

Problems in arabic vocabulary mastery among fourth grade students at MI Salafiyah Kranggan

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ABSTRACT

The purpose of this study was to analyze the problematic mastery of Arabic vocabulary of fourth grade students at MI Salafiyah Kranggan. The research method used is descriptive qualitative with samples of fourth grade Arabic teachers and fourth grade students, while the data is collected using unstructured interview techniques, documentation and non-participant observation. The results showed; 1) the problematic mastery of students' Arabic vocabulary was caused by several factors. Among them are factors originating from teachers who have not made maximum innovation in learning media, both the use of methods and learning media, besides that mastery of material that has not been maximized due to low reading references and pedagogical competence. Factors originating from students are evidenced by the low interest and motivation to learn Arabic due to the low reading material and teaching creativity in the classroom. Some other factors come from the lack of maximization of media facilities in madrasah and the family environment; 2) solutions that have been carried out by madrasah include; increasing Arabic reading references, innovating interesting learning processes, developing digital competencies of educators, increasing references to textbooks that are interesting to educators, upgrading them selves through several trainings for educators, and the regulation of Arabic teacher recruitment according to academic qualifications..

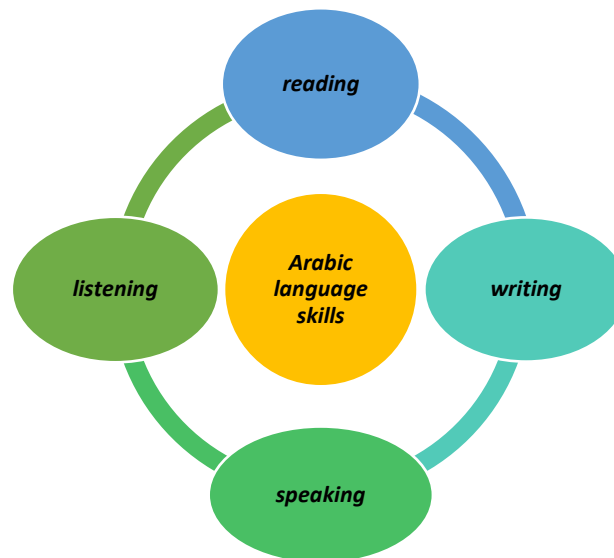


Introduction

As stated in the Regulation of the Minister of Religious Affairs of the Republic of Indonesia Number 13 of 2014 concerning Islamic Religious Education, Article 27, which contains the curriculum for Islamic religious education at the elementary or basic level, including the Qur'an, Hadith, Tawhid, Fiqh, Akhlaq, Tarikh, and Arabic language, Arabic language is one of the compulsory subjects in the Islamic religious education cluster at MI/SD (Albantani, 2018).

Arabic is the most eloquent language among all other languages. Arabic occupies the highest position because it is the language of the Qur'an and the language of Allah SWT in revealing His revelations to His Prophets and Messengers (Febrianingsih, 2021)

Arabic language learning is a series of activities carried out to encourage students to master Arabic language skills and material. The emphasis in Arabic language learning is on four skills, namely reading (al-qiraah), writing (al-kitabah), listening (al-istima') and speaking (al-kalam) (Aziza & Muliansyah, 2020).



Bagan 1. Arabic language skills

Arabic language learning in Indonesia has been implemented for a long time, but it has not been carried out optimally (SADAT, 2017). Previous researchers have highlighted issues in Arabic language education in madrasah, including grammar (Ibda et al., 2023), teacher understanding and competence (Susiawati et al., 2022), interactive games (Ilmiani et al., 2020), and others. These issues can influence learning outcomes, vocabulary mastery (muftodat), and students' interest and motivation. Among these challenges, there is a stigma that Arabic is a difficult subject (Fadhilah, 2022) despite the fact that students today are expected to be proficient in at least two languages.

One of the emphases in Arabic language learning is mastery of vocabulary (mufrodat), which forms the basis for students' understanding of Arabic language material (Azizah, 2020); (Ramadhan, 2017). If students do not understand vocabulary, it will be difficult for them to master the material being taught. The quality of students' language skills clearly depends on the quality of the vocabulary they possess (Fauziddin & Fikriya, 2020).

