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The Challenges of Arabic Language Learning in the 13th Batch of the BBA (Belajar Bahasa Arab) Program

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Abstract

Language plays an essential role in global communication, with Arabic holding a prominent status alongside English due to its literary richness and its significance within the Muslim community. In Indonesia, Arabic language education is widely available, exemplified by the BBA (Belajar Bahasa Arab) program, which offers online instruction. This study explores the learning challenges encountered by tutors and participants in the program's 13th cohort. Employing a qualitative descriptive approach, data were gathered through interviews with one tutor and nine participants, supported by observation and phenomenological analysis. The results identify two primary categories of challenges: linguistic and non-linguistic. Linguistic challenges pertain to participants' limited mastery of fundamental Arabic linguistic features, while non-linguistic challenges involve technical issues such as unstable internet connections and low learning motivation. These findings underscore the need for enhanced pedagogical strategies and improved technological infrastructure to increase the effectiveness of online Arabic language instruction.

Keywords: Arabic Language, Learning Challenges, Arabic Online, Language instruction.



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Introduction

Language is important for social interaction, as a means of communicating ideas, thoughts, emotions, and information between individuals in society (Maynard & Peräkylä, 2003). Language is a medium of communication between humans produced through sound, often adapted to the region. For example, in Indonesia, there are 718 languages in all provinces, according to the Ministry of Education and Culture (Katzner & Miller, 2002; Keraf, 2004; Pereltsvaig, 2020). As time goes by, the languages in the world grow and develop in number. Each country has its own language. According to UNESCO (*UNESCO World Report of Languages | UNESCO WAL*, n.d.) the world has 6,000 languages, some of which are international languages. Arabic, with 273 million speakers, ranks sixth after English. Arabic has high literary value and is interesting to learn, especially for Muslims. Arabic and the Koran are an inseparable unity (UNESCO World Report of Languages | UNESCO WAL, n.d.). Because a devout Muslim uses the Koran as a guide to life, of course, he doesn't just read it; a Muslim must also practice what is contained in it (Yoyo et al., 2020; Yoyo & Mukhlis, 2019). Arabic is key in global economic cooperation, especially with Middle Eastern countries that are rich in natural resources. Mastering Arabic is important for political and economic cooperation with the region.

Supported by the fact that most Indonesian people are Muslims whose books are in Arabic, many schools, or Islamic boarding schools and even universities in Indonesia require Arabic language subjects. Apart from that, many institutions specialize in learning Arabic both online and offline. One of the Arabic language learning course programs is the BBA (*Belajar Bahasa Arab* or Learning Arabic) course. This program was founded by a student of the Arabic Language and Literature study program at Ahmad Dahlan University in Yogyakarta as a response to the COVID-19 pandemic which has prompted a shift in activities from offline to online. These students also act as tutors in this program. The BBA program started on December 13, 2020, and is still running today, open to the public, including students, students, and workers throughout Indonesia who have no previous knowledge of Arabic.

Learning in the BBA program is carried out online or online, at that time the Covid-19 pandemic was hitting the world. Initially, the BBA learning program was carried out using online media, namely the WhatsApp group. Initially, the tutor only made Arabic learning videos. The video is a page-by-page explanation of the material that lasts less than five minutes. Apart from providing video material, tutors also send text summaries of the material and summaries to the WhatsApp group. As time progressed, many participants were very enthusiastic about learning Arabic in the BBA program, as evidenced by the large number of participants who re-copied the material without being asked by the tutor.

Learning in the BBA program is conducted once a week using the *Durusullugoh* module by Sheikh Abdurrahim, Volume 1. Each meeting will discuss one chapter of the *Durusullugoh*. In this book, there are twenty-three chapters. So, the learning will last quite a long time, namely 6 months. The online learning system is considered very flexible and quite easy to access for the BBA program. Despite these advantages, BBA tutors experience challenges. Tutors are required to be more creative and selective in using learning methods and media. This aims to ensure that participants can understand the material presented by the tutor easily without feeling difficult. However, there are problems or difficulties in learning in the BBA program. Based on the results of initial observations, researchers found that some

BBA participants experienced difficulties in learning Arabic. Both in terms of material and technical aspects of learning implementation. Based on this background, the author is interested in researching what forms of problems exist in learning Arabic in the BBA program.

