INVESTIGATION THE DYNAMICS OF LEARNING OBSTACLES IN *JUMLAH ISMIYYAH* AMONG JUNIOR HIGH SCHOOL STUDENTS

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ABSTRACT

Qawā'id al-lugah al-'arabiyyah in its complexity, continues to challenge learners, especially within *jumlah ismiyyah*. This research aims to identify these learning obstacles more deeply using Brosseau's learning obstacle framework. Learning obstacles are categorized into three types based on their causes: ontogenic, epistemological, and didactical obstacles. Ontogenic obstacles are further subdivided into psychological ontogenic obstacles, instrumental ontogenic obstacles, and conceptual ontogenic obstacles. This study employed a qualitative approach with a case study method. Purposive sampling was used as the sampling technique. Data were collected through observation, interviews, and document analysis. Findings reveal that students face ontogenic obstacles due to limited cognitive readiness, low motivation, and weak foundational understanding often reflected in errors identifying sentence components. Epistemological obstacles are marked by difficulties in applying grammatical concepts, such as recognizing *jumlah ismiyyah* across varied sentence structures. Didactical obstacles arise due to insufficient explanation of sentence transformation and lack of varied media and practice. These obstacles are influenced by multiple factors, including classroom conditions, student workload, cognitive preparedness, scheduling, instructional media, and teaching approaches. Among the three categories, epistemological obstacles are the most prominent, indicating a gap in conceptual comprehension. Identifying these learning obstacles is essential to designing more adaptive and effective instruction, ensuring students can progress toward deeper understanding in subsequent material.

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INTRODUCTION

The implementation of learning is inseparable from obstacles that affect students' understanding. Learning obstacles faced by students can occur due to various factors, such as inappropriate teaching approaches, overly challenging material, a lack of student motivation, and inadequate mastery of basic material. In the learning process, these obstacles are often overlooked by teachers, resulting in students struggling to understand advanced material and achieving lower learning outcomes. The situation where students encounter such obstacles is referred as a learning obstacle.[1]

The complexity of *naḥwu,* particularly in the subject of *jumlah ismiyyah*, poses unique challenges for students.[2] In *jumlah ismiyyah*, the learning objective is for students to recognize sentence structures in Arabic and identify the elements within the structure of *jumlah ismiyyah*.[3] Although it may seem simple, learning obstacles in the rules of *jumlah ismiyyah* are still encountered. Research conducted by Noermayanti and Isnaini states that syntactic rules (sentence formation) are still one of the problems faced by students.[4] A similar statement was also found in research conducted by Rohman in their research it was revealed that difficulties in Arabic also arise due to differences in sentence structure patterns between Arabic and Indonesian.[5] Another study conducted by Zakiatunnisa also found the same issue in Arabic language learning, namely, difficulties in Arabic sentence structure.[6]

The diverse causes of learning obstacles experienced by students make this issue even more complex. Brosseau revealed that diverse learning obstacles are grouped and differentiated based on the factors causing them.[7] First, ontogenetic obstacles, which are barriers related to psychological aspects, such as students' mental readiness to learn, cognitive maturity, and motivation. Second, didactical obstacles, which are barriers arising from the methods or approaches used by teachers. Third, epistemological obstacles, which are barriers related to students' limited knowledge of a particular learning context. Additionally, Amalia

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[1] Hanifah Wahyu Suwito, Didi Suryadi, and Nurjannah, "Systematic Literature Review Learning Obstacle Siswa," *PHI; Jurnal Pendidikan Matematika* 9, no. 1 (2025): 2, http://dx.doi.org/10.33087/phi.v9i1.411

[2] Khusnul Khotimah, "Peningkatan Kemampuan Berbicara Bahasa Arab Melalui Metode Thariqah Mubasyarah," *Action Research Journal Indonesia (ARJI)* 3, no. 3 (2021): 191, https://doi.org/10.61227/arji.v3i3.45

[3] Ainul Uyun, Darmawati, and Herdah, "Development of Arabic Learning Media Quizizz-Basedat Islamic University of As'adiyah Sengkang," *LOGHAT ARABI Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab* 6, no. 1 (2025): 200, https://doi.org/10.36915/la.v6i1.407

[4] Marsha Alief Noermayanti and Rohmatun Lukluk Isnaini, "Analisis Problematika Pembelajaran Bahasa Arab Anak Asuh Di Panti Asuhan Sinar Melati Yogyakarta," *EL-IBTIKAR: Jurnal Pendidikan Bahasa Arab* 11, no. 2 (2022): 155, https://doi.org/10.24235/ibtikar.v11i2.11332.

