

Challenges and Obstacles of Teaching and Learning the Arabic Language in Secondary Religious Schools in Malaysia, Suggestions and Solutions

Prf. Dr. Ashraf Hassan Mohamed Hassan Ali Aldebsi¹, Dr. Ebrahim Mohammed Ahmad Eldesoky²

¹Deputy Dean of the Faculty of Al-Qur'an and Sunnah for Postgraduate Studies (KUIPs),

²Head Department of Arabic Linguistics, Faculty of Arabic Language Sultan Abdul Halim Mu'adzam Shah International Islamic University (UniSHAMS)

To Link this Article: <http://dx.doi.org/10.6007/IJARBSS/v13-i5/17327> DOI:10.6007/IJARBSS/v13-i5/17327

Published Date: 18 May 2023

Abstract

This research paper deals with the most important challenges and obstacles to teaching and learning Arabic in religious secondary schools in Malaysia, and means to overcome them, the most important of these obstacles: educational challenges and obstacles, including: teacher qualification, lack of books, and lack of means, and linguistic challenges and obstacles, including: the challenges of the phonetic system, al-sarf system, and the al-nahw system. and social challenges and obstacles, including: lack of motivation, lack of resources and funding, in addition to the complications of the government in not granting licenses for programs for teaching and testing in Arabic. This research problem lies in the presence of many obstacles that stand in the way of teaching and learning the Arabic language in religious secondary schools. This research aims to find proposals and solutions to these obstacles, and the research used the descriptive analytical method. This research consists of three chapters: Chapter One: Proposals to overcome educational challenges and obstacles. and it has two units, the first unit: Overcoming the educational challenges and obstacles related to teacher qualification. and the second unit: overcoming educational challenges and obstacles related to the lack of books, and the third unit: overcoming educational challenges and obstacles related to the lack of tools, and the second chapter, and the third chapter: proposals to overcome social challenges and obstacles. It was one of the most important results: Instructors' medium of instructions also contributes to the challenge in the teaching Arabic Language which is related to crisis of Malay identity both teacher and student in T&L Arabic as a foreign language in class. They use Malay medium, traditional method in transferring knowledge... said that the teacher has to use first language (L1) to ensure the comprehensibility of the Arabic content's teacher presents. Teacher attempts to make the learning process more comprehensible, more efficient and more effective and also can save

teacher's time of explaining. When L1 is not used especially when teachers try to explain the unfamiliar words or concept, the level of anxiety among students will increase" Among the most important recommendations: Enhancing communication with Arabic-speaking communities in order to benefit from their experience in teaching and learning the Arabic language. Carrying out Arabic language camps to enhance communication in the Arabic language.

Keywords: Challenges and Obstacles, Teaching and Learning, Arabic Language, Religious Secondary Schools, Proposals and Solutions

Introduction

Praise be to Allah who made the Arabic language the best of languages, prayers, and peace to our Prophet Muhammad, who exalted above all other creatures, and to his family, friends and followers, and who followed his guidance to the Day of Judgment.

And after... The Arabic language is becoming increasingly popular among Malaysians; Therefore, the Malaysian government began to look at Arabic with interest. In 1977, the Malaysian Ministry of Education established 11 religious high schools that teach Arabic, and two optional subjects were included in the curricula, Arabic was a foreign language in Malaysia at the time. Some religious secondary schools have also incorporated courses from Al-Azhar University. The educational situation developed in 1998 as the Malaysian Ministry of Education issued a decree to teach Arabic in primary schools, based on the decision of the Central Curriculum Commission meeting in November 1996. The implementation of this resolution has gone through several stages. In the early years, the Arabic language has been introduced as an additional material, the Arabic language, In the first year of implementation of this resolution, the Malaysian Ministry of Education selected 97 primary schools to test the possibility of teaching Arabic to primary students.

