

# Analysis of Arabic Language Difficulties of STDI Imam Syafi'i Jember Students: A Case Study of Islamic Family Law Study Program

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## ABSTRACT

This study analyzes the difficulties of learning Arabic among students of the Islamic Family Law Program at STDI Imam Syafi'i Jember and identifies the factors influencing these difficulties. Using a qualitative case study approach, data were collected through semi-structured interviews, participant observation, and documentation involving students, Arabic lecturers, and academic staff. Informants were selected through purposive and snowball sampling techniques. The findings reveal that students experience difficulties in understanding qawaid (Arabic grammar and morphology), mastering vocabulary, and reading Arabic texts. Psychological barriers, particularly low self-confidence in using Arabic, also hinder learning. In addition, differences in educational backgrounds and the lack of an Arabic-speaking environment significantly affect students' learning processes. This study contributes theoretically to qualitative research on Arabic language learning and provides practical recommendations for Islamic higher education institutions to develop more contextual and adaptive Arabic learning strategies suited to students in Sharia-related study programs.

**Keywords:** Learning Difficulties, Arabic Language, Students, Islamic Family Law.

## I. Introduction

Arabic is one of the international languages that has a strategic position in Islamic education, legal studies, and scientific development in the Muslim world. In a global context, Arabic is not only used as a means of communication but also as the main medium in understanding authoritative sources of Islamic teachings, especially the Qur'an and hadith. In Indonesia, mastery of Arabic is an important need for students of Islamic universities, especially in study programs related to sharia studies and Islamic law (Bahri, 2014). However, the reality of learning shows that many students still have difficulty comprehensively understanding the linguistic structure of Arabic. This phenomenon can be seen from the low ability of students in the aspects of comprehension, nahwu, sharaf, and academic Arabic text reading skills as found in various recent studies on Arabic learning in Indonesian Islamic universities.

The problem of difficulty learning Arabic is also evident in students of non-language study programs, including the Islamic Family Law Study Program who academically require the ability to understand classical and contemporary Arabic literature (Rohman et al., 2025). Students are required to be able to read fiqh books, understand the terminology of Islamic law, and interpret the postulates of sharia, which are mostly in Arabic. However, many students come from general education backgrounds who do not have a strong Arabic



foundation before entering college. This condition causes students to experience obstacles in attending lectures that use Arabic references. Several studies show that differences in educational backgrounds, lack of mastery of mufradat, and weak understanding of qawaid are the dominant factors causing difficulties in learning Arabic at the university level. Empirically, students' difficulties in learning Arabic are not only related to linguistic aspects, but are also influenced by psychological factors, environment, and learning methods. The results of observations at several Islamic universities show that students tend to consider Arabic as a difficult and complex subject because it has a different grammatical system from Indonesian. In addition, the academic environment that is less supportive of Arabic students' language practices causes them to rarely use the language in their daily communication. Previous research has also found that lack of motivation to learn, low intensity of exercise, and limited learning media are factors that weaken students' Arabic language acquisition process. This situation has an impact on the low confidence of students in reading, translating, and expressing opinions using Arabic in the academic space.

In the context of Islamic higher education, the problem of Arabic language difficulties is an important issue because it is directly related to the quality of students' scientific understanding of Islamic legal sources. Islamic Family Law students need Arabic language skills to understand the concept of fiqh munakahat, inheritance, and Islamic understanding which are widely referred to from Arabic books and scientific journals. The inability to understand Arabic texts can hinder the academic process and lower the quality of students' legal analysis. From an academic social and cultural perspective, the weak mastery of Arabic can also affect the competitiveness of Islamic university graduates in the midst of the increasingly competitive development of global Islamic studies (Bahri, 2014). Therefore, an in-depth analysis of students' experiences and difficulties in learning Arabic is important to be carried out in order to produce a more contextual and effective learning model. Studies on the difficulty of learning Arabic have actually been done by many researchers before, but most of the research still focuses on identifying the common factors of learning difficulties and has not explored in depth the subjective experiences of students in certain study programs. Previous research was mostly conducted in the Arabic Language Education Study Program, while research on Islamic Family Law students was still relatively limited. In addition, some studies tend to use a quantitative descriptive approach so that they are not able to describe the meaning, experience, and social dynamics experienced by students during the Arabic learning process. In fact, the qualitative approach allows researchers to understand the reality of learning more deeply through the perspective of students as research subjects. The research gap shows the need for a study that specifically examines the Arabic language difficulties of Islamic Family Law students in the context of a particular Islamic university.

This study uses a qualitative approach with a phenomenological paradigm to understand students' experiences in facing difficulties in learning Arabic at STDI Imam Syafi'i Jember. This approach was chosen because the research not only aims to identify the difficulty factors, but also to explore the meaning of students' learning experiences in their academic and social contexts (Kamal, 2025). Theoretically, this research is based on the theory of second language acquisition, which explains that the success of language learning is influenced by internal and external factors of the learner, including motivation, language environment, and previous learning experiences. From a qualitative perspective, student experience is understood as a social construct formed through interaction between individuals, the academic environment, and the learning culture on campus. Thus, this study is expected to be able to provide a comprehensive picture of the dynamics of Arabic language difficulties experienced by students of the Islamic Family Law Study Program.

