



Vol. 4, No. 3, September 2026, pp. 1868-1878

INTERNATIONAL JOURNAL OF

POST AXIAL

FUTURISTIC TEACHING AND LEARNING

<https://journal.amorfati.id/index.php/postaxial> | ISSN 3025-7549



Challenges and Barriers in Learning Mahārah al-Kalām among Non-Pesantren Alumni Students of the Arabic Language Education Study Program at IAIN Ternate

Rifan Basahona^{1a*}, Muhammad Shabir U^{2b}, Baso Pallawagau^{2c}

^{1,2,3}Universitas Islam Negeri Alauddin Makassar

^arifanbasahona02@gmail.com, ^bmshabiru@uin-alauddin.ac.id, ^cbaso.pallawagau@uin-alauddin.ac.id

Article History:

Received:

25-07-2026

Revised:

24-08-2026

Accepted:

21-09-2026

Keywords:

Foreign Language Anxiety;
Linguistic Challenges; Mahārah
al-Kalām; Non-Pesantren
Students; Systemic Barriers

*Correspondence Address:

rifanbasahona02@gmail.com

Abstract:

This study examines the linguistic challenges and systemic barriers in learning *mahārah al-kalām* (Arabic speaking skill) among non-pesantren alumni students in the Arabic Language Education Study Program at IAIN Ternate, and distinguishes conceptually between the two as a basis for targeted intervention. Using a qualitative phenomenological design, data were collected through in-depth interviews, participatory observation, and documentation study involving 17 informants (13 students, 3 lecturers, and 1 study program coordinator), analyzed with the interactive model of Miles, Huberman, and Saldaña. The findings show, first, that linguistic challenges are inherent and compounding: limited *mufradāt* mastery, stemming from the absence of prior Arabic foundations, combines with the complexity of *nahwu-sharaf*, which, through a *monitor overuse* mechanism, paradoxically inhibits spontaneous oral production. Second, systemic barriers comprise three mutually reinforcing dimensions: psychological barriers in the form of *foreign language anxiety* socially constructed through *social comparison pressure* in mixed classrooms; pedagogical barriers stemming from a disproportionate curriculum; and sociocultural barriers marked by the absence of an Arabic-speaking ecosystem. This study contributes a conceptual distinction between linguistic challenges and systemic barriers, identifies *social comparison pressure* as a new dimension of foreign language anxiety in Islamic higher education, and fills a geographic gap in Indonesian Arabic education literature that has thus far been centered on the western and central regions of the country.

This is an open-access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



Introduction (مقدمة)

The Indonesian government affirms the importance of Arabic language proficiency within the framework of national education (Makhluf et al., 2025). Through national education policy, the government has positioned foreign languages, including Arabic, as one of the languages of instruction in education. Article 33, Paragraph 3 of Law of the Republic of Indonesia Number 20 of 2003 on the National Education System states that foreign languages may be used as the language of instruction in certain educational units to support learners' foreign language proficiency (Ministry of National Education, 2003). This is reinforced by Article 37 of Law of the Republic of Indonesia Number 12 of 2012 on Higher Education regarding the language of instruction, which explains that foreign languages may be used as the medium of instruction in higher education institutions (Ministry of Education and Culture, 2012). Foreign language proficiency is therefore an essential competence that learners must possess.

In the context of Islamic higher education, students of the Arabic Language Education Study Program are required to achieve a minimum communicative competence of level B1–B2 (Council of Europe, 2001), including the ability to speak (*mahārah al-kalām*) spontaneously and fluently (Richards & Rodgers, 2014). However, *mahārah al-kalām* remains the most problematic aspect of Arabic language learning in higher education, particularly for students who lack a prior foundation in Arabic.

Previous studies have shown that a general (non-Islamic) educational background with no prior exposure to Arabic is a determining factor in the difficulty of learning Arabic at the university level (Yushifa et al., 2023; Wulandari et al., 2025; Haidar et al., 2024). Recent findings by Achmad et al. explain that anxiety in speaking Arabic among university students continues to be documented as a significant psychological barrier (Achmad et al., 2025). A similar reality is found in the Arabic Language Education Study Program at IAIN Ternate, as stated by the Study Program Coordinator: "On average, students in the Arabic Language Education Study Program at IAIN Ternate have not yet mastered Arabic well, and most of them come from a general school background." (Said, personal communication, August 3, 2025). This problem is compounded by *muhādatsah* (conversation course) scores that remain below the desired standard.

