

## Analysis of Difficulty Factors in Learning Nahwu in Arabic Language Education Students

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### Abstract

Arabic is a foreign language that is internationally recognized and studied in Indonesia. It is also a language of communication across Africa and Asia. The purpose of this study is to examine the factors that contribute to learning difficulties in nahwu among Arabic Language Education students from the 2022 intake of UIN Raden Mas Said Surakarta. The method used in this study was a qualitative descriptive approach, with the subject being the researcher. Data were collected through interviews and documentation. Data analysis techniques were applied according to the concept proposed by Miles Humberman. The results of this study indicate that, based on the analysis of difficulties in learning nahwu, it can be concluded that students face various challenges, both internal and external.

### Keywords

Difficulty Factors, Learning Nahwu, Students.



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## INTRODUCTION

Grammar is one of the basic elements in learning Arabic, because to be proficient in Arabic requires more than just the four skills contained therein (istima', kalam, qiroah, kitabah). In the terminology of scholars, grammar is the rules that aim to understand the final state of Arabic words that occur due to the arrangement of one word with another (in terms of i'rab, bina' and what follows both). The main key to being able to read Arabic texts well and correctly is by mastering the rules of grammar. In the book Fathu Rabbil Bariyyah fii Syahri Nadzam Al Jurumiyah, Sheikh Ahmad bin Umar Al Hazimi explains that studying grammar is the key to understanding sharia, while maintaining the tongue from mistakes in speaking is an additional benefit. From this explanation, we can understand how important studying grammar is to be able to study Islamic law correctly. This is because Islamic law is entirely in Arabic. Therefore, the science of grammar is crucial, as it forms the basis for understanding Islamic law, particularly the Quran and Hadith, which are written in Arabic. By understanding grammar, we can also accurately grasp the meaning of Islamic law, given that in Arabic, changes in the pronunciation of letters can significantly alter the meaning (Maulida, 2023)

Arabic is a foreign language that has become an international language and is studied in Indonesia. It is also a language of communication on the continents of Africa and Asia. According to Azhar Arsyad in his book, Arabic and Teaching Methods, Arabic is one of the languages that has recently been studied and studied by the Muslim community because they believe that Arabic is the

language of Islam, this is because the Quran was revealed in Arabic. In Indonesia, it is not only Islamic boarding schools that study Arabic. In learning Arabic, problems or obstacles are often encountered in the learning process. These problems are experienced by both teachers and students in linguistics, phonetics, morphology, and so on (Hidayat, 2012).

Learning difficulties are conditions in which a student experiences obstacles in receiving information. One of the challenges faced by Arabic language students is learning to understand grammar. Many students still lack a thorough understanding of grammar rules, leading to errors in reading Arabic texts that lack vowels. It's undeniable that people learning a foreign language will face various difficulties. However, these difficulties can be minimized if they have strong motivation or a strong desire to learn the language (Sastrawan, 2019).

This research focuses on factors influencing students' learning of Nahwu, thus providing insight into the urgency of identifying factors that hinder learning and anticipate future challenges in learning Nahwu. The questions identified include: What factors contribute to students' difficulties in learning Nahwu? Is there a correlation between educators and the teaching and learning process?

A study conducted by Muhammad Ihsan et al. on the analysis of difficulties and factors influencing the understanding of Nahwu and Sharaf among PBA UIN Sultan Aji Muhammad Idris students explained that one of the factors that makes it difficult to learn nahwu is the difficulty in remembering existing grammar. This study used qualitative descriptive methods which aimed to obtain complete information about the factors that make it difficult to understand nahwu among students. The results of this study were obtained from the field through observation, open interviews and documentation, both continuous and non-continuous.

The purpose of this study is to examine in depth the factors that contribute to the difficulties faced by Arabic Language Education students in the 2022 intake of UIN Raden Mas Said Surakarta. It also aims to broaden our understanding of the factors that contribute to students' difficulties in learning nahwu. This study aims to prepare students for nahwu learning and serve as an evaluation tool for both educators and students themselves.

## **METHODS**

The method used in this study is a qualitative descriptive approach that aims to understand the phenomena experienced by the research subjects in depth. In this method, the researcher will conduct direct interviews with the research subjects, namely Arabic Language Education students class of 2022 and lecturers in charge of the nahwu science course. The data sources that will be taken in this study are the research subjects where the data is obtained and the data collection technique is carried out through interviews and documentation that will be described according to the existing data by explaining in the form of words and language. This research was conducted at Raden Mas Said University Surakarta, Faculty of Tarbiyah Science, Education Study Program. Language Arabic about the analysis of factors of difficulty in learning nahwu for students of the 2022 intake in 2024.