From the explanation above, this paper aims to answer two main questions: namely, what learning methods and media are used by tutors in learning Arabic in the BBB program, and what are the challenges and obstacles to learning Arabic in the program. Therefore, specifically, this paper has two objectives. First, to explain the learning methods and media used by tutors in learning Arabic in the BBA Program. Second, it seeks to explain the challenges and obstacles to learning Arabic that exist in the BBA program.

Much research has been conducted on the problems of teaching Arabic online. The following studies show that, in general, online teaching is faced with technical problems, such as weak signals and unsupportive technological devices (Alfaini, 2021; Ma'ruf & Makruf, 2021; Nurjanah, 2021). Meanwhile, for the content of Arabic teaching materials, the problems encountered vary in level of difficulty depending on the level of education (Yoyo et al., 2023), both at the high school and college levels (Amirudin, 2017; Cahyani & Hanani, 2022; Yasri & Yoyo, 2022).

The studies above systematically examine the problems of teaching Arabic online at the formal education level. Meanwhile, studies on online learning at course institutions are still rare. Thus, this research will provide novelty to the problem of teaching Arabic online at the course institution level, with complexity in terms of the varied educational levels of participants and the problem of time differences for participants who come from various regions with different time zones.

Method

Research methods generally have the definition of a scientific activity that is planned, structured, systematic, and has certain aims, both practical and theoretical. This research uses qualitative research. Qualitative research is research to explain what is true about a situation (Moleong, 2007). Qualitative research is research that aims to understand events holistically through descriptions in the form of language. The author uses a qualitative descriptive approach based on primary data obtained through observation and interviews. Data analysis involves data collection, reduction, presentation, and conclusion (Busetto et al., 2020; Mayer, 2015; Oun & Bach, 2014; Temple & Young, 2004). This approach helps researchers understand participants' difficulties in learning Arabic online, as well as the learning methods and media used by tutors.

In this research, the authors applied purposive sampling, a sampling technique that considers relevant skills and knowledge. The research uses the phenomenological analysis method, which focuses on individuals' understanding of their experiences. The research aims to investigate the difficulties faced by tutors and participants in learning Arabic in the 13th batch of the BBA program, after the completion of the 12th batch, and in 2023. The BBA Arabic online learning program was initiated by the alumni of the Arabic Department of Universitas Ahmad Dahlan. BBA in particular was initiated during the COVID-19 era (2020) to respond to the need for learning Arabic through the internet.

The research was conducted in Yogyakarta and took place online. The research was conducted on tutors and participants studying Arabic in the 13th BBA

program. Research subjects are respondents or people who answer or respond to researchers' questions, whether asked orally or in writing. The subjects of this research were tutors and participants of the 13th batch of Arabic language courses in the BBA program. The participants for this research consist of one tutor and nine participants in the BBA Arabic language learning program.

Finding and Discussion

Modules, Targets, and Technical Implementation of BBA

The tutor uses *Durusullugoh* by Sheikh Abdurrahim Volume 1 to learn Arabic in the BBA program. The learning target to be achieved is to understand the basic rules of the Arabic language, such as changes in the final vowel, because of the letters of *jar*, *idhofah*, *nida*, as well as understanding the conversational texts presented in the *Durusullugoh* module volume 1. Arabic language learning in the 13th BBA program starts in February 2023. It is hoped that participants will be able to master the material in the *Durusullugoh* module volume 1 within one semester or six months by July 2023. This is conveyed directly by the subject with the initials (LTW):

"Targetnya memahami kaidah dasar bahasa Arab, seperti perubahan harakat akhir sebab huruf jar, idhofah, huruf nida, juga memahami teks percakapan yang disuguhkan dalam modul durussullugoh."

