Diversity Problems in Students' Educational Backgrounds and Learning Program Policies of Arabic Language Education

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Abstract

Keywords:
Learning Problems, Arabic Language Education, UIN Datokarama Palu.

The aim of this article is to analyze the problems of diversity in students' educational backgrounds and the policies of the UIN Datokarama Palu Arabic Language Education (PBA) learning program. The type of research used in this research is qualitative field research. Meanwhile, the data analysis technique uses the Huberman and Miles method. The results of the research show that the Arabic language learning problems faced by students of the Arabic Language Study Program (PBA) at UIN Datokarama Palu consist of language proficiency problems, psychological problems, and intellectual problems. The Arabic language study program policy is to manage these problems through the application of various learning methods and models, the provision of scholarships, and the formation of Arabic study groups. Through the application of various learning methods and models, language proficiency problems faced by students can be overcome. Meanwhile, providing scholarships is effective in overcoming the psychological problems faced by students. The formation of an Arabic study group is effective in overcoming language proficiency problems and intellectual problems.

Abstrak

Kata kunci:
Problem Belajar, Pendidikan Bahasa Arab, UIN Datokarama Palu.

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Artikel ini bertujuan ini untuk menganalisis problematika keragaman latar belakang pendidikan mahasiswa serta kebijakan program pembelajaran studi pendidikan bahasa Arab (PBA) UIN Datokarama Palu. Jenis penelitian yang digunakan dalam penelitian ini adalah qualtative field research. Sementara teknik analisis data menggunakan metode Huberman dan Miles. Hasil penelitian menunjukkan bahwa problematika pembelajaran bahasa Arab yang dihadapi oleh mahasiswa program studi bahasa Arab (PBA) UIN Datokarama Palu terdiri dari problem kecakapan bahasa, problem psikologis, dan problem intelektual. Adapun kebijakan program studi bahasa Arab dalam mengelola problem-problem tersebut melalui penerapan ragam metode dan model pembelajaran, pemberian beasiswa, serta pembentukan kelompok studi bahasa Arab. Melalui penerapan ragam metode dan model pembelajaran, maka problem kecakapan bahasa yang dihadapi oleh mahasiswa dapat diatasi. Sementara pemberian beasiswa efektif dalam mengatasi problema psikologis yang dihadapi mahasiswa. Adapun pembentukan kelompok studi bahasa Arab efektif dalam mengatasi poblematika kecakapan bahasa dan probelematika intelektual.

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INTRODUCTION

Learning activities are part of the process standards in teaching and learning activities. Particularly, learning is a process that involves regulating and organizing the environment around students with the aim of growing and encouraging students to carry out the learning process (Assaggaf, 2019). Furthermore, learning is an active interaction between educators and students, where this process involves various strategies and methods to encourage students to understand and master the subject matter (Ardiansyah, 2020; Fatoni, 2019; Nurdiniawati, 2018). To achieve good and satisfactory results, the teaching and learning process must be carried out consciously, planned, and well-organised.

However, in the process, learning activities often encounter obstacles and problems which shows that what has been planned is not implemented as expected (Arifudin, 2020; Aziz, Sebgag, Zuana, & Suryani, 2022; Fidayani & Ammar, 2023). The same thing also happens in Arabic language learning. Agung Setiyawan in his research states that the problem faced in learning Arabic is the difference in students' educational backgrounds (Munawaroh, 2021; Nira & Fauziyah, 2021; Setiyawan, 2018). A resemble observation was also expressed by Nadhif in his research that the problems faced in learning Arabic are the diversity of students' backgrounds (Nadhif, 2023; Ruhendi & Kosim, 2022).

The problem of the diversity of educational backgrounds of students in Arabic language learning programs has implications for students' linguistic and non-linguistic understanding. Luthfiyah Nurul Hasanah (Khasanah & Tantowi, 2023) in her research revealed that the linguistic problems faced by general graduate students are difficulties in understanding Arabic learning materials, both from memorizing vocabulary, grammar, *nahwu*, and *sharaf*, and difficulty understanding the material studied. The non-linguistic problems faced by general graduate students are that learning material in class is considered difficult to understand because the methods used in class are less effective.

This problem also occurs in Arabic language education (PBA) students of UIN Datokarama Palu. Based on the results of researcher observations, the diversity of the educational background of Arabic language students at UIN Datokarama is reflected in the admission of students in the 2021 academic year. Students of Arabic language education (PBA) UIN Datokarama consists of students from public schools such as Senior High School (SMA), Vocational High School (SMK), Islamic Boarding School, and Madrasah Aliyah (MA).

