Problematics of Character-Based Arabic Learning During Pandemic Time at Boarding School Assyifa Subang

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Abstract

A necessity in learning there is a process of interaction between teachers and students. Usually, this interaction is done face-to-face, but during the current covid-19 pandemic, interactions between teachers and students are conducted online in almost all schools. This raises several problems faced by teachers and students, especially in character-based Arabic learning in high school. This research aims to examine and provide solutions related to the problems of learning Arabic at the As-Syifa Boarding School Subang High School. The subjects of this study were teachers and students of the As-Syifa Boarding School Subang High School. Observation, interviews, and documentation collected data. The data analysis used is data display, data reduction, and triangulation. The study results explain that the problem of language aspects is caused by aspects of semantics, phonology, and grammar. As for the non-language aspect, it is caused by internal and external factors of students, especially technological factors that do not support learning, and devices are more widely used by students, not for knowledge but are used for playing games, using TikTok applications, etc., lack of motivation and confidence. The solutions include increasing the components and implementation of learning, strengthening motivation, self-confidence, and fostering good student character.

Keywords: *Character, covid-19 pandemic, learning arabic, problematics.*

Introduction

Since the government announced the first case of Coronavirus Disease 2019 (Covid-19) in March 2020, which was then faced with a pandemic, almost all sectors of life are affected, including the education sector. Covid-19 spreads so fast and has spread to nearly all countries, including Indonesia, so World Health Organization (WHO) made this endemic a world pandemic on March 11, 2020. In the education sector, the government, through the Ministry of Education and Culture (Kemdikbud), has implemented a policy of learning from home or *Belajar Dari Rumah* (BDR), especially for education units located in the yellow, orange, and red zones. This refers to the Decree and the Minister of Education and Culture, Minister of Religion, Minister of Health, and Minister of Home Affairs regarding guidelines for the Implementation of Learning in the 2020/2021 Academic Year and the 2020/2021 Academic Year during the Covid-19 period. For academic units located in the green zone, they can carry out face-to-face learning while still paying attention to the Health protocol (Haerul & Yusrina, 2021).

Learning during the Covid-19 pandemic has caused extraordinary changes as if all levels of education, including Senior High School (SMA), are 'forced' to transform to adapt suddenly to do learning based on residence through online media. This is certainly not an easy thing because it is not fully ready. The global problem of education is that the learning process is not

yet uniform, both standard and the quality of the desired learning outcomes. This is certainly felt heavy by educators and students. Especially educators are required to be creative in delivering material through online learning media. This also needs to be adjusted to the level of education in its needs. The impact will cause physical pressure as well as psychological (mental). Therefore, positive, creative & innovative thinking can help overcome various problems in the distance learning process by applying fun online learning media, thus forming quality learning outcomes. Long-distance learning using online media expects students to be able to follow the lesson to the maximum (Jaelani et al., 2020).

Online learning is now a challenge for the world of education. Important aspects of enhancing online learning skills must be improved, among others, by holding training for teachers in the use of technology and communication. For the sake of fluency in online learning, it is not enough for teachers to have basic technology skills (such as using a computer and being connected to the internet), as well as knowledge to use audio-visual devices, as well as ways to deliver lessons without face-to-face interaction (interesting learning videos). These skills will be required when using an online learning platform. More importantly, the gap between training and execution in the field needs to be minimized (Azzahra, 2020).

Digital-based distance learning during the Covid-19 pandemic requires students to prepare for their own learning (Sadikin & Hamidah, 2020). Online learning is one of the learning solutions during the Covid-19 pandemic. Online learning is also able to overcome problems in learning (Ratri, 2018). However, on the other hand, there are still many complaints related to the use of this learning media. Bold learning during the pandemic cannot be separated from learning problems (Hapsari & Fitria, 2020; Jamaluddin, Ratnasih, Gunawan & Paujiah, 2020; Kusumaningrum & Wijayanto, 2020). One of the problems in virtual-based online learning during a pandemic is the low mastery of technology (Muulawarman, 2020). The purpose of this study was to describe the problems faced by students in the character-based Arabic learning process during the COVID-19 pandemic.