Based on this description, this study aims to analyze the forms of Arabic language difficulties experienced by students of STDI Imam Syafi'i Jember in the Islamic Family Law Study Program, as well as identify the factors that affect the emergence of these difficulties. The research focus is directed at students' experiences in understanding Arabic language material, the academic challenges faced, and the strategies used to overcome learning difficulties. This research is expected to make a theoretical contribution in the form of the development of Arabic language learning studies from a qualitative perspective, especially for students of the Sharia study program (Kartini et al., 2026). Practically, the results of the research are expected to be evaluation materials for lecturers and educational institutions in designing Arabic language learning methods

that are more adaptive to the needs of students. In addition, this research is also expected to be a reference for further research on the problems of Arabic language learning in Indonesian Islamic universities.

## II. Literature Review and Hypothesis Development

### 2.1. Literature Review

Arabic has a strategic position in Islamic education because it is the main medium in understanding the sources of Islamic teachings, such as the Qur'an, hadith, and classical fiqh literature. In the context of Islamic universities, mastery of Arabic is a basic competency that students of Sharia study programs, including the Islamic Family Law Study Program, must have. According to Rasyid, Arabic learning in Indonesia still faces various challenges, ranging from weak learning orientation to the limitations of the development of a language environment that supports active language acquisition (Muslim et al., 2023). In the perspective of the theory of second language acquisition (second language acquisition), the success of language learning is influenced by internal factors such as motivation, learning readiness, and confidence, as well as external factors such as the learning environment, teaching methods, and the intensity of language use. This theory is relevant to explain how students experience obstacles in understanding Arabic due to differences in educational backgrounds and a lack of Arabic language experience before entering college.

Contextually, difficulties in learning Arabic can be interpreted as obstacles experienced by students in understanding the linguistic elements and Arabic language skills optimally. The setting includes aspects of phonology, morphology, syntax, semantics, and Arabic text reading skills. Malanua's research shows that students' mistakes in maharah qira'ah generally lie in the aspects of nahwiyyah and sharfiyyah, especially in determining i'rab and understanding the structure of Arabic sentences. In addition, Vygotsky's theory of social constructivism explains that language learning is influenced by social interactions and learning environments that support active language practice (Zulkhairi et al., 2026). In the context of this research, the theory of social constructivism is used to understand how the academic environment in higher education can shape students' abilities and difficulties in learning Arabic.

Previous research shows that the problem of learning Arabic is still a dominant issue in various Islamic educational institutions. Ulfah and Insaniyah's research found that students have difficulties in learning Arabic due to low motivation to learn, limited mufradat, weak mastery of nahwu and sharaf, and lack of an environment that supports the active use of Arabic (Ainul Uyun, 2025). Research by Djama et al. also shows that factors such as weak mastery of grammar, limited understanding, low understanding of qawaid, and lack of support for the social environment are the main causes difficulties in learning Arabic for students at Islamic universities. Meanwhile, Ulfah's research on the problems of Arabic-Indonesian translation found that students experienced difficulties in understanding the syntax, morphology, and idioms of Arabic due to limited linguistic abilities and internal factors such as students' psychological conditions. The third study showed that the difficulty of Arabic language was influenced by a combination of linguistic, psychological, and interconnected learning environment.

Although various studies on the difficulties of learning Arabic have been conducted, there are still theoretical and empirical similarities that have not been studied in depth. Most of the previous research focused on students of the Arabic Language Education Study Program, Islamic Religious Education, or madrasah level students, while studies on students of the Islamic Family Law Study Program were still relatively limited (Kartini et al., 2026). In addition, previous research tends to use a general descriptive approach, so it has not explored much of students' subjective experiences related to the meaning and dynamics of learning Arabic difficulties in the academic context of Sharia. In fact, Islamic Family Law students have distinctive academic needs because they are required to understand the book of fiqh and references to Islamic law in Arabic directly. Therefore, this study seeks to fill these gaps through a qualitative case study approach that focuses on the experiences of STDI Imam Syafi'i Jember students in facing difficulties in learning Arabic.

Based on the description of the theory and previous research, this study uses a conceptual framework that views the difficulty of learning Arabic as a multidimensional phenomenon influenced by internal and external factors of students (Nasution et al., 2024). Internal factors include learning motivation, basic Arabic language skills, learning interests, and student confidence, while external factors include learning methods, language environment, social interaction, and campus academic culture. Second language acquisition theory and social constructivism are used as the basis of analysis to understand how students' learning experiences are shaped through interactions between individuals and their academic environment. By using a qualitative approach, this research is expected to be able to produce a deeper understanding of the form of Arabic language difficulties for students of the Islamic Family Law Study Program and contribute to the development of a more contextual Arabic learning strategy in Islamic universities.

