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Pedagogical Challenges in Arabic Grammar: An Analysis of Qawaid Learning Problematics within a Non-Formal Education Ecosystem

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Abstract

Arabic qawaid (grammar) learning plays a crucial role in the Islamic education system; however, its instruction within non-formal channels faces intricate challenges. This study aims to thoroughly describe the problematics of qawaid learning, analyze the determinant factors influencing it, and examine teachers' efforts to overcome these obstacles. Utilizing a qualitative field research approach, Nine informants were selected through a purposive sampling technique at PKBM Ibadurrahman Sidoarjo, comprising one female Arabic teacher and eight male students from the junior high school-equivalent (Paket B) program.. Data were gathered through in-depth interviews, structured observations, and documentation, and subsequently analyzed using the Miles and Huberman interactive model. The results indicate that Arabic grammar instruction using the Durusul Lughah textbook is dominated by the conventional, teacher-centered lecture method. This monological approach triggers student burnout, decreases motivation, and engenders academic anxiety. The issue is exacerbated by students' high cognitive load in comprehending abstract rules-such as Inna wa Akhwatuha-alongside the absence of teacher differentiation strategies to bridge the heterogeneous backgrounds of non-formal students. Teachers' curative efforts, including spontaneous quizzes and the contextualization of simple sentence examples, remain partial. The implications of this study emphasize the urgency of a methodological reconstruction toward student-centered learning and the integration of self-regulated learning strategies to reduce cognitive load while enhancing the effectiveness of Arabic grammar instruction within the non-formal education ecosystem.

***Keywords**: Qawaid; Durusul Lughah; Lecture Method; Community Learning Center (PKBM).*

Abstrak

Pembelajaran qawaid (tata bahasa Arab) memiliki peran yang sangat penting dalam sistem pendidikan Islam. Namun, pelaksanaannya pada jalur pendidikan nonformal menghadapi berbagai tantangan yang kompleks. Penelitian ini bertujuan untuk mendeskripsikan secara mendalam problematika pembelajaran qawaid, menganalisis faktor-faktor yang memengaruhinya, serta mengkaji upaya guru dalam mengatasi berbagai hambatan tersebut. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian lapangan. Sedangkan informan dipilih melalui teknik *purposive sampling* di PKBM Ibadurrahman Sidoarjo, yang terdiri dari satu orang guru bahasa Arab dan delapan siswi dari program kesetaraan tingkat menengah (Paket B). Informan penelitian dipilih melalui teknik *purposive sampling* di PKBM Ibadurrahman Sidoarjo. Data dikumpulkan melalui wawancara mendalam, observasi terstruktur, dan dokumentasi, kemudian dianalisis menggunakan model analisis interaktif Miles dan Huberman. Hasil penelitian menunjukkan bahwa pembelajaran qawaid bahasa Arab dengan menggunakan kitab *Durusul Lughah* masih didominasi oleh metode ceramah konvensional yang berpusat pada guru. Pendekatan yang bersifat monologis ini memicu kejenuhan belajar pada siswa, menurunkan motivasi belajar, serta menimbulkan kecemasan akademik. Permasalahan tersebut semakin diperparah oleh tingginya beban kognitif siswa dalam memahami kaidah-kaidah yang bersifat abstrak, seperti *Inna wa Akhawatuha*, serta belum adanya strategi diferensiasi pembelajaran yang diterapkan guru untuk menjembatani keragaman latar belakang

peserta didik pada pendidikan nonformal. Upaya kuratif yang dilakukan guru, seperti pemberian kuis spontan dan kontekstualisasi contoh-contoh kalimat sederhana, masih bersifat parsial dan belum menyentuh akar permasalahan. Implikasi penelitian ini menegaskan pentingnya rekonstruksi metodologi pembelajaran menuju pendekatan yang berpusat pada siswa (*student-centered learning*) serta integrasi strategi *self-regulated learning* untuk mengurangi beban kognitif dan meningkatkan efektivitas pembelajaran qawaid bahasa Arab dalam ekosistem pendidikan nonformal.
Kata Kunci: Qawaid; *Durusul Lughah*; Metode Ceramah; Pusat Kegiatan Belajar Masyarakat (PKBM)

A. Introduction

Arabic language learning plays a crucial role within the Islamic education system. Arabic does not merely function as a tool for communication, but rather serves as the primary medium for conceptualizing and comprehending the sources of Islamic teachings, such as the Qur'an, hadith, as well as various classical (*turats*) and contemporary scholarly literatures. Consequently, the mastery of Arabic is a fundamental necessity for students in Islamic educational institutions, while simultaneously serving as a foundation for strengthening religious understanding and intellectual development.[1] However, achieving this mastery is a complex pedagogical challenge that depends heavily on the intricate interplay between the learner's internal psychological factors and the unique structural difficulty of the language itself.