Furthermore, looking at the news in today's society, some parents of students do not have mobile devices (android) or personal computers to support online learning, especially for the students themselves. Such conditions make them confused about the existing phenomena. One side is faced with the absence of supporting facilities. On the other hand, there is a demand for the fulfillment of educational services for students. As mandated in the 1945 Constitution, article 31 paragraph (1) states that every community has the right to education. The struggle that occurs is not only in the availability of learning facilities but also the absence of a quota (pulse), which requires a high enough portfolio, in order to facilitate the needs of online learning, especially parents of students from middle to lower economic circles, do not have rules in providing internet networks. It doesn't stop there; even though the internet network is at hand, students face difficulties in accessing it because they live in rural, remote, and underdeveloped areas. Even if there are those who use the cellular network, sometimes the network is unstable because the geographical location is still far from the origin of the cellular frequency range. This is also a conflict that often occurs in students who take online learning; as a result, the implementation is less effective (Kemdikbud, 2020).

The complaints experienced during the COVID-19 pandemic were also felt by teachers and students at the Assyifa boarding school in Subang. The problems complained of by the teachers at the Boarding School Senior High School include linguistic (linguistic) and non-linguistic (non-linguistic) problems.

Based on the results of previous studies related to the problems of digital-based learning during the Covid-19 pandemic, data were obtained that, in general, learning problems occurred in almost every subject. However, learning Arabic needs special attention, especially in permanent institutions or boarding schools. For example, in the daily life of a teacher and student who always speaks a foreign language, including Arabic. Both Arabic learning also needs applications in using them so that problems arise, both linguistically and non-lingually. This is the empirical basis that inspires and motivates researchers to conduct studies related to the problems of learning Arabic during the COVID-19 pandemic.

Method

Currently, learning methodologies still cause many unfinished problems (Wahida, 2017: 46). Especially during this covid 19 pandemic. Therefore, innovation continues to be pursued and carried out. In this study, the direction of the problem focuses on identifying and innovating solutions to the problematic discourse of character-based Arabic learning during the COVID-19 pandemic. The population of this research is a high school located at the Assyifa Islamic Boarding School. The subjects taken in this study are teachers and students who teach and learn Arabic at his school.

This study chose a qualitative descriptive method with a naturalistic approach. This method is used to examine natural conditions as well as real descriptions of problems as well as solutions in learning Arabic during the covid 19 pandemics. In particular, the research strategy used is an embedded case study because the problem or research focus has been determined before carrying out research in the field.

The schematic flow of the research framework is shown in the following figure:
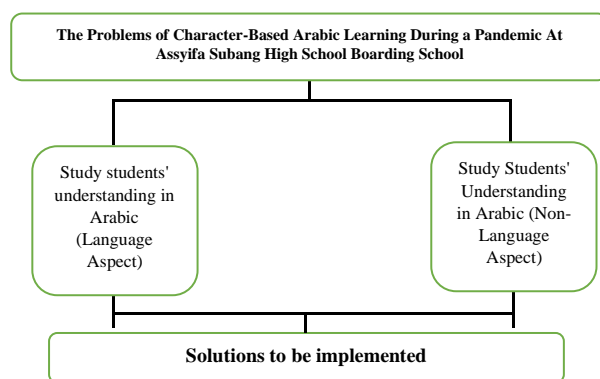
Results and Discussion

Difficulties and obstacles in the linguistic aspect to understand Arabic

Based on the questionnaire search, several obstacles were identified in learning Arabic, both linguistic and non-linguistic factors. The difficulties in linguistic aspects are (1) aspects of competence such as understanding sentences, difficult to memorize because it is rarely used, difficult to understand meaning, minimal vocabulary; (2) performance aspects, such as in addition to communicating, compiling sentences, not being used to it, having difficulty

translating, making sentences from *uslub*, being stiff when speaking, having difficulty speaking with native speakers and reading Arabic texts.

There are two language skills to be achieved, namely receptive active abilities and productive, active abilities. Fahrurrozi and Mahyuddin explain (2012) that what is meant by receptive active language skills is the ability to actively understand the meaning of other people's speech or writing. While active, productive language skills are the ability to use language as delivery of ideas, ideas, information or feelings, and so on, both orally and in writing.

Language skills include listening skills, reading skills, while active, productive skills include speaking skills and writing skills. Based on the medium of communication, language skills can be divided into spoken language skills and written language skills. Oral language skills have two aspects, namely listening and speaking. Furthermore, written language skills have two aspects, namely reading and writing (Sudaryat, 2015).

Related to aspects (1) and (2) as expressed by Mar'at, (2005) and Chaer, A. (2009), the time used or the opportunity to speak is relatively less, or the language environment is absolutely nothing. Then the differences in the characteristics of the Arabic language quite influence and become an obstacle in learning Arabic. Arabic is a Semitic language family that has different characteristics from Indonesian or other regional languages in Indonesia (Azhar, M, 2005: 52).

