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Analysis Of *Nahwu* Learning Difficulties In Students Of Class VIII Syamsul Ulum Boarding School Bandung

Stevan Malik[1], Ujang Hudaya[2]
[1]Pondok Pesantren Al-Basyariyah Bandung, Indonesia
[2]Pondok Pesantren Syamsul Ulum Ujung Berung Bandung, Indonesia
Corresponding E-mail: stevanmalikaminuddin@gmail.com

ABSTRACT

Learning Qawaid, especially *Nahwu* at school, has various problems. The factors that cause the problem are both internal and external. The purposes of this study were 1) to find out the factors of difficulty learning *Nahwu* about *Kalam* in class VIII students of the Syamsul Ulum Islamic Boarding School Ujung Berung Bandung, and 2) to find out the solution to the difficulties in learning *Nahwu* about *Kalam* in class VIII Syamsul Islamic Boarding School students at Ujung Berung Bandung. The data of this study were through tests and non-tests. The test data collection tool used is in the form of test questions given to students—non-test data tools used in questionnaires, observations, and interviews. The conclusions of this study are: 1) The factors that cause student difficulties that come from themselves are 22.04%, factors that come from the family environment are 30%, factors that come from the school environment are 35.44%, and the last factor comes from from the school environment. Community environment by 12.52% 2) The solutions offered by researchers to research results include: a) Self: more focused on understanding the explanation of the material given by the teacher in class, study habits pay more attention; b) Family Environment: problems in the family must be resolved by deliberation with fellow family members; c) School environment: more expanded and updated media facilities, learning tools, book collections or teaching materials; d) Community environment: voting in association, time management in studying and working including organization.

Keywords: *Arabic Learning, Learning Difficulties, Nahwu.*

ABSTRAK

Pembelajaran Qawaid khususnya *Nahwu* disekolah mengalami berbagai problem. Faktor yang menyebabkan problem tersebut baik faktor internal maupun eksternal. Tujuan penelitian ini adalah 1) untuk mengetahui faktor-faktor kesulitan belajar *Nahwu* tentang *Kalam* pada siswa kelas VIII Pesantren Syamsul Ulum Ujung Berung Bandung, 2) untuk mengetahui solusi dari kesulitan belajar *Nahwu* tentang *Kalam* pada siswa kelas VIII Syamsul Pesantren Ulum Ujung Berung Bandung. Data penelitian ini melalui tes dan non tes. Alat pengambilan data tes yang digunakan berupa soal-soal tes yang diberikan kepada siswa. Alat data non tes yang digunakan berupa angket, observasi, dan wawancara. Kesimpulan dari penelitian ini adalah: 1) Faktor penyebab kesulitan siswa yang berasal dari diri sendiri sebesar 22,04%, faktor yang berasal dari lingkungan keluarga sebesar 30%, faktor yang berasal dari lingkungan sekolah sebesar 35,44%, dan faktor terakhir yang berasal dari lingkungan sekolah. lingkungan masyarakat sebesar 12,52% 2) Solusi yang ditawarkan peneliti terhadap hasil penelitian antara lain: a) Diri sendiri: lebih fokus memahami penjelasan materi yang diberikan guru di kelas, kebiasaan belajar lebih memperhatikan; b) Lingkungan Keluarga: masalah dalam keluarga harus diselesaikan dengan musyawarah dengan sesama anggota keluarga; c) Lingkungan Sekolah: fasilitas media, alat belajar, koleksi buku atau bahan ajar lebih diperluas dan diperbarui; d) Lingkungan Komunitas: voting dalam pergaulan, manajemen waktu dalam belajar dan bekerja termasuk organisasi.

