Students' Difficulties In Learning Arabic At Man 1 Medan

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Article Info	ABSTRACT
Corresponding Author: Arriyo Prasetiyo Pradana Putra E-mail: arridhoputra89@gmail.com	This articles explain the Factors of Student Difficulty in Learning Arabic at MAN 1 Medan. This research is very important to carry out to find out the various factors that become obstacles for MAN 1 Medan students in learning Arabic and find solutions . This study uses a qualitative method . Research participants were students of MAN 1 Medan. Data collection methods and techniques were in the form of questionnaire distributed to students at MAN 1 Medan and interviews conducted with several students and teachers teaching Arabic subjects . The findings from this research show that students ' difficulties in learning Arabic is influenced by five factors consisting of internal and external factors, namely, first , the students ' lack of memorizing Arabic vocabulary . Second , the lack of student interest in learning Arabic . Third , students come from various different elementary school educational backgrounds . Fourth , the teacher factor , which can be seen from teaching methods that is less attractive and the abilities to manage the class that is not optimal. Fifth , environmental factors , for example the use of regional languages at home which is more dominant than Arabic. **Keywords:** Arabic Language Learning , Learning Difficulties , Causal Factors

INTRODUCTION

When we learn Arabic, we must have four parts of language skills that must be mastered by Arabic language students, namely Listening (*mahârah al-istimâ*), Speaking (*Mahârah al-kalâm*), Reading (*mahârah al-qirâ'ah*) and Writing (*mahârah al-kitabah*) (Nasution, 2021) . After mastering the four components of these skills, the next learning process runs optimally. However, there are many problems in learning Arabic, including Arabic learners finding learning Arabic difficult and boring. Facing these difficulties, it is a challenge for Arabic teachers and tutors to find the difficulties of learning Arabic (Nahda Sahriani, 2023).

Arabic is the 6th international language after English, Mandarin, Hindi, Spanish, and French. Arabic is a language studied by some people with various purposes both in terms of knowledge and language skills consisting of *mahârah the most perfect* , *the most perfect the word of God , the ruler al-qira'ah ,* and *mahârah the book of the bible* to be able to understand the books and as a means of communication (Nasution, 2016) . Arabic is also called the language of the Qur'an and the language used for worship. (Fadhila Syahda Nissa, 2023)

Arabic is a compulsory subject taught in religious schools such as MA (Nasution et al., 2024) . However, in reality, many students have difficulty in learning Arabic. This can be seen from the learning achievement of students at MAN 1 Medan which is not optimal. Based on the results of the researcher's observations, the average student has difficulty in mastering Arabic grammar and vocabulary.

Arabic is rich in vocabulary and is a means of communication that develops along with the development of language and culture. The majority of Indonesian people study Arabic formally and informally. Almost all educational institutions in Indonesia offer education in Arabic, from elementary madrasahs to universities. Arabic language teaching can be considered an important subject in formal educational institutions, especially those supported by the Ministry of Religion. The large number of people who study Arabic in Indonesia through various formal and informal channels makes Arabic an important subject (Lilis Cahyati, 2023).

Despite all its richness, Arabic is often considered difficult to learn. There will definitely be no difficulties in the learning process, let alone Arabic language courses. For students who study Arabic in formal institutions such as schools, they always need intensive Arabic language teaching outside of school in the hope of mastering Arabic classes. Until they really understand. Over the past ten years, many studies have been conducted on several factors that hinder students from learning Arabic, including those conducted by (Andi Arif Pamessangi, 2019), it was found that one of the possible causal factors is internal factors (students). And external factors (outside oneself and others), another study conducted by (Fuad, 2019), the results of the study showed that the factors that cause students to have difficulty learning Arabic are more external factors such as the way teachers communicate with students.

Arabic language teaching in Indonesia began in the 13th century AD, when Islam entered the archipelago. Initially, to understand the Quran and holy books written in Arabic, learning Arabic became a necessity. Arabic has been taught since the beginning to understand Islamic teachings in holy books that use that language. Learning Arabic is a long, complicated and not easy task. This cannot be simply observed or programmed because of the complexity of foreign language problems. Although linguistic phenomena vary, they have a systematic structure, covering many interrelated aspects, making them difficult to understand with simple instructions (Afifah Umudini, 2023).

Arabic is a compulsory subject in religious schools such as MA. Many students, including those at MAN 1 Medan, have difficulty learning Arabic. This can be seen from their less than optimal academic achievement and difficulty in mastering grammar and vocabulary.