Both at the level of understanding or translation of Arabic must be based on Arabic culture. So, a good understanding of the culture of both languages (Indonesian and Arabic) is very necessary. In the context of translation, Nida in (Omari, J. 2008) provides four aspects of consideration, namely 1) ecology, 2) material, 3) religious culture, 4) social culture, 5) linguistic culture.

1. The ecological aspect includes one of the aspects described in a category that refers to animals, plants, flora-fauna, weather, environmental topography, as well as several things that have influenced the formation of the Arabic language. The ecology of the senses is such as environmental phenomena or, more specifically, where the language is used, as well as the impact of how people and the reactions of others (Omari, J. 2008).
2. Furthermore, the material culture aspect refers to various types of food, clothing, houses, cities, and types of transportation.
3. Culture includes non-abstract aspects that also affect human life. This includes the types of clothing that are common and those that are not, types of food that are typical or even prohibited.
4. Social culture, this aspect covers all areas of family relationships, norms, and traditions.
5. Religious culture refers to the size of religion and culture, as well as being a separate problem in understanding and translating Arabic.
6. Language culture (linguistic culture) refers to the differences in features between two languages (Arabic-Indonesian) in particular. Differences in features and characteristics refer to style, vocabulary differences, or syntactic-semantic aspects. Nida (Omari, J. 2008) explains cultural problems in understanding and translating the different characteristics of the two languages.

Based on the statement above, there are several things that need to be considered in understanding the Arabic language, namely the macro aspects that are the background for the preparation of a proverb.

So, it can be concluded that the problem in the performance aspect is caused by the lack of time or intensity for language practice, such as the lack of intensity of time for practicing the

four language skills, using idioms, and translating. This is reinforced by problems in aspects of competence in terms of vocabulary, rules, and differences in some elements and characteristics between Arabic and Indonesian.

1. The problems of using Arabic in language practice

Language learning, there are two language skills to be achieved, namely receptive active abilities and productive, active abilities. According to Fahrurrozi and Mahyuddin (2012: 76), what is meant by receptive active language skills is the ability with an active attitude to understand the meaning of other people's speech or writing. While active, productive language skills are the ability to use language as delivery of ideas, ideas, information or feelings, and so on, both orally and in writing.
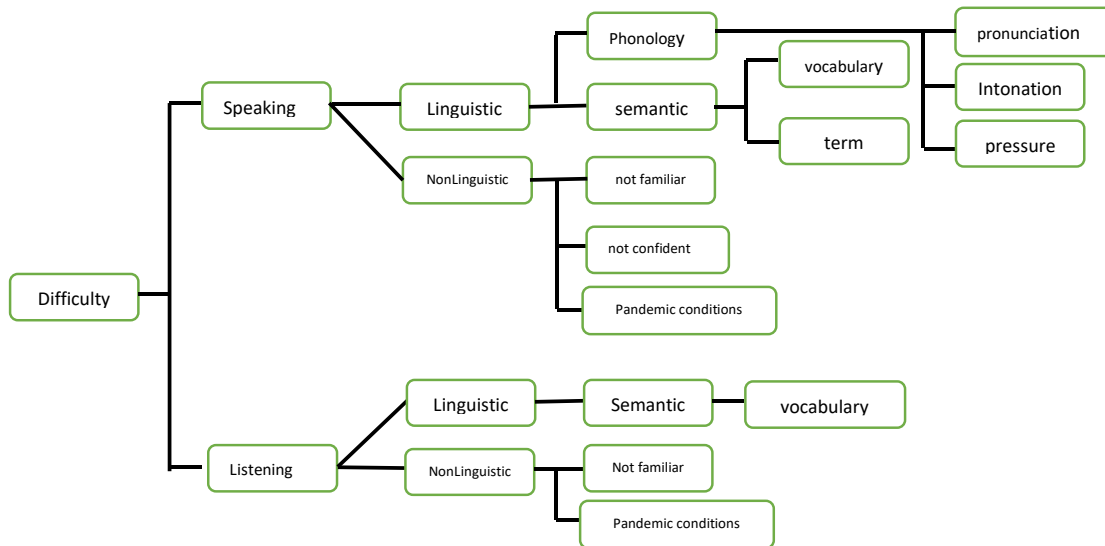
Furthermore, language skills include listening skills, reading skills, while those included inactive, productive abilities are speaking skills and writing skills. In the nature of the medium of communication, language skills can be distinguished into spoken language skills and written language skills. Oral language skills have two aspects, namely listening and speaking. Meanwhile, written language skills have two aspects, namely reading and writing (Sudaryat, 2015).