## 2.2. Theoretical Framework

The theoretical framework of this study is based on several theories related to Arabic language learning difficulties, second language acquisition, communicative competence, and sociocultural learning. These theories are used to analyze the difficulties experienced by students of the Islamic Family Law Study Program at STDI Imam Syafi'i Jember in learning Arabic. This study adopts the theory of language learning difficulties, which explains that learning barriers can emerge from linguistic and non-linguistic factors. Linguistic factors include difficulties in vocabulary (*mufradāt*), grammar (*nahwu and sharf*), pronunciation, sentence structure, and understanding Arabic texts. Meanwhile, non-linguistic factors involve motivation, learning environment, teaching methods, educational background, and psychological conditions of learners (Rohman et al., 2025). These factors influence students' ability to understand and use Arabic effectively in academic contexts. The study also employs the theory of Second Language Acquisition (SLA), particularly the theory proposed by Stephen Krashen. According to Krashen, language acquisition occurs when learners receive understandable language input appropriate to their level of competence. This concept is represented by  $i+1$ .

The concept indicates that learners can improve their language ability when the material provided is slightly above their current competence level. Krashen also emphasizes the role of affective factors such as anxiety, low confidence, and lack of motivation, which may hinder students from acquiring Arabic successfully. Furthermore, this research refers to the theory of communicative competence proposed by Dell Hymes, which states that language learning success is not only measured by grammatical mastery but also by the ability to use language appropriately in communication (Mohammed et al., 2026). In the context of Islamic Family Law students, communicative competence is reflected in their ability to understand Arabic legal terminology, classical Islamic texts, and academic references written in Arabic. The framework also incorporates the theory of Arabic language skills, which classifies language competence into four major skills: listening (*mahārah al-istimā*), speaking (*mahārah al-kalām*), reading (*mahārah al-qirā'ah*), and writing (*mahārah al-kitābah*). Difficulties in one or more of these skills may affect students' overall performance in learning Arabic. In addition, mastery of language elements such as vocabulary, grammar, and sentence patterns is essential for developing these skills. This study is further supported by Vygotsky's sociocultural learning theory, which emphasizes the importance of social interaction and the learning environment in language acquisition. The existence of a supportive Arabic-speaking environment (*bi'ah lughawiyyah*), active classroom interaction, and collaborative learning activities can significantly improve students' language competence. Conversely, the absence of such an environment may contribute to students' learning difficulties.

Therefore, this study assumes that Arabic language difficulties among students of the Islamic Family Law Study Program are influenced by a combination of linguistic competence, psychological factors, learning methods, and sociocultural environment. These interconnected factors shape students' ability to acquire and use Arabic effectively in their academic studies.

### 2.3. Hypothesis Development

Based on the theoretical framework presented previously, this study assumes that the Arabic language learning difficulties experienced by students of the Islamic Family Law Study Program at STDI Imam Syafi'i Jember are caused by a combination of linguistic and non-linguistic factors that interact with one another during the learning process (Hanifah et al., 2024). Arabic is not only studied as a foreign language but also functions as an academic and religious language that is closely related to the understanding of Islamic legal sources, classical books, and scholarly references. Consequently, students are expected to master various aspects of Arabic simultaneously, including vocabulary, grammar, reading comprehension, speaking ability, and writing skills. However, differences in students' educational backgrounds, prior exposure to Arabic, and individual learning capacities may create varying levels of difficulty in acquiring the language effectively.

From the linguistic perspective, this study assumes that students' difficulties are strongly related to limited mastery of Arabic vocabulary (*mufradāt*), grammatical rules such as nahwu and *sharf*, pronunciation, sentence structure, and comprehension of Arabic texts. Many students encounter challenges when interpreting Arabic sentences because Arabic grammar differs significantly from the Indonesian language structure (Adila, 2022). In addition, Arabic contains complex morphological patterns and grammatical changes that require continuous practice and deep understanding. Students who possess insufficient vocabulary knowledge may struggle to understand reading materials, participate in classroom discussions, and interpret Islamic legal texts accurately. Weak understanding of grammatical structures may also hinder students from identifying the meaning and function of words within sentences, ultimately affecting their overall academic performance in Arabic-related subjects.