In 2003, the former Prime Minister of Malaysia, Dato Sri Abdullah Ahmad Badawi, introduced his national project, which he called Civilizational Islam, and introduced as part of his cultural project a new program in the field of education called "J-QAF". This program is based on four basic pillars that seek to develop a Muslim personality that is compatible with civilization.

Reason for Selecting the Topic

The reason for choosing this topic was to note some of the challenges and obstacles that stand in the way of teaching and learning Arabic in secondary religious schools in Malaysia.

Search Problem

The problem with research is that there are challenges and constraints to Arabic-language education in Malaysia's secondary religious schools; This leads to poor Arabic among graduates of religious schools in Malaysia; This is also due to the lack of a well-qualified teacher, and the lack of appropriate courses and means of teaching and teaching the Arabic language.

Research Questions

1. What are the most important challenges and obstacles in education, and how to overcome them?
2. What are the most important language challenges and barriers, and how to overcome them?

3. Explain the most important social challenges and constraints, and ways to overcome them.

Search Objectives

The objective of the present study is to answer the questions raised by the problem of the study, the answer to which will be the objectives of the study. The objectives of the study are:

1. Learn about the most important educational challenges and obstacles, and ways to overcome them.
2. Identification of the most significant language challenges and constraints, and ways to overcome them.
3. Clarify the most important social challenges and constraints, and ways to overcome them.

Search Importance

The research is important because it will study Arabic, which is the language of the Koran, and the language of worship in Malaysian society.

Research Curriculum

Due to the nature of the research problem, and the answer to its questions, the researchers found in the curriculum (descriptive, analytical...) what is suitable for the study: "The learner perceives the whole before the parts and the general before the particular...This curriculum is characterized by non-repetition, which often appears in the separate curriculum" (al-Jahni, 1996).

Research Structure

The research consists of Introduction and three chapters: Chapter One: Proposals to overcome educational challenges and obstacles. and it has two units, the first unit: Overcoming the educational challenges and obstacles related to teacher qualification. and the second unit: overcoming educational challenges and obstacles related to the lack of books, and the third unit: overcoming educational challenges and obstacles related to the lack of tools, and the second chapter. And the third chapter: proposals to overcome social challenges and obstacles.

Proposals to Overcome Educational Challenges and Obstacles

This chapter has two units, the first unit: Overcoming the educational challenges and obstacles related to teacher qualification. and the second unit: overcoming educational challenges and obstacles related to the lack of books. and the third unit: overcoming educational challenges and obstacles related to the lack of tools.

Unit I: Overcoming the Educational Challenges And Obstacles Related To Teacher Qualification

Overcoming the educational challenges and obstacles related to the qualification of teacher s is based on many means, the most important of which are:

Teacher training: "Teaching is a noble profession, and throughout human history it has been the prophets, philosophers and sages because they are the first teachers, The Prophet Noah he stayed in his people for a thousand years, except for fifty years. **(And We certainly sent Noah to his people, and he remained among them a thousand years minus fifty years).** (Al-

'Ankabūt; 14) He gave them sermons and raised them, and tried various means to guide them and illuminate their minds, just as Moses and Jesus-peace be upon them-entrusted the Jews with their intransigence and their obstinacy and their determination to deviate. Likewise, Muhammad, peace be upon him, was in his invitation to Quraish and other Arab tribes, to talk with and discuss them, and argued them with argument and proof and considered the circumstances of each one of them, his situation, and his social position. In the process of that effort, she bore unyielding patience and hardship, and on the same path, many of human flags and reformers, without material benefit, nor material benefit, but enlightening the minds, and expanding the scope of ideas, and directing people to the path of good and justice, in which all the only profession is required to teach Gamma. It is seen as a message rather than a means of mercenarism, and if teaching lacks such conditions and specifications, it lacks its essence, and its message is distorted" (Sadeq, 1996).