"The target is to understand the basic rules of Arabic, such as changes in the final vowels due to the letters jar, idhofah, nida, and also to understand the conversation texts presented in the durussullugoh."

The technical implementation of learning in the ongoing BBA program is that the tutor provides an online learning schedule once a week using the Google Meet application, for participants who cannot take part in learning via Google Meet, videos and voice recorders are provided, which are shared once a week by the tutor. This aims to ensure that participants who miss out still have the same learning opportunities as other participants who take part in the Google Meeting. After the Google Meeting is held, the tutor gives assignments, and the tutor also provides an evaluation regarding the previous meeting.

BBA Program Learning Methods and Media

Based on the interview results with the subject with the initials LTW, before Arabic language learning in the BBA program took place, the tutor had prepared learning materials. The tutor chose material from the book *Durusullugoh* by Sheikh Abdurrahim, volume 1. The tutor also distributed the material to the participants a few days before the lesson was held via Google Meet. Learning materials are shared via WhatsApp groups and Telegram groups. Tutors also advise participants to print learning modules early, before learning begins. This aims to make it easier for participants to carry out learning. This is what was stated by the subject with the initials LTW:

"Sebelumnya saya telah menyiapkan materi pembelajaran bahasa Arab dari kitab Durussullugoh dan saya kirim di grup WhatsApp maupun Telegram sebelum pembelajaran dimulai. Dan peserta dapat mencetak materi agar lebih mudah untuk dipelajari."

"I had previously prepared Arabic learning materials from the Durussullugoh and sent them to WhatsApp and Telegram groups before the lesson began. Participants can print the module for easier study".

In the *Durusullugoh* module by Sheikh Abdurrahim, volume 1 used by tutors, the material consists of 23 chapters, as follows:

Table 1. Learning material from *Durusullugoh*

الدَّرْسُ السَّابِعَ عَشَرَ . ١٧	الدَّرْسُ التَّاسِعَ . ٩	الدَّرْسُ الْأَوَّلُ . ١
الدَّرْسُ الثَّامِنَ عَشَرَ . ١٨	الدَّرْسُ الْعَاثِرُ . ١٠	الدَّرْسُ الثَّانِي . ٢
الدَّرْسُ التَّاسِعَ عَشَرَ . ١٩	الدَّرْسُ الْحَادِي عَشَرَ . ١١	الدَّرْسُ الثَّلَاثَ . ٣
الدَّرْسُ الْعِشْرُونَ . ٢٠	الدَّرْسُ الثَّانِي عَشَرَ . ١٢	الدَّرْسُ الرَّابِعَ . ٤
الدَّرْسُ الْحَادِي وَالْعِشْرُونَ . ٢١	الدَّرْسُ الثَّلَاثَ عَشَرَ . ١٣	الدَّرْسُ الْخَامِسَ . ٥
الدَّرْسُ الثَّانِي وَالْعِشْرُونَ . ٢٢	الدَّرْسُ الرَّابِعَ عَشَرَ . ١٤	الدَّرْسُ السَّادِسَ . ٦
الدَّرْسُ الثَّلَاثَ وَالْعِشْرُونَ . ٢٣	الدَّرْسُ الْخَامِسَ عَشَرَ . ١٥	الدَّرْسُ السَّابِعَ . ٧
	الدَّرْسُ السَّادِسَ عَشَرَ . ١٦	الدَّرْسُ الثَّامِنَ . ٨

In the first learning process, the tutor begins the online class learning plan with learning media via Google Meet. The tutor begins by greeting and praying with the participants before the lesson begins. After that, it continued with a *ta'aruf* session, starting with the tutor introducing himself and taking turns with the participants. This was done because it was the first learning meeting for the 13th class, where all the participants were new and did not know each other. The following is an explanation of the subject with the initials LTW regarding the learning process in the 13th BBA program:

"Diawali dengan salam dan pengenalan karena ini angkatan ke-13 yang mana peserta-pesertanya baru. Lalu mulai menjelaskan materi dan praktek membaca dan berbicara menggunakan bahasa Arab ditengah-tengah waktu, lalu terakhir ada sesi tanya jawab."
"It began with greetings and introductions, as this was the 13th class, and the participants were new. Then, they began explaining the material and practicing reading and speaking in Arabic in the middle. Finally, there was a question-and-answer session".

