



## Problems and Managerial Strategies in Arabic Language Learning: Senior High School Level

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| Article Info   | Abstract  |
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| <p><b>Received:</b> 2025-12-16<br/><b>Revised:</b> 2026-05-28<br/><b>Accepted:</b> 2026-06-15</p> <p><b>Keywords:</b><br/><i>Learning management;<br/>problems;<br/>strategies;<br/>Madrasah Aliyah</i></p> <p><b>DOI:</b> 10.24256/ideas.v14i1.8883</p> <p><b>Corresponding Author:</b><br/>Muhammad Auli Rahman<br/><a href="mailto:aulirahman23@gmail.com">aulirahman23@gmail.com</a><br/>Arabic Language Education, Sultan<br/>Syarif kasim State Islamic<br/>University, Riau</p> | <p><i>Arabic language learning in Madrasah Aliyah (MA) has a strategic position, both as a medium for understanding Islamic texts and as a means of developing students' communication skills. However, the implementation of Arabic language learning in MA still faces complex problems, ranging from curriculum aspects, teaching methods, availability of resources, to student motivation. This article aims to analyse the problems of Arabic language learning at the Madrasah Aliyah level and offer managerial solutions that can be applied by teachers, schools, and policy makers. This study uses a qualitative approach through a field research. The results show that the main problems include low student interest in learning, limited teacher competence, the use of traditional methods, and limited learning media. The solutions offered include the application of innovative classroom management, the use of digital technology, continuous training for teachers, and the integration of real-life context-based learning. In conclusion, improving the quality of Arabic language learning in MA requires a comprehensive, collaborative, and student-oriented managerial approach. This article recommends integrative, collaborative, and student-centred learning management. With strong policy support, Arabic language learning can be more effective, enjoyable, and relevant in the era of globalisation.</i></p> |

## 1. Introduction

The Arabic language holds a very special place in Islamic scholarship and education. As the language of the Qur'an and Hadith, Arabic has been at the heart of the entire process of transmitting Islamic knowledge from classical to modern times (Rahman & Abdillah, 2024; Syahrudin, 2021). More than just a religious tool, Arabic also functions as a global language of communication used in more than twenty countries and is one of the official languages of the United Nations (Hilmani & Syauqi, 2025; T. Yusuf, 2024). In the context of globalisation, which demands cross-cultural skills and international literacy, mastery of Arabic not only brings religious benefits, but also opens up vast academic, social and economic opportunities (Al-Farisi, 2021; Alwasilah, 2018).

The development of Arabic language teaching in Indonesia has a long history closely linked to the traditional Islamic education system. In the early days, learning took place in Islamic boarding schools using the *bandongan* and *sorogan* methods, which emphasised mastery of the classical texts (Rokhim, 2022; Wahyudi, 2019). This pattern fostered a strong scientific tradition, but one that was passive and textual in nature. With the modernisation of Islamic education, Arabic began to be integrated into the curriculum of *madrasahs* and formal educational institutions. However, the focus of learning, which was still centred on *nahwu-sharaf* rules, meant that students' communication skills were underdeveloped (A. Hidayat, 2021; Nurhayati, 2023).

This phenomenon continues to this day. Many teachers still use traditional approaches that emphasise memorisation and grammatical analysis without encouraging active language use (Mustamir & Dakwah, 2022; Yulanda, 2019). As a result, learning feels monotonous, is not contextualised, and fails to foster a *bi'ah lughawiyah* or a living language environment (A. Mustofa, 2018; Zarkasyi, 2016). This situation has a direct impact on low learning motivation, minimal student confidence in speaking, and weak listening and writing skills in Arabic (Santosa & Hidayat, 2022; Supriyadi, 2021).

In the context of *Madrasah Aliyah (MA)*, Arabic has a strategic position because it is not only a compulsory subject, but also a means of gaining a deep understanding of the sources of Islamic teachings. However, the reality on the ground shows that Arabic language learning in MA faces complex problems (S. A. Fatoni & Fitri, 2025; Nisa & Al Ghifari, 2023). The results of the study indicate that there are limitations in teachers' ability to design innovative learning (Achmad & Hikmah, 2024), a lack of digital tools and media (Almarogi & Rofvini, 2022; Irawan, 2022), and weak classroom management in creating an interactive learning atmosphere (Sholeh, 2023; Sudharsono et al., 2024). These factors contribute to low learning outcomes and student motivation (Putri & Safrizal, 2023).