"To speak about teaching Arabic and teaching Arabic in Malaysia requires a lot of effort and work; Because most Arabic teachers are not fully fluent in Arabic and cannot communicate this information to students in an easy and simple way. This has been observed during visits to some religious secondary schools and during interviews with some teachers, managers, students and administrators, and some teachers do not even plan their subjects and lessons properly in line with the correct pedagogical curriculum for teaching Arabic to non-native speakers. This is not a general matter, but there are proficient Arabic teachers in Malaysia, including Malaysians, including Arabs, who can create hope for Malaysia "Religious schools need a teacher with a high level of language proficiency and proficiency, who is familiar with the language, who is familiar with the major of his studies, and who wants to increase his knowledge of the subject in his field of study. There is no doubt that this will reflect on the performance of the teacher in the classroom and will strengthen his relationship with his students in a good way. This does not mean that the language teacher should be a reference for his students in the subject of specialization. He is required to know the basics of the subject or its main issues, and he is expected to be able to represent different roles, and change the classroom environment by adopting different teaching methods, and always looking forward to provide knowledge in various fields of knowledge. Perhaps the most important point is to be able to contribute to the preparation of a curriculum that meets the objectives of his students." (Al-Tahir, 1996).

Unit II: Overcoming Educational Challenges and Obstacles Related To The Lack Of Books

The problem of the absence of books and references... The library is a very important factor in providing information and ideas which are an important foundation for the success of any modern society, which is based on information and knowledge, and reading is more important than ever in an educational institution, and students who read well excel in majoring in the classroom, and those who read a lot can navigate around the world of knowledge while in place," he said. Research has established an inevitable relationship between student performance and availability of the school library, as the library's books, resources, and references connect with all the subjects taught in the [educational institution] and serve the educational program. In addition, the library helps the student acquire basic skills such as reading, acquire skills related to the use of references, and information collection, and enrich the student's interest in books. This is what every school or institute in Malaysia should have had... Unfortunately, however, school libraries do not contain a collection of books and

resources suitable for the age, educational demands, orientation, and educational level of students in school" (Al-debeese, 2006).

Religious secondary school libraries in Malaysia are a room, a hall or a closet where the few books are primitively displayed. Some schools also use modest shelves to put some books or stories, most of which are written in Malay. School libraries in Kuala Lumpur complain about the lack of textbooks and Arabic story books that the school library needs. There are also no books or resources suitable for the age, educational demands, tastes, interests, tendencies, and educational level of pupils in school. Those in charge of the educational process must also carefully monitor and have full knowledge of the types of books available in the school library, have library catalogs and data covering all library content, and teachers must encourage students to go to the library and use its books, and train students on how to use the library" (Ghalib, 2006).

Unit III: Overcoming Educational Challenges and Obstacles Related To The Lack Of Tools

The educational system in Malaysian religious schools, which specialize in the Arabic language, does not receive much support from any Arab country. The Arabic language does not have the simplest teaching methods, and there are no books and Arabic resources in school libraries, and here is the blame... what have the Arab countries - and there are rich countries - done to spread the Arabic language and make it the language of science, civilization, and the Islamic religion? Where are the Arab cultural centers located in world capitals? What role do cultural attachés play in Arab embassies in Malaysia in spreading the Arabic language?" Religious high schools in Malaysia badly need much attention and support for books, curricula and teaching aids, We call upon the Arab world and the Islamic world to pay attention to religious schools in Malaysia and to provide religious schools with books, resources, curricula, and teaching aids suitable for learners interested in the Arabic language, and to open courses for teachers to improve their standard... Teachers at religious schools in North Malaysia use very few, if any, traditional and outdated teaching methods. Many teachers are also not interested in all modern teaching methods, such as: the use of audio labs, electronic libraries, information display devices, language games and songs that favor students in learning Arabic. The lack of diversification in the curriculum and teaching methods causes the student to become bored, monotonous attention to both communication and productive aspects of the Arabic language is essential, as is the provision of sufficient opportunities for students to practice the Arabic language. The use of modern teaching methods will play a major role in improving the level of students, and the teacher will help to communicate information to students with ease" (Ghalib, 2006).