[5] Abdul Rohman, "Bahasa Arab dan Problematika Pembelajarannya," *Sanaamul Quran: Jurnal Wawasan Keislaman* 3, no 1 (2022): 22, https://doi.org/10.62096/sq.v3i1.26

provides a more detailed explanation of ontogenetic obstacles.[8] Ontogenetic obstacles are categorized into psychological ontogenetic obstacles, which arise from students' psychological aspects, such as their level of interest in the subject. There are also instrumental ontogenetic obstacles, which are conditions where students' obstacles are caused by their limitations in understanding basic material. Lastly, there are conceptual ontogenic obstacles caused by learning that is not appropriate for the students' circumstances.

Usually, when it comes to *jumlah ismiyyah*, students struggle with sentence structure. Additionally, the number of sentence elements in Arabic can be confusing for students, making it difficult for them to recognize these elements. Another factor influencing students' difficulties is the teacher's ability to deliver the lesson.[9] Students often experience these difficulties. However, the lack of specific analysis of the learning obstacles faced by students means that this issue persists.

Furthermore, learning obstacles in *jumlah ismiyyah* were also mentioned by Arabic language teachers at a school in Tangerang. Generally, students come from schools that do not teach Arabic. Therefore, *qawāʿid al-lugah al-ʿarabiyyah* remains unfamiliar to some students. This has an impact on students' understanding of Arabic sentence structure. The different sentence structures of Arabic and Indonesian pose a unique challenge for students in understanding the material on ismiyyah. Therefore, it is important to conduct further analysis of learning obstacles in the ismiyyah material so that students' learning barriers can be addressed immediately.

Research on *jumlah ismiyyah* is often conducted only to determine the structure of *jumlah ismiyyah* in a discourse. For example, Khasanah analyzed *jumlah ismiyyah* in one of the surahs in the Qur'an.[10] Another example is Huda's research, which offers a method for teaching *naḥwu*.[11] However, analysis of learning

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[6] Zakiatunnisa, Dinda Alfiana Sukma, and Massifa N Faidah, "Problematika Pembelajaran Bahasa Arab dan Solusinya bagi Non-Arab," *Prosiding Semnasbana IV UM Jilid 2* 4, no. 2 (2020): 490.

[7] Guy Brousseau, *Theory of Didactical Situations in Mathematics: Didactique des Mathématiques, 1970–1990*, trans. Nicolas Balacheff, Martin Cooper, Rosamund Sutherland, and Virginia Warfield, illus. ed. (New York: Springer Science & Business Media, 2006), 306.

[8] Fina Najma Amalia, *"Learning Obstacle pada Pemecahan Masalah Matematis dalam Materi Perbandingan Senilai dan Berbalik Nilai"* (Skripsi Sarjana, Universitas Pendidikan Indonesia, 2020).

[9] Lulu Najwah Zaid et al., "Peran Linguistik Dalam Mempelajari Struktur Bahasa Arab," *Semantik: Jurnal Riset Ilmu Pendidikan, Bahasa dan Budaya* 3, no. 1 (2024): 16, https://doi.org/10.61132/semantik.v3i1.1320.

[10] Nadho Fatun Khasanah et al., "Mubtada Khobar in Surah Saba' and Learning Media for Beginners," *Asian Journal of innovative Research in Social Science* 2, no. 3 (2023): 265, https://doi.org/10.53866/ajirss.v2i3.532.