The main foundation in learning Arabic is the ability to understand Arabic vocabulary. This is because mastery of Arabic vocabulary is closely related to mastery of language skills, namely Listening, Speaking, Reading, and Writing. Without good vocabulary mastery, it is difficult for students to master properly. Conversely, good mastery will help learners to master the four language skills mentioned above. In other words, mastery of Arabic language skills requires a good command of vocabulary (Nisa, 2020)

In the process of learning Arabic, vocabulary mastery is very important for students. Among the various aspects of learning Arabic, vocabulary occupies the most vital position as a major component in foreign language learning. However, in reality, there are still many students who are unable to pronounce Arabic words correctly, do not understand their meanings properly, and have a limited vocabulary. Vocabulary mastery reflects a student's ability to understand and use vocabulary. This includes the skills of pronouncing and writing words correctly, understanding word meanings, and using vocabulary in appropriate contexts.

In Indonesia, there are still many MI/SD students who do not have a good command of Arabic vocabulary. Some of them still have difficulty in pronouncing and writing words correctly, and experience obstacles in understanding the meaning of Arabic vocabulary, both in oral and written communication, such as when reading texts. In addition, they are also unable to use the vocabulary appropriately in the context of sentences.

Problems in Arabic language learning also occur in several countries, one of which is Malaysia. The results of Zaini's (Zaini et al., 2019) research reveal several problems in Arabic language teaching in Malaysia, including student motivation, limited teaching materials, teacher pedagogical competence, and low vocabulary mastery among students. It is clear that problems in Arabic language learning occur everywhere and are caused by several factors.

An important point that needs special attention in relation to Arabic language learning, especially in vocabulary mastery in madrasahs, is teacher competence. Successful Arabic language learning to achieve the expected goals depends on the quality of teachers in mastering teaching methods and learning media so that an interactive and enjoyable learning atmosphere is created (Hasibuan et al., 2023). Teachers must have a broad perspective, continuously develop themselves, and be able to keep up with the times. If a teacher lacks a broad perspective, is content with their current abilities (comfort zone), and refuses to develop themselves, it is certain that learning will not proceed optimally, and learning objectives will not be achieved (Aini & Hikmah, 2022).

In addition to social and personal competencies, teachers must develop pedagogical and professional competencies well. Teachers are required to master the material (Bagou & Suling, 2020), understand the curriculum, prepare learning tools, use interactive and innovative learning media (Hasnida et al., 2024), and be able to create a pleasant learning atmosphere (Ningrum et al., 2023). As a result, students can be motivated and enthusiastic in participating in the learning process.

Several studies have discussed the problems of learning Arabic in relation to vocabulary mastery and recommended solutions. One such study is the use of digital game-based Arabic language learning as a solution for learning and vocabulary mastery (Suib, 2022), and solutions involving Arabic language training and games (NASrulloh et al., 2020). While many of these studies have addressed the challenges of Arabic language learning and their solutions, few have specifically focused on vocabulary mastery in elementary schools.

Based on preliminary studies at Madrasah Ibtidaiyah (MI) Salafiyah Kranggan, Temanggung Regency, problems were found in Arabic language learning in grade IV, particularly in vocabulary mastery. This then had an impact on Arabic learning outcomes as well as interest in learning Arabic. The problems arose due to a lack of creativity and innovation in the learning process, the absence of engaging learning materials, and issues related to teacher competence.

Meanwhile, what is urgent in this study is that MI Salafiyah Kranggan is a pesantren-based madrasah that emphasizes the mastery of Arabic by students. This is evidenced by the madrasah's curriculum, which highlights Arabic language subjects. This makes it interesting to study because problems related to students' understanding of Arabic vocabulary should not occur in pesantren-based madrasahs that emphasize Arabic.

This research aims to analyze the challenges in mastering vocabulary and provide solutions to the madrasah regarding issues in Arabic language learning, while also serving as an improvement on previous research that has not explicitly addressed the study the researcher will conduct.

Method

This study uses a qualitative descriptive method with a phenomenological approach to uncover problems in Arabic vocabulary mastery in fourth grade at MI Salafiyah Kranggan and their solutions. To obtain data related to the study, the researcher used unstructured interview, non-participant observation, and document study data collection techniques.

Interviews were conducted with the school principal, fourth-grade Arabic language teachers, and fourth-grade students. Observations were conducted to uncover the problems, the Arabic language learning process in the fourth grade, and the solutions implemented by the school. The researcher directly observed the learning process and classroom conditions during Arabic language instruction. Documentation in this study included photographs, notes, and materials related to work programs, learning tools, and others.

Data analysis used the qualitative data analysis model by Miles and Huberman, beginning with data collection, data reduction, data verification, and drawing conclusions (Yulianto & Abubakar, 2022). To check the validity of the data, the researcher used source triangulation and technique triangulation. Source triangulation was carried out by comparing data from interviews with the madrasah principal, teachers, and students, while technique triangulation was carried out by comparing the findings from several data collection techniques used (interviews, observation, and documentation).

