Arabic Language Learning Strategies and Suporting Factors At MAN 1 Surakarta, Central Java Indonesia

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Abstract.

This research explains Arabic learning strategies and the factors that support them (case study at MAN 1 Surakarta Central Java Indonesia).Learning strategies are crucial for students in learning Arabic because they help students accelerate in mastering vocabulary and composing Arabic sentences properly and correctly. Known that most Arabic language learning in schools experiences many difficulties in the process because they have not been able to use appropriate and appropriate strategies. Therefore, in overcoming this problem, the learning process requires various strategies to maximize the learning process and results. The action of using motivational strategies, vocabulary grouping strategies, vocabulary memorization strategies, and others will increase students' Arabic language skills. Similarly, supporting factors such as the presence of Middle Eastern alumni teachers and graduates of special program schools (MAN PK), the formation of a language environment through dormitories and others are very important for the success of the Arabic language learning process because in it there are a series of important steps and procedures that can help students find effective and enjoyable Arabic language learning actions.

Keywords: Strategi; Learning and Arabic.

I. INTRODUCTION

Learning Arabic is an obligation for all Muslims, especially for students studying Arabic in Islamic schools and those receiving Islamic religious instruction. Arabic is undoubtedly an important element in enhancing Islamic religious understanding (Fathoni, 2020). It is a core subject taught in Islamic schools and educational institutions in Indonesia. Children residing in the area and those close to the community who participate in Arabic language education are also included re also included (Rusiad, 2024).Teachers and researchers of Arabic were obligated to develop and sustain Arabic language teaching and reorganize the content to be presented to students. Learners of Arabic faced various challenges during their learning process, such as the lack of development in the content. Understanding Arabic material was difficult for students. Moreover, while language teaching is considered an essential part of the curriculum in Indonesia, it often encounters numerous difficulties that affect its effectiveness for students. Among these difficulties is a lack of interest and motivation towards learning. This lack of interest and motivation can hinder students' understanding of academic content, especially in areas that require active interaction and in-depth comprehension (Ariha et al., 2024).Some of the challenges associated with learning Arabic relate to listening comprehension, as difficulties in listening can lead to teachers presenting inaccurate information to students. Misunderstandings can also become a barrier to students receiving sufficient information (Hendriana et al., 2019).

These challenges may lead students to perceive learning Arabic as difficult, unappealing, and unenjoyable. Various problems arise frequently, such as difficulty memorizing vocabulary and constructing complete (meaningful) sentences. There are also challenges in translating from Arabic to Indonesian and vice versa, in addition to difficulties with pronunciation and communication in Arabic. Furthermore, students also face obstacles in understanding the different forms of words and the changes in their meanings resulting from modern developments and updates.Solving diverse problems requires appropriate and agreed-upon

teaching strategies for both teachers and students. There are also necessary supporting factors that address the challenges in Arabic language teaching. Furthermore, an effective learning environment conducive to Arabic language communication must be available. Effective curriculum organization also contributes to achieving optimal learning outcomes and helps students reach their educational goals. This means that by adopting effective strategies, following appropriate teaching steps, and providing suitable educational tools, students will achieve success in their studies. In this research, the researcher selected MAN 1 school in Surakarta, Central Java, Indonesia, due to the teachers' proven expertise in Arabic language teaching strategies. Additionally, MAN 1 school has received numerous achievements and awards in the field of Arabic language teaching, reflecting its competence and skill in teaching the language. Moreover, the necessary facilities and infrastructure support the school in achieving its Arabic language teaching objectives. The application of teaching strategies and supporting factors enhances Arabic language skills among students at MAN 1 school in Surakarta, Central Java, Indonesia.