[11] Nisa Fahmi Huda, "Penggunaan Media Pembelajaran Spinning Wheel Dalam Pembelajaran Qawaid Nahwu," *Lisanan Arabiya: Jurnal Pendidikan Bahasa Arab* 4, no. 2 (2020): 157, https://doi.org/10.32699/liar.v4i2.1495.

obstacles in the subject of *jumlah ismiyyah* has not yet been conducted. This analysis aimed to identify the learning obstacles faced by junior high school students in studying *jumlah ismiyyah*, and to understand the factors that contribute to these challenges. The results of this study can be used as a basis for developing learning strategies that respond to similar difficulties in future teaching practices. In addition, the findings offer practical insights for improving Arabic language learning approaches by identifying the key factors behind students' learning obstacles in studying *jumlah ismiyyah*. It is hoped that this research will contribute to more meaningful learning outcomes and support teachers in delivering Arabic lessons more effectively.

Methods

This study employed a qualitative approach. The method used in this study was a case study. This method was chosen based on the research objectives, which were to understand, recognize, and identify learning obstacles in junior high school students in the subject of *jumlah ismiyyah*. The study was conducted at Al-Wildan Islamic School, located in Gading Serpong, Tangerang. A total of 23 participants were involved in this study. The participants included one Arabic language teacher and 22 eighth-grade students. The sample was selected using purposive sampling, where eighth-grade students were chosen because they were studying material relevant to the research, namely *jumlah ismiyyah*.

Data was collected through interviews, non-participatory observation, and document analysis. The documents analyzed were student's answer sheets on weekly worksheets used by teachers for grading in weekly reports. The collected data will be systematically analyzed, and the findings will be presented in accordance with Brosseau's classification of learning obstacles: ontogenic, epistemological, and didactical.

RESULT

Ontogenic Obstacle

Through the research data collected, ontogenic obstacles were found in students. These findings are based on the analysis of documents, specifically students' answers on weekly worksheets. From this data, it was found that students were unable to recognize elements in *jumlah ismiyyah*, namely *mubtada'* and *khabar*. In addition, it was also found that students were unable to identify *mubtada'* in the examples given.

Table 1. Findings of ontogenic obstacles based on students' weekly worksheets

Type of Errors	Number of Students Who Answered Correctly	Number of Students Who Answered Incorrectly
Errors in determining the *mubtada'*	17	5
Errors in determining the khabar	22	0
Errors in recognizing incorrect words in *mubtada'*	18	4

During the learning process, ontogenic obstacles were not immediately apparent, as students appeared actively engaged in the classroom. They responded

to the teacher's questions about word meanings, followed instructions to read aloud, and analyzed the meanings of words written on the board. This level of participation was interpreted as a sign of good motivation among the students. In an interview conducted on May 14, 2025, the Arabic language teacher, Mr. (IT), stated:

> "Their motivation is good because this material should be easy. Students only need to distinguish between *fi'il* and *ism*. If they can already differentiate *ism* and *fi'il*, they should be able to distinguish *jumlah ismiyyah* and *jumlah fi'liyyah*. So their motivation seems good, as if there are no difficulties." *(IT)*

Although student motivation was considered positive, interviews conducted with several students on the same day revealed certain challenges that hindered their ability to focus optimally. These included:

> "I'm feeling okay, just average motivation because it's still early in the morning." *(NH)*
>
> "I'm motivated to learn, but it's hard to focus because I feel cold." *(SA)*
>
> "Not really motivated because I'm thinking about my memorization task." *(MH)*

The Arabic language class was held during the first period, from 07:30 to 09:30, which meant that some students were not yet fully energized. The temperature in the classroom also affected their concentration. In addition, students were burdened with other subjects, which divided their attention. These factors, as expressed by the students, may contribute to the emergence of ontogenic obstacles.

Epistemological Obstacle

Students' limited understanding of subject matter due to limited knowledge can hinder the learning process.[12] The limitations in understanding experienced by students can be identified through their inability to answer questions, confusion when faced with other examples, and misunderstandings when applying the material to new contexts.[13]

Table 2. Findings of epistemological obstacles based on students' weekly worksheets

Types of Errors	Number of Students Who Answered Correctly	Number of Students Who Answered Incorrectly
Errors in remembering *jumlah ismiyyah* elements	21	1
Errors in determining *jumlah ismiyyah* in various sentence structures	20	2
Errors in classifying *jumlah ismiyyah*	8	14
Errors in determining *mubtada'*, which is a form of a person's name	17	5
Errors in identifying *mubtada'* elements in various forms	18	4