The variety of backgrounds certainly presents a number of learning problems in the classroom. For this reason, it is necessary to present a policy to address the problems faced during the learning process. The purpose of this study is to analyze the problems of the diversity of students' educational backgrounds as well as the policies of the Arabic language education study program (PBA) at UIN Datokarama Palu.

RESEARCH METHOD

The type of research used in this study is qualitative field research. A qualitative approach is used to develop theories built through data obtained from the field.(Moleong, 2011) The data sources used in this research are primary and secondary data sources. Primary data in the research was obtained from the statements of the Head, Secretary,

Arabic Language Education Lecturers, and Arabic Language Education (PBA) Students in the 2021 Academic Year. Meanwhile, secondary data was obtained from documents directly related to the research theme sourced from journals, books, and types of documents sourced from the internet.

The data analysis technique used in this research is the Huberman and Miles method (Matthew B. Miles, 2014). The analysis includes data condensation which is done by selecting, simplifying, abstracting, and transforming data that appears in the field such as documents, interview transcripts, and other empirical materials. Furthermore, data presentation is done by collecting information in an organized, concise, and easily accessible manner so as to facilitate analysis to draw conclusions. Finally, data analysis is done by drawing conclusions from the previous stages of analysis.

RESULT AND DISCUSSION
RESULT
The Problem of Language Proficiency

Problems in terms of linguistics (language) are problems that are faced by many students of the Arabic Language Education Study Program at UIN Datokarama Palu Academic Year 2021. These problems include:

First, the Problem of Sound Grammar (Ashwat Arabiya). One of the problems faced by Arabic language education students at UIN Datokarama is sound grammar (Ashwat Arabiya). Based on interviews that researchers conducted with students who are high school alumni: *"I had difficulty pronouncing some words that are similar in pronunciation, difficulty pronouncing words or sentences properly and correctly and difficulty identifying the sound of words that are listened to that have similar sounds but different writing"* (Mulyati: Interview: 2023)

As for students who are alumni of Islamic boarding schools and MA, said:

"I did not really experience problems in pronouncing Arabic words or sentences because I have been habituated since I were in the boarding school. However, I have difficulty in listening to conversations in the Maharah Istima' course which uses audio speakers, because the Arabic language of the Arabic people in the audio is different so it is a little difficult to understand what is being said"(Ahmad Faqih: Interview 2023).

Second, Vocabulary Problem (Mufradat). Based on the results of interviews conducted with students with high school / vocational school alumni backgrounds revealed:

"The problems faced were difficulties in memorising vocabulary because there was no practice done after memorising so that the memorised vocabulary was lost. Likewise, the vocabulary possessed is also still minimal so that it has not been able to interact with other friends using Arabic"(Asniar: Interview 2023)

In contrast to students who come from SMA / SMK alumni, students who come from Islamic boarding schools and MA based on interviews conducted by researchers said: *"I often find new vocabulary that had never been obtained before when at the Pondok and also get different meanings of these vocabulary where on campus the meaning of the vocabulary obtained is broader."*

Third, Qawa'id and I'rab problems. Based on the results of interviews that researchers conducted with students with a high school / vocational school educational background, it was revealed: "*the problems faced in learning Arabic were the assignment of word harakat, and translating Arabic texts*"

Meanwhile, based on the results of interviews conducted by researchers with students who are alumni of Pondok Pesantren and MA said: "*I was very happy in translating Arabic texts and the lecturers who explained were also easy to understand. However, at the time of I'rab sometimes they still have difficulties*"

Fourth, the Problem of Sentence Structure (Tarakib). Based on the results of interviews conducted by researchers with high school / vocational school alumni students revealed: "*the problems faced were difficulties in Arabic language rules such as compiling ismiyyah and fi'liyyah sentence structures*"

Similar problems are also experienced by students who come from Islamic boarding schools and MA alumni. The results of interviews with students who come from Islamic boarding schools mentioned: "*even though I come from Islamic boarding schools and MAs, I also still experience difficulties in compiling sentence structures, both ismiyyah sentences and fi'liyyah sentences*"

Fifth, the Problem of Writing (Kitabah). The writing factor is also one of the obstacles for students in learning Arabic. Based on the results of interviews conducted by researchers with high school / vocational school alumni students, said: "*The problem that is often experienced in learning Arabic is the difficulty in adjusting the words/sentences that are imla'kan*"

In contrast to the problems experienced by students who come from SMA / SMK alumni, students who come from Islamic Boarding School and MA alumni actually do not experience too many problems in writing Arabic because it is quite accustomed to being done at the cottage, but what is often a difficulty in writing Arabic using Khat (Calligraphy) rules because they are not used to it.