From a language learning perspective, academic success is influenced by various multi-aspect factors, including motivation, learning strategies, and the psychological state of the learners. Recent research indicates that learning motivation plays a central role in enhancing student engagement and foreign language learning outcomes.[2] Furthermore, the application of appropriate learning strategies-particularly those based on self-regulated learning-is proven to correlate positively with the level of language proficiency achieved by students.[3] Despite these insights, current research often examines these psychological frameworks in a generalized context, without sufficiently addressing how such internal strategies function when confronted with the rigorous demands of Arabic linguistic features.

Within the linguistic structure of the Arabic language, *qawaid* (grammar), which

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[1]Fitri, A., et al. (2024). Arabic learning in Islamic education. *Journal of Islamic Education*, 12(1), 45–60. https://doi.org/10.14421/almahara.2024.0101-08; Howell, H. R., Salleh, M. N. M., Rosin, N., ZA, T., Maarif, M. A., & Adnan, M. A. M. (2025). Arabic language curriculum as a foundation for strengthening religious education in public higher education. *Jurnal Pendidikan Agama Islam*, *22*(1), 97-121. https://doi.org/10.14421/jpai.v22i1.11340

[2]Mahmoodi, M. H., & Yousefi, M. (2022). Second language motivation research 2010–2019: A synthetic exploration. The Language Learning Journal, 50(3), 273-296. https://doi.org/10.1080/09571736.2020.1869809; Lăpădat, L. C., & Lăpădat, M. M. (2023). The importance of motivation in foreign language learning. *Scientific Bulletin of the Politehnica University of Timişoara Transactions on Modern Languages*, *22*(1), 142-152. https://doi.org/10.59168/VGLE2734

[3]Samin, S. M., Akzam, I., & Supriady, H. (2022). Self-regulated learning in Arabic proficiency. *Arabiyat*, 9(2), 1–15. https://doi.org/10.15408/a.v9i2.22828

encompasses the components of *nahwu* (syntax) and *sharaf* (morphology), constitutes a fundamental element that determines the successful mastery of language skills (*maharat al-lughah*). The mastery of *qawaid* is not only oriented toward understanding syntactic and morphological structures, but also contributes significantly to reading, writing, and understanding texts comprehensively.[4] Moreover, morphological awareness has been proven to be a determinant factor in increasing the depth of reading comprehension in Arabic texts.[5] By critically synthesizing these recent developments from 2024 to 2026, a significant conceptual gap becomes apparent: while contemporary literature extensively validates the isolated importance of self-regulated learning [3] and morphological awareness [5], there remains a distinct lack of empirical integration showing how learner motivation and strategic regulation actively drive the development of morphological awareness. Investigating this intersection is crucial, as the highly systematic and derivative nature of Arabic *sharaf* demands sustained strategic effort, rather than just isolated cognitive processing.

Nevertheless, empirical realities on the ground indicate that *qawaid* learning still faces various intricate problematics. The majority of learners perceive *qawaid* material as a difficult, abstract, and unengaging subject due to the dominance of complex grammatical rules that demand high analytical skills. This issue is exacerbated by learning approaches that are less contextual and have not been able to integrate theoretical rules with the practical use of language in real contexts.[6]

These problematics do not only originate from the inherent complexity of the grammar material itself, but are also triggered by pedagogical approaches that are not fully student-centered. The instructional process, which is still dominated by traditional, teacher-centered methods, results in low student engagement, which in turn renders the comprehension of *qawaid* material less than optimal.[7]

Furthermore, the monotonous and continuous use of the lecture method is considered less capable of stimulating deep conceptual understanding and restricts the space for educational interaction. This condition has the potential to reduce learning

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[4]Mukmin, M., et al. (2025). Determining Arabic language proficiency. *Jurnal Al Bayan*, 17(1), 178–194. https://doi.org/10.24042/5tevdz36

[5]Vaknin-Nusbaum, V., & Saiegh-Haddad, E. (2020). Morphological awareness and reading comprehension. *Reading and Writing*, 33(10), 2413–2436. https://doi.org/10.1007/s11145-020-10048-y; Shahbari-Kassem, A., Schiff, R., & Saiegh-Haddad, E. (2025). Development of morphological awareness in Arabic: The role of morphological system and morphological distance. *Reading and Writing*, *38*(8), 2235-2267. https://doi.org/10.1007/s11145-024-10581-0; Tibi, S., Kim, Y. S. G., Salha, S. H., & Kirby, J. R. (2026). Foundations of Arabic word reading. *Scientific Studies of Reading*, 1–20. https://doi.org/10.1080/10888438.2026.2640910

[6]Al-Qatawneh, S. (2025). The impact of flipped learning on Arabic grammar achievement. *Educational Process: International Journal*, 17(4), 1–11. https://doi.org/10.22521/edupij.2025.17.363

[7]Ye, L. (2024). Innovative pedagogical strategies in second language acquisition. In SHS Web of Conferences (Vol. 183, p. 03013). EDP Sciences. https://doi.org/10.1051/shsconf/202418303013

motivation and induce academic burnout among students.[8] Therefore, a reconstruction and review of *qawaid* learning practices are required so that they can proceed in a more effective, contextual, and adaptive manner relative to students' needs.