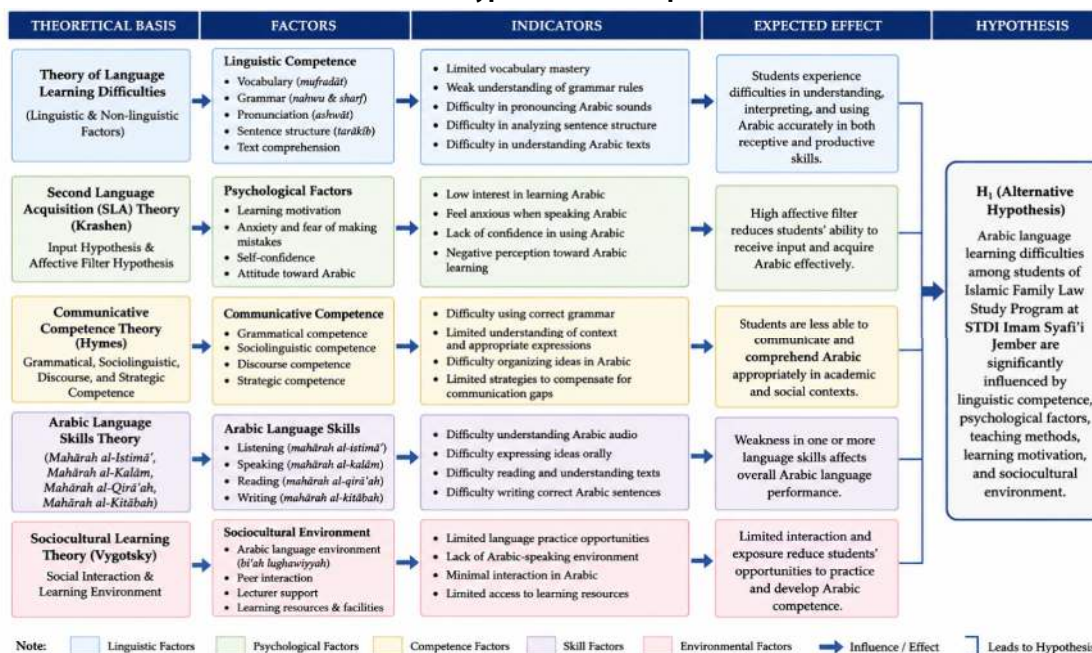
In addition to linguistic aspects, this study also assumes that non-linguistic factors play a significant role in influencing students' Arabic learning difficulties. These factors include students' motivation, self-confidence, learning anxiety, teaching methods, classroom atmosphere, and learning facilities (Alkasirah et al., 2026). According to the theory of Second Language Acquisition, successful language acquisition occurs when learners receive understandable language input in a comfortable and supportive environment. However, students who feel anxious, lack confidence, or fear making mistakes during classroom interaction may become passive learners and avoid practicing the language actively. Low learning motivation can further reduce students' interest in reviewing lessons, memorizing vocabulary, and participating in language activities. Therefore, psychological conditions and emotional readiness are considered important variables that influence students' success in learning Arabic.

Furthermore, the study assumes that teaching methods and instructional strategies used by lecturers contribute significantly to students' learning outcomes. Teaching approaches that focus heavily on grammatical memorization without sufficient communicative practice may cause students to perceive Arabic as a difficult and monotonous subject. On the contrary, interactive and student-centered teaching methods are believed to increase students' engagement and comprehension. The use of contextual learning materials, communicative exercises, collaborative discussions, and practical language activities may help students improve their understanding and reduce learning difficulties. Therefore, the effectiveness of Arabic language instruction is closely associated with the ability of lecturers to create engaging, understandable, and motivating learning experiences for students.

This study also considers the sociocultural learning theory proposed by Lev Vygotsky, which emphasizes the importance of social interaction and the learning environment in language development. In the context of Arabic learning, the existence of a supportive Arabic-speaking environment (*bi'ah lughawiyah*) is assumed to play an essential role in helping students improve their language competence (Zarytovskaya, 2026). Students who frequently interact using Arabic, practice speaking with peers, and engage in language-related activities are likely to develop better language skills than those who only study Arabic theoretically in the classroom. Conversely, the absence of an active language environment may limit students' opportunities to practice and internalize the language naturally. As a result, students may face greater difficulties in developing fluency, comprehension, and confidence in using Arabic for academic purposes.

Based on these theoretical considerations, this study develops the hypothesis that Arabic language learning difficulties among students of the Islamic Family Law Study Program are significantly influenced by several interconnected factors, including linguistic competence, psychological conditions, teaching methods, learning motivation, and sociocultural environment (Leung et al., 2026). Students who demonstrate limited vocabulary mastery, weak understanding of Arabic grammar, low motivation, minimal language exposure, and insufficient practice opportunities are predicted to experience higher levels of difficulty in learning Arabic. Conversely, students who receive supportive instruction, possess strong motivation, and engage actively in language practice are expected to achieve better Arabic language competence and encounter fewer learning barriers during their academic studies.

**Table 1. Hypothesis Development**



The table above illustrates the theoretical framework and hypothesis development of the study concerning Arabic language learning difficulties among students of the Islamic Family Law Study Program at STDI Imam Syafi'i Jember. The diagram systematically explains the relationship between the theoretical foundations, influencing factors, indicators of difficulties, expected effects, and the final research hypothesis. It demonstrates that Arabic language learning difficulties are influenced by multiple interconnected variables rather than a single factor.