Second, the tutor prepared material for Sheikh Abdurrahim's *Durusullugoh*, sharing the screen via Google Meet to make the material visible to the participants. Followed by the tutor explaining the material one by one. In this case, the tutor uses conventional learning methods or lectures.

The lecture or conventional method is a learning method that is teacher-centred. In this method, the participants sit quietly and listen to what the educator says. The tutor explains the material verbally and directly to the participants, as well as gives assignments that must be done. In other words, participants passively absorb information, while the tutor actively delivers the material. However, this learning method is considered to limit participants' freedom of thought and creativity because they do not receive adequate motivational stimulation to think critically.

In this case, the tutor will explain the material in detail to the participants. This material had previously been printed by each participant. This aims to make it easier for participants to learn. The participants listened and added notes to the material previously provided by the tutor via the WhatsApp group. This is a manifestation of the participants' seriousness in learning Arabic in the BBA program (Abusin & Rofiq, 2021).

Third, in the middle of providing the material, the tutor invites the participants to practice reading and speaking Arabic according to what is in the material. Tutors train participants to read Arabic texts, such as texts in textbooks that contain Arabic

stories and reviews. That way, participants are expected to get used to pronouncing Arabic so that it is easy to memorize vocabulary and speak Arabic. In his interactions with participants during the learning process, the tutor always uses Arabic optimally. When there is a sentence that the participant does not understand, the tutor explains the sentence using equivalent words or by describing it so that the participant becomes focused on understanding the sentence. After allowing participants to practice speaking Arabic, the tutor returns to explain the next material (Roscoe & Chi, 2008).

Fourth, before ending the lesson, the tutor combines the learning method with the question-and-answer method. The question-and-answer method is a lesson that is presented through questions asked by the tutor and answered by the participants (Campbell & Mayer, 2009). On the other hand, tutors allow participants to ask or answer questions from other participants (Person et al., 1994). If it is felt that none of the participants can answer the questions, the tutor will answer and explain to the participants.

Next, the tutor will invite participants to ask questions if they feel they still don't or don't understand the material that has just been presented. Then, on the other hand, the tutor will ask the participants questions related to the material that has just been explained. Once everything is finished and it feels sufficient, the tutor closes and ends the lesson.

The following is an explanation of how tutors measure participants' ability to understand learning material in the 13th BBA program:

"Sepekan sekali saya akan memberikan link google formulir untuk evaluasi. Sama seperti BBA angkatan sebelum-sebelumnya. Dimana isinya merupakan soal-soal dari materi pembelajaran pada pertemuan sebelumnya. Dari sini saya dapat mengukur kemampuan peserta dalam memahami materi. Selain itu juga saya memberikan tugas yang terdapat dalam Durusullugoh."
"Once a week, I'll provide a Google Form link for evaluation. It's the same as previous BBA classes. The content will consist of questions from the previous session's learning material. From this, I can gauge the participants' understanding of the material. I'll also assign assignments from Durusullugoh".

Based on the description of the explanation given by the tutor in the BBA program, the tutor uses the assignment or recitation method. The assignment or recitation method is a method where the tutor then gives the participant an assignment to complete. This aims to make participants more stable, deeper, and richer in the material they absorb or even discover relevant knowledge, skills, and attitudes through the specified competencies (Campbell & Mayer, 2009).

The way BBA tutors measure participants' ability to understand the material is obtained from completing assignments and carrying out evaluations given to participants once a week. Regarding the assignments given by the tutor, they are listed in the book *Durusullugoh*, usually located after a summary of the material. Meanwhile, the evaluation given is in the form of a Google form containing questions that have been studied in the previous material. After Arabic language learning was held via Google Meet, tutors routinely sent material to participants in WhatsApp and Telegram groups. Apart from the video, the tutor also sends a voice recorder and a complete summary of the material with *mufrodat* or new verbs in each learning chapter.