Research on the problems of Arabic language learning among non-pesantren students has continued to develop; however, a fundamental issue is that the majority of studies examine challenges and barriers under a single category of "problems" without conceptually distinguishing between conditions that are inherent-universal and those that are extrinsic and can be intervened upon. This conflation produces poorly targeted recommendations because it fails to distinguish between what needs to be bridged and what needs to be eliminated (Kasmianti, 2020). Moreover, all such studies have been conducted at institutions located in Java and Sumatra with relatively strong pesantren ecosystems (Anisatussehra, 2021; Haidar et al., 2024), resulting in a geographic bias that limits their relevance to institutions in Eastern Indonesia. A recent study in Gorontalo has begun to fill this gap from the perspective of non-pesantren students' socio-academic experiences (Batalipu et al., 2026), but has not yet addressed *mahārah al-kalām* specifically, nor the conceptual distinction between challenges and barriers that is the focus of this study.

This gap forms the basis for the researchers to conduct an in-depth study of the challenges and barriers in learning *mahārah al-kalām* among non-pesantren alumni students in the Arabic Language Education Study Program at IAIN Ternate. This study makes three main contributions: (1) offering a conceptual distinction between challenges and barriers as two constructs requiring different responses; (2) identifying *social comparison pressure* as a new dimension of foreign language anxiety within the context of Islamic higher education that has not previously been

articulated; and (3) filling a geographic gap in the literature on Arabic language education in Indonesia, which has thus far been overly concentrated in the western and central regions.

To dissect these two constructs both conceptually and empirically, this study employs a layered theoretical framework. Linguistic challenges are understood through the monitor hypothesis (Krashen, 1982) and the concept of *automatized knowledge* (Ellis, 2008) to explain why explicit mastery of grammatical rules can inhibit spontaneous oral production, as well as the idea of *desirable difficulties* (Bjork & Bjork, 2020), which explains the conditions under which linguistic difficulty can strengthen, rather than hinder, long-term retention. Systemic barriers are understood through *foreign language anxiety* (Horwitz et al., 1986) as socially constructed (Dewaele & MacIntyre, 2014), as well as *sociocultural theory and the Zone of Proximal Development* (Lantolf & Thorne, 2006), to explain the psychological and sociocultural dimensions of learning barriers. To explore the complexity of informants' subjective experiences in depth without reducing them to predetermined categories, this study uses a qualitative approach with a phenomenological design (Creswell, 2014).

Method (منهج)

This study used a qualitative phenomenological design, chosen for its capacity to capture the essence of informants' subjective experience without limiting theoretical presuppositions (Creswell, 2014). To maintain interpretive objectivity, the researchers applied a *bracketing (epoché)* strategy, consciously setting aside their own assumptions about Arabic learning during analysis, so that emerging themes originate from informants' experience rather than a priori interpretation.

The study was conducted in the Arabic Language Education Study Program at IAIN Ternate, North Maluku. Seventeen informants were selected through *purposive sampling*: 13 non-pesantren alumni students across Semesters II, IV, VI, and VIII, 3 lecturers, and 1 study program coordinator. Sampling followed *purposive adequacy* and *informational redundancy*, stopping once *data saturation* was reached.

Data were collected from May–June 2026 through in-depth interviews, participatory classroom observation, and documentation study of curriculum and academic records, and analyzed with the interactive model of Miles, Huberman, and Saldaña (2014) – data condensation, data display, and conclusion drawing/verification. Trustworthiness was ensured through source triangulation (students, lecturers, coordinator), technique triangulation (interviews vs. observation/documentation), member checking, and peer debriefing.