The first section of the table is based on the Theory of Language Learning Difficulties, which explains that language learning barriers are caused by both linguistic and non-linguistic factors. The linguistic factors include vocabulary mastery (*mufradāt*), grammar (*nahwu* and *sharf*), pronunciation, sentence structure, and text comprehension. The indicators shown in the table reveal that students experience limited vocabulary mastery, weak understanding of grammar rules, and difficulties in analyzing Arabic sentence structures. As a result, students face challenges in understanding, interpreting, and using Arabic accurately in both receptive and productive language skills. This section emphasizes that insufficient linguistic competence becomes one of the major causes of students' difficulties in learning Arabic. The second section applies the Second Language Acquisition (SLA) Theory proposed by Stephen Krashen. This theory highlights the importance of psychological factors in the process of acquiring a second language. The table explains that learning motivation, anxiety, fear of making mistakes, self-confidence, and students' attitudes toward Arabic significantly influence their learning process. The indicators demonstrate that many students have low

interest in learning Arabic, feel anxious when speaking, and lack confidence in using the language. These conditions create a high affective filter, which prevents students from receiving language input effectively. Consequently, students experience difficulties in acquiring Arabic naturally and confidently. This section shows that psychological conditions play a crucial role in determining students' success or failure in learning Arabic. The third section is based on the Communicative Competence Theory developed by Dell Hymes. This theory states that language mastery is not limited to grammatical competence but also includes the ability to use language appropriately in communication. The table identifies several components of communicative competence, including grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. The indicators reveal that students often experience difficulties in using correct grammar, understanding contextual meanings, organizing ideas in Arabic, and applying communication strategies. These weaknesses reduce students' ability to communicate and comprehend Arabic effectively in academic and social contexts. In the context of Islamic Family Law studies, such limitations may hinder students from understanding Arabic references and Islamic legal texts properly. The fourth section discusses the Arabic Language Skills Theory, which focuses on the four major language skills: listening (*mahārah al-istimā'*), speaking (*mahārah al-kalām*), reading (*mahārah al-qirā'ah*), and writing (*mahārah al-kitābah*). The table indicates that students face difficulties in understanding Arabic audio materials, expressing ideas orally, comprehending written texts, and writing grammatically correct Arabic sentences. Weaknesses in one or more of these language skills affect students' overall Arabic language performance. Since Arabic is essential for understanding Islamic academic materials, inadequate language skills may significantly influence students' academic achievement and classroom participation.

The final section uses Sociocultural Learning Theory, proposed by Lev Vygotsky. This theory emphasizes the importance of social interaction and the learning environment in language development. The table explains that factors such as the Arabic-speaking environment (*bi'ah lughawiyah*), peer interaction, lecturer support, and learning facilities contribute to students' language acquisition. However, limited opportunities to practice Arabic, a lack of an Arabic-speaking environment, and minimal interaction in Arabic reduce students' chances to develop their communicative competence. Consequently, students may struggle to improve their fluency, confidence, and understanding of Arabic in real academic situations. All sections of the table ultimately lead to the alternative hypothesis ( $H_1$ ), which states that Arabic language learning difficulties among students of the Islamic Family Law Study Program at STDI Imam Syafi'i Jember are significantly influenced by linguistic competence, psychological factors, teaching methods, learning motivation, and sociocultural environment. Therefore, the table demonstrates that Arabic learning difficulties are multidimensional and require comprehensive educational strategies to improve students' language competence effectively.

### III. Research Method
















This study employed a qualitative case study research design to investigate the Arabic language learning difficulties experienced by students of the Islamic Family Law Study Program at STDI Imam Syafi'i Jember. A qualitative approach was chosen because the study aimed to explore deeply the students' experiences, perceptions, and challenges in learning Arabic within their academic environment. The case study method enabled the researcher to obtain comprehensive and contextual data regarding the factors influencing students' Arabic language difficulties ("Jo Cresswell Introduction," 2024). The participants of this study were students of the Islamic Family Law Study Program who were actively enrolled in Arabic language courses. Several Arabic language lecturers were also involved as supporting participants to provide additional information concerning teaching methods, classroom conditions, and students' learning performance. The participants were selected using purposive sampling because they were considered capable of providing relevant and meaningful information related to the research topic.

The data of this study were collected through several techniques, namely observation, interviews, and documentation. Classroom observations were conducted to examine students' participation, interaction,

and learning behavior during Arabic language instruction (Sharma, 2025). Semi-structured interviews were carried out with students and lecturers to identify the major difficulties encountered in learning Arabic, including linguistic, psychological, and environmental factors. Documentation techniques were also used to analyze learning materials, students' assignments, course syllabi, and institutional academic documents related to Arabic language learning. In conducting the interviews, the researcher prepared open-ended questions to allow participants to express their opinions and experiences freely. The interviews focused on students' difficulties in vocabulary mastery, grammar comprehension, pronunciation, reading Arabic texts, speaking confidence, and writing ability. In addition, the interviews explored students' motivation, learning environment, teaching methods, and opportunities to practice Arabic both inside and outside the classroom.

The collected data were analyzed using the interactive model of qualitative data analysis proposed by Miles and Huberman, which consists of data reduction, data display, and conclusion drawing. In the data reduction stage, the researcher selected and categorized relevant information related to Arabic language learning difficulties (Muslim et al., 2023). The data were then organized and presented systematically in the data display stage to facilitate interpretation and analysis. Finally, conclusions were drawn based on recurring themes, patterns, and relationships identified from the findings. To ensure the validity and trustworthiness of the data, this study applied triangulation techniques by comparing information obtained from observations, interviews, and documentation. The researcher also conducted member checking by confirming several findings with participants to ensure the accuracy of interpretation. These procedures were implemented to increase the credibility and reliability of the research findings. Therefore, this research method was designed to provide a comprehensive understanding of the factors influencing Arabic language learning difficulties among students of the Islamic Family Law Study Program and to identify possible strategies for improving Arabic language learning effectiveness within the institution.