Various previous studies have examined *qawaid* learning from the aspects of learning difficulties, instructional strategies, and their impact on language skills. One of the most recent studies confirms that students still experience significant obstacles in understanding and translating Arabic texts, particularly regarding grammatical structures, limited vocabulary, and semantic interpretation.[9] Additionally, other literatures highlight the importance of teachers' pedagogical competence in escalating the effectiveness of Arabic language learning[10], as well as how teachers' instructional practices directly influence the dynamics of student learning motivation.[11]

However, the majority of prior research still focuses on formal education loci, such as madrasahs and public schools. Studies specifically investigating *qawaid* learning within non-formal educational institutions, such as Community Learning Centers (*Pusat Kegiatan Belajar Masyarakat* or PKBM), remain relatively limited. In fact, students in PKBM possess far more heterogeneous characteristics, both in terms of academic background, age, and learning motivation orientation. Consequently, what remains fundamentally unknown in current literature is how non-traditional learners navigate abstract Arabic grammar without the structural scaffolding of daily formal schooling. This creates distinct pedagogical challenges, as conventional, uniform *qawaid* instruction fails in a classroom where working adults and school dropouts with vastly different cognitive baselines sit together. Addressing this gap is critical to understanding how grammar acquisition theories operate within fluid, marginalized educational spaces.

The novelty of this study lies in its focus on examining the problematics of *qawaid* learning situated within a non-formal education context (PKBM). This study integrates language learning theory perspectives that emphasize the significance of motivation, learning strategies, and student-centered approaches.[12] On the other hand, this investigation is also grounded in grammar learning theories that advocate for a balance between understanding grammatical rules (form) and language practice within

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[8]Zaki, M. F. M., et al. (2024). Teaching methods of Arabic grammar. *Theory and Practice in Language Studies*, 14(10), 3100–3108. https://doi.org/10.17507/tpls.1410.10

[9]Purnama, B. B., Setiyawan, A., Holilulloh, A., & Sapar, A. A. B. (2024). Analysis of Difficulties in Translating Arabic Texts for 9th Grade Students. *Arabi: Journal of Arabic Studies*, *9*(1), 66-79. https://doi.org/10.24865/ajas.v9i1.721

[10]Buska, W., & Prihartini, Y. (2025). Developing Arabic teachers' pedagogical competence. *Arabiyatuna*, 9(2), 667–682. https://doi.org/10.29240/jba.v9i2.14800

[11]Salva, C. R., & Labitad, G. F. (2024). Teachers' practices and academic achievement. *Ignatian International Journal*, 2(8), 46–82. https://doi.org/10.5281/zenodo.13151110

[12]Mahmoodi, M. H., & Yousefi, M. (2022). Second language motivation research 2010–2019: A synthetic exploration; Samin, S. M., Akzam, I., & Supriady, H. (2022). Self-regulated learning in Arabic proficiency

real communicative contexts (meaning/use).[13] Moving beyond a mere change of research location, the academic novelty of this study lies in its conceptualization of an "Adaptive-Functional" *qawaid* instructional framework. By exploring the unstructured environment of PKBM, this study offers new theoretical insights by shifting the grammar pedagogy paradigm: it demonstrates that in highly heterogeneous settings, grammar mastery is not achieved through rigid, sequential drilling, but through flexible, motivation-driven scaffolding. Thus, this research not only contributes empirically but also strengthens the theoretical foundations for developing effective and contextual *qawaid* learning models.

Based on this background, this study is focused on analyzing the problematics of Arabic *qawaid* learning through the lecture method using the *Durusul Lughah* textbook at PKBM Ibadurrahman, Sidoarjo Regency. The focus of this research includes identifying specific constraints in *qawaid* learning, analyzing the determinant factors causing these problematics, and articulating the efforts undertaken by teachers to overcome the emerging obstacles.

The objective of this study is to thoroughly describe the problematics of *qawaid* learning, analyze the determinant factors influencing it, and examine various strategic efforts to enhance the effectiveness of Arabic language learning, particularly within the scope of non-formal education.

B. Metode

This study utilizes a qualitative approach with a descriptive-analytical field research design. This approach was selected as it aligns with the research objective to investigate and comprehend in depth the problematics of Arabic *qawaid* (grammar) learning through the lecture method using the ***Durusul Lughah*** textbook. Within this framework, a qualitative design allows the researcher to capture empirical reality holistically based on the perspectives of the subjects being studied in their natural context.[14] In qualitative research, the researcher acts as the primary instrument (*human instrument*) who is directly involved in the entire research process, spanning from data collection to data analysis and interpretation. The researcher's presence in the field is essential, particularly in establishing rapport with informants and conducting direct observations of the phenomena under investigation.[15]

This research was conducted at PKBM Ibadurrahman, Sidoarjo Regency. The selection of this site was based on its characteristics as a non-formal educational institution that exhibits uniqueness in organizing Arabic language learning, particularly in secondary-level *qawaid* instruction.