Result (نتائج)

This study identifies two conceptually distinct constructs that nevertheless interact empirically. Challenges are linguistic in nature, originating from the inherent complexity of the Arabic language that is universal for all learners, whereas barriers are extrinsic conditions that can be intervened upon through pedagogical and institutional policy (Kasmiati, 2020). The two constructs differ qualitatively in their potential impact: challenges have a dual potential, as conceptualized through the idea of *desirable difficulties* (Bjork & Bjork, 2020) – they can strengthen mastery and long-term retention as long as they remain within limits that can be overcome through cognitive effort, but turn into pure obstacles once that limit is exceeded. Barriers, by contrast, do not have this dual potential, because they are purely extrinsic and negative toward the learning process; addressing them therefore cannot be achieved by increasing the learner's cognitive effort, but instead requires changes to policies and ecosystems outside the learner. Conflating the two into a single category of "problems" produces poorly targeted recommendations because it fails to distinguish between what needs to be bridged through

pedagogical innovation and what needs to be eliminated through policy reform. This can be observed more specifically in the table below.

Table 1. Conceptual Distinction between Challenges and Barriers

Aspect	Linguistic Challenges	Systemic Barriers
Nature	Inherent-universal	Extrinsic-interventable
Source	The structure of the Arabic language itself (<i>mufradāt</i> , <i>nahwu-sharaf</i>)	Curricular policy and institutional ecosystem
Dimensions / Components	Limited <i>mufradāt</i> ; complexity of <i>nahwu-sharaf</i>	Psychological (FLA); Pedagogical (curriculum); Sociocultural (ecosystem)
Key Mechanism	Compounding effect; monitor overuse	Mutually reinforcing mechanism (two causal pathways)
Response Required	Pedagogical innovation	Policy and institutional reform

Challenges: The Complexity of Arabic as a Standalone Construct

The linguistic challenges faced by non-pesantren alumni students at IAIN Ternate stem from two structural aspects that form a compounding effect: limited *mufradāt* worsens difficulty in understanding grammatical rules, and conversely, the intricacy of grammatical rules inhibits the activation of already-acquired vocabulary in oral production. Wulandari et al. (2025) and Haidar et al. (2024) have identified linguistic difficulties as a consequence of a non-pesantren background, but neither elaborates on the mechanism of interaction between linguistic aspects found in this study.

Limited Mufradāt: A Structural Lexical Deficit

Limited vocabulary mastery is the most direct and consistently reported obstacle among all student informants. Dian Sahlah KM. La Boke described her difficulty in maintaining consistency in vocabulary memorization: "I have difficulty mastering *nahwu-sharaf* because I memorize too little vocabulary; this happens because it is very hard for me to be consistent." (La Boke, personal communication, May 20, 2026). Rafsan Riyadi highlighted the dimension of consistency as the main challenge he faces: "I find it difficult to keep myself consistent in memorizing Arabic vocabulary." (Riyadi, personal communication, May 21, 2026). Anisa Umasugi added that the phonetic complexity of Arabic further aggravates the difficulty of mastering vocabulary: "I find it difficult to master *mufradāt* because of the long and short vowels, and letters that sound similar but are pronounced in different places [of articulation]." (Umasugi, personal communication, May 9, 2026).

A similar observation was made by lecturer Hamdy M. Zen, who confirmed that limited vocabulary mastery is the dominant factor challenging students in speaking Arabic. Nation (2001) asserts that without mastering at least the 3,000 most frequently used word families, learners cannot participate effectively in general conversation. Non-pesantren alumni students at IAIN Ternate enter Arabic language courses with an as-yet unformed lexical competence, far below this threshold. Thu'aimah, as cited in Yazid (2019), adds that effective vocabulary for *mahārah al-kalām* must begin with words familiar to the learner and be reinforced through repetition in varied communicative contexts. Neither of these principles has been fulfilled at IAIN Ternate, because students lack an Arabic-speaking social ecosystem that could consolidate the vocabulary they have learned. Nofali and Gasim (2025) further confirm that lexical competence is the strongest

predictor of oral communication ability, which explains why a vocabulary deficit has a direct impact on the inability to speak spontaneously.

The Complexity of Nahwu-Sharaf: When Rule Mastery Inhibits Oral Production

Sakira M. Yunus specifically described the mechanism by which grammatical rules inhibit oral production: "I find it difficult because there are so many rules — for example, one word can have a different meaning depending on its position [in the sentence] — so that when I want to speak, I have to think about the rules first." (Yunus, personal communication, May 19, 2026). Nurlaila Muges described her difficulty with *i'rāb* (grammatical case marking) and word position within a sentence: "I find it difficult to master the changes and positions of words within a sentence, such as *i'rāb*, *mubtadā'*-*khābar* [subject-predicate], and so on." (Muges, personal communication, May 18, 2026).