In order to overcome the lack of means, we must find well-developed curricula and teaching aids for non-Arabic speakers that take into account individual differences, respond to the learner's needs and take advantage of the possibilities of the modern age and its various techniques." (Ghalib, 2006).

Suggestions for Overcoming Language Challenges and Constraints

We mentioned that the process of teaching and learning in its study creates a suitable atmosphere according to axes and situations, this is done through the integration and interdependence of the phonetic system, al-Sarf system, and the grammatical system These are the tools of the desired language skills and should not overlook other aspects such as rhetoric, literature, archives of poetic verses, wisdom, proverbs, etc... In addition, the system in language includes the way letters are arranged, the sequence of sounds and the structure

of sentences” The plan for the study of the Arabic language was developed in accordance with the objectives of the National Pedagogical Philosophy to prepare a balanced human being who is mentally, physically, spiritually and emotionally compatible, committed to religious belief and obedient, and to make the Malaysian citizen an educated person with high qualifications, superior skills, high moral character, capable of bringing himself back and capable of making every effort to attain harmony and reconstruction for the family, community and nation" (Malaysian Ministry of Education, 2006).

If language barriers in religious secondary schools in Malaysia are (the phonetic system, al-Sarf system, and the grammatical system), we will address ways of overcoming them as follows

The most significant phonetic linguistic challenges in religious high schools in Malaysia and ways to overcome them are as follows

1. The lack of Arabic phonemes in the original Malay language, overcoming this by promoting the use of borrowed words from Arabic and attempting to use them and enhancing their usage.
2. Due to the lack of proficiency of many Arabic language teachers in Arabic vocal systems, and the weakness of some Malaysian Arabic teachers in applying or neglecting to use phonetic language skills, teachers must be trained, acoustic laboratories provided and Arabic teachers in Malaysia assigned for training in some Arabic-speaking countries.
3. For lack of teacher experience, teachers must be adequately trained in these effective and appropriate phonemes systems in distinct laboratories.
4. Phonemes labs and demonstration aids are provided in religious schools.
5. In general, many Malaysian Arabic teachers should not be indulgent in the teaching of Arabic, as it warns against the use of Arabic, and not the use of Malaysian language through purely simultaneous interpretation.

To overcome students' inability to straighten their tongues on correct and eloquent Arabic, the reasons for this are overcome by:

1. Teachers must use standard Arabic in their teaching process.
2. Ensure that distinguished teachers are duly able to pronounce the Arabic language correctly.
3. Correcting student's speech errors and use Arabic audio clips.

Overcoming the phonetic system Barriers: The Most Important Linguistic Challenges in al-Sarf system in Religious High Schools in Malaysia and Ways to Overcome Them Most Important:

1. If the Arabic morphological characteristics are very extensive and rich in word origins and weights, as well as in word derivation from its origins and weights, and in word variation and include vowels (ا/و/ي) or letters of origin, in addition, the Spelling characteristics: (alharakat, huruf alealah, al-hamazat, al-taa' almarbutah, al-ha' akhir alkalimat, alya' wal'alef almaqsurah, al-tashdid, al-huruf al-muda'fah and huruf al-mad).
2. If this morphology system absence and differs from the original Malay language, the common qualities between Malay and Arabic must be sought. If there is no, shared words of up to 2,000 words should be used for training on the problem of the morphology system.

3. To overcome the lack of proficiency of Arabic language teachers in the Arabic language morphology systems, teachers must be tested before they are accepted, and teachers must be given training to enable them to teach students.
4. In order to overcome the weakness of some Malaysian Arabic teachers in applying and neglecting the use of purely linguistic skills, teachers must also be tested before being accepted; To ensure their morphology skills.
5. To overcome the problem of grammar and morphology education because it is not suitable for the Malaysian environment, there must be a committee of Arab and Malaysian experts and specialists to come up with the right content, which is appropriate for the Malaysian environment.