Initial observations indicate that there are obstacles faced by students in learning Arabic at MAN 1 Medan. From several previous studies, the factors that influence students' difficulties in learning Arabic must be caused by internal factors, namely from the students themselves and externally, namely the influence of their environment. From the results of research on learning difficulty factors in students conducted at MAN 1 Medan, the results obtained were the lack of development in Arabic language learning, the perspective of most students said that Arabic was difficult to understand and learn so that it affected their learning process and also became one of the causes of teacher difficulties in delivering lessons, therefore based on the general description of the problems found at MAN 1 Medan, the researcher was motivated to conduct a study entitled "Factors of Student Difficulties in Learning Arabic at MAN 1 Medan" That is the reason for the researcher to raise this title as research material because of the problem of difficulty in learning Arabic at MAN 1 Medan.

Thus, this research is very important to be conducted in order to identify various obstacles and provide solutions to the problems of Arabic language learning at MAN 1 Medan.

METHODS

This research is a type of qualitative research because it is descriptive, namely qualitative and based on the problems studied. This method was chosen to provide a comprehensive examination of the level of difficulty of students learning Arabic at MAN 1 Medan. The methodology used to collect research data at MAN 1 Medan. Primary and secondary data sources were used in this study. Primary data were collected through observational research ,surveys and direct interviews from primary sources. To determine the information, the researcher used a purposive sampling technique. With this technique, the informants selected were knowledgeable informants who acted as Arabic language teachers and students became informants who were considered most able to understand what the researcher expected. The researcher asked questions to informants about research literature to find out what factors were obstacles in learning Arabic, both from the teacher as a teacher and students as learners. Secondary data is data obtained to support primary data. The data analysis method used is Reduction, display and conclusion

RESULTS AND DISCUSSION

RESULTS

Difficulty Factors in Learning Arabic

Based on the results of the Observation of the Arabic language learning process in the classroom, observation of student activities in learning Arabic and observation of the Arabic language learning environment and Interviews with Arabic teachers "Many students still have difficulty mastering Arabic grammar, especially in terms of grammar and sentence structure. They are also constrained in memorizing new vocabulary." And Interviews with several students "I find it difficult to learn Arabic because of the lack of speaking and writing practice. We are taught more theory than direct practice using Arabic ." And Interviews with the principal "We have tried to provide facilities for learning Arabic vocabulary, such as presenting audio-visual media and encouraging the use of Arabic in the school environment. However, there are still many students who have not succeeded optimally in memorizing and mastering vocabulary."

Researchers at MAN 1 Medan, in analyzing the difficulties of learning Arabic of MAN 1 students, produced information that there are many factors that can influence the occurrence of difficulties in MAN 1 Medan students, difficulties in learning Arabic can be divided into two, namely internal and external factors. In addition to discussing the factors that influence students, the author also discusses how to overcome the difficulties found.

Solutions to overcome obstacles in the four basic skills (*Mahârah*) of learning Arabic:

- *Maharah al-istimâ* (Listening):
  - ➤ Listen to recordings of readings of the Qur'an /holy verses.
  - ➤ Listen to Arabic learning podcasts /audio.
  - ➤ Practice listening to simple conversations in Arabic.
- *Maharah al-kalâm* (Speaking):
  - ➤ Practice speaking with your mouth closed and imitating speech.
  - ➤ Practice speaking in front of a mirror.
  - ➤ Looking for a study buddy to practice conversation with.
- *Maharah al-qirâ'ah* (Reading):
  - ➤ Read aloud when reading Arabic script.
  - ➤ Get used to reading Arabic writing every day.
  - ➤ Increase reading of simple Arabic texts.

- *Maharah al-kitabah* (Writing):
  - ➢ Practice writing Arabic alphabet every day.
  - ➢ Write simple sentences in a notebook.
  - ➢ Trying to write a short essay in Arabic from an Arabic book.

The research results can be concluded that students' difficulties in learning Arabic at MAN 1 Medan are caused by several factors, namely:

1. Lack of memorization of Arabic vocabulary.
2. Lack of interest in learning Arabic.
3. Different educational backgrounds.
4. Teachers' teaching methods and classroom management skills.
5. The use of regional languages is more dominant than Arabic.