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[13]Abdalla, E. A. M. A. (2024). A model for teaching Arabic grammar in light of CEFR; Zaki, M. F. M., et al. (2024). Teaching methods of Arabic grammar

[14]Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.

[15]Hennink, M., & Kaiser, B. N. (2022). Sample sizes for saturation in qualitative research: A systematic review of empirical tests. Social science & medicine, 292, 114523. https://doi.org/10.1016/j.socscimed.2021.114523

The research subjects were determined using a purposive sampling technique, which entails the deliberate selection of informants based on specific criteria relevant to the focus of the study.[16] To provide a granular view of the instructional environment, the participants included 1 Arabic language teacher (male, 5 years of teaching experience) and 8 female students selected from an all-female class within the junior high school-equivalent (Paket B) program. Reflecting the natural heterogeneity of a PKBM locus, the student demographics spanned an age range of 12 to 15 years old, representing a mix of standard-age junior high school learners. This cohort comprised female students from diverse educational backgrounds and entry paths who require non-formal educational accommodation, all presenting varied baseline Arabic proficiency levels. The granular demographic configuration and stratification of these nine informants are systematically codified in Table 1.

Informant Code	**Stakeholder Role**	**Gender**	**Age / Experience**	**Educational Background & Baseline**
T1	Arabic Language Teacher	Male	5 Years of Teaching	Formal Islamic education background; utilizes the *Durusul Lughah* textbook via conventional lecture methods.
S1 – S4	Non-Formal Students (Paket B)	Female	12–13 Years Old	Public Elementary School (SD) graduates; classified as **zero-baseline** Arabic proficiency.
S5 – S8	Non-Formal Students (Paket B)	Female	14–15 Years Old	Madrasah Ibtidaiyah (MI) background; possess a basic intuitive familiarity with Arabic scripts.

Table 1. Demographic Profiles of Research Informants

These criteria encompass individuals who are directly involved in the learning process and possess adequate understanding of the phenomena being examined.[17] Based on these considerations, the informants in this study include the Arabic language teacher who implements the lecture method in teaching the *Durusul Lughah* textbook, as well as students of PKBM Ibadurrahman who actively participate in the lessons and

[16]Campbell, S., Greenwood, M., Prior, S., Shearer, T., Walkem, K., Young, S., Bywaters, D., & Walker, K. (2020). Purposive sampling: complex or simple? Research case examples. *Journal of Research in Nursing*, *25*(8), 652–661. https://doi.org/10.1177/1744987120927206

[17]Moser, A., & Korstjens, I. (2018). Series: Practical guidance to qualitative research. Part 3: Sampling, data collection and analysis. *European Journal of General Practice*, *24*(1), 9–18. https://doi.org/10.1080/13814788.2017.1375091

represent diverse backgrounds and proficiency levels.

Data collection in this study was carried out through multiple techniques to obtain comprehensive and in-depth information. The first technique is in-depth interviews conducted in a semi-structured manner. The interview protocol consisted of 8 core open-ended questions for the teacher (focusing on instructional barriers and textbook adaptability) and 6 questions for students (focusing on perceived difficulty, motivation, and engagement under the lecture method). Each interview lasted between 30 to 45 minutes, was audio-recorded with consent, and transcribed verbatim. This approach provides flexibility for the researcher to develop questions according to the situation in the field, while simultaneously granting space for the informants to express their experiences and perspectives extensively.[18] The second technique is direct, non-participant observation utilized to examine classroom learning dynamics. The observation procedures were executed across 4 separate learning sessions (90 minutes each). The researcher utilized a structured observation protocol focusing on specific behavioral markers: the teacher's delivery style, frequency of teacher-student interactions, and visible signs of student academic burnout or disengagement. The third technique is documentation, used as supporting data to reinforce field findings, which comprises lesson plans, evaluation records, and photographs of learning activities. Data collection was officially concluded upon reaching data saturation during the 8th student interview, at which point no new conceptual themes or distinct problematics regarding the Durusul Lughah textbook emerged.

To ensure the academic rigor and trustworthiness of the findings, specific validation strategies were employed based on Lincoln and Guba's framework. Methodological triangulation was achieved by cross-verifying interview transcripts against classroom observation notes and documentation. Additionally, source triangulation was maintained by contrasting the teacher's pedagogical perspective with the diverse empirical experiences of the heterogeneous students. Finally, member checking was conducted by returning the synthesized interview summaries to the participants to confirm interpretive accuracy.