Grammatical System

The most important linguistic challenges in the grammar system of religious high schools in Malaysia and ways to overcome them are the following:

1. To overcome the challenge of the abundance of grammar, doors and classes in Arabic grammar, grammatical rules must be simplified with a simplified curriculum based on the application of grammar when speaking, reading and writing, rather than on memorizing the grammar.
2. To overcome the absence of this grammatical system and its difference from the original Malay language, the Holy Koran and the Hadith of the Prophet must be used to bring Arabic and Malay closer together in the grammatical system.
3. To overcome the lack of distinction between masculine, feminine, singular and plural; Because the Malay language does not distinguish between them, good teachers must be provided with the distinct ability to apply grammar in both speech and writing; Because the language is listening.
4. To overcome the weakness of some Malaysian Arabic teachers in applying and neglecting the use of grammatical language skills, a camp or language camp should be provided to bring together Arab and Malaysian teachers in Malaysia and deal with all matters in standard Arabic.

Proposals to Overcome Social Challenges and Obstacles

We have mentioned before that the biggest social challenges and constraints facing the process of teaching and learning Arabic in Malaysia: lack of motivation, lack of resources and funding, in addition to the complications of the government in not granting the program license for teaching and testing in Arabic, where the Faculty of the Quran and Year, Islamic University of Perlis (KUIPs) has obtained approval for five programs all of which the letter of consent was issued for teaching and testing in Malay and English language, which is surprising since these programs are related to interpretation, Qur'an science, reading, hadith and its sciences, and the language of the Qur'an and the year (Arabic), and the PhD program in Qur'an and the Sunna (Arabic), which is in English or Malay language. This is unreasonable and needs to be reviewed by the Malaysian government. These unjust and unreasonable decisions need to be reconsidered.

Lack of Motivation

To overcome their lack of motivation, academic institutions must

1. creating new incentives for students to learn Arabic; Students are motivated to use their mental and physical energy to master the language. The most important

motivations for learning Arabic are to understand the Book of God and the Hadith of the Prophet and Islamic Sharia, or to acquire language skills to obtain vacant jobs in hotels and companies, obtain degrees or contact Arabic speakers, practice their language, and understand their culture and traditions.

2. Modification of the style and curriculum used in religious schools; so he can respond to the needs of learning Arabic.
3. Consider the Arabic language itself and the Arab-Muslim community in order to create jobs and employment for those students who study Arabic as the second language.
4. As for the role of the teacher, it is necessary to enhance his role to deal with students professionally and appropriately. The teacher must encourage the students through the process of education and learning, and use every means available to him, so that he can convince the student that learning Arabic will open new horizons for him, as well as provide him with job opportunities in fields that require fluency in the Arabic language." (Globalization does not lose Arabic and what it benefits from, 2006).

Lack of Resources and Funding

To overcome the challenges of weak financial support for Arabic dissemination at the level of Malaysia, it is necessary to:

1. Instruct the Malaysian government to make an effort of desire to publish the Arabic language.
2. To strengthen the efforts of the Office of the Grand Mufti and the Islamic Council with their efforts, especially the zakat house, through supporting religious secondary schools, establishing universities, and providing more full scholarships to students at the level of the programs (diploma, master's, and doctorate) in Arabic and other languages.
3. Making the Arabic language one of the requirements for admission to universities for programs in disciplines that do not teach Arabic and Islamic education.
4. To reach out to Arab countries in order to strengthen the Arab role to provide appropriate financial support, as was the case with France, which founded the Francophone Organization and generously spends on the spread of its language in Africa and Asia. British and others.
5. Provide full scholarships to Malaysians in Arab countries to enhance the status of the Arabic language in the world.
6. Support to all secondary schools in Malaysia with books and educational materials, courses, educational materials, and non-traditional Arabic sources.