Result and Discussion

1. Arabic Language Learning in Grade IV at MI Salafiyah

Arabic language learning in the fourth grade at MI Salafiyah emphasizes mastery of four language skills. Speaking skills (*al-kalam*) are designed in a simple manner, namely basic understanding of the vocabulary of each material, which is implemented directly in the classroom. listening skills (*al-istima'*) and writing skills (*al-kitabah*) are developed through reading texts that students must understand and are tested at the end of the lesson (the teacher dictates, students listen and write), reading skills (*al-qiraah*) are practiced by asking students to read dialogues (texts) related to the material being studied. These skills are repeated until students can master the four skills well.

In the learning process, teachers only use conventional methods, namely lectures. Teachers do not use innovative and interesting learning media that can increase students' interest and engagement. In terms of seating arrangements, teachers do not vary the layout; seating should be arranged in a U-shape, O-shape, or L-shape to make it more interesting and prevent students from getting sleepy. These minor issues undoubtedly contribute to the challenges in mastering Arabic vocabulary. The results of the observation show the learning activities for the topic "المِهْنَةُ" (profession). Some students appear disengaged, with one contributing factor being the lack of variety in seating arrangements.

The basic competency in this material is that students are expected to understand and master vocabulary. Learning is carried out in a simple and monotonous manner, with the teacher reading and explaining the material, while students are instructed to listen and write. Next, activities are carried out in the form of questions and answers about vocabulary that is not yet understood. There are no games, media, or other interesting activities. As observed, some students appear bored, sleepy, talking to themselves, and not paying attention. The impact of these issues is that students struggle to master Arabic vocabulary. This would be different if the teacher used visual media, conducted games and quizzes, or created engaging digital game applications to spark students' interest in learning.

This condition contradicts the constructivist approach, which is one of the common approaches in the learning process. This approach emphasizes the active involvement of students in exploring and discovering learning materials independently. Through the constructivist approach, students are encouraged to build new understanding and

knowledge based on their experiences. Knowledge is considered dynamic because it continues to develop as learning experiences increase. In this approach, educators act as facilitators who support the learning process so that it runs effectively (Ilham & Tiodora, 2023)

2. Problems in Mastering Arabic Vocabulary in Grade IV at MI Salafiyah

Every learning process certainly has its own challenges or problems, and learning Arabic at the elementary school level is no exception. The problems of Arabic vocabulary mastery among fourth-grade students at MI Salafiyah consist of internal and external problems, as explained below:

a. Internal Problems

Internal problems originate from teachers, students, facilities, and infrastructure.

First, teachers lack innovation in using learning media, even though in the era of the 4.0 revolution and society 5.0, teachers are required to be media literate and constantly upgrade their experience (Budiyono, 2020). Additionally, there is a lack of reading materials and academic development. Teachers should not be complacent and are required to continuously develop their academic knowledge. Thus, the quality of teachers when teaching forms the foundation of students' understanding. Finally, there is a lack of variety in learning strategies, models, and methods, with a reliance on lecture-style teaching that makes students easily bored.

Second, the low motivation of students to learn Arabic has an impact on their learning scores and vocabulary mastery. This occurs because the learning process is not varied and creative. Teachers are unable to create a pleasant learning atmosphere. This condition is not in line with Jean Piaget's learning theory on children's cognitive development, which explains how children adapt to and understand their surroundings. Children will show higher creativity if teachers are able to present learning in an interesting way and create a pleasant learning atmosphere (RimahDani et al., 2023)

Third, teachers have not been able to utilize facilities and infrastructure effectively. For example, the observation of the learning process and the availability of LCD projectors have not been maximally utilized by teachers. The tendency to use the lecture method is one of the causes of the problem, leading to monotonous learning. Teachers are required to be creative in implementing the learning process. All plans that have been prepared need to be implemented optimally, both during activities in the classroom and outside the classroom. In addition to choosing the right strategies, methods, and learning media, teachers' skills in managing the learning process are very important. Teachers are also required to master the teaching material and understand the characteristics of each student (Julrissani et al., 2020). The optimal use of facilities and infrastructure is one of the tangible manifestations of the application of teachers' professional competencies in learning activities.