Data analysis in this study refers to the interactive model advanced by Miles, Huberman, and Saldaña (2014)[19], which is performed continuously from the data collection stage until the completion of the study. The analysis process begins with data reduction, which involves sorting and simplifying raw data into information relevant to the research focus. Subsequently, the data are displayed in a systematic descriptive narrative to facilitate the researcher in understanding patterns and interrelationships among the data. The final stage is conclusion drawing and verification, which is the process of formulating meanings from the analyzed data and rechecking the research

[18] Busetto, L., Wick, W., & Gumbinger, C. (2020). How to use and assess qualitative research methods. *Neurological Research and Practice*, *2*(1), 14. https://doi.org/10.1186/s42466-020-00059-z

[19]Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). SAGE Publications.

findings to ensure a valid and scientifically accountable conclusion.

C. Results and Discussion

1. Existing Condition of the Qawaid Learning Process at PKBM Ibadurrahman

Based on classroom observations and a review of curriculum documents, Arabic *qawaid* (grammar) instruction for **junior high school-equivalent (Paket B)** program at PKBM Ibadurrahman, Sidoarjo Regency, is structurally integrated through the utilization of the *Durusul Lughah* textbook as the primary instructional tool and learning resource. In classroom instructional practices, the transformation of knowledge is predominantly actualized through the implementation of the conventional lecture method. Procedurally, the classroom instructional workflow is divided into the following four linear stages:

a. **Expository Stage (Presentation):** The teacher opens the lesson and immediately assumes control of the class by delivering a monological verbal explanation regarding syntactic (*nahwu*) rules on the whiteboard.
b. **Conceptual Exploration Stage:** The teacher showcases word structures or sentences presented in the *Durusul Lughah* textbook, subsequently dictating the grammatical inflections to the students.
c. **Confirmation Stage (Question and Answer):** After presenting a sufficient amount of material, the teacher stimulates the class by opening a formal discussion session to provide space for students to ask about confusing or poorly understood grammatical points.
d. **Formative Evaluation Stage:** The instructional process concludes with the assignment of independent tasks in the form of written practice questions derived from the textbook. This stage is utilized by the teacher to measure and map students' retention and short-term comprehension of the newly transmitted material.

Figure 1. *The conventional, teacher-centered lecture method process during Arabic qawaid instruction at PKBM Ibadurrahman.*

An in-depth analysis of the pedagogical workflow illustrated in **Figure 1** reveals a critical structural bottleneck within this four-stage linear process. The one-way transmission that dominates the Expository (a) and Conceptual Exploration (b) stages places an excessive cognitive burden on the junior high school-equivalent students *(Paket B)*. students. Consequently, when the process enters the Confirmation Stage (c), a cognitive logjam occurs: because students have been positioned as passive recipients for the first 60 minutes, their working memory becomes overloaded. They are unable to process the abstract rules deeply enough to formulate productive questions, which ultimately reduces the final Formative

Evaluation Stage (d) into a mechanical, rote-copying exercise rather than a reflection of true conceptual mastery.

2. Field Problematics of Qawaid Learning

Through participant observations in the classroom and in-depth interviews conducted on May 23, 2026, a series of complex and systemic problematics were uncovered. These issues are intertwined, spanning from students' cognitive limitations and instructional methodological constraints to ecological barriers within the learning space. Based on the unit of analysis, these problematics are classified into several crucial dimensions:

a. Low Cognitive Comprehension Capacity and Material Mastery among Students

The most fundamental constraint emerging in the field is the extremely low conceptual comprehension deviation of students regarding *qawaid* reasoning. The majority of students perceive Arabic grammar material as a highly rigid, abstract, and problematic subject.

Figure 2. *Examples of student conceptual errors and structural disorientation on the whiteboard when applying the rules of Inna wa Akhwatuha.*

Figure 2 provides concrete empirical evidence of this cognitive limitation, capturing a recurring pattern of structural disorientation on the classroom whiteboard. When tasked with applying the rules of "Inna wa Akhwatuha" (إن وأخواتها), students systematically committed inverted functional errors (rule reversal). Instead of correctly changing the subject (*isim inna*) into a nasb state and keeping the predicate (*khabar inna*) marfu', students wrote sentences like " إِنَّ زَيْدٌ قَائِمًا" (reversing the grammatical cases completely). This visual evidence indicates an underlying cognitive mechanism of syntax interference, where students struggle to overwrite the basic nominal sentence structure (*Mubtada-Khabar*) they had just acquired.

This cognitive deficit and the resulting errors were explicitly corroborated during interviews. The Arabic teacher (T1) explained the mechanical fatigue the students face:

> *"Anak-anak perempuan di kelas Paket B ini sangat cepat lelah kalau dipaksa menghafal rumus i'rab yang abstrak. Begitu masuk bab 'Inna wa Akhwatuha', konsentrasi mereka pecah karena aturannya justru membalikkan rumus dasar Mubtada-Khabar yang baru mereka pelajari minggu lalu." (T1, Interview, May 23, 2026)*

This difficulty was echoed by S2 (14 years old), who expressed widespread cognitive confusion among the young learners:

> *"Saya sering tertukar dan bingung kapan harakatnya harus fathah atau dhammah. Istilahnya terlalu banyak dan mirip-mirip, jadi pas disuruh menulis di depan papan tulis, saya langsung lupa rumusnya." (S2, Interview, May 23, 2026)*

b. Barriers of Source Textbook Characteristics against Students' Backgrounds

The *Durusul Lughah* textbook possesses unique characteristics where the presentation of grammatical rules is not expounded in a literal-declarative manner, but is instead implicitly embedded within *hiwar* (direct conversation) texts.