II.   METHODS

This qualitative research focuses on an interpretive model, exploring the experiences of several teachers and students. It aims to deepen understanding and interpretation of Arabic language teaching strategies at MAN 1 School in Surakarta, Central Java, Indonesia (Kusumastuti Adhi, 2019). The researcher collected data at the research site, employing meticulous steps to ensure effective and efficient data collection. Throughout the data collection process, the researcher achieved results consistent with the research plan (Abu Bakr, 2021). This research is a case study where the researcher collected data, extracted meaning, and gained insight from the case study (Ermanto et al., 2024). The researcher chose this topic due to the importance of developing Arabic language teaching strategies in schools, religious schools, and other educational institutions.

This research aims to gain a deep understanding of the types of Arabic language teaching strategies used at MAN 1 school in Surakarta, Central Java, Indonesia, the factors supporting these teaching strategies, and to develop a theory of Arabic language teaching strategies used at MAN 1 school in Surakarta, Central Java, Indonesia. Researchers are conducting a study at MAN 1 school in Surakarta, Central Java, Indonesia, focusing on Arabic language teaching strategies and their supporting factors. The study emphasizes data accuracy, detail, and the development of data sources, particularly through a field study methodology, to understand the mechanisms of Arabic language teaching strategies at the school. Drawing on their expertise, the researchers will concentrate on the evolution of teaching strategies evident in the Arabic language teaching process and the factors that support them. This field study is considered an important resource for understanding the teaching behaviors of both teachers and students in the process of learning Arabic.

III.   RESULT AND DISCUSSION

The first research findings and discussion are as follows:

A.   The Arabic language teaching strategies at MAN 1 school Surakarta include the following diverse strategies:

Motivational Strategies.

The learning activity began with motivational prompts from the teacher before explaining the main material. The teacher provided additional material on the importance of learning Arabic for all Muslims. The teacher also reminded all students that the key to success in learning Arabic is mastering vocabulary through memorization. This information was obtained by the researcher through an interview with Professor Suharno, S.H.I., an expert Arabic teacher at MAN 1 school Surakarta, on May 21, 2025, from 1:30 PM to 3:00 PM. He explained and advised all his students to read the vocabulary in their textbooks and the additional vocabulary provided to them, and to memorize it until they master it. The teacher also emphasized that the essential requirement for anyone who wants to speak Arabic is to memorize as many words as possible and know their meanings. If they forget something, they should consult a dictionary and make notes. In addition, students must be able to listen and pronounce correctly. Another essential requirement for those wishing to speak Arabic is the ability to arrange vocabulary into coherent and meaningful sentences. he aim

of teaching Arabic at MAN 1 school Surakarta is for students to develop fluency in reading, listening, writing, and speaking (communicating) correctly and effectively. They should be able to analyze reading materials and vocabulary and use them effectively. They should also be able to apply the learning strategies they have developed during their years of study at MAN 1 school Surakarta.

Vocabulary Grouping Strategy.

To facilitate the achievement of Arabic language teaching objectives, words can be grouped. Ustadz Suharno, S.H.I., explained that the purpose of vocabulary grouping is to facilitate memorization of the material presented. Before presenting the material, Ustadz Suharno, S.H.I., groupes the vocabulary and explains the sequence of words and their meanings. Subsequently, the vocabulary is grouped according to the structure of the topic or the given title, developing the topic and linking it to different vocabulary words that have been taught previously. Here are some examples of word grouping:
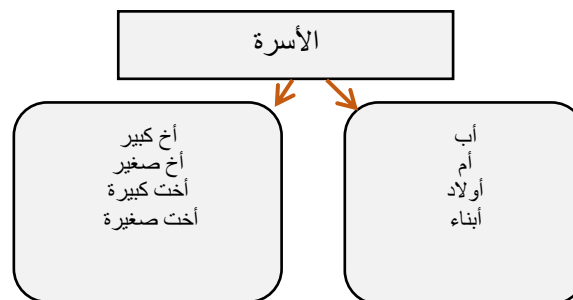
الأسرة