Psychological Problems

Based on the results of interviews conducted with several students of the Arabic language education study program (PBA) UIN Datokarama Palu in the 2021 academic year, it show several psychological problems experienced by students. These problems include:

First, Lack of Learning Motivation. Learning motivation is one of the inhibiting factors in the Arabic language learning process at UIN Datokarama Palu. Based on the results of interviews conducted by researchers with high school / vocational school alumni students, said: "*I didn't feel motivated by my environment to learn. I also still think Arabic is difficult because I graduated from high school where I had never studied Arabic before*"

The low level of motivation in some students is reflected in their view that Arabic is a difficult language to learn. This has implications for student behavior in the learning process such as the lack of student focus on the lecturer's explanation, lack of discipline, going in and out of class, lack of attention related to Arabic learning materials, and the absence of goals to be achieved in the learning process.

Second, the emergence of laziness in learning. Laziness in learning is caused by the diversity of students' educational backgrounds. Some students, especially those from

SMA / SMK, feel that their knowledge and abilities are lower than their friends who come from boarding schools. This was revealed by the student from high school / vocational school alumni students:

> "*I felt that my knowledge and abilities are still low when compared to other friends, especially friends who come from Islamic boarding schools, I also found it difficult to master or understand the material during learning*"

This has an impact on insecurity for students. In addition, the lack of consistent mastery of learning materials also contributes to this problem. This problem also affects students who have previously participated in intensive Arabic language learning at Madrasah Aliyah or Pondok Pesantren and have adequate knowledge and skills in Arabic. This happens because the material that is repeated in lectures creates a boring atmosphere for students.

Third, the emergence of feelings of anxiety, inadequacy and fear in learning. From the results of interviews with the head and secretary of the Arabic language study program at UIN Datokarama Palu, it was revealed than Several students from all kinds of educational backgrounds who had and had not studied Arabic before, experienced anxiety and fear when participating in the Arabic language learning process. This is caused by a sense of inability to follow the learning process well and unable to understand the material presented by the lecturer. This anxiety and fear even resulted in a sense of pressure for some students.

Fourth, there is a lack of self-confidence. From the results of interviews with PBA students, it was stated: "*I felt that I were less knowledgeable than other friends*" For students who do not have a linguistic background, the feeling of lack of confidence is caused by their knowledge and language skills not being at the same level as friends who come from Pondok Pesantren or Madrasah Aliyah. This causes them to feel awkward and sometimes hesitate to actively participate in the Arabic learning process.

Intellectual Problems

Intellectual problems are obstacles in the ability to make adjustments to situations or problems that are general in nature including psychological abilities such as abstraction, mathematical thinking, understanding, remembering, and language. This problem also affects the success of the Arabic language learning program. Based on the results of interviews conducted with several students of the Arabic language education study program (PBA) UIN Datokarama Palu Academic Year 2021 showed several problems from the intellectual aspect experienced by students. These problems include:

Firstly, the learning gap. This learning gap is also found in the Arabic language learning process. The Arabic learning process can be complicated due to the variation in the level of knowledge and ability of learners which is influenced by their educational background. These differences cause the level of absorption and understanding of learning materials to vary among students. Differences in perception of the level of difficulty of learning materials are clearly visible among students. Some consider certain material easy, while others consider it difficult. Especially for students who come from SMA/SMK, they often have difficulty understanding material that is considered normal or easy by their friends who come from Pondok Pesantren and MA. This difference in educational background plays an important role in determining how students respond to and deal

with each learning material. This was revealed by students who come from SMA/SMK: *"I had difficulty pronouncing Arabic words or sentences correctly and identifying the sounds of words that were similar in sound but different in writing"*

Second, Ability Adjustment. Students who have no experience of learning Arabic or have limited knowledge of the language will face significant learning difficulties due to dealing with material that is completely new to them. In addition, students are also faced with the level of material given directly at the intermediate level without going through the basic level material so that they find it difficult to understand the material given by the lecturer. Another problem is the lecturer's teaching method which is considered less effective by PBA students. The following are the results of interviews with students who come from SMA/SMK:

"I felt left behind and unable to catch up with other friends who were already proficient in their mastery of Arabic. The material given sometimes seems to me to be quite difficult and the delivery of the lecturer is too fast so I find it difficult to adjust to the learning process"

Third, Learning Slowdown. Differences in competence among students caused by differences in educational backgrounds resulted in several learning processes in the classroom experiencing obstacles. Students who are not familiar with certain materials in Arabic language learning take longer to understand these concepts. The following are the results of interviews with students who come from SMA/SMK: *"It took me a long time to understand the material presented because I had never studied it before"*

This challenge is not only experienced by students who have never studied Arabic before, but also applies to those who already have knowledge of Arabic or even those who are proficient. The problem that arises for students who have studied Arabic material before will feel that learning becomes less efficient and can affect their motivation in learning.

Arabic Language Education Study Program Policy

Related to the problem of the diversity of educational backgrounds of students in the Arabic language education (PBA) study program at UIN Datokarama Palu, the Arabic language education study program provides several policies in improving the quality of Arabic language learning. This is taken as an effort to overcome some of the problems that arise as described in the previous discussion. Among the efforts made as a form of policy in improving the quality of learning in the Arabic language education study program (PBA) UIN Datokarama Palu is the application of various learning methods and models, providing scholarships, and forming Arabic language study groups.

The first policy carried out by the Arabic language study program in managing the problems faced by students is the application of various methods and learning models. The diversity of learning models can be seen in the differences in lecturers delivering the material. The following interview results with Arabic language lecturers reveal:

"When teaching I use Arabic 25% and Indonesian 75%. The aim is to train students in speaking Arabic. I use Indonesian for the learning process in explaining the material, because seeing the condition of students there are those who come from public schools. For media, I use pictures and videos in learning so that students can be more enthusiastic and active in learning"

> *"The method I use in teaching is al-qawaid wa tarjamah the purpose of learning so that students understand the basics of Arabic grammar. And for the media I use a tape recorder or cassette in Istima' learning"*

The second policy is the provision of scholarships. Through this policy, the study program hopes to provide more motivation to students, especially those who come from high school / vocational school alumni to study Arabic. The following are the results of interviews with the Arabic language study program:

> *"We provided various scholarships for students to motivate them in their studies. With this scholarship, we hope that students will be more motivated to learn Arabic, especially those who are high school graduates"*

The third policy is the formation of Arabic language study groups. This program is intended to provide more knowledge to Arabic students beyond the material provided by lecturers in the classroom. The goal is that students can catch up with the material from other friends. The following are the results of the interview with the study program:

> *"The study program cooperates in providing additional learning opportunities for students through Arabic study groups. The goal is that students who still lack knowledge and abilities about Arabic, especially those who come from SMA / SMK graduates, can adjust to learning in class and can catch up with other friends"*

Table 1. *Problems and policies of the Arabic language study program*

Arabic Language Learning Problems	Problem Type	Study Program Policy
The Problem of Language Proficiency	1. Problem of Sound Grammar (Ashwat Arabiya) 2. Vocabulary Problem (Mufradat) 3. Qawa'id and I'rab problems 4. The Problem of Sentence Structure (Tarakib) 5. The Problem of Writing (Kitabah).	1. Application of various learning methods and models 2. Providing scholarships 3. Forming Arabic language study groups.
Psychological Problems	1. Lack of Learning Motivation 2. The emergence of laziness in learning. 3. The emergence of feelings of anxiety 4. There is a lack of self-confidence	
Intellectual Problems	1. the learning gap 2. Ability Adjustment 3. Learning Slowdown	

Source: processed by the author, 2023

DISCUSSION

An educator must be able to choose the right learning model or method for students. With a variety of learning methods used, it can make it easier for students to learn something useful and useful (Dunlosky, Rawson, & Marsh, 2013). In Arabic language teaching, there are five classic methods that still exist in various formal educational institutions (madrasah and public schools). The five methods are the Grammatical Tarjamah method (*qawaid tarjamah*), Direct Method, Reading Method, Aural-Oral Method, and Eclectic Method (Arifin, Desrani, Ritonga, & Ibrahim, 2023; Bani-Almarjeh & Kurdy, 2023; M. Huda, 2014).