From a theoretical perspective, the problems of learning Arabic in MA can be seen as a managerial issue as well as a pedagogical one. Learning management includes the integrated functions of planning, implementation, and evaluation (Ardihansa et al., 2023). Planning plays a role in formulating objectives,

strategies, and media that are appropriate to the needs of students (Hilmi, 2022).

Implementation focuses on the implementation of active, collaborative, and experience-based learning methods (Nasution, 2023), while evaluation serves to assess the extent to which the process achieves learning objectives (Musnaeni, 2022). These three functions, when managed systematically, can ensure the effectiveness of the teaching and learning process and improve the overall quality of education (S. Fatoni & Fitri, 2025).

Another limitation is the lack of attention to language environment management. Although the concept of Arabiyah Yaumiyah has been widely researched (Hasanah, 2020), its implementation in MA is still sporadic. The language environment, which should be a natural medium for strengthening students' communication skills, has not been managed consistently by institutions. In fact, research shows that the creation of a systematic language environment can increase students' activity, motivation, and confidence in speaking Arabic (A. Yusuf, 2021).

Thus, the research gap that emerges is the absence of a comprehensive Arabic language learning management model that is, a model capable of simultaneously integrating aspects of strategic planning, active learning methods, the use of digital technology, and the formation of *bi'ah lughawiyah*. Most previous studies have only highlighted one aspect, such as methods or media, without looking at the systemic relationship between these learning components. This is where this study finds its relevance and novelty.

This study offers a new perspective by examining Arabic language learning from an educational management approach. This approach places management functions planning, organising, implementing, and evaluating as key instruments in improving the effectiveness of Arabic language learning in Madrasah Aliyah. Scientifically, this approach seeks to bridge the gap between language teaching theory and educational management practice. Thus, this study not only contributes to the development of innovative learning strategies, but also provides a more systematic, adaptive, and results-oriented learning management model.

Therefore, this study aims to answer two main questions: *First*, what are the problems of Arabic language learning in Madrasah Aliyah? *Second*, how can Arabic language learning management strategies be applied to overcome these problems effectively?

In general, this study aims to analyse and formulate comprehensive and contextual Arabic language learning management strategies that are capable of integrating pedagogical innovations with modern educational management. The results of this study are expected to contribute theoretically to the development of Arabic language learning management models and practically to teachers and madrasah administrators in creating communicative, interactive, and learner-centred learning.

Thus, this study not only fills a gap in the literature but also provides a new direction for strengthening the quality of Arabic language learning in Indonesian Islamic educational institutions.

## 2. Method

This study employs a qualitative approach with field research. The qualitative approach was chosen because this study emphasises an in-depth understanding of the phenomena occurring in Arabic language learning at Madrasah Aliyah, including internal and external factors that influence the quality of learning and the solution strategies applied. Field research allows researchers to directly observe teacher-student interactions, the use of media, and madrasah policies that support an Arabic-speaking environment (Widayanti & Dewi, 2024). Thus, this study does not only rely on secondary data from literature but also combines real experiences in the field to obtain a more holistic picture.

The main research instrument is the researcher himself, who functions as a "human instrument". The researcher is tasked with systematically observing, recording, analysing, and interpreting data from the field. To support the data collection process, the researcher uses semi-structured interview guidelines, observation guidelines, and documentation. The interview guidelines are designed for Arabic language teachers and students to obtain information related to Arabic language learning practices, obstacles encountered, and managerial strategies applied.

The observation guidelines help researchers record classroom dynamics, interactions, and the application of learning media, while documentation, such as lesson plans, curricula, and evaluation reports, is used to supplement interview and observation data (Astuti et al., 2020). The use of these various instruments allows for data triangulation, thereby ensuring the validity of the findings.