أخ كبير	أب
أخ صغير	أم
أخت كبيرة	أولاد
أخت صغيرة	أبناء

Fig 1. Vocabulary classification based on simple topics

المدرسة

- الطالبة	- الطالب
- الثانوية	- بطاقةٌ
- الفصل	- إسم
- الأول	- معلّم
- التعلم	- عَلمٌ
- المادة	- السّنة
- القلم	- الدّراسية
- القديم	- مُتخرجٌ
- القسم	- الجديدُ
- المجتهد	- معلّم
- الكتابة	- يعلّم
- القراءة	- الفصل
- الكتاب	- التعليم
	- الكتاب

Fig 2. Vocabulary classification based on simple topics

In this educational activity, the teacher and students open a special book for the unit, which was distributed beforehand. This book is a guide to teaching Arabic, designated by the Indonesian government through the Ministry of Islamic Affairs for use in the curriculum.

Vocabulary Memory Strategy.

To achieve the objective and improve language memorization skills, the teacher begins the Arabic language teaching activity. In class, the lesson opens with multiple-choice questions for the students to use the Arabic vocabulary. The researcher obtained this information based on an interview with Professor Suharno, S.H.I., the head Arabic teacher at MAN 1 school in Surakarta. The interview took place on May 21, 2025, from 1:30 PM to 3:00 PM. Professor Suharno, S.H.I., explained the strategy he uses in his teaching.

The teacher begins the lesson by providing many new vocabulary words for students to memorize and adding some familiar vocabulary to strengthen their memory and Arabic language skills.Technically, the students are guided to write the words, read them, and memorize them. After that, the teacher wrote all the vocabulary words on the board, and the students began memorizing them. He then randomly assigned each student to pronounce the omitted words aloud. The goal was to master the Arabic language through reinforcement.

The Strategy of Constructing Useful Words and Sentences (Syntactic).

This strategy (constructing useful words and sentences) is part of the cognitive strategy because it uses the organization of learning materials in a way that facilitates their recall and retention over a long period (Hassada, 2019). Teaching Arabic through constructing useful and varied words and sentences in the first year of secondary school is also known as "spelling instruction," where the teacher guides students to combine several words into a single complete or correctly structured and meaningful sentence. For example :

<div dir="rtl">
المكتبة ـ في ـ الكتاب ـ أستعير

فاطمة – المدرسة – الظهر – رجع – من ـ بعد

الكتاب – الطالب – قرأ – صباحا

رجع – المطار – عائشة ـ بعد العصر ـ من
</div>

In addition to assembling regular vocabulary, the teacher instructed his students to arrange the vocabulary words into complete sentences (meaningful sentences) using the vocabulary as numbers. For example :

<div dir="rtl">
أربع وأربعون – في – الطلاب – الفصل

يدفع ـ خمشة وخمشون ريالا – أحمد – الأجرة

الشارع – المكة – أشتري – أريد – السّكر ـ في
</div>

Reading Analysis Strategy.

The reading analysis strategy is a process of analyzing through reading. This strategy involves interpreting vocabulary and analyzing its components, starting with the original word (the beginning) and its meaning, then arranging several sentences, and so on to the end. This analysis is used to enable students to understand the meaning and intent of the text correctly and accurately. The goal of this analysis is to acquire vocabulary, develop good reading skills, and accelerate mastery of the Arabic language. Examples of texts or readings to be analyzed using readings taken from the unit books distributed by the teacher are from the supplementary materials. For example, reading about (Greetings and Introductions):

<div dir="rtl">
إلياس تلميذ جديد و يدرس في الصف العاشر مِنَ الْمَدرسة الثانوية الإسلامية الحكومية ٢ مالانج جاوى الشرقية. وهو قادم من ميدان سومطرة الشمالية، والآن يسكن الياس في المعهد بحر العلوم الإسلامي " تمبأبيراس " جومبانج جاوى الشرقية. وفي خلال وقت الإستراحة يتعارف إلياس مع بعض اصسدقائه الذين قد سبقوه التعلم في هذه المدرسة التي تخرج فيها. وأخيرا يأتي دور إلياس وهو يقول : إسمي إلياس عنواني في شارع أحمد ياني رقم ١٥ ميدان سومطرة الشمالية وهوايتى المفصلة قرائة كتب التاريخ الإسلامي، وأنا متخرجين من المدرسة المتوسطة الإسلامية الحكومية ميدان.
</div>