## **FINDINGS AND DISCUSSION**

### **Students' Difficulties in Learning Nahwu**

One of the main challenges faced by students is the difficulty in distinguishing and remembering the numerous rules of grammar. This is exacerbated by the ability to understand Arabic texts without harakat, which requires a deep understanding of sentence structure. Based on interviews, many students make mistakes in determining the i'rab sign, especially for verbs that depend on the form of

the subject, whether plural or singular. For example, in long sentences, students often misplace the position of mubtada' and khabar, especially if the sentence structure is complex. These errors not only affect reading but also their understanding of the text as a whole. Based on interviews with several students of the Arabic Language Education study program, Class of 2022, there are several obstacles or difficulties experienced by students. Based on the information received by the researcher, the researcher knows several obstacles experienced by Arabic Language Education students when studying, especially understanding the science of grammar. The difficulty experienced by students in Arabic Language Education in learning grammar is the difficulty in distinguishing and remembering each existing rule.

Based on an interview with student Salsabila Azaqi in her interview, she experienced confusion in applying the rules of the nahwu sentence. He said that he still had difficulty determining the position of words in a sentence, for example whether a word had the position of mubtada', khabar, fa'il, or maf'ul. And he also still experiences difficulties when deciding on the i'rab sign in a sentence, when to use dhammah, fathah, or kasrah, especially in long sentences.

The difficulties experienced were not much different from those felt by several female students who had been interviewed, such as Yasmin Rona Fathin, Vira Hilma and Niken Salindri, in their interviews they said they had difficulty understanding the existing rules, especially those that were rarely used but were studied. In addition, there were also several certain concepts in nahwu that were difficult to understand, as explained by female students Vira Hilma and Ilham Burhanuddin, who said they had difficulty in the chapter Alamatul I'rob.

Vira Hilma's explanation was that when she first started studying, she couldn't grasp many of the sub-chapters of nahwu, so when discussing the nahwu, she struggled to grasp it; she could only memorize the theory. Meanwhile, student Yasmin also said she had difficulty distinguishing between the characteristics of na'at man'ut and Mudhof illih. Furthermore, students from Islamic boarding schools typically have a better understanding of basic nahwu than students from high school or vocational schools who haven't studied nahwu at all.

This shows that educational background significantly influences the level of difficulty encountered. Students who have never studied nahwu before often feel left behind compared to their peers who are already familiar with basic nahwu rules. An interview with student Ilham Burhanuddin revealed that he encountered difficulties due to the unfamiliar terms, which he had just learned.

### **Factors Influencing Difficulties in Learning Nahwu**

The learning difficulties experienced by students are certainly not unrelated to several existing factors, including when learning nahwu, many factors that influence learning difficulties in nahwu. Based on the results of interviews received by researchers, researchers divided two internal and external factors that influence learning difficulties in nahwu for Arabic language education students.

Internal factors experienced by Arabic Language Education students of the Class of 2022 at UIN Raden Mas Said Surakarta include difficulties in understanding nahwu. Internal factors contributing to the difficulty in understanding nahwu among Arabic Language Education students include:

First, educational background; the difficulties faced by students in learning nahwu are caused by the differences in educational background of each PBA student. Some students come from Islamic boarding schools that have long studied nahwu, but others come from Madrasah Aliyah who only know the basics of nahwu, while others come from high schools (SMA) or vocational schools (SMK) who have never been exposed to nahwu at all.

Second, learning styles. Each individual's learning style is certainly different, and this is an important aspect to consider in the learning process. Some students may find it easier to understand

material through visual approaches such as diagrams, graphs, or videos; while others may be more comfortable with auditory approaches through verbal explanations, discussions, or listening to lectures. There are also students with a kinesthetic learning style, who understand material better through practical activities, simulations, or direct exploration. However, in practice, instructors often deliver material using only one particular approach, such as traditional lectures, which are not always suitable for all learning styles. This can cause students with different learning styles to struggle to understand and absorb the material being taught.

Third, self-confidence; self-confidence is one of the causes of learning difficulties. Based on information received through interviews, some students have minimal self-confidence because they have experienced difficulties from the beginning of learning nahwu. So when they want to ask questions or express opinions, they lack confidence for fear of being seen as not understanding the basics. This attitude arises from the pressure to understand the material quickly, even though they need additional time to master the basic concepts.

Fourth, low interest; motivation is one of the pillars that a person must have in learning, however, in this case, many students do not have high motivation to learn nahwu, because at the beginning of learning they already think that nahwu is difficult to learn so that the attraction or interest in learning nahwu is very minimal, this stigma causes them to lose interest in studying nahwu more deeply, this can cause the learning process to feel difficult and boring. Lack of interest will hinder understanding of the material. This condition is often exacerbated by a lack of understanding of the practical benefits of nahwu knowledge in everyday Arabic use and in religious learning.

Fifth, weak understanding; students who have never studied nahwu before or have only studied the basics of nahwu experience difficulties when presented with nahwu material in lectures. This occurs because the nahwu material taught at the university level is typically much more complex, encompassing deeper Arabic structures and rules. Students who lack a solid foundation in nahwu, particularly regarding basic concepts such as Arabic sentence types, word functions, or the relationships between sentence elements, will struggle to grasp more advanced material that requires in-depth analysis and complex logic. As a result, students may feel overwhelmed and struggle to absorb the material, which can ultimately impact their motivation to learn.