Kata Kunci: *Kesulitan Belajar, Nahwu, Pembelejaran Bahasa Arab.*

INTRODUCTION

Learning is the basic process of human life development. By learning, humans undergo individual qualitative changes so that their behavior develops. All human activities and life achievements are nothing but the result of learning. Learning is not just an experience, but learning is a process and not an outcome. Learning, therefore, takes place actively and integratively by using various forms of action to achieve a goal (Ardiansyah, 2020b). According to Khalilullah," a person is suspected of having problems or learning difficulties if the person concerned fails in achieving a certain level of learning outcome qualification, within a specific time limit." (Khalilullah, 2011). Learning difficulties can be interpreted as anything that hinders or slows a student's learning, understanding, and mastering of something. Factors that can cause learning difficulties are many and varied, namely the presence of internal and external factors (Shodiq, 2018).

Internal factors such as due to body pain or disability. External factors include low-income family economic conditions, less harmonious parent-child relationships, teaching methods that students favor less, and less complete learning media. It cannot be denied that a person who learns a foreign language will find difficulties, which can be minimized if he has decisive driving factors or, in other words, he has a strong desire to learn the language, one of which is to learn Arabic.

Arabic has grammatical wealth. To understand and master Arabic, *Nahwu* and short are two things that must be mastered by people who learn Arabic. This is because *Sharaf* is the mother of Arabic, and *Nahwu* science is the father of Arabic. The above statement clarifies how important it is to study *Nahwu* and *Sharaf* science. Because the two sciences cannot be separated in Arabic learning (Ardiansyah & Muhammad, 2020). In Indonesian, *Nahwu* science is called syntax. Grammatical studies that address relationships between words in a broader structure include (1) syntactic functions, (2) discussion of both words (noun declination and verb conjugation), and (3) grammatical markers (hisnens suffixes) (Rahmat & Abdurrahman, 2017).

Nahwu is a science that discusses the final change of *kalimah* related to *I'rob*, sentence structure, and sentence form. Learning *Nahwu* science is very important in learning Arabic because *Nahwu* science is a science that learns the rules in Arabic (Akmalia & Faizin, 2021). Whereas according to Al-Gulayaini (in the Introduction to Arabic Linguistic Studies), *Nahwu* science is the propositions that tell us how the final state of the words should be after being arranged in sentences, or the science that discusses the Arabic words of *I'rob* and *bina'* (S. Amir, 2020). Given the goals to be achieved at the beginning of its emergence, *Nahwu* is intended only as a means of learning to anticipate the spread of language errors (B. Amir, 2019). However, in its development, *Nahwu* became an independent discipline, apart from other sciences, and was heavily influenced by the euphoria of Greek philosophy, so this science was complicated and convoluted.

The complexity even makes it difficult for learners to learn Arabic. To understand the contents written in Arabic lessons, learners must understand and master the science of Arabic (Arabic Grammar), better known as *Nahwu* science and *Sharaf* science (Syarif, 2017). The science of *Nahwu* and *Sharaf* is essential, considering that a word can change its meaning and has other meanings due to changes in *i'rab* and changes in its origin. Studying *Nahwu* is expected to make it easier to learn Arabic (Sa'adah, 2019). Several factors support the success of Nahwu teaching. All languages are inseparable from the three interrelated elements of language (Pamessangi, 2019). The three elements are sound, structure, and meaning. Likewise with Arabic, in learning Arabic, we should know and pay attention to three language elements: *ashwat*, *qowa'id*, and *ma'na* (Amirudin, 2017).

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Based on observations that researchers have made at Pesantren Syamsul Ulum Ujung Berung Bandung at the time of teaching, many difficulties are faced by students in studying Arabic, especially *Nahwu*. Most students are not all from schools; from the beginning, there has been *Nahwu* learning, and *Nahwu* lessons do not enter the national exam, so students are more concerned with tested learning. According to them, *Nahwu* learning in school is challenging because they lack motivation, support, or encouragement from the family and school. Many factors cause their difficulties in *Nahwu* learning in school. From the family side, they are less encouraged to learn because of the busyness of their parents who work all day outside the home, while from the school, because of the lack of media, teachers who lack mastering *Nahwu* learning materials, facilities, and infrastructure that can support the smooth learning process of *Nahwu* in the classroom. In addition to the above factors, other factors affect the difficulty of *Nahwu* learning in schools, including the input of students who are not the same, different teachers and different teacher education outputs, and the selection of inappropriate methods.