a. Problems Speaking and Listening Arabic

The obstacles to speaking and listening activities include linguistic and non-linguistic aspects. First, linguistic factors include the weakness of students in the fields of (1) phonology, which is less familiar with hearing and speaking the pronunciation of true speakers; (2) semantics, namely vocabulary that has minimal impact on understanding the meaning of both fusha and amiyah. The non-linguistic factors are lack of confidence and not yet used to it. As for the efforts made in increasing active language activities, namely through vocabulary treasury and focusing on listening to speech. This was reinforced by the findings from the questionnaire search. It was found that (88.10%) students had difficulties in hearing and speaking Arabic, and (11.90%) stated that they had no problems. However, the problem is the lack of motivation in listening skills.

Chart 1.

Difficulty practicing using Arabic while Listening and Speaking

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                                              ┌─────────────┐       ┌──────────────┐
                                              │  Phonology  │       │ pronunciation│
                                              └─────────────┘       └──────────────┘
                               ┌────────────┐              ┌───────────┐
                               │ Linguistic │   ┌──────────│ vocabulary│  ┌────────────┐
              ┌──────────┐     └────────────┘   │          └───────────┘  │ Intonation │
              │ Speaking │          ┌──────────┐│                         └────────────┘
              └──────────┘          │ semantic ││  ┌──────┐
                        │           └──────────┘│  │ term │       ┌──────────┐
                        │ ┌─────────────┐       │  └──────┘       │ pressure │
                        │ │ NonLinguistic│      │                 └──────────┘
                        │ └─────────────┘  ┌─────────────┐
                        │                  │ not familiar│
                        │                  └─────────────┘
 ┌────────────┐         │                  ┌─────────────┐
 │ Difficulty │─────────┤                  │ not confident│
 └────────────┘         │                  └─────────────┘
                        │                  ┌──────────────────┐
                        │                  │Pandemic conditions│
                        │                  └──────────────────┘
                        │
                        │ ┌───────────┐    ┌──────────┐    ┌────────────┐
                        │ │ Linguistic│────│ Semantic │────│ vocabulary │
              ┌──────────┐└───────────┘    └──────────┘    └────────────┘
              │ Listening│ ┌─────────────┐  ┌─────────────┐
              └──────────┘ │ NonLinguistic│ │ Not familiar│
                           └─────────────┘  └─────────────┘
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                                            │Pandemic conditions│
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The type of difficulty that occurs in this skill aspect is that students have difficulty listening to Arabic texts. The indicators of difficulty faced by most students are difficulties in remembering the details and sequence of the text being listened to, then other types of difficulties, namely in expressing the main idea, difficulty in making conclusions about the content of the text, and difficulty in expressing comments and giving an assessment of the Arabic text being listened to Nurhidayati, 2006). The linguistic aspect that causes the most difficulty in listening is the aspect of limited vocabulary, while the non-linguistic aspect that causes the most difficulty is the aspect of motivation and interest, which is caused by external factors, namely aspects of teacher teaching methods, aspects of media and facilities that are underutilized, aspects of the material that less varied because it was carried out during the COVID-19 pandemic and the aspect of opportunity was very limited to practice listening skills.

However, in reality, certain students experience obstacles and disturbances, so that they experience difficulties in learning. Basically, at a certain level, there are students who can overcome their learning difficulties without having to involve other people. However, in cases of certain problems, because students have not been able to overcome their learning difficulties, the help of teachers or other people, in this case, friends in the class, are needed by students (Fuad, 2019).

So, it can be concluded that the findings in the field show that students' obstacles in listening and speaking Arabic are part of the impact of the lack of understanding, lack of practice and can also be from the lack of motivation to develop speaking and listening skills because some of them are more focused on vocabulary and rules Arabic grammar and conditions that make learning less effective.

The various problems that exist in learning Arabic must be solved, both by the teacher and the students. Although Arabic subjects are not the only determining factor in the formation of the character and personality of these students, substantially and literally, Arabic subjects have

contributed in motivating students to understand the Qur'an and Hadith in the hope that later they can practice these religious values and morality, both to society and the nation and state (Amirudin and Fatmawati, 2018).

b. **Constraints on the ability to read and write Arabic**
Reading

Reading is a receptive written language skill. As a skill, reading has three components of ability, namely (1) the introduction of letters and punctuation marks, (2) the correlation of letters and punctuation with formal linguistic elements, and (3) the correlation between letters, punctuation, and linguistic elements. Formal with meaning (Broughton in Sudaryat, 2015).