The statements of the informants above expose a theoretically significant paradox: knowledge of grammatical rules, which should facilitate language production, instead functions as an obstacle to speaking fluency. Krashen (1982) explains this phenomenon through the monitor hypothesis, whereby learners who over-rely on grammatical rules as a filter for their utterances experience a block in oral production because the monitor system operates excessively and slows down the production process. Ellis (2008) enriches this explanation through the concept of *automatized knowledge*: explicit grammatical knowledge cannot be used in spontaneous oral production because conscious cognitive processing operates too slowly to keep pace with the speed of natural conversation. The findings at IAIN Ternate support this combined Krashen–Ellis hypothesis. This blocking effect is more severe in the North Maluku context compared to cities with strong pesantren ecosystems (Anisatussehra, 2021; Haidar et al., 2024), because non-pesantren students never gain natural Arabic-language experience that could organically build automatized knowledge outside the formal classroom context.

Theoretically, this kind of grammatical complexity has the potential to function as a *desirable difficulty* that strengthens long-term retention, as long as the difficulty remains within limits that can be overcome through increased cognitive effort (Bjork & Bjork, 2020). However, the absence of an Arabic-speaking ecosystem that could support the consolidation of grammatical knowledge at IAIN Ternate pushes this difficulty beyond that threshold, so that rather than strengthening long-term mastery, the complexity of *nahwu-sharaf* instead persists as a lasting barrier to oral production.

Systemic Barriers: Three Dimensions Working as a Reinforcing System

The barriers to learning *mahārah al-kalām* are systemic in nature and involve a mutually reinforcing mechanism among three dimensions that form a single, cohesive system of barriers. Understanding this mechanism is an important prerequisite for designing effective interventions, since addressing one dimension without attending to the others will not break the overall chain of barriers (Kasmiati, 2020).

Psychological Barriers: Language Anxiety as a Social Construction

Psychological barriers manifest in four mutually reinforcing hierarchical forms: fear of making mistakes, nervousness in speaking situations, feelings of inferiority toward peers with a pesantren background, and low self-confidence. Dian Sahlah KM. La Boke shared her psychological experience: "I am afraid of answering questions incorrectly in Arabic, because I am afraid the word order will not follow the rules." (La Boke, personal communication, May 20, 2026). Lestari Usman revealed the social dimension of the psychological barrier she experiences: "I feel nervous because some of my classmates are from a pesantren; they know more, so I feel embarrassed." (Usman, personal communication, May 19, 2026). Anisa Umasugi acknowledged that the accumulation of psychological barriers leads to total passivity in class participation: "Yes,

it often makes me lack the confidence to participate, except for things that are urgent, like final exams." (Umasugi, personal communication, May 9, 2026).

This finding is reinforced by the observation of lecturer Hamdy M. Zen, who reported that non-pesantren students are still frequently seen to be nervous and afraid when asked to speak Arabic in front of the class. Horwitz et al. (1986) define *foreign language anxiety* (FLA) as a complex of self-perceptions, beliefs, feelings, and behaviors that arise distinctively in foreign language learning situations and are not experienced in ordinary communication situations. This phenomenon has also been empirically documented among university students in Indonesia (Alfian et al., 2022). MacIntyre and Gardner (1994) demonstrated that this anxiety directly interferes with memory access, including access to vocabulary that has in fact already been mastered, causing speaking performance to fall below the learner's actual competence.

A new finding of this study is the identification of *social comparison pressure* as a mechanism of social construction of FLA that has not previously been articulated in the Indonesian Arabic language education literature. Dewaele and MacIntyre (2014) show that language anxiety is socially constructed through dynamics of comparison among learners within a classroom environment. At IAIN Ternate, the presence of students with a pesantren background in the same classroom indirectly creates a high competence reference standard for non-pesantren students. Although Annisa et al. (2025) documented ability differences between the two groups, the psychological impact within a mixed-class context that produces systematic comparative pressure has never previously been examined in the Arabic language education literature in Indonesia. This finding extends the theoretical framework of FLA into the context of Islamic higher education, which inherently faces heterogeneity in students' linguistic backgrounds.