Several previous studies related to research titles include research with the title: "Analisis Metode Pembelajaran Ilmu Naḥwu Pada Majelis Taklim Al-Amanah Kebon Jeruk Jakarta Barat" written by Fajar Syarif; this study states that the Nahwu science learning carried out by KH Muhammad Zein by "integrating" several Nahwu science methods in the al-Amanah taklim assembly, Kebon Jeruk, West Jakarta. With this method, students can understand the lesson well. The integration method carried out by KH Muhammad Zein in learning Nahwu science can be used as an example for other educational institutions (Syarif, 2017); Therefore, a teacher is expected to know various learning methods so that what is desired can be achieved; The second study was conducted by Ahmad Miftahuddin and Ana Wahyuning Sari with the title"Analisis Kesulitan Pembelajaran Nahwu Pada Siswa Kelas VIII MTs Al Irsyad Gajah Demak Tahun Ajaran 2015/201", The conclusion of this study is: 1) The factors that cause student difficulties that come from themselves are 22.04%, factors derived from the family environment are 30%, factors derived from the school environment are 35.44% and the last factors derived from the community are 12, 52% 2) The solutions offered by researchers to the results of the study include: a) Yourself: more focused on understanding the explanation of the material given by the teacher in the classroom, learning habits are more concerned; b) Family Environment: problems in the family should be solved by deliberation with fellow family members; c) School Environment: media facilities, learning tools, collection of books or learning materials are further propagated and updated; d) Community Environment: choosing in association, time management in learning and work including organizations (Miftahuddin & Sari, 2017); Furthermore, research conducted by Siti Lum'atul Mawaddah with the title "Problematika Pembelajaran Nahwu Menggunakan Metode Klasik Arab Pegon di Era Modern", the results of the research found by researchers include linguistic and non-linguistic problems. 1) Linguistic problems include phonological problems, morphological problems, vocabulary problems, and restructuring problems, and 2) Non-linguistic problems include lack of mastery of the target language well, the weak ability of students in writing Pegon, and problems understanding the contents of the text as a whole (Mawaddah, 2022); Research conducted by Nailis Sa'adah, under the title "Problematika Pembelajaran Nahwu bagi Tingkat Pemula Menggunakan Arab Pegon," mentions that Nahwu learning uses Arabic Pegon, which is Nahwu learning that uses Pegon translation to be able to find out the position or position of words in a sentence. The problem of Nahwu learning using ArabPegon include linguistic problems (morphological, syntactic) and non-linguistic. The solution offered by the author is 1. The existence of a unique Arabic Pegon dictionary for beginner level, which contains the introduction of Pegon letters and symbols that can be translated into the Arabic translation of Pegon. 2. The existence of supporting books other than the yellow book (which is taught) can

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provide more understanding to students and what they have learned. 3. In addition to learning Nahwu, students must also be balanced with better sharaf learning (Sa'adah, 2019); Research conducted by Rizka Utami, with the title "Ta'līm Al-Nahw Bi Madkhal Al-Ta'allum Al-Ta'āwunī Bi Uslūb (STAD) Bi Ma'had Dār Al-'Ulūm Al-'Ashrī Banda Aceh," the results showed that Nahwu learning using a cooperative learning approach with STAD techniques improved the value of Modern Pesantren Darul Ulum students (Utami, 2020).

From the background that has been outlined, the problems that researchers will discuss are limited to "*Nahwu* Learning Difficulty Analysis in Students of Class VIII Pesantren Syamsul Ulum Bandung."