Al-Fauzan (2011) argues that reading is a transformation of the linguistic system from visible symbols, namely letters, to the meaning or intent of the letters. Meanwhile, Effendy (2012) says that reading skills contain two aspects of understanding. First, change the written symbol into sound. Second, capturing the meaning of the whole situation, which is symbolized by the written and sound symbols. In conclusion, reading proficiency lies in the second aspect. At the same time, the first aspect underlies the second skill. Ultimately, the two are interrelated.

Chart. 2
Reading and Writing Difficulties
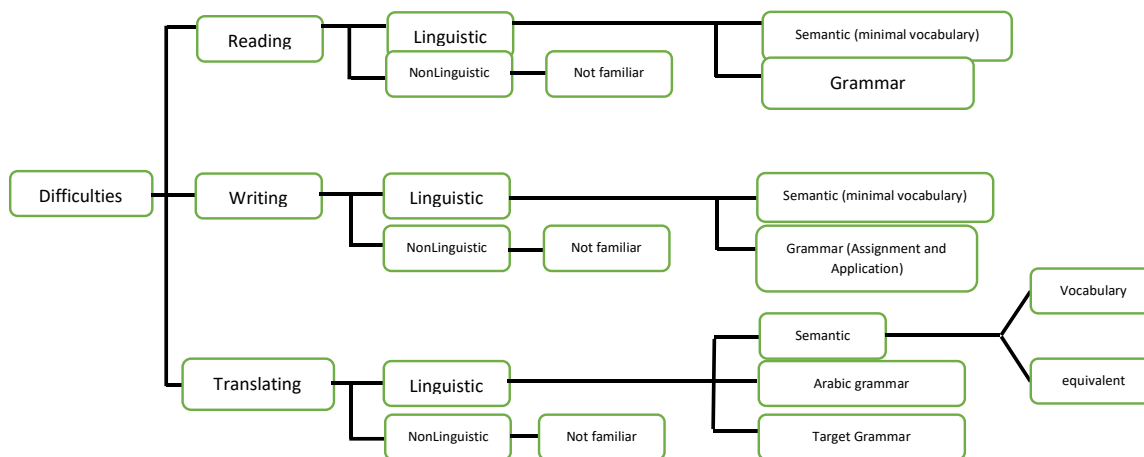
Meanwhile, students' difficulties in reading activities are caused by linguistic factors, both competence and performance factors. Difficulties in the aspect of language competence are caused by several factors: (1) semantics, vocabulary, understanding meanings, and special terms; (2) grammar, mastery of syntactic and morphological aspects; (3) mastery of the two fields. The difficulties of students on aspects of performance in reading activities are (1) semantics, selection of equivalents, (2) grammar, compose sentences in the target language. The efforts made are through learning, practice, and opening a dictionary. This is evidenced by the questionnaire data, namely (90.48%) students have problems when reading and translating, and (11.90%) of students do not experience problems in this regard.

Based on the statement above, it is known that in reading ability, there are several grammatical problems, namely mastery of syntactic and morphological aspects. However, not all students understand well all these aspects. The aspects of formal linguistics and meaning are the lack of vocabulary and special terms.

1. Non-linguistic problems to understand Arabic

The findings related to students' difficulties from non-linguistic aspects consist of several aspects, including internal aspects, systems, and external influences, including the environment. (1) internal aspects include (a) commitment to oneself for practice; (b) time management; (c) lack of motivation; (d) physical factors, namely fatigue. (e) memory and cognition include memorizing and understanding material; (f) lazy; (g) self-confidence issues; (h) inferior (i) using the device to play games. The second factor (2) system factors include (a) rules, namely the lack of firmness for practice; (b) time management, namely a solid schedule; The third (3) is external factors including (a) the influence of friends can have a negative impact, such as being lazy, inviting to play games; (b) lack of cooperation among colleagues; (c) related to methods; (d) and assume that all students can.

Today, we understand that students are individuals who are developing, of course, the same in second language acquisition; there are several factors that cause difficulties. Different when they learn their first language or mother tongue. Mar'at (2005) and Chaer (2009) describe below some of the difficulties of learning a second language, namely:

Times Used

The time spent or the opportunity to speak is relatively less, or the language environment is completely lacking. Environmental conditions are only limited to supporting language time activities; language time, in this case, Arabic is only used and carried out during announcements and ceremonies, while other times are less supportive. This is a motivation for student activities to conduct reviews and provide language time.