Problems of Learning Arabic in the 13th BBA Program

Based on interviews during the Arabic language learning process for the 13th batch of the BBA program, it was found that several participants were deemed unable to learn actively. Several problems or obstacles underlie this, namely:

Linguistic Problems

The weakness of understanding Isim Isyarah

One important aspect of Arabic is the Isim Isyarah material, which contains demonstrative words to indicate real or unreal objects. The 13th batch of BBA participants had difficulty understanding and using it, especially in terms of the placement of demonstrative words and connecting words. This argument was found in a subject with the initials PKZ:

"Alhamdulillah aku bisa memahami sebagian besar materi yang dipelajari di BBA. Terkait Isim Isyarah kurang paham kak. Untuk beberapa kata-kata yang digunakan paham kak cuma kadang masih ragu dimana aja penggunaannya."

"Alhamdulillah, I can understand most of the material studied in BBA. Regarding Isim Isyarah, I'm not quite sure. I understand some of the words used, but sometimes I'm still unsure where to use them".

Isim Isyarah is a word that indicates a near or far object. In Indonesian, these are like "this" and "that," while in English they are known as "demonstrative pronouns" like "this" and "that." In Arabic, the use of demonstrative words requires paying attention to the type (male or female) and number of objects indicated, which can vary, such as 1, 2, 3, and so on.

If, when using pointing words, it does not adjust to the type and quantity of the thing being pointed to, then we can be sure that the person we are talking to will fail to understand. For example, when we want to point to something of the type *mudzakkar* (male) number 1, which is close in position, we use the demonstrative word "هَذَا". On the other hand, if we want to point to something that has a total of 1 and is close in position, we use the demonstrative word "هَذِهِ". The demonstrative word "هَذَا" and the demonstrative word "هَذِهِ" have the same meaning, namely "this", but both have different types. Where the word "هَذَا" is indicated for the *mudzakkar* (male) type and the word "هَذِهِ" for the *muannats* (female) type.

The weakness of understanding Harf Qomariyyah and Harf Syamsiyah

Other participants also found it difficult to learn the second lesson in the *Durusullugoh* book, namely the material on the *qomariyyah* harf and the *syamsiyah* harf. The participant felt confused and did not understand the addition of the alif lam letter before the *qomariyyah* letter and the *syamsiyah* harf. This has an impact on the participants, hampering their understanding of the *ma'rifah* content material. This was conveyed directly by the subject with the initials (RM):

"Itu lho kak yang huruf Qomariyyah Syamsiyah. Jadi aku tu masih bingung banget huruf mana yang harus ditajwid mana yang harus disukun abis alif lam. Sebenarnya udah ada catatan pembagian huruf Qomariyyah Syamsiyahnya tapi kalau dipraktikin masih bingung. Sama kan ada yang isim nakirah ma'rifah itu. Itu aku juga masih bingung. Sebenarnya nyambung dari yang huruf Qomariyyah Syamsiyah itu ya kak. Kan kalau isim apa itu jadi lupa yang ada alif lam dulumannya itu loh nakirah apa Ma'rifah aku lupa. Nah udah bingung duluan gitu."

"You know, those are the Qomariyyah-Syamsiyah letters, sis. So I'm still really confused about which letters should be tajwid and which should be sukun after alif lam. Actually, there are already notes on the division of the Qomariyyah-Syamsiyah letters, but when I practice them, I'm still confused. There are also the isim nakirah, and ma'rifah ones. I'm still confused about that

too. Actually, it's connected to the Qomariyyah Syamsiyyah letters, sis. If I forget what the isim is, the one with alif lam comes first, I forget. So I'm already confused".

Participants still felt confused about which letter would be given the *harakat sukun* or *tajwid* after being preceded by the letter alif lam.