This epistemological obstacle is not immediately visible during the learning process. Students appear to understand what *ism* and fi'il are, which enables them to recognize sentence structures in Arabic. However, their written responses reveal that many students still make mistakes when answering questions. This obstacle also became more apparent during interviews with several students, who expressed:

> "I still can't recognize jumlah ismiyyah in different examples because I don't   understand the meaning." *(M)*
> "I still forget how to distinguish between fi'il and *ism.*" *(RS)*

Often, students' understanding is limited to what the teacher explains in class. They can answer questions that resemble the examples given, but when faced with slightly different forms, they become uncertain and struggle to analyze. This indicates that their comprehension is not yet deep; rather, they are simply imitating familiar patterns without the ability to transfer concepts to new contexts. Moreover, the variety of elements within a sentence also makes it difficult for students to identify the components of its structure. Students shared that they find it challenging to grasp the concepts of *mubtada'* and *khabar*. In interviews, they stated:

> "I get confused when there's another sentence whether it's *mubtada'* or *khabar.*" *(LG)*
> "If I don't know the meaning of a word or sentence, it's hard to tell which is mubtada' tell which is *mubtada'* and which is *khabar.*" *(M)*
> "I'm confused about the requirements for *mubtada'* I only remember *alif lam.*" *(LA)*

These student statements indicate that they are still confused about identifying elements within sentence structures. This confusion hinders their ability to recognize jumlah ismiyyah when presented in different examples.

Didactical Obstacle

The role of teachers is just as important as that of students. As such, one of the obstacles may arise due to the teacher's approach to teaching. Tomlinson states that teaching and teachers' decisions must be based on students' learning needs.[14] In this context, teachers are expected to create a learning environment that fosters students' interest in learning and respond to students' needs with

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[12] Trianawati, Nyiayu Fahriza Fuadiah, and Nora Surmilasari, "Learning Obstacle pada Materi Bilangan Berpangkat pada Siswa Kelas V SD Negeri 3 Air Kumbang," *Pentagon: Jurnal Matematika Dan Ilmu Pengetahuan Alam* 2, no. 3 (2024): 78.

[13] Juwanto, Nyiayu Fahriza Fuadiah, and Eka Fitri Puspa Sari, "Learning Obstacle Pada Materi Perkalian Bilangan Desimal pada Siswa Kelas IV SD Negeri Purwa Agung," *EL-Muhbib: Jurnal Pemikiran & Penelitian Pendidikan Dasar* 8 (2024): 371.

[14] Carl Ann Tomlinson, *The Differentiated Classroom: Responding to the Needs of All Learners.* (Association for Supervision and Curriculum Development., 2014).

[15] Ni Putu Swandewi, "Implementasi Strategi Pembelajaran Berdiferensiasi dalam Pembelajaran Teks Fabel pada Siswa Kelas VII SMP Negeri 3 Denpasar," *Jurnal Pendidikan Deiksis* 3, no. 1 (2021): 55.

appropriate approaches.[15] Therefore, teaching requires good managerial skills and must be carried out professionally.

Teachers' managerial abilities can also be seen based on the results of students' weekly worksheets. In this case, it will identify the extent of students' understanding of the material presented by the teacher. From the results of the weekly worksheets completed by junior high school students at Al-Wildan Islamic School, it was found that students effectively answered questions related to didactic obstacles**.**

Table 3. Findings on didactic obstacles based on students' weekly worksheets

Types of Errors	Number of Students Who Answered Correctly	Number of Students Who Answered Incorrectly
Errors in changing sentence structure into *jumlah ismiyyah*	19	3
Errors in creating *jumlah ismiyyah*	22	0

The learning process proceeded well, although a few students appeared to lose focus at times. Nevertheless, they quickly returned their attention to the teacher, largely because the teacher consistently encouraged active participation. The teacher frequently invited students to read together and translate sentences, and responded to their questions clearly. This was also supported by student statements during interviews, such as:

> "It's good when everything is written on the board. The pointing approach is also helpful—it keeps us from getting sleepy." *(M)*
>
> "Yes, the teacher always answers questions and responds well." *(CA)*
>
> "It's already good, and the teacher's responses to student questions are also clear." *(SA)*

In addition, the teacher implemented strategies to help students regain focus, even during the two-hour lesson period. The Arabic language teacher *(IT)* explained:

> "I usually call on students to answer questions either randomly or based on the date. Sometimes I ask students to choose a peer to answer, just to keep everyone alert. If a student gets a low score, it might be due to misunderstanding the question, even though they actually understand the material. As for my methods, I often ask students to read aloud or analyze, especially when teaching *qawāʻid*. Of course, not every student can be called on."