METHOD

This research is descriptive qualitative research. The research method utilizes qualitative data and is described descriptively. Qualitative descriptive research is often used to analyze social events, phenomena, or circumstances. The sample of this research was taken by the purposive sampling method. This sampling method was used for several reasons. This naturalistic approach means that the research field situation is natural, fair, and not manipulated. Therefore, this approach finds events such as how they occur. Naturalistic studies are how we see actual events naturally and openly change without manipulating control variables. This study's data collection techniques are observation, interviews, documentation, and triangulation. Data analysis was carried out through several steps: the first was data reduction. Researchers discuss this research with friends or people considered experts in the data reduction process. Through this discussion, the researcher's knowledge will increase so that he or she can reduce data with significant research value and academic growth. The second is data display. Presentation of data is used by presenting data with descriptive and narrative argumentation text. The third is verification. Researchers used verification as field data validation. Sugiyono explained and Matthew B. Miles, A. Michael Huberman & Johnny Saldaña that the third step of qualitative data analysis is drawing conclusions and verification (Sugiyono, 2014).

RESULTS AND DISCUSSION

In the old sense, *Nahwu* knowledge was defined as rules that could recognize Arabic words, both in *I'rab* and *Bina*'. In the old sense, *Nahwu* knowledge was defined as rules that could recognize Arabic words, both in *I'rab* and *Bina'* (Shidqi & Mudinillah, 2021). Since long ago, understanding *Nahwu* science has always been identified with Arabic. A proficient person in *Nahwu* knowledge will be considered a linguist in Arabic. Therefore, Nahwu must use the correct method to become a linguist in learning science. In the old view, the *Nahwu* learning method requires language learners to memorize rules even though they do not understand them (Ardiansyah, 2020a). As a result, learners cannot apply it when using it in real situations. This type of learning is still used in Islamic boarding schools in Indonesia and several Arab countries.

Objectives Of Science Learning Nahwu

It can be agreed that science lessons Nahwu are not a good target to become a learning goal, but the science of Nahwu is one of the means to help us talk and write correctly and straighten and keep our tongue from errors (Miftahuddin & Sari, 2017). It also helps in explaining the teachings carefully, proficiently, and fluently. Multiple goals to teach the science of Nahwu are:

a. keep and avoid verbal and writing language errors, besides creating habits of fluent language. That is why ancient Arab and Islamic scholars tried to formulate knowledge Nahwu besides keeping the language of the Koran and the Prophet's Hadith Muhammad.

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b. We are familiarizing language learners with Arabic always to do observation, logical and orderly thinking, and other uses that can help them study Arabic grammar critically.
c. Help students to understand expressions of Arabic to speed up understanding of the meaning of talk in Arabic,
d. sharpen the brain, enlighten feelings and develop students' linguistic treasures.
e. Give the ability students to use the rules of Arabic in various settings language. Therefore, the result expected of the teaching of Nahwu science is students' skills in applying these rules in Arabic expression styles used by language learners Arab in his life, besides useful for understanding language classics inherited by the scholars from ancient times.
f. Qawā'id can provide control careful to students when composing an essay.

Learning Methods Nahwu

In the old view of the Nahwu teaching method, para students must memorize the rules, even if they do not understand them. As a result, they failed to implement the rules that they had memorized in the real world. It is happening in Islamic boarding schools in Indonesia, too, and in several Arab countries. From here, come up with a thought to find a solution to solve the problem (Ridlo, 2015). One of the ways to solve it is to find the best method and most accessible to convey messages of Nahwu knowledge to the student. If you pay attention to the methods of Arabic teaching in Arab countries and some Islamic boarding schools in Indonesia, both those who have been practiced in the past then stopped. What is still in use today also has been replaced by the method. On the other hand, it can be argued that these methods can be grouped into two methods subjects, namely method (قياسية) (analogical) and method (استقرائية) (inductive) (M. Asy'ari, 2020), each of which will describe below:

1. The Deductive Method **(الطريقة القياسية)**

This method is sometimes called the method rule. Then the example is the method oldest applied in teaching Nahwu science. Even though this method is the oldest, up to now, it is still widely used in various educational foundations both in Arabic as well as in Indonesia, in particular boarding schools. In this method, teaching focuses on the presentation of rules, imposition of memorization of the rule is on the student, then giving examples to clarify the meaning of the rules the; this means that the learning process takes place from general to general for those who are exceptional. This idea (*Qiyasiyyah*) was born based on a desire for students to understand general rules meaning to stick to their minds; that is why a teacher or student is required to make an analogy a new example that is still unclear to another obvious example, then matched with the general rule (Jamil & Sardiyanah, 2020).