Factors of difficulty in learning Arabic

From the five factors of difficulty above, the author found internal and external factors that occurred during the learning process. In the internal factor section, namely, Lack of memorization of Arabic vocabulary, Minimal interest in learning Arabic. In addition, there is also an external factor section, namely, Different educational backgrounds, Teaching methods and teacher class management skills, The use of regional languages is more dominant than Arabic.

Internal Factors

Lack of Memorizing Arabic Vocabulary

Observation :

In the observation process , researchers evaluate a number of matter following :

1. Students' ability in remember and apply vocabulary Arabic
   - Researcher notice method student answer question as well as finish tasks that require skills in vocabulary .
   - Researchers also noted how much fluent student speak or write in Arabic .
2. Activity teaching vocabulary Arabic
   - Researcher researching techniques and strategies applied by teachers when teach Arabic vocabulary .
   - Researcher observe how much active and enthusiastic student in activity memorize as well as use vocabulary .
3. Support from environment school For mastery vocabulary
   - Researcher observe whether school provide facilities and resources adequate learning For help student expand vocabulary Arabic .
   - Researchers also observed interaction between student with Friend peers and teachers at schools who use it Arabic .

Interview :

Concerning problem lack of memorization vocabulary Arabic , researcher carry out interview with a number of parties , as following :

1. Interview with teacher Arabic
   Following is quote from interview with one of teacher Arabic at MAN 1 Medan: "Many students still difficulty For memorize and remember vocabulary Arabic . They tend memorize without understand context as well as method its use ."
2. Interview with students

Following is quote from interview with a students at MAN 1 Medan: "I feel difficulty For remember so Lots vocabulary Arabic . I often forget the meaning and way use it in sentence ."

3. Interview with head school
Following is quote from interview with head MAN 1 Medan school : "We have try provide means For learning vocabulary Arabic , such as presenting audio-visual media and encouraging use Arabic in the environment school . However , still Lots students who have not succeed optimally in memorize and master vocabulary ."

Basically, every learning exercise is inseparable from various obstacles or difficulties, including in learning Arabic. As we know , every obstacle or difficulty encountered is influenced by several factors, one of which is the failure of MAN 1 Medan students to memorize Arabic vocabulary, so that student learning provides answers about difficulties in interpreting and explaining understanding the lesson and on average each student still has difficulty composing Arabic words. Based on the results of the researcher's interview with the class teacher, the cause of the lack of memorization of Arabic vocabulary is the lack of repetition of Arabic vocabulary or lesson materials outside the classroom, lack of recording. Remember to add vocabulary that must be memorized by the teacher outside the classroom, related to memorizing vocabulary or practicing, outside school hours, this is not allowed by MAN 1 Medan school because the school holds many extracurricular activities. (Sulistiawati et al., 2021)

Lack of Student Interest in Learning Arabic

In accordance results observations, researchers focused attention on the following things:

1. Student enthusiasm during the Arabic learning process
   - Researchers observed how students reacted and were involved during Arabic language learning activities in the classroom.
   - Researchers also pay attention to how proactive students are in asking questions, providing answers, and following directions from the teacher.
2. Student involvement in Arabic extracurricular activities
   - Researchers monitored students' participation in extracurricular activities related to Arabic, such as Arabic language clubs or Arabic debate competitions.
   - Researchers recorded the number of students involved and their level of enthusiasm.
3. Use of Arabic language learning facilities and materials
   - Researchers observed how far students utilized Arabic language learning facilities and materials provided by the school, such as libraries, language laboratories, or learning tools.
   - Researchers also observed students' initiatives in searching for and using Arabic language learning materials. According to Muhibin Syah in his book Psychology of Learning, interest means a tendency and enthusiasm or strong desire for something. In this case, it is the student's attitude towards the subject.

Regarding the low interest of students in learning Arabic, researchers have conducted interviews with several parties as follows:

1. Interview with Arabic teacher
   Here is an excerpt from an interview with an Arabic teacher at MAN 1 Medan: "I often encounter students who are not very enthusiastic in the process of learning Arabic. They seem more passive and just wait for directions from the teacher."
2. Interview with students
   Here is an excerpt from an interview with a student at MAN 1 Medan: "I'm actually not too interested in Arabic lessons. I think Arabic is difficult and not interesting. I prefer other subjects that are more exciting."

3. Interview with the principal
    The following is an excerpt from an interview with a school counselor at MAN 1 Medan: "According to our observations and counseling, the main cause of students' low interest in learning Arabic is their lack of motivation and their negative views towards this subject."