Sixth, difficulty to remember; nahwu materials involve many rules or principles and concepts that must be memorized well, such as changing word forms (*irab*), types of sentences (*jumlah*), and so on. If memory or ability to remember is limited, the process of learning and understanding nahwu will feel difficult because the rules in nahwu are so many. Without consistent practice, these rules tend to be forgotten, making it difficult for them to apply them in reading or analyzing Arabic texts.

Seventh, lack of practice and application; learning nahwu is not just theory; it also requires practice to be able to apply it properly and correctly in various contexts. The lack of opportunities to apply nahwu knowledge in reading Arabic texts can increase learning difficulties. This practice is crucial for strengthening understanding of complex nahwu rules, such as identifying word functions, *i'rab* patterns, and sentence structure. Without adequate practice, students will struggle to implement theory into real-life practice, especially when having to read and understand Arabic texts with diverse and complex sentence structures. One of the main problems students often face is the lack of opportunities to apply nahwu knowledge in the context of reading original texts or even simple Arabic texts. This leads them to tend to only understand nahwu conceptually without truly understanding how to use it in real life. As a result, the difficulty of learning nahwu increases, because students are not accustomed to analyzing and understanding the relationship between nahwu theory and its application.

in real-life reading.

Eighth, study time; learning nahwu requires a high level of concentration and deep focus, given its highly detailed rules and thorough understanding. Each rule in nahwu is interconnected and requires careful analysis, so that impaired concentration or a lack of allocated study time can be a serious obstacle to the learning process. Based on information received, many students face this challenge due to their irregular or chaotic study schedules. Indiscipline in time management makes it difficult for them to devote full attention to their courses, especially nahwu courses that require consistency and regular practice.

To address this issue, systematically managing study time is crucial. Students are advised to create a regular and realistic study schedule, allocating time for reviewing material, practicing nahwu problems, and discussing with friends or lecturers. Balancing time between independent study, group study, and other activities can also help improve learning effectiveness. Furthermore, establishing clear priorities, such as allocating more time to difficult subjects like nahwu, can help students stay focused and consistent.

External factors contributing to students' difficulties in learning nahwu include difficulties originating from outside the student. External factors contributing to students' difficulties in learning nahwu include:

First, the lecturer; the role of the lecturer or instructor greatly influences the learning process. Lecturers should provide effective, engaging instruction, and not discriminate between more advanced and less advanced students. If lecturers tend to pay more attention to advanced students, less advanced students may feel neglected. Students who are struggling or have lower abilities may feel neglected or not receiving enough attention to overcome their difficulties, this can exacerbate their lack of confidence and hinder their learning progress. This is also influenced by the change of lecturers every semester, which can affect students' learning styles. It cannot be denied that each lecturer has a different teaching style, this is one of the factors that makes students struggle in learning Nahwu.

Second, the environment; the environment greatly influences understanding in learning. Students should choose friends who can help them overcome difficulties in learning grammar. If they encounter an environment

Third, learning resources. To learn nahwu, good learning resources are needed to improve understanding. The learning resources that require attention are books, the internet, and other technologies. Some students experience obstacles and limitations in technology and internet access to learn nahwu.

Fourth, lack of guidance; teaching or guidance from a teacher significantly impacts the learning process. Some students feel that guidance from a teacher is inadequate, forcing them to seek alternative learning methods. They still consider these alternatives ineffective, as the guidance of a teacher is essential for learning nahwu.

Based on an interview with student Vira Hilma, one way students overcome difficulties learning nahwu is by first reading the material they will be studying in class. This will facilitate understanding when studying nahwu in class with the lecturer.

Based on an interview with student Niken Salindri, the learning process is systematic, directed, and coherent, with detailed yet concise and easy-to-understand explanations, and is also directly applied. And also suggestions given by Salsabila Azaqi, to improve the learning process of nahwu, namely that nahwu learning should be carried out more interactively and adjusted to the needs of all students, by using more varied learning methods such as group discussions, games, or can also use

digital learning media such as learning videos.

## CONCLUSION

Based on the analysis in this study regarding the difficulties in learning nahwu, it can be concluded that learning nahwu for students faces various challenges, both from internal and external factors. Internal factors include diverse educational backgrounds, different learning styles, lack of self-confidence, low interest, weak basic understanding, limited memory, and lack of practice and application of theory in real practice. On the other hand, external factors include the role of lecturers who are less varied in teaching methods, limited learning resources, environmental influences, and lack of effective guidance from teachers.

These difficulties highlight the importance of more inclusive and targeted learning strategies. Students need to be trained to build a strong foundation in nahwu (literary grammar) through interactive methods, such as group discussions, educational games, or the use of digital technology. Furthermore, systematic study time management and support from instructors through a variety of approaches can help improve student understanding. Therefore, synergy between students, instructors, and the learning environment is needed to create a more effective learning process, enabling students to overcome difficulties in learning nahwu and utilize these skills to better understand Arabic.

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