026), who found that students without *pesantren* educational experiences encountered greater difficulties in grammar comprehension, Arabic reading, and communication. In this study, students

from pesantren backgrounds adapted more easily to Arabic instruction because they had stronger prior exposure to Arabic learning environments.

Furthermore, the findings concerning technological adaptation are consistent with Komalasari et al. (2025), who explained that students in Islamic higher education institutions often face challenges related to digital literacy, technological readiness, and limited instructional media. The current study confirmed that inadequate digital learning resources and limited multimedia facilities reduced students' opportunities for flexible and autonomous Arabic learning.

### **3. Implications of Findings**

The findings of this study provide several important theoretical and practical implications for Arabic language education in Islamic higher education institutions. Theoretically, this study contributes to the broader understanding that Arabic learning difficulties among university students are multidimensional and interconnected. The findings demonstrate that Arabic language acquisition is influenced not only by linguistic competence but also by emotional conditions, instructional approaches, educational backgrounds, environmental exposure, and institutional support systems. Therefore, Arabic learning difficulties should be analyzed comprehensively rather than from purely grammatical or cognitive perspectives.

Practically, the findings indicate the urgent need for more communicative, interactive, and student-centered instructional strategies in Arabic language education. Lecturers should integrate collaborative discussions, role-playing activities, communicative speaking practices, and problem-based learning approaches to improve students' active participation and communicative competence. Grammar instruction should also be balanced with contextual language use so that students can apply grammatical concepts functionally in real communication situations.

The findings additionally highlight the importance of creating supportive Arabic-speaking environments within campus communities. Institutions should encourage continuous Arabic communication practices through language policies, extracurricular activities, Arabic discussion forums, and collaborative speaking programs. Such environments can increase students' communicative exposure and reduce language anxiety.

Technology integration likewise becomes an important implication of this study. Institutions and lecturers should optimize the use of digital learning platforms, multimedia resources, online speaking applications, and interactive Arabic learning media to support students' autonomous learning experiences. Technology-based learning environments may help students strengthen vocabulary acquisition, pronunciation skills, and communicative confidence beyond formal classroom instruction.

Moreover, the findings emphasize the importance of psychologically supportive classroom environments. Lecturers should create learning atmospheres that treat mistakes as natural components of language learning rather than sources of embarrassment. Positive classroom interaction and constructive feedback may reduce students' anxiety and encourage greater participation during communicative activities.

### **4. Limitations of the Study**

Despite its contributions, this study possessed several limitations. First, the study focused only on Class B fifth-semester students at Institut Agama Islam Hamzanwadi NW Lotim, limiting the generalizability of the findings to broader Arabic learning contexts in other Islamic higher education institutions. The participants represented a relatively specific academic and institutional setting, which may differ from other Arabic Language Education programs.

Second, the study employed a qualitative case study approach with a limited number of participants. Although this approach enabled in-depth exploration of students' experiences and perceptions, the findings cannot statistically represent all Arabic language students in Indonesia. Future studies may employ mixed-method or quantitative approaches involving larger participant populations to obtain broader generalization.

Third, the study concentrated primarily on students' and lecturers' perspectives without conducting deeper institutional policy analysis or objective measurement of Arabic language proficiency outcomes. Future research is therefore recommended to involve institutional administrators, curriculum developers, and comparative analysis among multiple universities to obtain more comprehensive insights into Arabic learning challenges in higher education.

## **5. Partial Conclusions**

Overall, the discussion demonstrated that Arabic learning difficulties among Class B fifth-semester students at Institut Agama Islam Hamzanwadi NW Lotim were shaped by complex interactions among linguistic competence, psychological conditions, pedagogical practices, educational backgrounds, environmental exposure, technological adaptation, and institutional support. Linguistic difficulties related to vocabulary mastery and grammar comprehension remained the most dominant obstacles influencing students' communicative competence and classroom participation.

The findings further indicated that communicative and student-centered learning approaches positively influenced students' engagement, confidence, and language acquisition, whereas monotonous and grammar-dominated instruction frequently reduced motivation and participation. In addition, supportive Arabic-speaking environments, institutional learning facilities, and technology integration emerged as important factors in strengthening students' communicative competence and independent learning experiences.

These findings suggest that improving Arabic language acquisition in Islamic higher education institutions requires holistic educational strategies integrating communicative pedagogy, supportive classroom interaction, technology-based learning innovation, and sustainable Arabic-speaking environments.

## **CONCLUSION**

This study concluded that the learning difficulties experienced by Class B fifth-semester students of the Arabic Language Education Study Program at Institut Agama Islam Hamzanwadi NW Lotim were influenced by complex and interconnected linguistic, psychological, pedagogical, environmental, and institutional factors. Linguistic difficulties emerged as the most dominant barriers, particularly in vocabulary mastery, understanding of *nahwu* and *sharaf*, reading comprehension, and Arabic sentence construction. These difficulties significantly affected students' communicative competence, classroom participation, and confidence in using Arabic actively during learning activities.

The findings further revealed that psychological factors such as low learning motivation, language anxiety, fear of making grammatical mistakes, and lack of self-confidence weakened students' engagement in Arabic communication practices. In addition, students from non-pesantren educational backgrounds experienced greater challenges in adapting to Arabic learning demands due to limited prior exposure to Arabic instruction. The study also demonstrated that monotonous grammar-oriented instruction, limited communicative practice, inadequate Arabic-

speaking environments, and insufficient integration of digital learning technology reduced students' opportunities to develop Arabic proficiency effectively.

This study contributes theoretically to the broader understanding that Arabic language learning difficulties in Islamic higher education are multidimensional educational phenomena that cannot be explained solely through linguistic perspectives. The findings highlight the importance of integrating cognitive, emotional, pedagogical, technological, and environmental dimensions in understanding Arabic language acquisition among non-native learners. Practically, the study emphasizes the need for communicative and student-centered instructional strategies, supportive classroom interaction, sustainable Arabic-speaking environments, and greater integration of digital learning technologies to improve students' Arabic competence in higher education contexts.

The study also suggests several recommendations for future research. Future researchers are encouraged to conduct comparative studies involving multiple Islamic higher education institutions to obtain broader perspectives regarding Arabic learning difficulties among university students. Quantitative or mixed-method approaches may also be employed to measure the relationship between psychological, pedagogical, and technological variables and students' Arabic language achievement more comprehensively. Furthermore, future studies should explore the effectiveness of communicative learning models, technology-based Arabic instruction, and institutional language development programs in strengthening students' communicative competence and academic performance.

In conclusion, the findings of this study underscore that improving Arabic language acquisition in Islamic higher education requires holistic educational transformation involving innovative pedagogy, psychologically supportive learning environments, institutional commitment, and continuous communicative exposure. Therefore, effective Arabic learning should not merely focus on grammatical mastery, but also prioritize meaningful communication, active student participation, and sustainable language practice within academic and social contexts.

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