    However, according to Winkel , interest is a continuous tendency of a subject to feel attracted to a particular field of study or subject and to feel pleasure in studying it. So caring is essentially an acceptance of the relationship between oneself and something outside oneself. The stronger the relationship, the greater the interest.

    The importance of interest in the teaching and learning process is due to a. Interest is the main factor that determines the level of activity of a student, b. Interest is the main motivational tool in learning. (Hari Ariyanti, 2021)

External Factors

Students Come From Various Different Elementary School Educational Backgrounds.

Based on results observation , researcher highlight a number of aspect following :

1. Ability beginning student in Study Arabic
    *   Researcher to observe difference in level understanding and skills Arabic speaking among student from Elementary School (SD) and Madrasah Ibtidaiyah (MI).
    *   Researcher notice performance and results Study student in related tasks with Arabic .
2. Interaction and cooperation between student
    *   Researcher notice How student from background behind Elementary and MI education are interdependent interact and collaborate in class Arabic .
    *   Researcher evaluate whether there is significant difference in level participation and contribution they .
3. Teacher support for diversity background behind student
    *   Researcher observe how teachers adapt strategies and approaches Study For fulfil need student from background behind different education .
    *   Researchers also noticed teacher initiative in optimize potential and ability all student .

About background behind education student from school basic , researcher do interview with several people, including :

1. Interview with Arabic teacher
    Under This is quote from interview with one of the Arabic teachers at MAN 1 Medan: "We have student with various background behind education basic , good from both elementary and MI. This makes us need adapt method teaching to be appropriate with needs and capabilities those who vary ."
2. Interview with student
    Following is quote from results interview with a MAN 1 Medan students who come from from elementary school: "I feel rather left behind in lesson Arabic vs. friends I from MI. They seen more fluent and understanding material with Good ."
3. Interview with head school
    Following is quote from interview with head MAN 1 Medan School : " Diversity " background behind education student become challenge alone for us. We try provides remedial and enrichment programs For equalize ability they in Arabic ."

    Discussing the student's circumstances can help or hinder their abilities. Between students who have studied Arabic before and students who have never studied Arabic before, students who have studied and know Arabic will definitely feel more comfortable and will definitely be easier to accept the material given by the teacher. However, this is different,

children if you have never studied or do not master Arabic then of course you will have more difficulty when the teacher gives the material.

Teachers' teaching methods and classroom management skills .

Based on results observation , researcher put attention to things following :

1. Teacher teaching methods in learning Arabic
    - Researcher in a way direct witness how teachers convey materials and implement activity learning Arabic in class .
    - Researchers also noticed do teachers use various method like lecture , discussion , question answer , or practice direct .
2. Activities and engagement student during learning
    - Researcher observe how far students participate active and involved in activity teacher - guided learning .
    - Researcher evaluate response and enthusiasm student to methods applied by the teacher.
3. Teachers' ability in manage class
    - Researcher to observe how teachers create environment positive and manageable class class with Good .
    - Researcher notice how far can teachers go Motivate students , giving bait back , and finish problems that arise during the learning process .

Related with method teaching and skills management Arabic language teacher class , researcher do interview with a number of parties , including :

1. Interview with Arabic teacher
    Following is quote from results interview with one of the Arabic teachers at MAN 1 Medan: "I try apply various method teaching , such as using audio-visual media, practice speak , and give chance to student For discuss . However , I sometimes Still experience difficulty in manage diverse classes . "
2. Interview with student
    Following is quote from results interview with a Students at MAN 1 Medan: " Our Arabic teacher is quite good. Good in convey material . Sometimes we do conversation in Arabic , but Still there are also many sessions lectures and assignments individual ."
3. Interview with head school
    Following is quote from results interview with head MAN 1 Medan school : "We have provide training and development to Arabic language teachers so they can do it apply method more learning interesting and innovative . However , it is still There is some teachers need increase skills in manage diverse classes . "

Based on the results of the research on the management of the learning process in class MAN 1 Medan, the following conclusions can be drawn:

1. In general, the process of managing teachers' classes in teaching has been going quite well and healthily.
2. In general, teachers can apply classroom management principles such as warmth and enthusiasm, challenge, variety, flexibility, emphasis on the positive, and self-discipline. Among the six principles, these principles have been implemented well, but when it comes to the principle of diversity in the use of learning methods and media, teachers are still less effective, in addition there are still obstacles to teacher flexibility in its application. Change the learning method if necessary for student needs.
3. Teachers can design the physical environment of the classroom, such as building the style of each class, which can create a positive atmosphere in learning, but there are still obstacles

in the use of methods and facilities. In addition, each teacher's method is different in creating an effective psychological environment for students. (Aan Widiyono , 2020)

The use of regional languages is more dominant than Arabic .