The weakness of understanding Isim Dhomir

Based on the results of an interview with one of the BBA program participants, he stated that he had difficulty studying one of the materials. The following is a statement made directly by the subject with the initials (AM):

"Banyak yang nggak paham. Banyak banget kak. Itu yang kata ganti orang, banyak banget lagi nggak hafal-hafal terus bingung gimana makenya. Kata ganti seperti Hua, huma, dan hum bikin pusing kepala kak."

"Many things that I don't understand. So many, sis. There are so many pronouns, and I don't know them all by heart, and I'm confused about how to use them. Pronouns like Hua, huma, and hum are giving me a headache, sis".

The participant was having difficulty understanding pronouns in Arabic due to the large number. It is probably because the tutor introduced all Arabic pronouns to the participants, whereas not all the pronouns are used in real Arabic.

The weakness of understanding Arabic text

Apart from some of the materials mentioned above, some participants experienced obstacles when learning. The participant understood all the material presented by the tutor but still found it difficult to read the material in the book *Durusullugoh*, which uses Arabic letters. This was conveyed directly by the subject with the initials (SV):

"Paham kak, tapi kalau udah masuk materi berikutnya jadi suka lupa sama materi sebelumnya. Aku masih kesusahan baca tulisan Arabnya kak, kan nggak ada harokatnya. Terus kalau praktek juga susah terbata-bata karena aku juga baca Al-Qur'an belum lancar ditambah materinya nggak ada harokat."

"I understand, but when I get to the next topic, I often forget the previous one. I still have trouble reading the Arabic script, because there are no vowels. And when I practice, I stutter because I'm not fluent in reading the Quran, and the material doesn't have vowels".

This is because the participants are not yet fluent in reading Arabic writing, plus the material in the *Durusullugoh* is without *harakat*. In general, the problem of reading Arabic writing without vowels is indeed a major linguistic problem for Arabic language learners in general.

The weakness of memorizing new Arabic vocabulary

Apart from experiencing obstacles in understanding the material when learning Arabic, several participants found it difficult to memorize *mufrodat* or vocabulary in Arabic. This argument was conveyed directly by the subject with the initials (PMM):

"Kalau saya lebih ke susah ngehafalin mufrodat sih kak. Soalnya saya pelupa. Jadi harus sambil praktek setiap hari. Sedangkan di BBA lebih banyak belajarnya lewat video. Jadi cuma nyimak aja nggak ada praktek. Sering bosan juga sih kak. Soalnya cuma liat video doang. Baru sebentar eh tau-tau ngantuk terus ketiduran. Saya lebih suka kalau belajarnya lewat Google Meeting kak. Abis dijelasin materi terus praktek."

"I find it more difficult to memorize vocabulary, sis. Because I'm forgetful. So, I have to practice every day. Whereas in BBA, most of the learning is through videos. So, I just listen, there's no practice. I often get bored, sis. Because I only watch videos. After a while, I suddenly feel sleepy and fall asleep. I prefer studying via Google Meeting, sis. After the material is explained, then I practice".

Participants admitted that they easily forgot to memorize the *mufrodah* in the *Durusullughoh*. Where the status of the participant has never studied Arabic at all, and has only started learning from the basics while in the BBA program.

Non-linguistic Problems

Non-linguistic problems are problems in learning Arabic that are not related to linguistic aspects. In the 13th BBA program, several non-linguistic problems were found, apart from linguistic problems. First, the time difference in Indonesia. Indonesia is included in the ranks of countries that are considered very broad. With this breadth, time in Indonesia is divided into 3 time zones, namely, West Indonesia Time (WIB), Central Indonesia Time (WITA), and East Indonesia Time (WIT). Tutors in the BBA program face problems when teaching via Google Meet due to the time zone difference between tutors in Yogyakarta (WIB) and some participants in the WITA and WIT zones. This caused some participants to be unable to attend the next learning session due to significant time zone differences throughout Indonesia, because this program was conducted online with participants spread across the region.