Pedagogical Barriers: A Curriculum Design That Does Not Accommodate Diversity of Background

Haikal Siu directly identified the intersection between pedagogical and psychological barriers: "Because I think about the rules too much, in the end when I speak, I become afraid of making mistakes." (Siu, personal communication, May 18, 2026). Nur Zahra reported that the dominance of the lecture method makes students listen more than they practice speaking: "Some lecturers still use the lecture method, so we listen more than we speak." (Zahra, personal communication, May 18, 2026).

Study Program Coordinator Andi Nurmawaddah confirmed the structural root of this pedagogical barrier: "Instructors also do not yet use full Arabic when teaching in class, so it is still mixed, because there is no requirement, and no curriculum yet that mandates the use of full Arabic during teaching." (Nurmawaddah, personal communication, June 2, 2026). Sanusi et al. (2024) affirm that Arabic communicative competence requires the ability to use the language dynamically in real social contexts, not merely declarative mastery of linguistic rules. Littlewood (2011) details that effective implementation of *Communicative Language Teaching* (CLT) requires three conditions to be met simultaneously: the target language is used as the medium of instruction, materials are developed based on learners' communicative needs, and interaction is positioned as the primary means of learning. Of these three conditions, not one is consistently met at IAIN Ternate. An analysis of the OBE-based curriculum documents reveals a structural imbalance: only four courses explicitly train speaking ability (*Muhādatsah* I-III and *Fan al-Khitābah*), while theoretical grammar courses (*Nahwu* I-IV, *Sharaf* I-III, and *Balāghah* I-II) dominate almost every semester (Khalid Hasan Minabari & the IAIN Ternate PBA Team, 2025). Rohayati (2017) and Nurhayati (2026) affirm that learning *mahārah al-kalām* must move from a pre-communicative stage to a communicative stage, in which students take independent and creative ownership of language production. The findings of this study show that this transition

has not yet occurred at IAIN Ternate, not because of individual lecturers' incapacity, but because of the absence of curricular regulations mandating it.

Sociocultural Barriers: The Absence of an Arabic-Speaking Ecosystem

Lecturer Amran Eku identified the absence of an Arabic-speaking environment as the most determining factor facing the study program: "The biggest challenge is that there is no Arabic-speaking environment on campus, and there is no habituation among students in Arabic either." (Eku, personal communication, May 21, 2026). Study Program Coordinator Andi Nurawaddah explained the structural root of this condition: "The first obstacle is time, because it's not every day like in a pesantren. When students go home, they no longer use Arabic around them. In fact, learning a foreign language is really a matter of habituation." (Nurawaddah, personal communication, June 2, 2026).

Lantolf and Thorne (2006), elaborating Vygotsky's theory for the context of second language acquisition, assert that language development occurs most effectively when learners interact with more competent partners in socially meaningful activity contexts, as conceptualized through the *Zone of Proximal Development* (ZPD). Without Arabic-speaking interaction partners available outside the classroom, no ZPD can be activated to support the development of students' speaking ability. Krashen (1982) complements this framework by asserting that natural language acquisition can only occur within an ecosystem that continuously provides *comprehensible input*. This condition places IAIN Ternate in a sociocultural position that differs from the settings of previous studies conducted in cities with strong pesantren traditions (Anisatussehra, 2021; Haidar et al., 2024). Makinuddin (2025) demonstrates that a structured, active language-environment model has proven effective in shaping an Arabic-speaking habitus — a model relevant to IAIN Ternate but not yet systematically implemented there.

The Mutually Reinforcing Mechanism: Three Barriers as One System

The three barrier dimensions do not operate in parallel and independently; rather, they form a mutually reinforcing causal chain through two pathways that work simultaneously. The first pathway moves from the pedagogical to the psychological: the dominance of the grammatical approach in the curriculum internalizes a high standard of rule accuracy within students; this standard then fosters a fear of making mistakes when speaking; this fear drives avoidance of speaking practice; reduced practice weakens communicative competence; and weakened competence deepens the fear. Haikal Siu's statement — "because I think about the rules too much, in the end when I speak I become afraid of making mistakes" — empirically reflects this causal pattern.