Elias is a new student in the tenth grade at State Islamic Senior High School 2 Malang, East Java. He comes from Medan, North Sumatra, and now lives at the Bahrul Uloom Islamic Institute "Tempapiras" in Jombang, East Java. During recess, Elias gets to know some of his friends who have already studied at this school.

Here are the technical details reading analysis strategy :

a. Detailing Perfect Sentences (Meaningful Sentences).

The steps are as follows: The teacher helps the student analyze complete sentences (meaningful sentences). First, the teaching process is carried out in stages, starting with the beginning of the word, then the middle of the word, and finally the end of the word in the sentence above (Elias is a new student). The first word in the sentence above is (Elias), then the next word is added (طالب), which changes or adds meaning or importance. Then the last word (جيد) is added to create a complete and meaningful sentence structure, resulting in (Elias is a new student), meaning that Elias is a new student (إلياس طالب جديد)

b. Explaining Meaning (Words and Sentences).

This strategy is implemented by the teacher, who guides the students through the first sentence, starting with the first word: (Elias is a new student). The teacher begins by explaining the meaning of the first word, (إلياس), which is explained as a person's name or a past participle. At this stage, the teacher explains the different characteristics of the first sentence. Next, the middle word, (student), is explained as the case of the preceding word. The explanation then continues to the meaning of the last word, (جديد), which means something new. The preceding words are differentiated to form a complete and meaningful sentence structure, resulting in the nominal sentence (Elias, student, new), which means Elias is a new student.

c. Comprehensive Reading Analysis.

This strategy begins with reading analysis. The correct approach is to analyze the reading comprehensively, starting with the teacher guiding the students to identify vocabulary and understand the basic meaning. This activity progresses to analyzing the structure of words and sentences, repeating the reading and understanding it completely. The analysis begins with reading the text and briefly understanding its meaning. Simultaneously, the teacher also guides the students to analyze the sentence structure (تركيب). After analyzing the meaning of words and sentences, they analyze and repeat various terms. Then, they meticulously analyze the text to grasp its contextual meaning. Next, they analyze the results, arranging all the translated sentences and connecting them to other sentences. This comprehensive reading analysis also includes understanding literature and linguistics, thus completing the task. Through understanding the principles and analyzing vocabulary, students become proficient in Arabic and gain a deeper understanding of the curriculum.

Word and sentence correction strategy using a dictionary (word and sentence correction).

The teacher trains students to analyze various words and sentences using manual and digital dictionaries. The first step involves examining the root word and its variations within the sentence to be interpreted, then determining the meaning of words at the beginning, middle, and end of the sentence using the dictionary. As a strategic step to produce the correct meaning, students use the renowned "Al-Munawwir" dictionary. "Al-Munawwir" is a modern dictionary tailored to the needs of Arabic language teaching at school MAN 1 Surakarta. Through effective and consistent use of the dictionary, students can improve their Arabic language skills by correcting words and analyzing meaning, helping them understand the meaning of the text and the context of the sentence correctly and accurately. Searching for words using the "Al-Munawwir" dictionary begins with the teacher's instructions on how to open the dictionary and start searching for words. For example, the word "أقام" (stayed) is shown in Figure 09, highlighted in red. in the al-Munawwir dictionary, the word is followed and completed by the word "المكان" (place), as shown in the following image:

Fig 3. Word أقام

The method of reading it is to combine the two sentences into one, resulting in the phrase "(in the place) he stayed," meaning "standing," and the intended meaning is standing in (the place). Then, separate the word into one of the two sentences and move on to the next sentence. Confirm its meaning by consulting the Al-Manawer dictionary to verify both the basic and contextual meanings.