Figure 3. *A page sample from the Durusul Lughah textbook showing the implicit presentation of grammar within a conversation (hiwar).*

A critical analysis of the textbook page layout shown in **Figure 3** highlights an instructional mismatch for non-formal learners. Because the book presents *qawaid* implicitly without explicit structural summaries or Indonesian explanations, it demands a high baseline of intuitive language familiarity. However, because the student demographics in this Paket B class are highly heterogeneous, this implicit design creates a severe academic gap.

Students entering the program with zero baseline knowledge in Arabic are completely marginalized by this format, as stated by S5 (12 years old):

> *"Buku Durusul Lughah ini sejak halaman pertama tidak ada artinya sama sekali. Di kelas, saya cuma bisa diam melihat teman-teman lain yang lulusan Madrasah Ibtidaiyah (MI) bisa lancar membaca dan menjawab pertanyaan ustadz. Saya yang dari SD umum merasa tertinggal jauh dari hari pertama." (S5, Interview, May 23, 2026)*

This asymmetry in baseline backgrounds operates as a dominant factor in dividing the classroom climate: a small minority of students with formal religious school backgrounds dominate the interaction, while zero-baseline students withdraw into complete passivity.

c. Methodological Boredom Due to the Dominance of Teacher-Centered

Approaches

From the instructional methodological dimension, the teacher's absolute reliance on the lecture method directly implies the emergence of academic boredom among students.

This methodological monotony directly triggers cognitive disengagement mid-lesson, as openly admitted by S7 (13 years old):

"Kalau ustadz menjelaskan materi di papan tulis terlalu panjang dan bicaranya cepat sekali, lama-lama mata saya mengantuk dan pikiran melayang. Pelajarannya jadi membosankan karena dari awal sampai akhir kita cuma disuruh menyalin tulisan spidol hitam saja tanpa ada gambar atau game." (S7, Interview, May 23, 2026)

The teacher's failure to integrate multi-sensory instructional media traps abstract grammar rules within a purely verbal space, exacerbating the students' cognitive load.

d. Psychological Barriers and Ecological Factors of the Learning Environment

Psychosocially, educational interaction within the classroom space proceeds unevenly due to acute internal anxiety.

The underlying psychological mechanism of student silence during the confirmation stage was clearly unveiled by S1 (15 years old), refuting the assumption that silence equals comprehension:

"Saat ustadz menawarkan sesi tanya jawab di akhir kelas, saya milih diam saja. Sebenarnya saya tidak paham sama sekali, tapi saya bingung harus mulai bertanya dari mana karena semuanya terasa rumit. Saya juga malu dan takut ditertawakan teman-teman kalau pertanyaan saya salah." (S1, Interview, May 23, 2026)

This internal anxiety interacts with unfavorable external ecological factors—such as the high indoor air temperatures during afternoon sessions and ambient noise from the street—to form a compounding barrier that shatters student focus.

3. Explanatory Model: Mechanisms and Dominant Factors Underlying the Problematics

To move beyond mere description, the relationships between these discovered problematics can be synthesized into an underlying causal mechanism model, driven by two dominant factors:

Dominant Factor	Underlying Mechanism	Empirical Manifestation in Field
1. Asymmetry of Input Baseline vs. Implicit	The textbook layout (**Figure 3**) assumes an intermediate linguistic baseline, creating an instant structural barrier for zero-	Polarized classroom climate; zero-baseline students (e.g., S5) fall into permanent passivity; high rates of

Curriculum	baseline Paket B students while privileging advanced peers.	fundamental syntactic errors (**Figure 2**).
2. Monotonous Expository Delivery vs. High Cognitive Load	The rigid four-stage lecture flow (**Figure 1**) overloads short-term working memory without visual or kinesthetic anchoring, turning text confirmation into a source of academic anxiety.	Severe behavioral and academic boredom (e.g., S7); complete communicative silence due to defensive coping mechanisms and fear of negative evaluation (e.g., S1).

This matrix illustrates that the problematics of *qawaid* learning at PKBM Ibadurrahman are not isolated incidents; rather, they are the logical output of a mismatched pedagogical ecosystem. The core underlying mechanism is the forcing of a formal, teacher-centered, text-heavy curriculum onto a highly vulnerable, non-formal student body that lacks the foundational modality to process it without adaptive scaffolding.