The second pathway moves from the sociocultural to the psychological: the absence of an Arabic-speaking ecosystem outside the classroom means that all speaking practice is available only within the formal classroom context, which is laden with evaluative pressure; this pressure reinforces language anxiety, and heightened anxiety further reduces students' courage to participate actively. Lestari Usman's statement — "I feel nervous because some of my classmates are from a pesantren" — empirically shows that a heterogeneous class composition, without the support of an Arabic-speaking ecosystem, actively constructs psychological barriers (Dewaele & MacIntyre, 2014). Both pathways converge at a single point: intensifying psychological barriers drive students to adopt a passive attitude toward the available HMPS (student association) language programs, which in turn worsens the sociocultural barrier. This cycle explains why the barriers at IAIN Ternate are more resistant to single-point interventions. This can be observed more specifically in the table below.

Table 2. Summary of Key Research Findings

No	Key Finding	Sub-Dimension	Key Mechanism
1	Linguistic Challenge	Limited mufradāt	Structural lexical deficit due to the absence of an Arabic foundation prior to higher education
2	Linguistic Challenge	Complexity of nahwu-sharaf	Monitor overuse inhibits spontaneous oral production
3	Systemic Barrier	Psychological	Foreign language anxiety constructed through social comparison pressure in mixed classrooms
4	Systemic Barrier	Pedagogical	Disproportionate curriculum: only four courses explicitly train oral production
5	Systemic Barrier	Sociocultural	Absence of bi'ah lughawiyyah (Arabic-speaking ecosystem) outside formal coursework



Discussion (مناقشة)

This study carries three important implications. First, it introduces and empirically validates a conceptual distinction between linguistic challenges, which are inherent-universal, and systemic barriers, which are extrinsic and interventable, as two constructs requiring different responses. Conflating the two into a single category produces poorly targeted recommendations, because solutions to linguistic challenges require pedagogical innovation, whereas addressing systemic barriers requires intervention at the level of policy and institutional ecosystems. This finding differs from previous studies (Yushifa et al., 2023; Wulandari et al., 2025; Haidar et al., 2024), which tend to lump all of the Arabic learning difficulties of non-pesantren students into a single category of "problems" without distinguishing inherent aspects from those that can be intervened upon.

Second, this study identifies *social comparison pressure* in mixed pesantren–non-pesantren classrooms as a new dimension of FLA that has not previously been articulated in the Indonesian Arabic language education literature. This finding extends the frameworks of Horwitz et al. (1986) and Dewaele and MacIntyre (2014) into the context of Islamic higher education, showing that FLA in Arabic language learning is not only produced at the psychological-individual level but is also constructed socio-institutionally through student admission policies that combine two groups with a significant competence gap within a single class. This finding is consistent with Achmad et al. (2025), who documented Arabic-speaking anxiety as a significant psychological barrier among university students, but this study goes further by identifying the specific social mechanism behind it — namely, comparison among learners in mixed classrooms — which had not been explicitly elaborated in that earlier study.

Third, by contextualizing its findings in the North Maluku setting, this study fills a geographic gap in the Indonesian Arabic language education literature, which has thus far been overly concentrated in the western and central regions of Indonesia, and provides empirical grounds that the effectiveness of Arabic learning strategies is not universal but rather highly dependent on the availability of a supportive sociocultural ecosystem around the educational institution. This finding complements Batalipu et al. (2026), who examined the socio-academic experiences of non-pesantren students in Gorontalo but did not specifically address the linguistic-pedagogical dimensions of *mahārah al-kalām*; together, the two studies build an empirical

foundation for the Eastern Indonesia region, which has thus far been underrepresented in the national Arabic language education literature.



Conclusion (خاتمة)

Based on the discussion above, this study draws two main conclusions. First, the challenges in learning *mahārah al-kalām* faced by non-pesantren alumni students are structurally linguistic in nature and comprise two aspects that form a compounding effect. Limited *mufradāt* is a lexical deficit rooted in the absence of an Arabic foundation prior to higher education, far below the threshold for effective conversational competence. The complexity of *nahwu-sharaf* paradoxically inhibits spontaneous oral production. These two aspects mutually reinforce one another and need to be addressed holistically through a strategy that targets both contextual lexical reinforcement and the transition from explicit grammatical knowledge to automatic communicative competence.