Based on results observations, researchers pay attention to the following things:

1. Language use by students in the process of learning Arabic
   - Researchers looked at how students interact and communicate with their teachers and friends during Arabic classes.
   - Researchers noted how often students used regional languages (such as Medan) compared to Arabic.
2. Teachers' use of language in teaching Arabic
   - Researchers examined the extent to which teachers use Arabic as the language of instruction when delivering material and giving instructions.
   - Researchers also paid attention to whether teachers used regional languages to explain certain concepts.
3. Use of language in the school environment in general
   - Researchers analyzed how language is used in school environments, both in formal and informal contexts.
   - Researchers observed whether the use of regional languages was more dominant than Arabic.

Regarding the greater use of regional languages compared to Arabic, researchers conducted interviews with a number of parties, including:

1. Interview with Arabic teacher
   Here is an excerpt from an interview with one of the Arabic teachers at MAN 1 Medan: "We still often use regional languages, especially Medan, when teaching Arabic. This is done to help students understand better, considering their varied language backgrounds."
2. Interview with students
   Here is an excerpt from an interview with a student at MAN 1 Medan: "I communicate with my friends more often using Medan language at school, including during Arabic lessons. We rarely use Arabic in everyday conversation."
3. Interview with the principal
   The following is an excerpt from an interview with the principal of MAN 1 Medan: "We realize that the use of regional languages is very dominant in our school. This is a challenge for us in our efforts to increase the use of Arabic among students."

Students are more accustomed to using regional languages in daily communication in the family environment and the surrounding community. This makes regional languages the main language used. The lack of exposure to Arabic in the student environment makes Arabic seem foreign and rarely used. Students are less accustomed to thinking in Arabic. Understanding language concepts such as grammar, vocabulary, pronunciation becomes more difficult because the language of instruction differs between the learning environment and everyday life. The process of acquiring and assimilating Arabic knowledge becomes more difficult due to the dominance of regional languages among students. Motivation and interest in learning Arabic can decrease due to the lack of role of Arabic in students' daily communication. This ultimately affects students' Arabic language skills and is one of the causes of difficulties in learning Arabic.

DISCUSSION

Efforts to Overcome Students' Difficulties in Learning Arabic

There are many factors that influence the difficulty of learning Arabic for students at MAN 1 Medan. Researchers do not only find and discuss the factors related to the difficulties experienced. However, apart from that, there are efforts to overcome each difficulty experienced by these students, one of which is the teacher. Teachers must pay equal attention, both attention to active and inactive students, then provide intensive learning to students who are just starting to learn Arabic and motivate students to be more active in learning Arabic. In essence, this teacher's competence is very important and also has a major influence on student success in learning. As described (Sulistiawati et al., 2021) that the abilities possessed by teachers play an active role in greatly influencing the success of a learning process. Because teacher skills play a role in determining how effectively students can understand and master the material in the learning.

The solution to the five factors above consists of internal and external factors, namely;

a. **Lack of Memorizing Arabic Vocabulary**
   Here are some solutions that can be done to reduce the difficulties caused by a lack of memorization of Arabic vocabulary:
   1) Create vocabulary cards to review regularly. Vocabulary can be written along with its translation on cards that are easy to carry around.
   2) Learn vocabulary through games, such as vocabulary bingo , crossword puzzles, and more.
   3) Learning vocabulary according to everyday life topics/themes.
   4) The use of audio in teaching anger Al-Kitabah is able to improve Arabic vocabulary. (Rahmaini, 2023)

b. **Lack of Student Interest in Learning Arabic**
   Here are some solutions to increase students' interest in learning Arabic:
   1) Using interactive and engaging learning methods, such as role playing, group discussions, small research projects.
   2) Give awards and praise to students who actively participate.
   3) Create a conducive and enjoyable learning environment through decorations and music that support concentration.
   4) nahwu science . (Harun Al-Rasyid, 2023)