Morphological Analysis Strategy (التحليلية الصرفية).

The teacher trains the students on how to analyze words using morphology. The following image illustrates an example of :
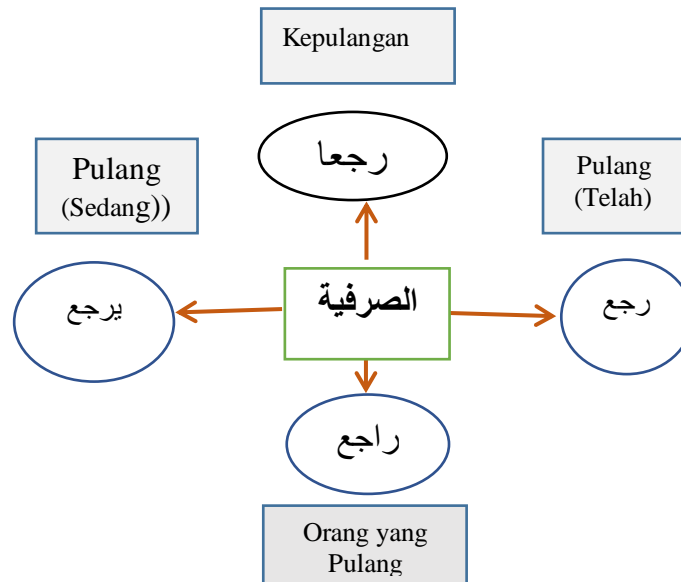

Fig 4. Vocabulary and morphological changes

The first step students take is to read and write the required material. This material is drawn from selected Arabic language textbooks published by the Ministry of Religious Affairs and from various notes provided by the Arabic language teacher.

Grammatical Analysis Strategy (التحليلية النّحوية).

The teacher guides students to analyze the reading material in writing, using the "بطاقة الشخصية " strategy. This process aims to extract meaning and master reading and writing. Students then analyze nominal sentences, verbal sentences, prepositional or harf sentences, and various other grammatical markers such as the ال, nunation or تنوين, genitive constructions, the feminine ending (ta marbuta), relative pronouns, demonstrative pronouns, Isim Maushul and isim isyarah and order. The following is a spelling example in the empty column, arranged according to its order: nominal sentence, verbal sentence, or prepositional sentence or jumlah harfiah :

Fill in the column consisting of a nominal sentence, a verbal sentence, and a prepositional phrase:

حرف	فعل	إسم

B.   Supporting Factors in Arabic Language Education at School MAN 1 Surakarta.

The supporting factors in Arabic language education at school MAN 1 Surakarta are:

Teachers who are graduates of the Arabic language program at school MAN 1 Surakarta (PK).

They are familiar with the system and teaching strategy at school MAN 1 Surakarta, and have a good understanding and extensive experience in it. The teaching utilizes older textbooks such as "Al-Arabiyya Al-Nash'een" and "Al-Qamus Al-Munawwir," in addition to newer textbooks from the Ministry of Religious Affairs and books from other sources. Various topics are also drawn from books based on observations of local teachers. The researcher gathered this information based on observations and interviews with Arabic language teacher at school MAN 1 Surakarta, Muhammad Jazam Asfari, M.A. He confirmed that at this institution (school MAN 1 Surakarta), all Arabic language teachers use the provided books to assist them in teaching and apply various materials and references to assign tasks to students so they become accustomed to practicing reading,

Graduates of Arab Universities (Local and International).

The teachers at school MAN 1 Surakarta are graduates of Arab universities in Indonesia and abroad. Some are graduates of Guntur Islamic Boarding School, and others are graduates of international universities such as Al-Azhar University in Cairo. The teachers consistently use Arabic in their meetings. They also contribute significantly to foreign language instruction, helping students communicate in foreign languages (Arabic and English). This allows students to practice their communication skills, expands their Arabic language knowledge and proficiency, and boosts their confidence in the foreign

Supplementary Arabic Textbooks.