Second, the barriers to learning are systemic in nature and comprise three dimensions that form a mutually reinforcing mechanism. Psychological barriers, in the form of FLA constructed through social comparison pressure in mixed classes, constitute the most dominant dimension and directly affect students' courage to speak. Pedagogical barriers stem from a curriculum design that is disproportionate between grammar courses and speaking practice, as well as the absence of regulations governing the use of Arabic as the medium of instruction. Sociocultural barriers, in the form of the absence of *bī'ah lughawiyyah*, close off opportunities for natural language acquisition. These three dimensions form a single cohesive system, requiring simultaneous reform at three levels: renewal of curricular policy that integrates a communicative approach, the institutionalized development of a language ecosystem, and the design of a learning climate that explicitly manages the psychological barriers of non-pesantren students. This recommendation is relevant not only to IAIN Ternate but also to similar PTKIN (State Islamic Higher Education Institutions) in Eastern Indonesia that face similarly heterogeneous class configurations and limited Arabic-speaking ecosystems. Overall, this study affirms that improving the *mahārah al-kalām* of non-pesantren students is not merely a matter of teaching method, but requires alignment among curricular policy, pedagogical design, and institutional language ecosystems in an integrated manner.

This study has a number of limitations that should be considered in interpreting its findings. First, this study uses a single-case study design at one study program with 17 informants, so its findings are contextual and are not intended to be statistically generalized to all PTKIN in Eastern Indonesia or to the context of Arabic language education in general. Second, the primary data are drawn from semi-structured, self-report interviews, and are therefore susceptible to recall bias and social desirability bias on the part of informants in describing their experiences. Third, this study is cross-sectional and does not track the development of these barriers longitudinally over the course of students' studies, so the dynamics of change in barrier intensity from semester to semester could not be mapped. These limitations open opportunities for further research using multi-site designs, observational triangulation, or longitudinal approaches to test the generalizability and dynamics of these findings more broadly.



Bibliography (مراجع)

Achmad, S. A. A., Gadoum, H., Bahauddin, M. H., Ma'arij, M., Tusilo M., A., & Elfadhly, Z. Z. (2025). Afraid to talk? Exploring Arabic speaking anxiety among university students. *An Nabighoh*, 27(2), 285–298. <https://doi.org/10.32332/an-nabighoh.v27i2.285-298>

- Alfian, M. I., Niswah, N., & Zakki, M. M. (2022). Kecemasan berbahasa untuk keterampilan berbicara bahasa Arab pada tingkatan perguruan tinggi. *Arabia: Jurnal Pendidikan Bahasa Arab*, 14(1), 55–74. <https://doi.org/10.21043/arabia.v14i1.14887>
- Annisa, Herba, N. T., Pasaribu, A. K., Fadilah, H., Abdurrahim, & Nasution, S. (2025). Dampak latar belakang pendidikan pesantren dan non-pesantren terhadap kemampuan bahasa Arab siswa di MAS Muhammadiyah 01 Medan. *Al-Muyassar: Journal of Arabic Education*, 4(1). <https://doi.org/10.31000/al-muyassar.v4i1.12947>
- Anisatussehra. (2021). Problematika latar belakang pendidikan mahasiswa dan implikasinya dalam pembelajaran bahasa Arab intensif studi kasus di FEBI UINSA. *El-Tsaqafah: Jurnal Jurusan PBA*, 20(2), 203–222. <https://doi.org/10.20414/tsaqafah.v20i2.3827>
- Batalipu, A., Miolo, M. I., & Sarif, S. (2026). Learning Arabic in heterogeneous classrooms: Experiences of non-pesantren students in Indonesian Islamic higher education. *Al-Ta'rib: Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab UIN Palangka Raya*, 14(1), 81–96. <https://doi.org/10.23971/altarib.v14i1.11341>
- Bjork, R. A., & Bjork, E. L. (2020). Desirable difficulties in theory and practice. *Journal of Applied Research in Memory and Cognition*, 9(4), 475–479. <https://doi.org/10.1016/j.jarmac.2020.09.003>
- Council of Europe. (2001). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Cambridge University Press.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications.
- Dewaele, J.-M., & MacIntyre, P. D. (2014). The two faces of Janus? Anxiety and enjoyment in the foreign language classroom. *Studies in Second Language Learning and Teaching*, 4(2), 237–274. <https://doi.org/10.14746/ssllt.2014.4.2.5>
- Ellis, R. (2008). *The study of second language acquisition* (2nd ed.). Oxford University Press.
- Haidar, G. A., Hakim, M. L., Sanny, & Hidayat, N. S. (2024). Pengaruh latar belakang pendidikan terhadap hambatan pembelajaran bahasa Arab mahasiswa Prodi PBA di UPI angkatan 2022. *Jurnal Ilmiah dan Karya Mahasiswa*, 2(1). <https://doi.org/10.54066/jikma-itb.v2i1.1293>
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70(2), 125–132. <https://doi.org/10.2307/327317>
- Kasmiati. (2020). *Strategi pembelajaran bahasa Arab*. CV. Rizquna.
- Khalid Hasan Minabari & Tim PBA IAIN Ternate. (2025). *Dokumen kurikulum berbasis OBE Program Studi Pendidikan Bahasa Arab IAIN Ternate 2025*. Prodi PBA IAIN Ternate.
- Krashen, S. (1982). *Principle and practice in second language*. Pergamon Press.
- Lantolf, J. P., & Thorne, S. L. (2006). *Sociocultural theory and the genesis of second language development*. Oxford University Press.
- Littlewood, W. (2011). Communicative language teaching: An expanding concept for a changing world. Dalam E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (hlm. 541–557). Routledge.
- MacIntyre, P. D., & Gardner, R. C. (1994). The subtle effects of language anxiety on cognitive processing in the second language. *Language Learning*, 44(2), 283–305. <https://doi.org/10.1111/j.1467-1770.1994.tb01103.x>