Delivering material to students is never easy, especially during extended class hours that can lead to fatigue. Therefore, the teacher's strategic approach plays a crucial role in maintaining engagement and ensuring that students can follow the lesson effectively.

DISCUSSION
Psychological Ontogenic Obstacle

Motivation is a vital driving force that can foster students' more profound understanding of learning material.[16] McDonald identifies three principal aspects influencing the learning process: changes in energy, affective arousal, and behavioral responses.[17] These aspects suggest that motivation is not merely cognitive, but also involves complex psychological dynamics and diverse behavioral reactions. In other words, motivation activates learners' internal potential and shapes their readiness to absorb information and face learning challenges more effectively.[18] This perspective aligns with contemporary views in educational psychology, which emphasize the importance of emotional engagement and internal motivation in fostering meaningful learning experiences.

Students' mistakes in answering the questions show that they put in little cognitive effort when analyzing the structure of *jumlah ismiyyah*, especially in distinguishing the roles of *mubtada'* and *khabar*. These errors also suggest an emotional barrier students were not fully engaged with the material. According to McDonald's theory, affective arousal refers to the emotional drive that makes students interested and active in learning. If students feel that the concept of *jumlah ismiyyah* is too abstract, irrelevant, or hard to understand, their interest tends to drop. As a result, they are less motivated to explore the material deeply and more likely to make mistakes. This finding shows that the errors are not just caused by a lack of knowledge, but also reflect weak internal motivation to truly understand the lesson. In the case of *jumlah ismiyyah*, this directly affects students' ability to tell the difference between *mubtada'* and *khabar* a skill that requires focus and deeper thinking.

The three aspects of motivation are closely connected and influence how students learn. Mistakes in answering questions don't necessarily mean that all students lack motivation to learn *jumlah ismiyyah*. In fact, more students answered correctly than incorrectly, which shows that many of them were motivated to learn. Their active involvement such as listening carefully and taking notes suggests that motivation helped spark the energy needed to focus and try to understand the material delivered by the teacher.[19] Even so, the mistakes that did

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[16] Shilphy A Octavia, *Motivasi Belajar Dalam Perkembangan Remaja*, ed. Titis Yuliyanti, 1st ed. (Yogyakarta: Deepublish, 2020).

[17] Frederick J Mcdonald, "Behavior Modification in Teacher Education," *Teachers College Record* 74, no. 5 (1973): 41–76, https://doi.org/https://doi.org/10.1177/016146817307400502.

[18] Nur Farida, "Fungsi Dan Aplikasi Motivasi Dalam Pembelajaran," Education and Learning Journal 2, no. 2 (2022): 118, https://doi.org/10.33096/eljour.v2i2.133

[19] Yogi Fernando, Popi Andriani, and Hindayani Syam, "Pentingnya Motivasi Belajar Dalam Meningkatkan Hasil Belajar Siswa," *ALFIHRIS : Jurnal Inspirasi Pendidikan* 2, no. 3 (2024): 65, https://doi.org/10.59246/alfihris.v2i3.843.

appear are still important to pay attention to. They may be signs that some students are facing psychological challenges during learning. These errors are not just caused by not knowing the answer, but may also reflect certain weaknesses in how students process and understand the lesson.

Instrumental Ontogenic Obstacle

Students' cognitive development will influence their ability to understand the material. According to Piaget, children over the age of 11 are in the formal operational stage of development.[20] At this stage, students should be able to think logically and abstract.[21] Based on this, it can be concluded that students should be able to understand the material on nominal quantities, as this material requires students to think logically and combine abstract information.