The data sources for this study were divided into primary and secondary sources. Primary sources included Arabic language teachers at MAS Islamic Centre Al-Hidayah Kampar (TM) and MAS Al-Islam Rumbio (YM). Meanwhile, students at MAS Islamic Centre Al-Hidayah Kampar (SA) and MAS Al-Islam Rumbio (SI) were involved in teaching and learning activities. The selection of these participants was carried out deliberately using a purposive sampling strategy. This technique was chosen because both the teachers and the pupils met specific inclusion criteria that were rich in information: the teachers were the primary facilitators responsible for designing the learning materials, whilst the group of pupils involved were active participants who interacted directly within the classroom ecosystem under study.

Secondary sources include official documents, evaluation reports, curricula, lesson plans, scientific articles, and relevant previous studies. The combination of primary and secondary data sources aims to strengthen data triangulation, so that researchers can verify information from various perspectives and gain a more complete understanding of the problems and solutions in Arabic language learning (Fahmi & Adhimah, 2024).

The research was conducted at a private Madrasah Aliyah in Kampar Regency, which was chosen because its learning conditions provide a realistic picture of the various obstacles faced in Arabic language learning. The learning programme at this madrasah is still not optimally structured (Rahmah, 2019), so the curriculum often emphasises vocabulary and grammar memorisation rather than communication skills. The available extracurricular activities also do not create a consistent Arabic-speaking environment (Djakfar, 2022; Prayitno, 2024), so students are less accustomed to using Arabic in real contexts.

In addition, classroom learning practices still focus heavily on lectures and memorisation methods (Sofa & Sugianto, 2024), with few opportunities for students to interact actively or apply communicative learning strategies. This situation highlights the real challenges in improving the quality of Arabic language learning and emphasises the need for appropriate managerial intervention (Fahyuni & Islamiy, 2024).

Data collection techniques included in-depth interviews, participatory observation, and documentation studies (Sinulingga & Sitepu, 2025). In-depth interviews were conducted to explore the experiences, obstacles, and strategies of teachers and students in Arabic language learning. Participatory observation allowed researchers to directly observe teaching and learning activities and the implementation of an Arabic-speaking environment. Documentary studies were conducted to analyse the curriculum, lesson plans, and evaluation reports relevant to Arabic language learning. This combination of techniques is in line with the principle of triangulation in qualitative research, which increases the validity and reliability of data (Widayanti & Dewi, 2024).

Data analysis was conducted using descriptive-analytical techniques, namely the interpretation of data from literature and the field to find patterns of problems and formulate applicable solution strategies (Santosa & Hidayat, 2022). Descriptive analysis provides a systematic overview of the phenomenon (Wibowo & Sari, 2022), while analytical analysis helps researchers identify factors that influence the quality of Arabic language learning and determine appropriate managerial recommendations (Faradisi & Mahmudah, 2025).

This approach is in line with the data analysis method proposed by Miles and Huberman (2014), which emphasises data reduction, data presentation, and conclusion drawing/verification (Miles et al., 2014). Thus, this research method is able to answer both research objectives, namely identifying problems in Arabic language learning in MA and formulating relevant solutions.

### 3. Result and Discussion

#### *Analysis of Arabic Teachers' Perspectives*

Based on data from observations and interviews, the following results were obtained:

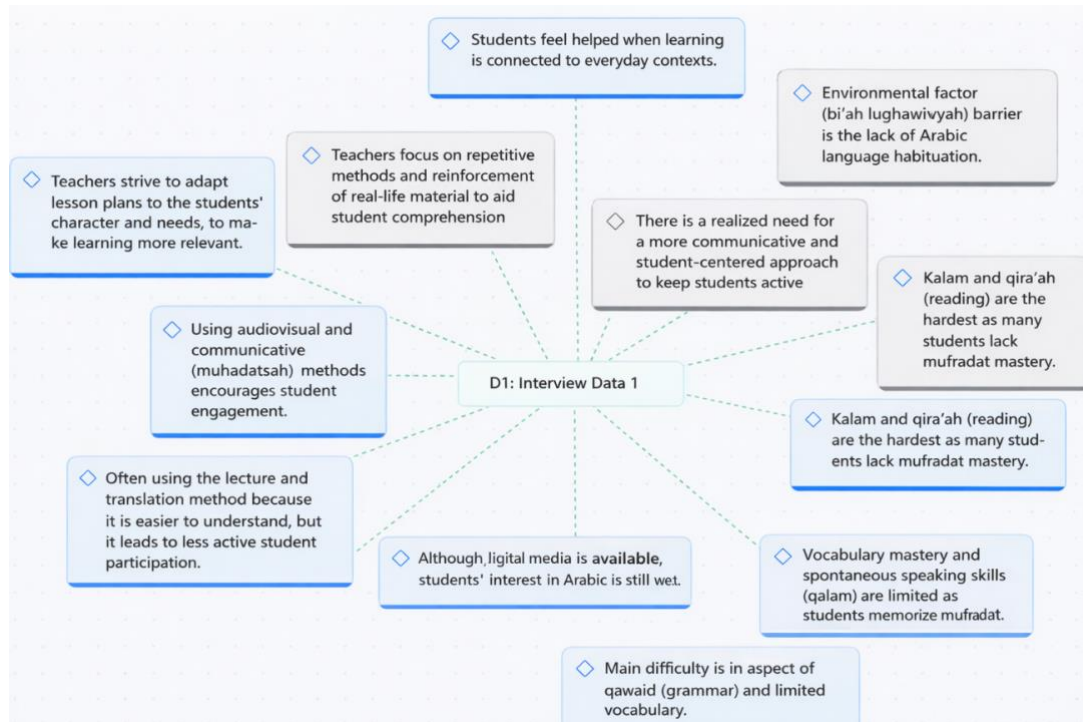


Figure 1, Results of interviews with Arabic teachers

#### *Arabic teacher at School A (MAS Islamic Centre Al-Hidayah Kampar)*

The Arabic teacher at School A emphasised that the most fundamental obstacle in learning Arabic is a weak command of vocabulary (mufradāt). He stated, "*The most pressing problem in my class is the command of vocabulary that is spontaneously spoken*" (TM. Interview; 2025). Weakness in mufradāt mastery has a direct impact on low speaking skills (maharah kalām). The teacher said, "*maharah kalam is one of the most difficult skills to improve because of the difficulty in memorising mufrodat*" (TM. Interview; 2025).

These results are in line with the theory of linguistic problems in Arabic language learning, which emphasises that the main difficulties students face often lie in limited vocabulary and language structure (Fadilah, 2022; Manoppo & Arif, 2020). However, these field findings also show the managerial side of teachers in dealing with these obstacles. The Arabic teacher at School A stated that the preparation of lesson plans (RPP) is tailored to the needs and characteristics of students, "*first getting to know each student's needs and characteristics in order to be able to prepare lesson plans according to their needs*" (TM. Interview; 2025).

This approach reinforces the theory of learner-centred learning management, where teachers act as designers of systems that are adaptive to classroom conditions (Ningsih & Hamdy, 2023; Suryana, 2022).

In teaching practice, teachers use audio-visual methods and a communicative approach (muḥādathah). He said, "*Audio-visual methods are considered more effective in Arabic language learning, as well as the implementation of communicative methods or student-centred learning, namely through muhadastah*" (TM. Interview; 2025). This data supports the theory of the communicative approach (Communicative Language Teaching/CLT), which emphasises active student participation and practice-based learning (Ningsih & Hamdy, 2023; Ridwan, 2019).

The teacher also explained that audio-visual media such as projectors and educational videos can increase student enthusiasm. "*Audiovisual media such as projectors are very effective in increasing student interest,*" (TM. Interview; 2025) he said. In fact, he has used digital media such as Quizlet without any obstacles. This reinforces the theory of modern learning innovation, that the use of educational technology can increase student motivation (Adhwa et al., 2025; Zailani et al., 2023).

However, in terms of the language environment (bi'ah lughawiyyah), the teacher assessed that there were still obstacles. He said, "*for general subjects, perhaps students are more interested in English than Arabic*" (TM. Interview; 2025). This factor of interest is a major obstacle to the formation of language habits. In theoretical terms, these results refute the ideal assumption of language habit formation theory, which assumes that the school environment is automatically capable of creating linguistic habits. In reality, teachers must still play an active role in building bi'ah lughawiyyah through continuous communicative activities (Astuti et al., 2020).

As a solution, teachers emphasise the importance of innovation in methods and media: "*The solution is to find the latest innovations, whether in the form of interesting media or methods that can increase student motivation.*" (TM. Interview; 2025). This finding reinforces the concept of learning solution management that teachers are classroom managers who play a strategic role in dynamically managing learning resources, media, and strategies to achieve learning effectiveness.