BBA program learning via Google Meeting is usually held once a week at 20.00 WIB, which turns out to be quite burdensome for participants in the WITA and WIT zones, because when learning via Google Meeting only starts for participants in the WITA and WIT zones, it is already late at night. Several participants stated that they had difficulty understanding the material in the 13th class of BBA learning, especially when learning by watching via video or voice recorder. Participants felt that their learning activities were hampered because they could not directly ask or ask the tutor for further material information, and they felt they did not understand. Good mutual communication between both parties will also greatly influence the participants' ability to receive each lesson material provided. However, there are times when several problems occur in the form of obstacles that cause communication in the learning process to be hampered.

The next problem is the instability of the internet network and the lack of storage space on gadgets. Networking is one of the most important components in learning, which is carried out online. Network instability triggers participants' misunderstanding of the material presented by the tutor. Apart from the unstable condition of the internet network, several participants stated that they experienced other obstacles in learning, such as insufficient storage space on their gadgets or insufficient support for storing files in the form of videos or voice recorders.

Another problem is related to the feeling of laziness in learning among the participants. The researchers found that several participants felt lazy when learning Arabic in the BBA program. Participants felt lazy when they wanted to practice the material in the *Durusullughoh* because they didn't have friends, they could invite to practice speaking Arabic. The causes of feelings of laziness that arise in participants are caused by factors originating from within themselves, or internal factors, and factors from outside, or external factors. One of the reasons for laziness is internal factors due to low self-motivation. It could be because you don't have the intention

to study, you don't know the benefits you will receive if you study hard, or you don't even have anything you want to achieve.

Furthermore, there is a lack of motivation to learn. In the Arabic language learning BBA program, there are several participants who feel they lack motivation to learn. At first, participants were still seen actively participating in learning via Google Meet. However, gradually at the next meeting, many participants did not take part in the learning anymore and even lost the news. The next problem is the difficulty of dividing time. Participants who take part in learning Arabic in the BBA program consists of children who are still in school, students, and people who are already working but still have the desire and drive to learn Arabic. However, some participants admitted that starting to study Arabic in the BBA program was usually determined by mood. Participants are often prevented from starting to study because they are tired from coming home from work or coming home from school and find it difficult to manage their time.

Conclusion

Based on the results of research conducted by researchers, both findings and analysis regarding the problems of learning Arabic in the 13th BBA program, the following conclusions can be drawn. First, the Arabic language learning for the 13th BBA program was carried out online, and the material was delivered via Google Meet, video, and voice recorder. The material delivered via Google Meet is held once a week, starting at 20.00 WIB, while the video material and voice recorder are shared via WhatsApp groups and Telegram groups after the Google Meeting is held. Second, in its implementation, the learning of the 13th BBA program experienced linguistic and non-linguistic problems. Regarding linguistic problems, several participants admitted that they had difficulty understanding some of the material contained in the book *Durusullugoh*, such as material on Isim Isyarah, the division of *Qomariyyah* letters and *Syamsiyyah* letters, Isim Dhomir, difficulty reading material that all uses Arabic letters without any harakat, and some participants said that it was difficult to memorize the *mufrodat* or that they easily forgot to memorize the *mufrodat*.

Finally, non-linguistic problems are experienced directly by tutors and participants. Tutors experience obstacles due to the time difference in Indonesia, namely when conducting lessons via Google Meet. Where the tutor lives in Yogyakarta, in Western Indonesian time, while many participants are in the Eastern Indonesian time zone. This time difference caused some participants to lose track of or not take part in learning via Google Meet. Meanwhile, participants experienced several obstacles such as difficulty communicating with tutors if learning took place using video material or a voice recorder, internet network instability which hampered the delivery of material due to interruptions, storage space capacity on participants' gadgets, participants' feeling of laziness in learning. There is a lack of motivation to learn within the participants, some participants want to learn according to their mood, some participants have difficulty allocating time to study in their busy daily lives, and learning in the BBA program seems boring.

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