c. **Students Come From Various Different Elementary School Educational Backgrounds.**
   The solution to overcome the differences in students' educational backgrounds in learning Arabic:
   1) Provide additional learning materials for students who do not understand basic concepts.
   2) Create small heterogeneous groups to exchange knowledge between students.
   3) Engage students in helping each other inside and outside the classroom.
   4) Changing the approach if needed based on the dynamics of MAN 1 Medan students

d. **Teachers' teaching methods and classroom management skills.**
   Here are the solutions to improve teaching methods and teachers' class management skills in Arabic language learning:
   1) Teachers improve their pedagogical knowledge and skills through training/ workshops .
   2) Implementing various active methods such as discussions, projects, role playing, presentations, etc.
   3) Create a mature and creative learning plan (RPP/LPJ).
   4) Using various relevant learning resources such as text books, audio visuals, and ICT.
   5) Provide examples and explanations that are easy for students to understand.
   6) Developing Arabic language skills to become role models for MAN 1 Medan students

e. **The use of regional languages is more dominant than Arabic.**

The solution to reduce the influence of regional language dominance on the difficulty of learning Arabic:
1) Creating a classroom environment that uses Arabic consistently.
2) Get students used to speaking Arabic in class and during breaks.
3) Encourage students to practice speaking Arabic with friends and teachers outside of school hours.
4) Establish language rules (no translation and no use of regional languages) in the classroom.
5) Developing students' interest in reading by providing a collection of light reading books.
6) Conducting continuous reinforcement of basic Arabic vocabulary and grammar for students at MAN 1 Medan

Then, the supporting factors for the student learning process other than the teacher, namely adjusting the teaching material to the student's ability to learn, so that it can create a more interesting and less boring learning process. If the learning material is adjusted to the level of understanding and ability of the students, then the students can be more active in the learning process. Based on the results of observations and interviews that researchers have conducted at MAN 1 Medan, that the guidebook in the continuity of Arabic language learning used by students at MAN 1 Medan is not in accordance with their abilities. So when the learning material is not adjusted to the students' abilities, then the students will feel that learning Arabic is difficult, and will lead to ineffective and boring learning. This will also cause a lack of student interest in the learning. Many factors influence students' difficulties in learning Arabic at MAN 1 Medan. Researchers do not just look for and discuss factors related to the difficulties experienced. However, efforts are also made to overcome all the difficulties faced by these students, including teachers. Teachers should pay equal attention to both active and inactive students, then provide intensive learning to students who are just starting to learn Arabic and encourage students to be more active in learning Arabic. Basically, teacher ability is very important and also has a big influence on students' academic success. As explained (Sulistiawati et al. , 2021), the teacher's ability to play an active role greatly influences the success of a learning process. Because teacher skills play a role in determining how effective students are in understanding and mastering learning materials. At that time, the factors that support the student learning process, apart from teachers, are adjusting the teaching materials to suit the students' learning abilities, so that more interesting and less boring learning is created. If the learning materials are adjusted to the level of understanding and abilities of students, then students can be more proactive in the learning process. Based on the results of observations and interviews conducted by researchers at MAN 1 Medan, the continuous Arabic language learning used by students at MAN 1 Medan is not in accordance with their abilities. Thus, when the learning materials do not match the students' abilities, then students will feel that learning Arabic is very difficult and will result in ineffective and boring learning. This will also cause low student interest in learning.

CONCLUSION

There are five main factors that influence students' difficulties in learning Arabic at MAN 1 Medan, namely lack of vocabulary memorization, lack of interest in learning, different educational backgrounds, teacher teaching methods, and the use of dominant regional languages. These factors are divided into two, namely internal (from students) and external (environment). Internal factors include lack of vocabulary memorization and interest in learning. External factors include educational background, teaching methods, and regional languages. To overcome difficulties, efforts are needed from teachers by providing equal attention, intensive learning, and materials that are appropriate to students' abilities. Motivation and appropriate teaching materials are important to improve learning. This research is useful for identifying obstacles in

learning Arabic and providing recommendations for solving them, so that the learning process at MAN 1 Medan can continue to be improved. Some efforts that can be made to reduce the difficulty of learning Arabic based on identified factors: Improving vocabulary memorization through repetition and habituation. Cultivating interest in learning through interactive methods and relevant materials. Adapting learning to students' backgrounds . Applying various teaching methods that attract students' attention. Increasing exposure to Arabic in the school environment.

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