The time available in teaching and learning activities does not necessarily only accommodate spoken language but also written language. This requires assistance in the study of language understanding; this also causes time to be more divided apart from language practice.

Other conditions are from student time management, Arabic learning is carried out in Arabic lessons in class, the time management of these students to divide task time, memorize, and study still needs guidance. A lot of time is spent on more important Islamic boarding schools, and this is often the reason when the hours or time for memorizing are lacking. Another factor is that for students who are learning Arabic for the first time, the time needed is getting longer, and the guidance time is also increasing. This is a reference for the management of the study program to arrange activities that can allocate support time. In this case learning Arabic can be done effectively and efficiently.

Teacher Role Problem

The lack of foreign language (Arabic) teachers relatively lacks in speaking skills (Mall, M.A. 2002). The presence of native-speaking teachers supports the continuity of Arabic learning. The role of foreign language teachers, in this case, native speakers, facilitates learning; this is due to the mastery of language, culture, and language and cultural characteristics of the target language; in this case, Arabic is more mastered. Unfortunately, the presence of native-speaking teachers is very limited, and learning time with native-speaking teachers is also limited.

In addition, non-speaking teachers have more roles in learning, motivation and skills possessed such as oral or written communication skills, as well as persuasive abilities using the mother tongue, in this case, Indonesian makes it easier for students to understand. Unfortunately, the use of language delivered by non-speaking teachers tends to be mixed and often uses Indonesian as the mother tongue, in addition to using Arabic as the target language. This indirectly causes a lack of practice and getting used to the language for students.

The problem of the role of native speakers and non-speakers is still one of the non-linguistic aspects that affect Arabic learning. This becomes a reference as an evaluation for every teacher, both native speakers, and non-speakers, to optimize the abilities and expertise of their linguistic competencies to be properly conveyed to students in learning.

Teachers' problems can also be in the technical problems of computer-based teaching. The limited knowledge of teachers in technology can also be a problem in learning, especially applying technology-based learning methods.

Interference

Another problem, such as the foreign language being studied has more phonemes that the first language does not have. So, the difficulties that arise in general are difficulties in pronouncing the phonemes of the second language or foreign language being studied. This difficulty is caused by the differences in the various phonemes of the two languages, both in terms of manner and position of articulation. The difficulties that arise are in the form of pronunciation errors of various kinds of second/foreign language phonemes that are studied, which will then have a very bad impact if they are not taught properly to second/foreign language learners (Sanusi, Y. B, 2005).

Mispronunciations of various second/foreign language phonemes have an impact on erroneous meanings. Pronunciation errors from second language or foreign language learners have an impact on situations where it confuses the interlocutor, especially the speaker of a native speaker. These misinterpretations and misinterpretations result in communication lines that cannot work properly (Sanusi, Y. B, 2005; Emil, F.J. 1981)

Motivation

Motivation really determines the success of learning; according to learning theory, motivation is a mental force that drives learning (Dimyati and Nudjiono, 2002: 51). If motivation is lacking, student learning success will be less than optimal. While Gardner in (Chaer and Agustina, 2009; Santoso, A, 2007) motivation to learn a foreign language is very influential, especially the socio-cultural factors of the learner, the motivation to learn a foreign language have two functions:

1. The integrative function is the motivation that encourages someone to learn a foreign language due to the desire to communicate with native speakers of the language being studied and wanting to become a community or member of the speakers of that language.
2. Instrumental function, namely motivation that encourages someone to have the will to learn a foreign language, due to motivation from a useful goal, such as wanting to get a job as social mobility in that layer of society.

Then Teh and Embi (2009) said the results of their study were that motivated students would tend to use more strategies than students who were less motivated. Students who are highly motivated are more likely to use training strategies related to formal rules (such as analyzing speech, comparing mother tongue with the target language, and looking for language

patterns), function training (such as participating in a program in the target language and talking to oneself in the target language). General learning (such as avoiding memorization and trying diligently) and obtaining conversational input (such as asking to correct names and relying on body language to gather information during a conversation).

Then, based on the results of research conducted by Ghani. K.A. (2008) the interpretation of the research study is obtained, while the research study shows: (a) The stage of motivation to learn listening skills is at a high stage, (b) The stage of achieving Arabic listening skills at the simple stage, (c) There is a significant correlation between motivation and achievement of Arabic listening skills, and (d) There are significant differences between the three sets of learning motivations.