**Table 2. Research Method**

ASPECT	DESCRIPTION	DATA COLLECTION TECHNIQUES	PARTICIPANTS	DATA ANALYSIS	VALIDITY & TRUSTWORTHINESS
 <b>1. RESEARCH DESIGN</b>	This study employed a qualitative case study design to explore in depth the Arabic language learning difficulties of students in their real academic context.	 <b>Observation</b> <ul style="list-style-type: none"> <li>Classroom observation to examine students' participation, interaction, and learning behavior.</li> </ul>	 <b>FOCUS OF THE STUDY</b> Arabic Language Learning Difficulties of Islamic Family Law Students (Purposive Sampling) <ul style="list-style-type: none"> <li>Islamic Family Law students enrolled in Arabic language courses.</li> <li>Arabic language lecturers.</li> </ul>	 Interactive Model (Miles & Huberman) <ul style="list-style-type: none"> <li>Data Reduction</li> <li>Data Display</li> <li>Conclusion Drawing and Verification</li> </ul>	 <ul style="list-style-type: none"> <li>Triangulation (observation, interview, documentation)</li> <li>Member Checking</li> <li>Thick Description</li> <li>Credibility, Transferability, Dependability, and Confirmability</li> </ul>
 <b>2. PARTICIPANTS</b>	Participants were selected using purposive sampling because they were considered capable of providing relevant and meaningful information related to the research topic.	 <b>Interviews</b> <ul style="list-style-type: none"> <li>Semi-structured interviews with students and lecturers.</li> <li>Explored difficulties in vocabulary, grammar, pronunciation, reading, speaking, writing, motivation, environment, and teaching methods.</li> </ul>	 <ul style="list-style-type: none"> <li>Students from various semesters.</li> <li>Lecturers who teach Arabic courses.</li> </ul>	 The data were analyzed inductively to identify emerging themes, patterns, and relationships related to Arabic language learning difficulties.	 Findings were compared across sources and methods to ensure the accuracy and consistency of the data.
 <b>3. DATA COLLECTION TECHNIQUES</b>	Data were collected through multiple techniques to obtain comprehensive and reliable information.	 <b>Documentation</b> <ul style="list-style-type: none"> <li>Analysis of learning materials, students' assignments, course syllabi, and academic documents related to Arabic language learning.</li> </ul>	 Participants were involved to provide rich information from their experiences and academic context.	 Themes were categorized based on linguistic, psychological, pedagogical, and environmental factors.	 Detailed descriptions of context and participants were provided to enhance transferability.
 <b>4. RESEARCH FOCUS</b>	The study focused on identifying the types, causes, and impacts of Arabic language learning difficulties and exploring possible strategies to improve learning effectiveness.	 <ul style="list-style-type: none"> <li>Various sources of data were collected and cross-checked to strengthen the findings.</li> <li>Field notes were also taken to support the data.</li> </ul>	 The combination of students' and lecturers' perspectives provides a holistic understanding of the phenomenon.	 Conclusions were drawn from recurring patterns and supported by participants' statements and documentation.	 The procedures were conducted systematically to ensure the trustworthiness and rigor of the study.
	<b>PURPOSE OF THE STUDY</b> To comprehensively understand the factors influencing Arabic language learning difficulties among students of the Islamic Family Law Study Program and to identify possible strategies for improving Arabic language learning effectiveness.				

The figure above presents the overall research method used in this study regarding Arabic language learning difficulties among students of the Islamic Family Law Study Program at STDI Imam Syafi'i Jember. The diagram systematically explains the research design, participants, data collection techniques, data analysis procedures, and validity strategies used in the study. The purpose of the figure is to provide a clear overview

of how the research was conducted in order to obtain comprehensive and trustworthy findings. The first section of the figure explains the research design. This study employed a qualitative case study approach because the researcher intended to explore deeply the real experiences and challenges faced by students in learning Arabic. A qualitative design allows the researcher to investigate social and educational phenomena in a natural setting and to understand participants' perspectives comprehensively. The case study approach was selected because the research focused specifically on one academic context, namely students of the Islamic Family Law Study Program, in order to obtain detailed and contextual findings regarding Arabic language learning difficulties.

The second section describes the participants involved in the study. The participants consisted of students enrolled in Arabic language courses and Arabic language lecturers who taught the courses. The participants were selected using purposive sampling because they were considered capable of providing relevant and meaningful information related to the research topic. Students from different semesters were involved to obtain diverse perspectives and experiences concerning Arabic language learning. In addition, lecturers contributed important information regarding classroom conditions, teaching methods, and students' learning performance. The third section presents the data collection techniques used in the study. The researcher applied observation, interviews, and documentation to collect comprehensive data. Classroom observation was conducted to examine students' participation, interaction, and learning behavior during Arabic lessons. Semi-structured interviews were carried out to explore students' difficulties in vocabulary mastery, grammar comprehension, pronunciation, reading, speaking, and writing skills. The interviews also investigated psychological factors such as motivation, anxiety, and self-confidence. Furthermore, documentation techniques were used to analyze learning materials, assignments, syllabi, and academic documents related to Arabic language learning. The combination of these techniques helped the researcher obtain detailed and reliable information from multiple sources.