Another aspect that is equally important to consider is the students' basic ability to understand the material. In Arabic, before studying *jumlah ismiyyah*, students should already be able to read, recognize vowel marks, and identify the sentence components, namely *ism*, *fi'il*, dan *ḥurf*. Material that aligns with students' cognitive stages will not be well understood if students have not first grasped the foundational material in that learning process.

From a cognitive perspective, the topic of jumlah ismiyyah is appropriate for the students' developmental stage. However, some students still made mistakes in identifying its components and in spotting incorrect sentence elements. These errors suggest that they have not yet mastered the basic skills needed to understand Arabic sentence structure based on grammatical functions. Therefore, it is important for teachers to recognize these obstacles so they can support students in developing a more thorough and fundamental understanding of the material.

Conceptual Ontogenic Obstacle

The limitations of students' ability to form sentences are also worth noting. While ontogenic instrumental obstacles emphasize the importance of students' basic understanding, ontogenic conceptual obstacles emphasize logical comprehension skills that require students to understand conceptual relationships. This is supported by the concept proposed by Marinda which suggests that at the formal operational stage, children should be able to perform deductive reasoning and understand symbolic relationships.[22]

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[20] Jean Piaget, *The Origins of Intelligence in Children* (New York: International Universities Press, 1952).

[21] Muh Asdar and Clara Anugrah Barus, "Analisis Perbandingan Perkembangan Kognitif Siswa SD dan SMP Berdasarkan Teori Piaget Selama Pandemi COVID-19," *Jurnal Teknologi Pendidikan : Jurnal Penelitian dan Pengembangan Pembelajaran* 8, no. 1 (2023): 148, https://doi.org/10.33394/jtp.v8i1.5974.

[22] Muna Nabila Amatullah and Novi Kusumaningrum, "Pendekatan Keterampilan dalam Pembelajaran Bahasa Arab," *An Nabighoh: Jurnal Pendidikan dan Pembelajaran Bahasa Arab* 22, no. 02 (2020): 231, https://doi.org/10.32332/an-nabighoh.v22i02.1945.

When participating in the learning process, students do not just sit and listen to the teacher, but also need mental readiness and good physical condition to understand what the teacher is saying.[23] Good mental and physical readiness will enable students to understand symbolic relationships effectively. Weekly worksheet data showed one question designed to assess students' ability to connect the concepts they had learned. In this task, students were asked to identify the khabar to complete a given sentence. Interestingly, none of the students answered incorrectly. This reflects their solid understanding of how mubtada' and khabar relate to each other, suggesting that they were mentally and cognitively prepared to recognize the basic structure of *jumlah ismiyyah.*[24]

The accuracy of students' responses does not necessarily indicate the absence of learning obstacles. Their success in answering the question may be attributed to two interrelated factors: the relatively low level of difficulty of the item and the effectiveness of the teacher's instructional delivery. These two elements complement one another, suggesting that when instructional design is carefully structured and pedagogical strategies are implemented effectively, students are more likely to comprehend and respond to the material successfully.

Based on the data collected by the researcher, there are several factors that may cause ontogenic obstacles among students. These factors found in the school include: 1) Uneven mental readiness, as some students were distracted by things like a classroom that was too cold, lessons starting too early in the morning, and pressure from other school tasks; 2) Lack of understanding of basic supporting material, which made it difficult for students to learn more complex topics; and 3) The variety of sentence elements in Arabic, which caused confusion when students tried to identify the components of jumlah ismiyyah.

By identifying these factors, future learning is expected to proceed more optimally by addressing these factors.

Epistemological Obstacle in Understanding the Structure of *Jumlah Ismiyyah*

The variety of syntactic structures in Arabic often causes confusion among students when trying to identify sentence patterns.[26] This challenge was also observed among students at Al-Wildan Islamic School. Many students are

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[23] Holong Sumurung Siagian, Tamin Ritonga, and Roslian Lubis, "Analisis Kesiapan Belajar Daring Siswa Kelas Vii Pada Masa Pandemi Covid-19 Di Desa Simpang Tiga Laebingke Kecamatan Sirandorung," *JURNAL MathEdu (Mathematic Education Journal)* 4, no. 2 (2021): 197, https://doi.org/10.37081/mathedu.v4i2.2530.