4. Teacher's Efforts in Overcoming Learning Barriers

To anticipate the escalation of problematics occurring in the classroom, the Arabic language teacher at PKBM Ibadurrahman undertook several tactical and responsive actions directly in the field, including:

a. **Periodic Checking for Understanding Strategy:** The teacher does not wait until the end of the lesson to conduct evaluations. In the middle of explaining a rule, the teacher actively deploys random questioning to several students to test their focus and material absorption levels. If the majority of students indicate that they have not absorbed the essence of the material, the teacher takes curative action by repeating the explanation linearly with a slower, more structured, and coherent articulation.

b. **Spontaneous Interactive Quiz Injection:** To break the ice in the classroom climate and reduce the level of boredom caused by the lecture method, the teacher occasionally redirects student attention by inserting short interactive quizzes on the whiteboard. This step has proven effective in refreshing students' concentration span and triggering positive competition that elevates their learning adrenaline.

c. **Optimization of Two-Way Consultation Space:** The teacher consistently maintains a post-presentation question-and-answer space using a more persuasive approach. The teacher attempts to minimize the distance between themselves and the students so that students feel safe, confident, and open to expressing the specific difficulties they experience without being haunted by the fear of making mistakes.

d. **Contextualization and Grounding of Abstract Material:** Realizing that the formulations in the *Durusul Lughah* textbook are overly complicated for beginners, the teacher endeavors to convert abstract *qawaid* rules into highly simple, applicable sentence examples (*amsilah*) that are familiar to the students' daily life ecosystem. This sentence deconstruction effort facilitates students in connecting syntactic rules with the real communicative realities they understand.

1. **The Dialectics of Epistemological and Methodological Problematics in the Field**

The research findings confirm that ***qawaid*** instruction at PKBM Ibadurrahman remains entangled within the hegemony of a teacher-centered approach through the absolute implementation of the lecture method. This phenomenon indicates a stark disconnection from modern language learning principles, which stipulate that active student engagement is a primary determinant of successful foreign language acquisition.[20] Such a monological and one-way instructional environment reduces the space for student participation, thereby directly implicating weak conceptual understanding of ***qawaid***, which is inherently abstract.

The empirical finding regarding the high error rate of students in applying syntactic functions in the ***Inna wa Akhwatuha*** chapter serves as an indicator that the instructional process has not yet touched upon the developmental aspects of morphological awareness. On the contrary, contemporary literature asserts that morphological awareness is a crucial pillar in guiding reading comprehension and understanding Arabic text structures deeply.[21]

The mechanical failure of students to differentiate when a noun (***isim***) should be read as ***rafa'*** or ***nashab*** reinforces the argument that grammar mastery cannot be achieved merely through the rote memorization of formal formulations (form); rather, it requires the internalization of cohesive conceptual meanings. This aligns with **Ye (2024)**[22], who highlights that innovative pedagogical strategies in second language acquisition emphasize learner-centered approaches, encouraging active participation and enabling students to construct knowledge independently.

Furthermore, the characteristics of the ***Durusul Lughah*** textbook, which packages grammatical rules implicitly within ***hiwar*** (conversation) texts, precisely trigger a secondary cognitive load for students. From the perspective of cognitive load theory, the transmission of complex grammar material delivered with rapid articulation exceeds the cognitive processing capacity of novice learners. This condition is further exacerbated by the absence of teacher differentiation strategies to bridge the heterogeneous backgrounds of PKBM students. Learners without an Arabic baseline ultimately experience total disorientation when attempting to explore the underlying rules behind conversational texts. The teacher's inability to mitigate this academic gap confirms the validity of the study by **Samin et al. (2022)** concerning the importance of strategic designs that accommodate self-regulated learning to assist heterogeneous student groups in managing their own learning pace.[23] This contextualization difficulty also reinforces the findings of **Al-Qatawneh (2025)** that the separation between theoretical rules and practical

[20]Mahmoodi, M. H., & Yousefi, M. (2022). Second language motivation research 2010–2019: A synthetic exploration

[21]Vaknin-Nusbaum, V., & Saiegh-Haddad, E. (2020). Morphological awareness and reading comprehension; Shahbari-Kassem, A., Schiff, R., & Saiegh-Haddad, E. (2025). Development of morphological awareness in Arabic: The role of morphological system and morphological distance. ; Tibi, S., Kim, Y. S. G., Salha, S. H., & Kirby, J. R. (2026). Foundations of Arabic word reading.

[22]Ye, L. (2024). Innovative pedagogical strategies in second language acquisition

[23] Samin, S. M., Akzam, I., & Supriady, H. (2022). Self-regulated learning in Arabic proficiency

language use in real-world situations will invariably result in comprehension failure.[24]

From the affective and ecological dimensions, the emergence of psychological resistance in the form of shyness, academic anxiety, and chronic burnout among students underscores that the classroom climate has not been conducively managed. This finding is consistent with the study by **Zaki et al. (2024)**, which demonstrates that a monotonous lecture method linearly correlates with the degradation of students' intrinsic motivation and induces psychological burnout.[25] Within the context of second language learning, affective aspects cannot be neglected because motivation acts as the driving engine for student classroom engagement.[26] Although the teacher in the field undertook emergency curative measures-such as conducting spontaneous quizzes and simplifying sentence examples-these efforts are deemed partial, incidental, and not yet systematically integrated into the daily instructional curriculum. This phenomenon demands a robust, integrative balance between grammar form mastery and communicative functions (meaning/use), as idealized by **Abdalla (2024)**.[27]