Age Factor

Considering that they (students/students) are individuals who are undergoing a developmental process, with an age range of 16-18 years, including the category of middle-aged adults. There are several assumptions and hypotheses put forward by experts, Savignon in (Sadtono, 1987) states in his research that students who are given the opportunity to speak starting from the first lesson in learning a foreign language have far better achievements than those who learn a language without a native speaker.

There are various arguments that explain that basically, the biological, cognitive, and affective aspects are supporting language skills. Some of them are Penfield and Roberts, who support the biological argument, then Rosansky and Krasen, who support the cognitive argument, then Taylor and Schuman, who support the affective argument (Chaer, 2009).

However, in terms of age, there are several aspects that cause difficulties in learning foreign languages, especially speaking, which is quoted from (Mar'at, 2005: 96) including:

1. Over the age of 12, the motor system will have difficulty adapting to a foreign language (B2). The first language accent is not easy to lose (B1).
2. The presence of anomia or lack of confidence, anomia or lack of confidence is usually done by adults.
3. Neurophysiological relationship of the brain, the brain of adults aged more than 12 years or those who have experienced puberty tends to be rigid because the structure of the brain has experienced a slowdown (lateralization) of the division of brain functions. So their brains are not as flexible as before.
4. Cognitive function, age after 12 years, the conceptual system has developed in such a way; this is the essence of using language that is able to observe rules. Those who are still learning and have limited B2 acquisition will tend to be reluctant to do the exercises, and it is different from those of the previous age.

Formal Presentation Factor

Learning foreign languages, especially Arabic, which is studied in schools and in Islamic boarding schools, mostly uses formal language, learning models. It is said to be formal because there are many aspects involved in these activities, such as teachers, media, curriculum, teaching materials, and other instruments. These aspects have an influence on the speed and success of learning a second language, in this case, namely Arabic, due to various factors and variables that have been prepared in advance (Chaer, 2009). In short, the formal presentation of learning is engineering to achieve the expected competencies that occur in the school environment, while

non-formal or natural learning of a language in a place or country that speaks the language and can be said to be total immersion.

Referring to the non-linguistic difficulties experienced by students, it can be caused by several factors. According to Mar'at, (2005); Chaer, A. (2009), and Mall, M.A. (2002), the factor of the emergence of anomia or interpreted lack of confidence is usually done by adults. This will lead to feelings of inferiority, lack of confidence, laziness, lack of motivation, and commitment. Furthermore, neurological aspects that have an impact on memory and cognition include memorizing and understanding the material. Another thing is a factor related to the system in a way or value adopted in a particular environment. However, individual factors, competence, educational background, there are differences in the difficulties of students from very good language proficiency classes, no longer experiencing problems with material aspects, more difficulties with the lack of supply of sourcebooks and assignments in helping their colleagues. It is different with students in intermediate proficiency caused by several aspects related to the environment, time, and not yet accustomed to the language. This is caused by personal factors, competence, and educational background, in contrast to students in language proficiency classes who still experience fewer difficulties, namely the basic aspects.

2. Solutions that Need to be Done to Overcome the Problems of learning Arabic

Improving students' ability to practice or understand Arabic can be done in several ways:

a. Motivation

Motivation can be interpreted as an explanation of the impulse that arises in a person consciously or unconsciously to take any action with a specific purpose. Specifically, motivation in the field of psychology is an effort that can cause a certain person or group of people to be moved to do something because they want to achieve the desired goal or get satisfaction with their actions (KBBI, 2008).

Motivation really determines the success of learning; according to learning theory, motivation is a mental force that drives learning (Dimyati and Mudjiono, 2002). If motivation is lacking, student learning success will be less than optimal. While Gardner in (Chaer and Agustina, 2009; Santoso, A, 2007) motivation to learn a foreign language is very influential, especially the socio-cultural factors of the learner, the motivation of the learner in learning a foreign language has two integrative and instrumental functions.

Meanwhile, based on the findings in the field, students' motivation to learn Arabic is 1) the integration function, namely wanting to be fluent in Arabic; 2) instrumental, namely because the field of study wants to be able to translate, deepen Islam and understand the content of the Qur'an and the uniqueness and characteristics of the Arabic language itself. Then, other statements regarding the lack of motivation for Arabic are 1) weak motivation and 2) still more interested in other fields.