Conclusion and Suggestion

This research paper deals with the most important challenges and obstacles to teaching and learning Arabic in religious secondary schools in Malaysia, and means to overcome them, the most important of these obstacles: educational challenges and obstacles, including: teacher qualification, lack of books, and lack of means, and linguistic challenges and obstacles, including: the challenges of the phonetic system, alsarf system, and the alnahw system. and social challenges and obstacles, including: lack of motivation, lack of resources and funding, in addition to the complications of the government in not granting licenses for programs for teaching and testing in Arabic.

From the foregoing in this study, it is clear that

1. "Student and teacher must have the right method or way to learn and teach Arabic, if not it becomes challenging to them learning and teaching Arabic. Students and teachers' interest toward learning and teaching Arabic Language challenge them to learn and teach" (Hamidin, P.11).
2. "Challenges of teaching come from the nature of Arabic Language itself. It is because factors of linguistic such as the sound of Arabic letters, structures and semantics, constructions, writings from right to left and influences of the mother tongue" (Hasan, 2000).
3. "Instructors' medium of instructions also contributes to the challenge in the teaching Arabic Language which is related to crisis of Malay identity both teacher and student in T&L Arabic as a foreign language in class. They use Malay medium, traditional method in transferring knowledge. But, the study findings from Mohamad Azrien Mohamed Adnan, Shukeri Mohamad, Arifin Mamat (2014) said that the teacher has to use first language (L1) to ensure the comprehensibility of the Arabic content's teacher presents. Teacher attempts to make the learning process more comprehensible, more efficient and more effective and also can save teacher's time of explaining. When L1 is not used especially when teachers try to explain the unfamiliar words or concept, the level of anxiety among students will increase" (Meyer, 2008; Hamidin, 2016).

Among The Most Important Recommendations

1. Enhancing communication with Arabic-speaking communities in order to benefit from their experience in teaching and learning the Arabic language.
2. Carrying out Arabic language camps to enhance communication in the Arabic language.

References

- Al-Dubaisi, A. H. (2006), Middle and Secondary School Principals Course Kingdom of Saudi Arabia. Saudi Arabia: aalam alkitab.
- Al-Juhani, N. A. (2013), The Integrative Approach, Its Characteristics, Objectives, and Types. website electronic blog. http://najah010.blogspot.com/2013/04/blog-post_9324.html
- Al-Taher, M. (1996), Teaching Arabic for Academic Purposes, Symposium on Arabic Language Issues and Challenges in the Twentieth Century, Kuala Lumpur, 1996.
- Ghaleb, A. H. (2013). Challenges for learners of Arabic in southern Thailand. *Al-Ḍād Journal*, eISSN: 2637-1146. Issue: 1. July 2013. <https://ejournal.um.edu.my/index.php/aldaad/article/view/21545>.
- Malaysian Ministry of Education. (2006). The Integrated Curriculum for Secondary Schools, Department of Islamic Education Curricula and Ethics, Department of Islamic Education and Ethics,
- Norfaezah, M. H. (2019) CHALLENGES IN TEACHING AND LEARNING ARABIC LANGUAGE IN SECONDARY SCHOOL: STUDENTS', TEACHERS' AND PARENTS VIEW, *Jornal of Scinces & Humanition*, Vol. 16. No.2 (1-14), ISSN: 1823-884x <http://journalarticle.ukm.my/19408/1/31366-96927-1-SM%20%281%29.pdf>
- Sadeq, S. R. (2010), Education in Egypt, Problems and Solutions. Opinion and other opinion page. August 04, 2010. <https://egyptawy.arabepro.com/t6-topic>
- The Association for Translation and Intercultural Dialogue. (2006). Globalization: What Arabic loses and what it benefits from, Sunan Ampel Islamic University (Indonesia).