[24] Maria Magdalena Dhera et al., "Analisis Kebutuhan Siswa Serta Kesiapan Belajar Siswa Melalui Pendekatan Berdiferensiasi dalam Pembelajaran pada Siswa," *Jurnal Pendidikan Guru Sekolah Dasar* 1, no. 4 (2024): 9, https://doi.org/10.47134/pgsd.v1i4.827.

[25] Trianawati, Nyiayu Fahriza Fuadiah, and Nora Surmilasari, "Learning Obstacle pada Materi Bilangan Berpangkat pada Siswa Kelas V SD Negeri 3 Air Kumbang," *Pentagon: Jurnal Matematika Dan Ilmu Pengetahuan Alam* 2, no. 3 (2024): 77.

only familiar with one fixed pattern of *jumlah ismiyyah*, so when they encounter different forms, they find it difficult to recognize them. This limited understanding leads to mistakes in identifying *jumlah ismiyyah* when the examples differ from those previously taught by the teacher.

This limited understanding is also closely linked to students' lack of mastery over the foundational material related to *jumlah ismiyyah*. Difficulties in identifying jumlah ismiyyah often arise because students do not recall the defining features of ism. Conceptual understanding cannot be built through a single representation alone. Students need to be exposed to various sentence forms that serve similar functions but differ in structure, so they can recognize the concept and apply it accurately across different contexts.

The ability to recognize and analyze *jumlah ismiyyah* is not something students can easily master. However, this skill can be developed gradually. For instance, teachers can ask students to analyze sentences that are intentionally constructed to be ambiguous when they do not follow the rules of *mubtada'* and *khabar*. This approach helps students realize that the material taught is not limited to the examples provided, but encompasses a variety of sentence forms with different structures

When compared to previous obstacles, a greater number of students answered questions incorrectly in the epistemological obstacle. In fact, for one question, more students answered incorrectly than those who answered correctly. Based on these data, the researcher concluded that several factors contribute to epistemological obstacles in students. Some of the factors causing epistemological obstacles such as: 1) Difficulty in understanding the rules of *mubtada'* and *khabar*, which results in students being unable to understand the *jumlah ismiyyah* in

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[26] Ida Latifatul Umroh and Khoirotun Ni'mah, "Arabic Language and Literature as a Mirror of the Intellectual Concept in Arabs," *ALSUNIYAT: Jurnal Penelitian Bahasa, Sastra, dan Budaya Arab* 7, no. 1 (2024): 158, https://doi.org/10.17509/alsuniyat.v7i1.67689.

[27] Tasya Maulidiawati and Puguh Darmawan, "Pengaruh Implementasi Pembelajaran Berdiferensiasi dalam Kurikulum Merdeka Di Sekolah Dasar," *Journal of Innovation and Teacher Professionalism* 2, no. 2 (2024): 150–56, https://doi.org/10.17977/um084v2i22024p150-156.

[28] Hafizhah Arrova Tsany, Yayan Nurbayan, and Mia Nurmala, "Analisis Pola Interaksi Wacana Kelas dalam Pembelajaran Bahasa Arab Di Sekolah Dasar," *Jurnal Pendidikan Dan Pembelajaran Indonesia (JPPI)* 4, no. 2 (2024): 556–71, https://doi.org/10.53299/jppi.v4i2.549.

[29] Rahmat Soe'oed et al., "Pendampingan Peningkatan Mutu Pengajaran Guru untuk Meningkatkan Mutu Pendidikan Di Samarinda," *Amalee: Indonesian Journal of Community Research and Engagement* 3, no. 2 (2022): 355–67, https://doi.org/10.37680/amalee.v3i2.1998.

[30] Juliaans E R Marantika, Jolanda Tomasouw, Elda C. Wenno "Implementasi Pembelajaran Berdiferensiasi Di Kelas," *German Für Gesellschaft (J-Gefüge)* 2, (2023): 1–8, https://doi.org/https://doi.org/10.30598/jgefuege.2.1.1-8.