The next section explains the data analysis procedures. The collected data were analyzed using the interactive model proposed by Miles and Huberman, which consists of data reduction, data display, and conclusion drawing. In the data reduction stage, the researcher selected and categorized relevant information related to Arabic language learning difficulties. Afterward, the data were organized systematically to facilitate interpretation and identification of patterns. Finally, conclusions were drawn based on recurring themes and relationships found within the data. The analysis process focused on identifying linguistic, psychological, pedagogical, and sociocultural factors influencing students' Arabic learning difficulties. The figure also explains the strategies used to ensure the validity and trustworthiness of the research findings. The researcher employed triangulation by comparing information obtained from observations, interviews, and documentation. Member checking was also conducted by confirming several findings with participants to ensure the accuracy of interpretation. In addition, detailed descriptions of the research context and participants were provided to improve credibility and transferability. These procedures were carried out systematically to strengthen the reliability and rigor of the study. Overall, the figure illustrates that the study was conducted through a systematic qualitative process aimed at understanding the factors influencing Arabic language learning difficulties among students of the Islamic Family Law Study Program. The research method was designed not only to identify the types and causes of learning difficulties but also to explore possible strategies for improving the effectiveness of Arabic language learning within the institution.

## IV. Results and Discussion

### 4.1. Analysis Result

The findings of this study indicate that Bandung-based Arabic learning contributes positively to the improvement of students' Arabic reading skills in Islamic boarding schools. The implementation of the Bandung method at Pondok Pesantren Al-Anwar Pacitan demonstrated significant impacts on students' reading fluency, text comprehension, and learning engagement during Arabic instruction. Based on

classroom observations, interviews, and documentation analysis, students showed gradual improvement in pronunciation accuracy, vocabulary understanding, and confidence in reading Arabic texts, particularly *kitab kuning* materials.

One of the primary findings of this study is the improvement of students' reading fluency through the Bandongan method. During the learning process, teachers consistently modeled correct pronunciation, intonation, and grammatical reading patterns while students listened, followed, and annotated the texts. This repetitive exposure enabled students to become more familiar with Arabic sentence structures and pronunciation patterns. Observation data revealed that students who regularly participated in Bandongan sessions demonstrated smoother reading performance and fewer pronunciation errors compared to their initial learning stages. Interviews with teachers also confirmed that repeated teacher-guided reading practices helped students develop better articulation and reading confidence. These findings support previous research emphasizing that guided reading and repetitive exposure are effective strategies for enhancing reading fluency in foreign language learning environments. The results also align with constructivist learning theory, which suggests that students gradually construct linguistic understanding through continuous interaction with learning experiences. Within the Bandongan method, students actively build reading competence through listening, observing, and practicing under teacher supervision.

The study further found that Bandongan-based Arabic learning improved students' comprehension of Arabic texts. Through teacher explanations and contextual interpretations of *kitab kuning*, students gained a better understanding of vocabulary meanings, grammatical structures, and sentence interpretation. The annotation process conducted during Bandongan sessions also helped students organize information and recall important concepts while reading. Interview findings showed that students experienced fewer difficulties in understanding Arabic passages after participating in intensive Bandongan learning activities. Teachers explained that the method encourages students to connect textual meanings with grammatical analysis, thereby strengthening comprehension skills. In addition, students became more capable of identifying the meaning of unfamiliar vocabulary through contextual interpretation provided by teachers. These findings are consistent with previous studies indicating that teacher-assisted reading practices contribute significantly to reading comprehension and vocabulary acquisition. Unlike purely communicative approaches, the Bandongan method combines listening, interpretation, and textual analysis, which supports deeper comprehension of classical Arabic texts commonly studied in pesantren education.

Another important finding of this study is the positive influence of the Bandongan method on student engagement and participation in Arabic learning activities. Classroom observations demonstrated that students were actively involved in listening, note-taking, and responding to teacher explanations during learning sessions. Although the method is traditionally teacher-centered, students remained attentive and disciplined throughout the instructional process. Interviews revealed that students perceived Bandongan learning as beneficial because it provided direct guidance from teachers and reduced anxiety when reading difficult Arabic texts. Teachers also stated that the structured nature of Bandongan sessions helped maintain classroom discipline and concentration. Furthermore, collaborative learning interactions among students strengthened motivation and created a supportive learning atmosphere within the pesantren environment. These findings suggest that traditional instructional approaches can still foster meaningful student participation when implemented effectively. The Bandongan method not only facilitates linguistic development but also reinforces educational values such as discipline, respect, and a collective learning culture within Islamic boarding schools.