Supplementary textbooks support the Arabic language skills of students at MAN 1 School in Surakarta. Teachers also prepare special notes, such as supplementary materials, according to the needs and specializations of the students. The researcher compiled these notes for the Deponegoro Building, guiding the researcher with Professor Muhammad Ruslan Saleh, S.Pd.I., M.Pd.I. On June 15, 2025, from 2:00 PM to 3:30 PM, a researcher inquired about the books and supplementary materials used for teaching Arabic at MAN 1 Surakarta 1 School (Special Program). Among the questions was: Do teachers use books and supplementary materials to improve students' Arabic language skills at MAN 1 Surakarta 1 School? The answer was: Yes, intensive Arabic language instruction is conducted both inside and outside the classroom using a variety of core Arabic textbooks and supplementary Arabic language books. These books are used as teaching materials to expand students' conversational and linguistic experience.

IV.   CONCLUTION AND SUGGESTIONS

Based on the above data, it is clear that the Arabic language teaching strategy used at school MAN 1 Surakarta is as follows: 1) The Motivational Strategy. This is an educational strategy that begins with the teacher motivating the student before explaining the main material. This activity is key to student success in learning Arabic, such as mastering vocabulary and strengthening memorization. 2) The Vocabulary Grouping Strategy. This strategy aims to facilitate understanding and memorization. Its application involves grouping vocabulary words by topic or title, developing them with related topics, and then building upon previous vocabulary. 3) The Vocabulary Memorization Strategy. To achieve the goal of improving linguistic memory, the teaching begins with asking and answering Arabic language questions to memorize additional vocabulary and strengthen memory by recalling previously learned words. 4) The Sentence Formation Strategy. This begins with the teacher guiding students to organize several words into complete sentences or correct and meaningful sentences. 5) The Reading Analysis Strategy (Writing Analysis). The learning process begins with reading analysis and its components, including the origin of the word (the beginning) and its meaning, followed by the construction of several sentences, from beginning to end. This analysis contributes to increased vocabulary acquisition and the ability to analyze meaning, ultimately accelerating Arabic language proficiency. 6) The strategy of correcting words and sentences using a dictionary. Students begin by examining various words and sentences using a manual or digital dictionary. They then identify the meanings of words at the beginning, middle, and end of sentences using the dictionary. 7) The strategy of morphological analysis.

Following the teacher's steps, students practice analyzing words using the morphology of the text. 8) The strategy of syntax analysis. Starting with students' writing and its analysis, for example, in the reading exercise "Personal Card," students use a grammatical strategy, that is, by analyzing nominal sentences, verbal sentences, and sentences containing particles, or by using diacritical marks such as the definite article, the definite article, the genitive case, emphasis, the feminine ending, relative pronouns, demonstrative pronouns, and other definitions as a tool for correcting readings and finding meaning. This enables them to master reading, writing, and translation, and to find meaning in texts and contexts based on changes and the appropriate arrangement of words. The supporting factors in teaching Arabic at MAN 1 school Surakarta are: 1) Arabic teachers who are graduates of the Special Program (PK) at school MAN 1 Surakarta. They have strong Arabic language skills and extensive experience in organizing Arabic language and grammar instruction at school MAN 1 Surakarta. 2) Teachers are graduates of Arabic-speaking universities (both local and international). Among them are graduates from Guntur Islamic Boarding School and Al-Azhar

International University in Cairo. 3) Various supplementary books in Arabic. In addition to supplementary books, teachers also prepare special notes as additional materials according to the students' needs and their specializations.

SUGGESTIONS

Further research on Arabic language learning strategies and their supporting factors is urgently needed, particularly in language-based schools, religious schools, Islamic boarding schools, and public schools that teach Arabic intensively. This is to achieve better and more effective Arabic language learning outcomes that can then be reimplemented.

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