[31] Aris Junaedi Abdilah dan Maman Abdurrahman, "Kriteria Buku Ajar Bahasa Arab dalam Kitab *Idha`At*," *TADRIS AL-ARABIYAT: Jurnal Kajian Ilmu Pendidikan Bahasa Arab* 3, no. 2 (2023): 257–264.

different sentence forms. For example, if *mubtada'* is in the form of *ism isyārah*; 2) Lack of understanding of the characteristics of *ism*, causing students to misidentify sentence structures if they cannot recognize word types; 3) Students' inability to recognize nouns in other examples. This is due to students' lack of mastery of basic material; and 4) Difficulty in understanding the meaning of words, causing students to misunderstand sentences.

Didactical Obstacles in Learning Activities and Media Use

Each classroom has its own unique characteristics. Students' conditions, along with their responsiveness to the material, also vary significantly.[27] Recognizing and understanding these characteristics is a fundamental skill that educators must possess. Successful student comprehension of instructional material is closely tied to the quality of pedagogical approaches employed by the teacher.[28] A combination of adequate professional competence and the ability to assess classroom conditions plays a critical role in shaping the delivery of content.

One of the errors identified in the students' weekly worksheets was the incorrect transformation of sentences from *jumlah fi'liyyah* to *jumlah ismiyyah*. This obstacle occurred because, during the learning process, the teacher did not provide an explanation regarding the conversion between these sentence types. As a result, students failed to grasp the structural transformation adequately.

Efforts to enable teachers to support students in acquiring knowledge, developing skills, and advancing attitudes are aided by learning media.[29] Media can help students develop an interest in learning. The approach teachers use and the media they choose will support a conducive learning environmen. However, the selection of appropriate media must be based on the students' circumstances and conditions.

Media that are successful in other classes may not necessarily be successful when used in a different context. This is due to differences in student conditions and abilities. Additionally, textbooks are also used to support students' interest in reading Arabic language materials. This reading habit will spark students' interest in the Arabic language.[31] Some students who were research informants also stated that the teaching methods and media used by teachers were sufficient for the learning process. Additionally, teachers use whiteboards to emphasize the points being conveyed. Students feel that this is sufficient for them to understand the material. Although the only media used is books, students do not mind because they find the teacher's style and delivery enjoyable to listen to.

Shortcomings in the learning process will always be found, even when planning has been done as thoroughly as possible. Unpredictable field conditions make the material presented poorly understood by students. Therefore, based on this study, several factors that cause didactic obstacles can be identified, which teachers can avoid to minimize the impact on the learning process. These factors are: 1) Lack of variety in learning media is one of the causes of suboptimal learning. Optimal use of media will encourage and foster students' interest in learning; 2) Incomplete explanations regarding the transformation of *jumlah*

fi'liyyah to *jumlah ismiyyah;* and 3) Lack of practice for students, causing them to often forget the material presented.

CONCLUSION

The material of *jumlah ismiyyah* seems easy. However, behind all that, easy material does not necessarily mean that there are no obstacles in the learning process. Students often struggle to master the ability to recognize, understand, and apply. Therefore, delivering material is not just a matter of transferring knowledge from the teacher. There are several aspects that teachers need to consider in order to deliver the material optimally.

Through this analysis of obstacles, it was found that the most dominant obstacle experienced by students was the epistemological obstacle. A lack of basic knowledge related to the material was one of the main factors hindering students from recognizing the *jumlah ismiyyah* properly. Another obstacle that was also found was the ontogenic obstacle. Students demonstrated good motivation and readiness to learn, so obstacles in this regard were not too significant. In this obstacle, students only feel distracted by the classroom conditions being too cold. Additionally, what reduces their focus is the activity they must undertake after the lesson, namely the agenda of memorizing the Quran. Meanwhile, didactic obstacles arise due to limitations in learning media. Teachers often rely solely on textbooks, which can lead to uneven understanding among students, despite teacher's efforts to guide, motivate, and deliver material effectively

Based on the results of this study, students' success in learning *jumlah ismiyyah* is influenced by their basic understanding and how well the difficulty level of the material matches their abilities. The use of varied media also helps reduce learning obstacle and makes it easier for students to understand the content. Therefore, the way *jumlah ismiyyah* is taught should be adjusted to students' conditions, and teachers need to consider the factors that may affect their learning process.

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