2. Theoretical and Practical Implications

The results of this study carry profound implications for methodological reconstruction within the scope of non-formal education, particularly inside the PKBM ecosystem. Theoretically, this research expands the theoretical horizon that the implementation of classical textbooks like ***Durusul Lughah*** cannot be detached from students' initial cognitive readiness; a well-designed textbook loses its pedagogical efficacy if delivered through unadaptive approaches. Consequently, a radical paradigm shift from teacher-centered to student-centered learning is required to revitalize classroom interaction dynamics through cooperative or problem-based learning methods.

Practically, the urgency of integrating self-regulated learning strategies becomes undeniable to intervene in the heterogeneity of students within non-formal **institutions.**[28] Teachers are required to contextualize rigid ***qawaid*** rules into daily communicative discourse so that students experience the direct relevance of the knowledge being learned. Moreover, a reduction in student cognitive load must be achieved through the utilization of varied visual learning media, supported by the creation of an inclusive, safe, and supportive classroom atmosphere so that psychological barriers such as the fear of making mistakes can be eliminated progressively.

3. Research Limitations and Future Recommendations

This study acknowledges several crucial limitations that warrant highlighting. First, the locus of research, which was limited to a single PKBM institution in Sidoarjo Regency, implies the locality of the findings; hence, any generalization of the results to all non-formal educational institutions must be exercised with caution. Second, the descriptive-qualitative nature of the research causes the depth

[24] Al-Qatawneh, S. (2025). The impact of flipped learning on Arabic grammar achievement.
[25] Zaki, M. F. M., et al. (2024). Teaching methods of Arabic grammar.
[26] Lăpădat, L. C., & Lăpădat, M. M. (2023). The importance of motivation in foreign language learning.
[27] bdalla, E. A. M. A. (2024). A model for teaching Arabic grammar in light of CEFR
[28] Samin, S. M., Akzam, I., & Supriady, H. (2022). Self-regulated learning in Arabic proficiency

of the analysis to rely heavily on the researcher's theoretical interpretation capacity regarding the data gathered in the field.

Third, this study is confined to capturing the existing problematics and the teacher's tactical efforts, without experimentally testing the efficacy of the proposed alternative learning models as viable solutions. Furthermore, the limited duration of the observation periods could potentially overlook other classroom interactive anomalies or dynamics that might surface in long-term instructional cycles.

Departing from these limitations, future research agendas are recommended to shift focus toward the research and development (R&D) of contextual-based ***qawaid*** models, modules, or learning media that accommodate the characteristics of non-formal learners. Future investigations are also expected to employ quantitative experimental designs or mixed-methods approaches to empirically test the effectiveness of student-centered instructional models, thereby generating verified, practical recommendations to transform the quality of Arabic language instruction at the non-formal level.

D. Conclusion

Arabic *qawaid* (grammar) instruction utilizing the *Durusul Lughah* textbook at PKBM Ibadurrahman, Sidoarjo Regency, is still confronted with systemic problematics stemming from the dominance of conventional, teacher-centered lecture methods. This monological approach triggers academic burnout, reduces learning motivation, and engenders psychological resistance in the form of shyness and anxiety among students. These issues are exacerbated by the abstract nature of grammar material, high cognitive load resulting from the teacher’s rapid expository rhythm, and the absence of differentiation strategies to bridge the heterogeneous academic backgrounds of students in a non-formal institution. Although the teacher has undertaken spontaneous tactical-curative measures—such as inserting interactive quizzes and contextualizing simple sentence examples-these steps remain partial and are not yet systematically integrated into the daily instructional design.

Theoretically and empirically, this study provides a significant contribution to the body of knowledge, particularly within the realm of foreign language pedagogy in non-formal education settings, which has remained under-researched. The findings expand the application of cognitive load theory and morphological awareness by demonstrating that the successful implementation of standard textbooks like *Durusul Lughah* depends heavily on the teacher's methodological adaptability rather than mere content accuracy. Furthermore, this study reinforces the importance of a balance between mastery of form and communicative function (*meaning/use*) as a theoretical foundation to deconstruct the rigidity of grammar learning in heterogeneous environments.

Departing from the existing limitations, future research is recommended to shift from merely identifying problematics toward research and development (R&D) focused on designing modules, visual media, or instructional strategies based on student-centered learning that are adaptive to the characteristics of non-formal learners. Future research agendas are also expected to employ quantitative experimental approaches or

mixed-methods designs involving a broader research locus. Such steps are crucial to empirically test the effectiveness of alternative learning models, thereby generating valid practical recommendations to transform the quality and effectiveness of Arabic language instruction on a national scale.

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