The deductive method teach*es Nahwu* science by first explaining Arabic rules, then giving examples of sentences taken from other readings. This method contains general to specific material delivery, which is abstract towards concrete examples and starts from premises to logical conclusions. The deductive method helps students master the subject matter, especially *Nahwu* science, faster and easier to understand. This long-used method will be more appropriate for students at the madrasah aliyah or higher education level and already have many basic principles because deductive reasoning is needed to understand the teacher's theory (Mualif, 2019).

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Two things need to be done in the *qiyasi* (deductive) method of presenting the method note that (Muhlis, 2016):

a) Exposure to the rules, namely a teacher writes on the board write clearly and then the teacher reads it and follows by students/students repeatedly so that students can memorize it and understand it.
b) Presentation of examples, namely, the teacher explains the rules that There are examples so students can understand them. Then a teacher held a question and answer with the students to be completed at home outside the class hours that have been determined, both individually and in groups.

The application or form of application of this *qiyasi* method is as follows:

a) The teacher starts the lesson by expressing a specific theme
b) Explaining the rules of Nahwu
c) Asking students to understand and memorize the rules of Nahwu
d) Give examples related to the rules
e) Summarizing the ongoing lesson material
f) Students are asked to work on practice questions

2. The Inductive Method **(الطريقة الإستقرائية)**

At first, this method entered the Arab world after an invitation from the delegation teaching mission from Europe at the beginning XX century. The teaching style in this method is the opposite of the method (*Qiyasiyyah*) because of the method. This method is based on the presentation of examples first, then examples it was discussed with the student, compared, da formulated the rules later given training to students. This method starts from the special to reach the standard rules while general to the particular. Supporters of this method are of the view that this kind of method is a natural method because the students, through examples, it is possible to achieve knowledge, reveal ignorance, give enlightenment on the unclear by knowing the elements, collect vocabulary and combine something with the like; this is done by gradually until you arrive at a general rule formulation or comprehensive rules (Mualif, 2019).

Historically, the inductive method was developed and modified by a western scientist named Francis Bacon. The inductive method or the *Istiqra'iyyah* method can also be called the *Istinbatiyyah* method. This learning method begins by describing examples by increasing the number of exercises and then explaining the general rules. Apart from the weaknesses, such as taking much time and the lack of examples that teachers can use to convey information, this method is also used in some schools in Arab countries. Several books have been designed according to the inductive method, including *Nahwu al-Wadhih* Karya Ali Al-Jārim. These two methods, deductive and inductive, are most widely used in Nahwu learning in several Islamic boarding schools in Indonesia, although they have advantages and disadvantages. The advantage of the qiyas (deductive) method is that it does not require much time for the learning process, while the weakness is that students tend to forget the material explained by the teacher more easily. The advantages of the inductive method are that learners can analyze the knowledge and material being studied; however, this takes a long time and requires detailed and repeated explanations from the teacher (Rusyadi & Muassomah, 2020).

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Presentation method inductive (*istinbath*) are as follows (Setyawan, 2015):

a) By presenting simple examples and then the rules rule. This presentation is called the presentation of examples and various ways of presenting examples. Sometimes, the examples presented vary and do not exist in other examples.
b) With the method of exposing the text, followed by the rules Nahwu.

The application of the inductive method in classroom learning is as follows:

1. The teacher explains and explains the reading texts and issues; examples focused on Nahwu and material to explain the rules in the reading.
2. Students (santri) should ask many questions to teachers to complete the existing reading texts.
3. The teacher explains the Nahwu rules contained in the examples
4. The teacher and students make conclusions about the rules of Nahwu
5. Students are asked to do the exercises.