#### 4.2. Discussion

The results of the study show that the difficulties in Arabic experienced by students of the Islamic Family Law Study Program of STDI Imam Syafi'i Jember are divided into several main themes, namely difficulties in understanding qawaid (nahwu and sharaf), limitations in mastery of mufradat, low ability to read Arabic books, and psychological obstacles in the learning process. Based on the results of the interviews, most

of the students stated that the structure of the Arabic language is considered complex because it is significantly different from the Indonesian language. Students also admitted that it was difficult to understand the changes in the form of words and the function of i'rab in academic Arabic texts. One of the informants said, "I am often confused about determining the end of words in Arabic sentences because I do not understand nahwu in depth." Observational findings show that students tend to be passive when lecturers explain qawaid material and more often wait for re-explanations from friends who have better Arabic skills.

The second theme found is the limitation of mastery of mufradat which has a direct impact on the ability to understand Arabic texts. Based on the results of the interviews, students admitted that they often had difficulty translating books or references to Islamic law because many understandings were not understood. Some students even stated that they had to open the dictionary repeatedly to understand a single paragraph of Arabic reading. One of the participants stated, "When I read the book of fiqh, I understood some of the rules, but there were still many unfamiliar understandings that made it difficult to understand the content of the text in its entirety." The results of the documentation of the evaluation scores of Arabic courses also show that students with low mastery of mufradat tend to obtain lower academic results than students who are used to using Arabic in daily activities. These findings show that basic mastery is an important foundation in learning Arabic in Islamic universities.

The findings of this study are in line with the theory of second language acquisition, which states that the success of language learning is influenced by the internal and external factors of the learner. Internal factors in this study include students' motivation, confidence, and basic Arabic language skills, while external factors include the learning environment, teaching methods, and intensity of Arabic use in the campus environment. These findings also support the research of Ulfah and Insaniyah (2022), which shows that Islamic university students have difficulty in understanding qawaid and mufradat due to the weak foundation of the previous Arabic language. In addition, the results of this study are relevant to the research of Djama et al. (2023) which found that the lack of a language environment is one of the causes of students' low Arabic language skills. However, this study offers a new perspective because it specifically reveals the experiences of students of the Islamic Family Law Study Program who have different academic needs than students of the Arabic Language Education Study Program. In this context, the difficulty of the Arabic language not only has an impact on communication skills, but also affects students' understanding of Islamic legal literature and the process of analyzing academic jurisprudence.

Based on the results of the research and discussion, it can be understood that the difficulty of Arabic for STDI Imam Syafi'i Jember students is a multidimensional phenomenon influenced by linguistic, psychological, and academic environmental aspects. The findings of this study provide practical implications for the development of Arabic language learning in Islamic universities, especially through strengthening Arabic language matriculation programs, improving Arabic communication practices, and using more contextual and adaptive learning methods for students' backgrounds. Theoretically, this study reinforces the view of social constructivism that the language learning process is influenced by social interactions and a supportive learning environment. This research also shows the importance of a qualitative approach in understanding students' subjective experiences that cannot be explained only through a quantitative approach. Therefore, further research is recommended to develop a study on Arabic learning strategies based on the needs of students of Sharia study programs or to examine the effectiveness of the language environment in improving the academic ability of Islamic university students.

## V. Conclusion

This study shows that the difficulties of the Arabic language experienced by students of the Islamic Family Law Study Program of STDI Imam Syafi'i Jember are a multidimensional phenomenon and are influenced by linguistic, psychological, and academic environmental factors. The main problems found include weak understanding of qawaid (nahwu and sharaf), limited mastery of mufradat, low ability to read Arabic texts, and lack of confidence in students in using Arabic in academic activities. In addition, the

difference in educational background between students who graduated from Islamic boarding schools and public schools also affects students' initial ability to understand Arabic. The academic environment that has not fully supported the practice of active use of Arabic is also a factor that strengthens the emergence of barriers to learning Arabic among students.

Theoretically, this study strengthens the theory of second language acquisition and social constructivism which emphasizes that the success of language learning is influenced by the interaction between the learner's internal factors and the social environment in which the learning process takes place. This research also contributes to the development of Arabic language learning in Islamic universities through a qualitative approach that is able to describe students' subjective experiences in more depth. From a practical perspective, the results of this research can be an evaluation material for educational institutions in designing Arabic learning strategies that are more contextual, adaptive, and in accordance with the needs of students of the Islamic Family Law Study Program. Efforts such as strengthening program matriculation, establishing an Arabic-speaking environment, and using communicative learning methods can be alternative solutions to reduce student learning difficulties.

In addition, this study has the application of policies for Islamic universities to pay more attention to the development of students' Arabic language competencies, especially in sharia-based study programs that require the ability to understand Arabic literature academically. This research also opens opportunities for future research to assess the effectiveness of the Arabic language learning model based on the needs program, the influence of the language environment on improving students' abilities, or the development of more innovative Arabic learning media in Islamic universities. Thus, this research is expected to make a real contribution to the development of Arabic language learning while improving the academic quality of students in Islamic study programs in Indonesia.

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