#### *Arabic Teacher at School B (MAS Al-Islam Rumbio)*

The Arabic teacher at School B revealed that the main problems in learning Arabic are difficulties in understanding grammar and limited vocabulary. He stated, "*The most pressing problem in teaching Arabic in my class is the qawaid or Arabic grammar, as well as maharah kalam and qiraah, which are difficult due to the limited Arabic vocabulary*" (YM. Interview; 2025).

This finding is in line with the theory of structural difficulty (qawā'idīyyah), which is a classic problem in Arabic language learning at the madrasah level. However, the teacher's managerial approach shows a different orientation from modern theory. In the interview, he explained, "*I more often use the lecture and translation methods because they are easier for students to accept*" (YM. Interview; 2025). This approach shows that teachers still practise the traditional-transmissionist teaching model, where the teacher is the centre of information (A. Hidayat, 2021; Nurhayati, 2023).

From the perspective of learning management theory, this practice demonstrates a form of contextual managerial adaptation, namely the ability of teachers to adjust methods to the readiness of students. Although lecture methods are often criticised in modern learning theory, the results of this interview support the principle of managerial relevance, namely that the effectiveness of strategies depends on the conditions of the students and school facilities (Mustamir & Dakwah, 2022; Nurhayati, 2023). Teachers also revealed that the application of communicative methods is difficult to implement, "*rarely applying communicative methods because they focus on textbook material, making it difficult to apply a student-centred approach*" (YM. Interview; 2025).

In terms of media use, teachers are still limited to audio-video and do not use digital applications due to infrastructure constraints. They stated, "*We do not use applications due to infrastructure limitations*" (YM. Interview; 2025). This fact corrects the learning innovation theory, which tends to be idealistic in assuming that all teachers can utilise technology. In the reality of regional madrasahs, infrastructure limitations are a determining factor that influences the implementation of modern strategies (Almarogi & Rofvini, 2022; Irawan, 2022).

As a solution, teachers emphasise repetition and contextualisation of learning, "*we must explain the lesson to students repeatedly and relate it to real situations around them*" (YM. Interview; 2025). This approach reinforces the theory of Contextual Teaching and Learning (CTL), which emphasises the connection between the material and the students' concrete experiences. Thus, these field findings show that the application of modern theory needs to be adapted to the local context in order for learning to be more effective (Daulay, 2014; D. Mustofa, 2022).

### Analysis of Student Perspectives

Based on data from observations and interviews, the following results were obtained:

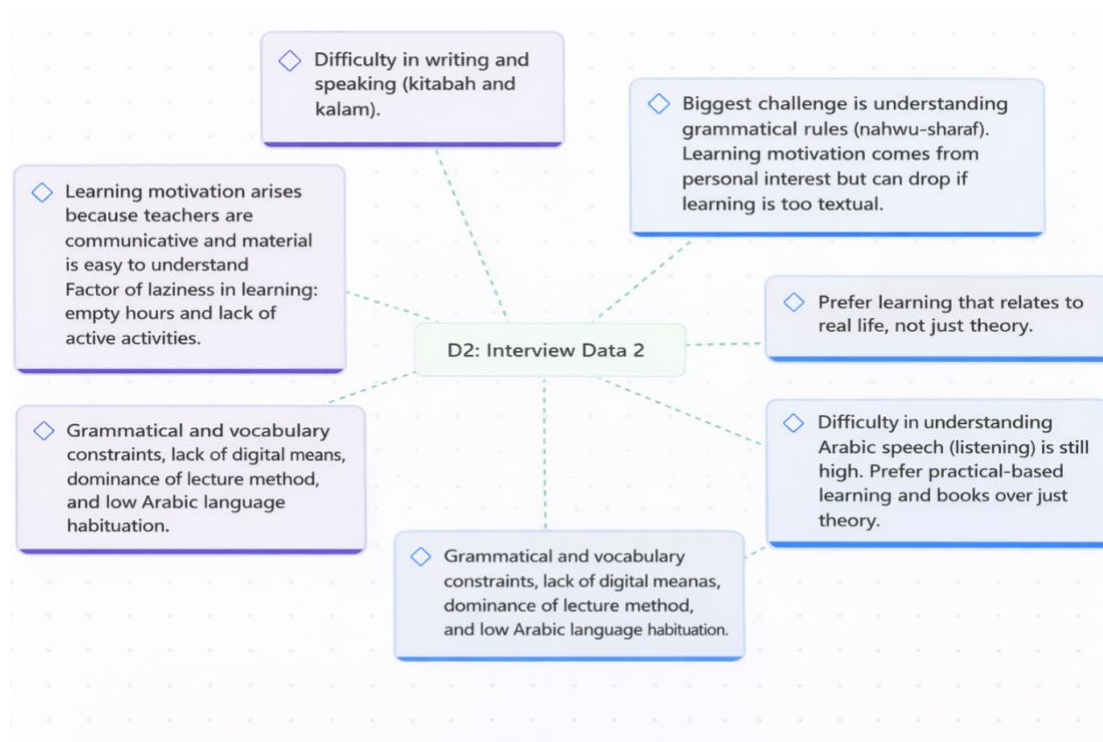


Figure 2, Student interview results

#### Student from School A (MAS Islamic Centre Al-Hidayah Kampar)

The student from School A explained that the main difficulties he faced in learning Arabic were understanding the linguistic rules and remembering mufradât. He said, "*The most difficult aspect of learning Arabic is the linguistic rules.*" (SA.Interview; 2025). However, he learned Arabic not because it was an obligation, but because of personal interest: "*I learned Arabic because of personal interest.*" (SA.Interview; 2025).

This intrinsic motivation reinforces the theory of internal learning motivation, which states that intrinsic motivation lasts longer than external motivation (R. Hidayat & Rahmawati, 2021). Students at School A also mentioned that speaking practice made them more confident, "*when the teacher gives speaking or dialogue practice, I feel helped to be able to speak Arabic fluently.*" (SA. Interview; 2025). This supports the theory of practice-based learning, which emphasises the importance of direct experience in improving communicative competence (S. Fatoni & Fitri, 2025; F. Yusuf & Arifin, 2022).

School B students prefer to learn with books and direct practice because they consider it to be concrete: "*I prefer to learn using books and practice*" (SA. Interview; 2025). This statement shows a balance between traditional methods and contextual practice. He also acknowledges that Arabic language activities at school,

such as greetings and small talk, are very helpful: "*There are school activities that require us to speak Arabic, and that is very helpful.*" (SA. Interview; 2025).

From a theoretical perspective, the statements made by students at School A indicate the partial success of the application of bi'ah lughawiyyah, but it is not yet fully systematic. This reinforces criticism of language acquisition theory, which assumes that the environment automatically shapes language skills. In fact, success still depends on teacher management and school policy. Sultan hopes for more contextual learning, "*I want the discussion to not be too textual, but to be related to real situations around us*" (SA. Interview; 2025). This supports the CTL theory and indicates that students need lively and applicable learning.

#### *Student B (MAS Al-Islam Rumbio)*

Student B revealed that the most difficult part of learning Arabic was writing and understanding the rules of nahwu-sharaf. He said, "*The most difficult part of learning Arabic is writing sentences and the rules of nahwu and shorof.*" (SI.Interview; 2025). He learned Arabic out of personal interest, not because it was a school requirement: "*I learned Arabic because of my personal interest.*" (SI.Interview; 2025).

He added that his enthusiasm for learning increased when the teacher explained in a way that was easy to understand, "*What makes me enthusiastic is that the teacher suits us and is easy to understand.*" (SI.Interview; 2025). This statement reinforces the theory of pedagogical relations (teacher-student rapport) that a positive relationship between teachers and students affects learning motivation. Students at School B considered the most enjoyable method to be when the teacher related the lesson to everyday life, "*the explanation is easy to understand because it is related to everyday life.*" (SI.Interview; 2025).

This quote supports the theory of contextual learning, which places student experience at the centre of meaning. It also emphasises the importance of speaking practice: "*When the teacher gives us speaking or dialogue practice, I feel very helped*" (SI.Interview; 2025). This reinforces the theory of communicative skills in foreign language learning (Fadilah, 2022; Ningsih & Hamdy, 2023).