- Makinuddin, M. (2025). Pembangunan lingkungan bahasa Arab aktif berbasis komunitas di Pesantren Modern Fathul Majid Kasiman Bojonegoro. *Ukazh: Journal of Arabic Studies*, 6(3), 460–475. <https://doi.org/10.37274/ukazh.v6i3.5>
- Makhluf, H. M., Suarlin, & Khaeruddin. (2025). Kebijakan pendidikan nasional dan standar kemampuan berbahasa asing. *Jurnal Ilmiah Literasi Indonesia*, 1(2). <https://doi.org/10.63822/k3rpb617>
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). SAGE Publications.
- Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge University Press.
- Nofali, H. A. A., & Gasim, A. (2025). Factors influencing the oral communicative competence of Omani EFL foundation year students. *International Journal of English Language Studies*, 7(4), 15–27. <https://doi.org/10.32996/ijels.2025.7.4.2>
- Nurhayati, D. (2026). *Buku ajar terampil berbicara bahasa Arab berbasis contextual teaching and learning*. Basya Media Utama.
- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press.
- Rohayati, E. (2017). *Metodologi pengajaran bahasa Arab*. Rafah Press UIN Raden Fatah.
- Sanusi, A., Hamid, M. A., Nurbayan, Y., Ismail, Z. bin, & Maulia, L. N. (2024). Arabic teachers pedagogical competence: Cultural approach in enhancing the students' communicative skills. *Arabiyat: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban*, 11(1), 116–134. <https://doi.org/10.15408/a.v11i1.39919>
- Wulandari, S., Rahmi, M., Lubis, I. A., & Nasution, S. (2025). Mengungkap faktor mendengarkan dan membaca bahasa Arab pada mahasiswa berlatar belakang non-pesantren di PBA UINSU Medan. *Perspektif: Jurnal Pendidikan dan Ilmu Bahasa*, 3(1), 8–20. <https://doi.org/10.59059/perspektif.v3i1.2012>
- Yazid, H. (2019). Pembelajaran mahārah al-kalām menurut Rusdy Ahmad Thu'aimah dan Mahmud Kamil Al-Nāqah. *Al-Mahārah: Jurnal Pendidikan Bahasa Arab*, 5(1), 61–80. <https://doi.org/10.14421/almahara.2019.051-04>
- Yushifa S., N., Masnan, S., & Ibrahim, M. (2023). Analisis kesulitan belajar bahasa Arab bagi mahasiswa lulusan SMA & SMK di Prodi PBA FAI Unismuh Makassar. *ULIL ALBAB: Jurnal Ilmiah Multidisiplin*, 2(6). <https://doi.org/10.56799/jim.v2i6.1685>