Based on a study of research results conducted by Ghani. K.A. (2008). The study explains: (a) the motivational stage of listening skills learning is at a high stage, (b) the stage of achieving Arabic listening skills at a simple stage, (c) there is a significant correlation between motivation and achievement of Arabic listening skills, and (d) there is a significant difference between the three sets of learning motivations. Data from research findings in the field show that (70.00%) have motivation for instrumental purposes such as the field of study, wanting to be able to translate, deepen Islam and understand the content of the Koran as well as the uniqueness and characteristics of the Arabic language itself.

During the COVID-19 pandemic, the motivation that must be done is not only focused on students, and parents must also be motivated to understand the technology that supports learning.

b. Cultivating Confidence

It cannot be separated that teaching and learning are related to the background of students. In learning Arabic, not all students have an Arabic background. Whereas in theory, one of the factors that support the success of learning is the harmony or alignment of the disciplines taken; however, not all students can take an education that is in accordance with their educational background when they are in high school (Sarbaini, A, 2018).

The study of findings in the field showed that students' self-confidence problems were caused by several factors, first: the lack of mastery in the field of linguistics, namely, fear of making mistakes in pronunciation (phonological), fear of being wrong in rules (syntax and morphology), and lack of vocabulary (semantics). Second, the internal and psychological aspects of students such as fear of being wrong and feeling inferior. Third, the Arabic context that makes students not confident is a) speaking in public, b) getting questions directly from the lecturer, c) speaking with more proficient interlocutors. Then it can be concluded that the lack of understanding and lack of practice makes students experience problems with confidence in Arabic; this has an impact on feeling inferior, afraid of being wrong, and nervous.

There are several factors that influence students' confidence in speaking Arabic. Considering they are individuals who are undergoing a developmental process, with an age range between 18-24 years, including the adult category. There are several assumptions and hypotheses put forward by experts, Savignon in (Sadtono, 1987) states in his research that students who are given the opportunity to speak starting from the first lesson in learning a foreign language have far better achievements than those who learn a language without a native speaker. There are several assumptions and hypotheses put forward by experts, Savignon in (Sadtono, 1987) states in his research that students who are given the opportunity to speak starting from the first lesson in learning a foreign language have far better achievements than those who learn a language without a native speaker. Then, there are several arguments which state that the biological, cognitive, and affective aspects are supporting language skills, such as Penfield and Roberts, who support the biological argument, then Rosansky and Krasen, who support the cognitive argument, then Taylor and Schuman for the affective argument (Chaer, 2009).

In addition, the time aspect is also a measure of the emergence of self-confidence; if the time that has been used or the opportunity to speak is relatively lacking, or the language environment is completely absent, it will make it difficult to develop self-confidence (Mar'at, 2005; Chaer, 2009). Another finding shows that based on the results of interviews with students who are in very good proficiency classes, although they have a good understanding, it takes two months to be brave and confident in speaking Arabic, and the problem is due to lack of guidance and application, but middle and low proficiency grade students still experience problems in the application aspects and micro-linguistic aspects, namely semantics and grammar.

Then, as for the efforts to overcome the lecturers' team in dealing with students' self-confidence problems to practice Arabic, they are carried out with two patterns (1) programmed activities, namely through learning activities a) come forward, then b) qashirah sermons, students are required to give short lectures prayer room which is held after sunset. Then (2) through

interaction in Arabic in activities related to the secretariat, such as asking for permission to force students to speak Arabic.

Conclusion

Based on the explanation of the results and discussion, it can be concluded that the difficulties and obstacles in the linguistic aspect to understanding Arabic are performance caused by the lack of time or intensity for language practice, such as the lack of intensity of practice time for the four language skills, the use of idioms and translating.

The findings related to students' difficulties from non-linguistic aspects consist of several aspects, including internal aspects, systems, and external influences, including the environment. (1) internal aspects include (a) commitment to oneself for practice; (b) time management; (c) lack of motivation; (d) physical factors, namely fatigue. (e) memory and cognition include memorizing and understanding material; (f) lazy; (g) self-confidence issues; (h) inferior. The second factor (2) system factors include (a) rules, namely the lack of firmness for practice; (b) time management, namely a solid schedule; (c) too many students. The third (3) is external factors including (a) the influence of friends can have a negative impact, such as being lazy, inviting to play games; (b) lack of cooperation among colleagues; (c) related to methods; (d) and assume that all students can.

Non-linguistic problems to understand character-based Arabic learning is concluded to consist of several factors such as the teacher, the method presented, the media, materials, external and internal factors of the learner. As well as improving the learning components and implementation of learning, the solution that needs to be done to overcome the problems of learning Arabic is to motivate learners.

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