The use of a variety of learning methods and models such as the Aural-Oral method, the electic method, and the use of audiogonal models developed in the Arabic language learning process has been able to improve the quality of the process and results of Arabic language learning (Ritonga, Armini, Julhadi, & Rambe, 2023). In addition, the variety of learning models also serves to stimulate student responsiveness in using Arabic (N. Huda, 2017; Ridho, Gumilar, & Ratnasih, 2020; Yuni & Anwar, 2021). Thus, the use of various learning methods and models can be a solution in answering the challenges of language skills problems faced by students in the form of sound system (*Al-Ashwat*). *Al-Ashwat* is an Arabic word that means sound or voice (Imawan, Rahmatan, Hania, & Alimudin, 2023). The problem of ashwat arabiyah is in the sound pronunciation system in accordance with the applicable rules (Qosim & AlMuhsin, 2023). The ability to pronounce phonemes correctly is one of the basic elements in learning Arabic (Muslimin, Hamid, Bahruddin, Mochammad, & Sahid, 2021). The more varied the learning methods and models used, the easier it will be for students to overcome the problem of ashwat (sound system) (Mufidah & Zainudin, 2018).

In addition, a variety of learning methods and models that emphasize basic grammar and mufradat enrichment make it easier for students to deal with the problems of mastering mufaradat, qawaid and i.rob and sentence structure (tarakib). Mufradat is the mastery of Arabic vocabulary (Aulia & Purwanto, 2021). Through the enrichment of mufradat in the form of memorizing, it provides a stimulus for students to remember the vocabulary they have memorized (MD, Zahra, Octavia, & Ningrum, 2023). Because by applying the learning model repeatedly, students will automatically be able to master the material provided (Rohida, Iman, & Angraini, 2022). Likewise, enrichment of basic Arabic grammar helps students understand the concept of qawa'id which consists of elements of word formation (*sharfiyyah*) and sentence structure (*nahwiyyah*) (Sofiana, Hapsari, & Huda, 2021) as well as *i'rab* (letter changes in sentences) related to the rules for constructing sentences in Arabic (Machmudah, Nurcholis, Hanaf, & Khasairi, 2020). The enrichment of mufradat and basic grammar also helps students in dealing with sentence structure problems that group two or more predicative or non-predicative words called tarakib (Fiddienika, 2020).

Furthermore, to overcome the Psychological problems faced by students in the Arabic language learning process, the Arabic language education study program of UIN Datokarama Palu provides scholarships for students to foster enthusiasm for learning. Psychological problems are problems that affect language learning, such as self-confidence, motivation, interest, worry, fear, shyness, lack of motivation, low participation and so on (Auliyah, 2019). The provision of scholarships is considered effective to be an

empowerment program, because it is able to increase motivation and create a positive environment for students (Mardiyanti, Purnaningsih, & Tjitropranoto, 2014). Thus, the psychological problems faced by Arabic language education students of UIN Datokarama can be overcome.

The formation of study groups is also encouraged to increase student interest in learning Arabic. The Arabic language study group is an additional learning forum for students with the aim that students who still lack knowledge and abilities about Arabic, especially those who come from high school/vocational high school graduates, can adjust to learning in class and can catch up with other friends. The birth of the Arabic language study group supports the learning process of listening, speaking, reading, and writing skills (Hendra, 2018). Thus, the problem of language skills and intellectual problematics can be resolved.

CONCLUSION

Based on the results of research related to the problematic diversity of student educational backgrounds and learning program policies in the Arabic language education study program (PBA) UIN Datokarama Palu, it can be concluded as follows: The problems faced by students in the Arabic language education study program are Language skills problems, including sound problems (*Ashwat Arabiyah*), vocabulary problems (*Mufradat*), *Qawa'id* and *I'rab* problems, tarakib problems (Sentence Structure) and writing problems (*Kitabah*). The second problem is psychological, including a lack of motivation to learn, laziness in learning, feelings of anxiety, inadequacy, and fear of learning, as well as a lack of confidence. The third problem is intellectual problems, including learning gaps, ability adjustments, and slowing down learning. The Arabic language study program policy in managing these problems is through increasing the application of various learning methods and models, providing scholarships, and forming Arabic language study groups.

Through the application of various learning methods and models, the language proficiency problems faced by students can be overcome. Likewise, the provision of scholarships as a stimulus in increasing student interest in learning Arabic is effective in increasing student motivation, so that the psychological problems faced can slowly be managed. Furthermore, the provision of learning platforms in the form of Arabic language study groups is effective in overcoming language skills and intellectual problems.

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