In the context of the language environment, Student B mentioned that Arabic speaking activities at school helped him practise, "*there are school activities that force us to practise speaking Arabic, and that is very helpful*" (SI.Interview; 2025). However, he still experiences difficulties in writing and speaking skills. He hopes that teachers will create a more active learning atmosphere, "*I want teachers to be more active, both in terms of activities and Arabic language learning.*" (SI.Interview; 2025).

These results indicate that although students show high motivation, their productive skills are still constrained by low frequency of practice and limited language environment. In the theoretical context, this confirms the view that successful language learning depends not only on interest, but also on classroom management systems and language habit formation policies.

### *Synthesis of Analysis*

From the four categories of respondents, it can be concluded that the main problems in learning Arabic include limited vocabulary and understanding of qawā'id, while the main solutions lie in the application of communicative strategies, contextual approaches, and innovative learning media. Both teachers and students emphasise the importance of practice-based learning. However, the results of this study also criticise Arabic language learning theories that are too idealistic, especially in terms of the application of modern methods in schools with limited resources.

Thus, the results of this study not only reinforce previous theories but also provide contextual corrections, namely that the effectiveness of Arabic language learning is highly dependent on classroom management, student motivation, and the sustainability of a conducive language environment.

### *Discussion of the First Problem Statement: Problems in Arabic Language Learning in Madrasah Aliyah*

In response to the first problem statement, this study found that the problems in Arabic language learning in Madrasah Aliyah cover several main aspects. First, weak vocabulary and sentence structure mastery is the most dominant obstacle. Interview data shows that students find it difficult to use vocabulary spontaneously in oral communication contexts, which results in poor speaking skills. Second, student motivation is not optimal, especially among non-religious students who view Arabic as just a compulsory subject. Third, the dominant use of lecture methods makes learning less interactive and does not provide space for students to actively practise their language skills. Fourth, there are limitations in learning media, especially in schools with minimal technological facilities, so that teachers cannot maximise the use of audiovisual media or digital applications.

These findings are in line with various studies that mention that the problems of Arabic in madrasahs generally stem from low interest, limited teacher competence, a lack of language environment, and a lack of varied media. Thus, the obstacles encountered in the two schools confirmed the real problems also found in previous literature.

### *Discussion of the Second Problem Statement: Learning Management Strategies in Addressing Problems*

In response to the second problem statement, this study shows that the learning management strategies applied by teachers are carried out through four management functions, namely planning, organising, implementing, and evaluating. In the planning stage, teachers adjust lesson plans to the characteristics and abilities of students, including adding muhadatsah activities and practice-based exercises.

In the organising stage, the division of roles among teachers is adjusted to their respective competencies, as well as the selection of learning media available at the school.

In the implementation stage, schools with better facilities utilise audiovisual media, language games, paired dialogues, and a communicative approach to increase student activity. Meanwhile, schools with limited facilities apply structured repetition strategies, contextual explanations, and a simple but consistent approach to ensure that students understand the qawā'id concepts gradually. During the evaluation stage, teachers conduct assessments through oral practice, dialogue exercises, and monitoring student progress over time.

These results indicate that the effectiveness of management strategies is highly dependent on teachers' ability to adapt to school conditions, utilise available media, and create a conducive classroom atmosphere. In other words, systematic and flexible managerial efforts have been proven to reduce learning barriers and increase student engagement.

#### 4. Conclusion

Based on interviews with teachers and students at both schools, the following conclusions can be drawn: *First*, the problems encountered in teaching Arabic at School A and School B follow a similar pattern, namely poor vocabulary mastery, low speaking skills, and suboptimal learning motivation. However, there are differences in the causes and levels of these obstacles. School A is more aided by digital facilities, while School B is more hampered by limited resources. *Second*, The learning management strategy at School A is more modern, interactive, and utilises technological media and muhadatsah.

At School B, the strategy focuses on repetition, contextual explanations, and a simple approach tailored to the school's conditions. *Third*, A comparison of the two schools shows that the effectiveness of Arabic language learning is highly dependent on the teacher's ability to adaptively manage planning, implementation, and evaluation. Media innovation, language environment, and a communicative approach are key factors that can improve the quality of learning.

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