Analysis Of *Nahwu* Learning Difficulties In Students Of Class VIII Syamsul Ulum

The results of the research presented in this chapter include two things, namely (1) factors that affect learning difficulties in the form of internal and external factors and (2) solutions offered by researchers to the results of the study. The recitation method (giving assignments) presents lecture materials where the lecturer assigns specific tasks so that students carry out learning activities. (Sari, 2018) Argue that assignments carried out by students can be done in the classroom, campus grounds, laboratories, library, student residences, or anywhere as long as the assignment can be done. So the assignments given to students are not limited (the assignments can be done when and where the student is located). M. Asya'ri emphasized that the teacher applies the recitation method, where the teacher gives specific tasks so that students carry out learning activities. They have to take responsibility for it. Meanwhile, Soekartawi defines the recitation method as presenting that lessons by giving assignments to students to learn, then being accounted for in front of the class. Besides that, the recitation method is often called the assignment method, where students are given special assignments outside of class hours (M. Asy'ari, 2020).

Mawaddah stated that the recitation method or assignment is a presentation of learning materials where the teacher assigns specific tasks so that students carry out learning activities and provide reports due to the assignments they do. The teacher can give assignments in various forms, both independent assignments and group assignments, and homework assignments that students can do at home, at school, and anywhere (Mawaddah, 2022). The teacher in giving assignments must pay attention to each assignment given to students so that these assignments can improve students' abilities according to the material presented. With the assignment, students will be accountable for what they have done so that the assignment can make it easier for students to understand the subject matter. This method can practice all four language skills, mainly German, including listening, speaking, reading, and writing. J.S. Badudu, in the Dictionary of Foreign Absorption Words in Indonesian, suggests that the definition of recitation is reading that is conveyed (from rote) in public; memorization that is pronounced (e.g., by students) in front of the class (Akmalia & Faizin, 2021).

Nahwu science, in general, is tasked with analyzing the position of the *i'rab* of a sentence in numbers. According to Abu Bakr Muhammad, *Nahwu* is the language of Arabic grammar (Arabic Grammar). The term is a rule in that it explains the Arabic form, both on its own and in the form of sentence structures. Wahyono states that *Nahwu* in terminology is a science that studies several rules that can be used to find out various laws of the final conditions of an Arabic word arranged in a sentence, both in terms of *i'rab* and *bina*' (Wahyono, 2019). Syekh Mustafa al-Ghulayaini defines

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the science of *Nahwu* as the study of a basis with which the Arabic sentence forms will be known, both in terms of changes in the final vowel of a sentence and its development (Sa'adah, 2019). *Nahwu* is the rules of language that were born after the existence of language. These rules were taken with the background of errors in language users. Therefore, Nahwu is studied so that language users can convey language expressions and be able to understand them correctly, both in written form (reading and writing) and in the form of speech (speaking correctly) (Pamessangi, 2019). Historically, the science of *Nahwu* was first compiled by Abu al-Aswad ad-Dualy. Abu Aswad compiled the knowledge of *Nahwu* so that the Arabic language would not be damaged by mixing Arabs with non-Arabs.

During the pandemic, the learning of *Nahwu* science in several schools was carried out virtually. Virtual learning is often referred to as online learning. Mawaddah revealed that preparation before providing learning services is one of the determining factors in learning success, especially in online learning, where there is a distance between teachers and students. In this lesson, the teacher must know the learning principles and how students learn (Mawaddah, 2022). Syarif explains that the delivery tool is not a determining factor for the quality of learning, but the subject design determines learning effectiveness (Syarif, 2017). One of the reasons for choosing a learning method is to promote meaningful learning. The effectiveness of learning can be identified through the behaviors between the teacher and students and how they respond to what is conveyed by the teacher (Zamzami & Syamsiyah, 2020)

Learning Difficulties

Factors that can cause learning difficulties in school are many and varied. When associated with factors that play a role in learning, the causes of learning difficulties can be grouped into two large parts, namely factors that come from within the student (internal factors) and factors that come from outside the student (external factors). Amir explained the factors that cause difficulties in learning, namely internal factors or factors from within students themselves and external factors that arise from outside the student (S. Amir, 2020).