Fourth, the teacher recruitment system is not yet functioning properly. One of the consequences of this is the quality of teaching and learning. The reason for this is that there are not yet any Arabic teachers who meet the academic qualification standards for a bachelor's degree in Arabic, so Arabic lessons are taught by Islamic Education teachers with Islamic Education academic qualifications. A similar situation appears to occur in some boarding school-based madrasahs, where Arabic language teachers are individuals with an understanding of Arabic (students, administrators, or alumni of boarding schools) but do not meet the academic qualification standards (Oktavera et al., 2024).

b. External Problems

External problems stem from the family environment and educational background of the students. *First*, not all students actively participate in TPQ activities and are proficient in reading the Qur'an. Some students still have difficulty reading Arabic letters and are still beginners. This has an impact on their vocabulary mastery and

motivation to learn Arabic. The family environment has a positive and significant influence on student motivation to learn. This means that if the family plays its role well and provides optimal support, students' enthusiasm for learning tends to increase, because the family is a major factor in shaping children's character and motivation to learn. Conversely, if the role and function of the family weakens, for example due to a lack of attention, communication, or emotional support, students' motivation to learn has the potential to decline (Klau et al., 2025).

Second, differing family backgrounds and environments result in varying individual abilities. At MI Salafiyah itself, particularly among fourth-grade students, family backgrounds vary widely, with some coming from farming, working-class, educational, and homemaker backgrounds. This has an impact on parents' understanding and learning assistance at home. Some parents are unable to assist their children's learning process to the fullest extent, some never assist or monitor their children's development, environment, and learning process, while others always assist and monitor their children's development. In addition, the educational background of parents is also one of the factors contributing to this problem. Family background, place of residence, and parents' occupations have a significant influence on students' cognitive, affective, and psychomotor abilities (Armansyah et al., 2020). Thus, children will have different academic qualities depending on their family background. The solution is that parents must be fully aware of their children's academic success by providing learning assistance or private tutoring and full academic support

3. Solutions for Overcoming Problems with Arabic Vocabulary Mastery

Efforts that have been made by the madrasah and planned for improvement, which the researcher obtained from interviews with the head of the madrasah, include:

first, changes to the Arabic language teacher recruitment system, which is prioritized according to academic qualification standards. Due to the current situation, Arabic language teachers do not yet have linear academic qualification standards. This situation has impacted the teaching and learning process at the madrasah. Arabic language teachers for grades 1–6 at MI Salafiyah are PAI subject teachers with PAI academic qualifications. Teachers must have expertise in the same field as the subjects they teach so that they can deliver lessons effectively, creatively, and engagingly, and have a thorough understanding of the material in order to achieve the planned learning objectives.

Second, the school principal also requires teachers to innovate in the use of learning media to create an enjoyable learning process. One example is the school organizing a mentoring activity for the creation of digital game learning media using the Construct 2 application, training in the creation of teaching materials using Canva, and the creation of loose-part media. This activity is planned to be conducted over four sessions with varying times and themes. In this era of disruption and massive technological development, teachers who are not creative will be left far behind. Teachers must be adaptive to the changing times.

Third, there is collaboration between teachers and parents to monitor the learning process of students at home. Fourth, teachers continue to motivate students to have a high spirit in learning. Fifth, the change in the Arabic language learning model using the Active Innovative Creative Effective Enjoyable Learning Model (PAIKEM). Good cooperation between schools and parents can facilitate the monitoring of students' academic progress. Teachers play a role in guiding and monitoring children's development at school, while parents play a role in monitoring and guiding their children's learning process at home

Conclusion

Arabic language learning at MI Salafiyah Kranggan has generally been implemented according to the learning plan. The problems in mastering Arabic vocabulary among fourth-

grade students stem from internal and external issues. Internal issues originate from teachers, students, and facilities. External issues stem from students' family backgrounds and educational backgrounds. The problems of Arabic language learning at the MI/SD level, such as poor vocabulary mastery, difficulty in understanding meaning, and lack of ability to use Arabic in the appropriate context, need to be addressed immediately through various strategic solutions. Teachers must apply interesting and interactive learning approaches, such as the constructivist approach, which emphasizes active student involvement. Additionally, the use of diverse learning materials, creative methods, and the development of content tailored to children's cognitive development levels are crucial. Family support also plays a key role in enhancing students' motivation to learn. Through collaboration between teachers, students, and parents, along with the optimal utilization of resources, Arabic language learning can become more effective and enjoyable.

Recommendations for further research include the need for continued research on the development of Arabic learning media that can minimize the problems of learning Arabic in madrasahs. In addition, research on the use of interactive and innovative digital media in Arabic learning in madrasahs is also worth exploring. Thus, studies on Arabic learning in

madrasahs can continue to develop and serve as a model for madrasahs in terms of creative and innovative learning activities.

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