a. Internal Factors
    1) Physical causes: because of pain, because of being unwell, or because of body defects.
    2) Spiritual causes: intelligence, talent, interest, motivation, mental health factors, particular types of a student.
b. External Factors
    1) The family factor is about how to educate children and the relationship of parents with children. Mood factor: the atmosphere is very rowdy or crowded—family economic factors: underprivileged circumstances.
    2) School factors include teacher factors, teachers not qualified, teacher relationships with students less harmonious, and teaching methods that students favor. Tool factor: a less complete lesson tool. The factor of place or building. Curriculum factor: poor curriculum, such as too high materials, less balanced division. School time and discipline are lacking.
    3) Mass Media and Social Environment factors, including cinema, TV, newspapers, magazines, and comic books. The social environment includes friends, neighboring neighborhoods, and activities in the community.

According to Ihin Solihin states that factors that can cause learning difficulties can be classified into 4 (four) namely (Solihin, 2017):

a. Factors of oneself, i.e., factors arising from the student itself, are also called internal factors. Internal factors include not having a clear learning goal, lack of interest, frequently impaired health, teaching skills, learning habits, and lack of language mastery.

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b. Factors of the school environment, namely factors that come from within the school, such as how to give lessons, lack of reading materials, lack of tools, lesson materials are not by the ability and implementation of lessons that are too dense.
c. Factors of the family environment, namely factors that come from within the student's family, including family financial ability, family problems, longing for the village (for students from outside the area), visiting and receiving guests, and lack of supervision from the family.
d. Factors of the community environment include disorders of the other sex, working while studying, actively organizing, inability to manage leisure time and leisure time, and not having friends to study together.

According to Wahyono (Wahyono, 2019), the internal factors of students' learning difficulties are classified into two physiological and psychological factors. These physiological factors are divided into two types: the state of physical tone and certain physiological functions, especially the five senses. The state of physical tone, in general, can be behind learning activities. A fresh and not tired physical state will affect learning outcomes compared to less fresh and tired physical conditions. In contrast, psychological factors in learning encourage students' learning activities, such as curiosity and investigative nature, clear learning goals, lack of interest, frequently poor health, teaching skills, learning habits, and lack of language mastery.

Suggestion

Based on the conclusions that have been outlined, there are several suggestions addressed to teachers and students, especially students of class VIII pesantren Syamsul Ulum Ujung Berung Bandung, namely as follows:

1) Advice for teachers
   a) The contribution of Arabic teachers when explaining *Nahwu* is more giving exercises about *Kalam* to students. This aims to increase students' understanding of Kalam so that students can use Kalam according to the provisions of their users in sentences.
   b) Teachers train students to work on training problems, pay attention to mistakes, and then directly discuss and provide solutions so that these mistakes can be used as learning and not done again in the future.
   c) Contribution and innovation for teachers in teaching *Nahwu,* especially about *Kalam* teaching *Nahwu* (*Kalam*) can use methods or exercises and more variety of learning so that learners do not get bored.
2) Advice for students
   a) Students pay more attention to the problem first before answering so that students can fill in the questions correctly and correctly.
   b) Students increase training to improve their ability to determine *Kalam*.
   c) Students also ask many friends or teachers about something they do not understand so that the problem can be directly overcome.
   d) Students studying *Nahwu* (*Kalam*) not only pay attention to the meaning of *Kalam* only. However, students should also pay attention to grammatical meaning. In addition, students must also pay attention to the function of using *Kalam* in sentences to use *Nahwu* (*Kalam*) with the provision of its use.

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CONCLUSION

Based on the description of the study results, it can be put forward as follows. 1) factors that affect students' learning difficulties in class VIII Pesantren Syamsul Ulum Ujung Berung Bandung are more dominantly derived from the school environment than from the family environment, from yourself. At the same time, the lowest factor comes from the community environment and is considered less influential. Solutions offered by researchers to the results of the study include a) Yourself: more focused on understanding the explanation of material provided by teachers in the classroom, learning habits are more concerned; b) Family environment: problems in the family should be solved by the deliberation of fellow family members; c) School environment: media facilities, learning tools, collections of books or learning materials are further expanded and updated; d) Community environment: voting in association, time management in learning and work including organizations.

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