The Influence of Group Counseling on the Learning Difficulties in Arabic Language among Students of STAI As-Sunnah Tanjung Morawa

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Abstract

This study evaluates the impact of group counseling on addressing learning difficulties in Arabic among students at STAI As-Sunnah Tanjung Morawa. With its complex morphology and syntax, Arabic poses significant challenges for learners, particularly within Islamic education contexts. The research employs a pretest-posttest control group design to assess whether group counseling can improve students' proficiency in Arabic. Data collected through pretests, post-tests, and qualitative observations reveal that group counseling substantially improves students' Arabic skills. The average percentage of correct answers increased from 68.89% in the pretest to 97.22% in the post-test. These results suggest that group counseling is an effective intervention for overcoming difficulties in learning Arabic and enhancing language proficiency. The study highlights the importance of incorporating group counseling into educational practices to support students in mastering Arabic and achieving better learning outcomes.
Keywords: Arabic language education, group counseling, learning difficulties, pretest-posttest design, linguistic proficiency

Introduction

Learning difficulties are a common challenge students face in their educational journey, including studying Arabic. In the current era of globalization, mastering foreign languages, particularly Arabic, holds significant importance. Arabic is a language of communication used in various scholarly literature, especially in Islamic studies. Arabic is known for its rich morphology, syntax, and unique features that challenge Arabic Natural Language Processing (ANLP).[1] The Arabic language encompasses three main variations: Classical Arabic (CA), Modern Standard Arabic (MSA), and Arabic Dialects (AD).[2]

The linguistic complexity of Arabic extends to its morphology, with many vowel marks and forms that make its phonology and orthography distinctive.[3] Arabic morphology's richness and complex derivations make it one of the world's most intricate natural languages.[4] The international significance of the Arabic language is evidenced by its designation by UNESCO (*United Nations Educational, Scientific, and Cultural Organization*) on December 18, 1973, as one of the six official international languages, among 22 other languages of different countries. Since then, December 18 has been commemorated as International Arabic Language Day.

The original Arabic text of the Qur'an is highly valued by Muslims, who believe it remains unchanged, leading to the development of tajwīd rules to ensure accurate recitation. All these aspects are available in the Qur'an, and the beauty of the Arabic language makes it easily understood by the local populace. The linguistic richness is further emphasized through the phonetic analysis of Arabic in the Qur'an, providing a holistic learning experience for students. By exploring metaphors and *amthāl* (sayings) in the Qur'an, students can gain insights into the depth and complexity of using Arabic to

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[1] Enam Al-Wer, 'Variation in Arabic Languages,' 2006, 341–44 <https://doi.org/10.1016/b0-08-044854-2/01527-3>.

[2] Soulef Batnini and Akira Uno, 'Investigation of Basic Cognitive Predictors of Reading and Spelling Abilities in Tunisian Third-Grade Primary School Children', *Brain and Development*, 37.6 (2015), 579–91 <https://doi.org/10.1016/j.braindev.2014.09.010>.

[3] Željko Bošković, 'What Is Sent to Spell-Out Is Phases, Not Phasal Complements', *Linguistica*, 56.1 (2016), 25–66 <https://doi.org/10.4312/linguistica.56.1.25-66>.

[4] Hashemiah Almusawi, 'Factors Affecting the Writing Performance in Hearing and Deaf Children: An Insight Into Regularities and Irregularities of the Arabic Orthographic System', *Language and Speech*, 66.1 (2022), 246–64 <https://doi.org/10.1177/00238309221097714>.

convey Islamic teachings.[5]

In Indonesia, Arabic is recognized as crucial in Islamic education. It serves as the language of knowledge and scholarship in Islamic studies, and mastery of Arabic is emphasized to ensure a deep understanding of the subject matter.[6] The motivation of students in Indonesia to learn Arabic reflects the country's importance of Arabic as an academic and cultural language.[7]Efforts to improve students' Arabic-speaking skills by activating language environments highlight the importance of creating immersive language learning environments to enhance language acquisition.[8] In developing the Arabic language curriculum, curriculum planning considering Arabic ontology, epistemology, and axiology is crucial to producing competitive and character-driven generations.[9] The implementation of Arabic in Indonesia includes various cultural and linguistic educational initiatives to promote linguistic diversity, enhance intercultural understanding, and encourage inclusive language education practices.

STAI As-Sunnah Tanjung Morawa, a higher education institution focusing on Islamic studies, specializes in teaching Arabic. However, based on initial observations, many students struggle to understand and master Arabic. These difficulties may be due to internal factors such as learning motivation and cognitive abilities and external factors such as teaching methods, learning environment, and institutional support. The oral form of Arabic, varying by region, serves as the mother tongue for Arab speakers, indicating that dialect variations also impact Arabic learning.

In the context of developing a standardized Arabic language curriculum in Indonesia, research highlights the importance of efforts to enhance language proficiency

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[5] Zawawi B Ismail and others, 'Motivation as the Mediator in Relationship Between Non-Verbal Communication of Arabic Language Teachers and Student Learning Outcomes', *Universal Journal of Educational Research*, 8.2 (2020), 700–708 <https://doi.org/10.13189/ujer.2020.080244>.

[6] Asna Andriani, 'Urgensi Pembelajaran Bahasa Arab Dalam Pendidikan Islam', *Ta'allum*, 3.1 (2015), 39–56 <https://doi.org/10.32678/uktub.v3i1.7854>; Satrio Satrio, 'Urgensi Penguasaan Bahasa Arab Dalam Studi Islam Di Indonesia', *Perada*, 1.2 (2018), 163–77 <https://doi.org/10.35961/perada.v1i2.22>.

[7] Muhammad A U Nuha and Faedurrohman Faedurrohman, 'Manajemen Perencanaan Kurikulum Bahasa Arab (Tinjauan Ontologi, Epistemologi Dan Aksiologi)', *Al-Muyassar Journal of Arabic Education*, 1.2 (2022), 203 <https://doi.org/10.31000/al-muyassar.v1i2.6488>.

[8] Nurul Huda, 'Manajemen Pengembangan Kurikulum', *Al-Tanzim Jurnal Manajemen Pendidikan Islam*, 1.2 (2017), 52–75 <https://doi.org/10.33650/al-tanzim.v1i2.113>.

[9] Muhzin N M Nawawi, 'Muhzin Nawawi - Pengembangan Kurikulum Pendidikan Bahasa Arab', *An-Nabighoh Jurnal Pendidikan Dan Pembelajaran Bahasa Arab*, 19.1 (2017), 85 <https://doi.org/10.32332/an-nabighoh.v19i1.759>.

and ensure consistent learning outcomes.[10] Implementing diverse teaching methods, such as short speeches, Quranic readings, Arabic theater activities, and scientific competitions, as applied at Arraayah University, can help improve students' Arabic language skills[11]. Curriculum development management based on management principles is also crucial in ensuring the effectiveness of the Arabic language curriculum.[12] The integrative-interconnected paradigm in Arabic language curriculum development can accommodate the aspirations of study programs and students' skill acquisition.[13]

An effective and immersive learning environment can help develop students' Arabic language skills.[14] In the context of Islamic higher education, the importance of Arabic extends beyond daily communication to a deep understanding of Islamic teachings. The Qur'an is written in Arabic, making proficiency in this language essential for comprehending religious teachings.[15] Efforts to prevent misunderstandings in interpreting primary Islamic sources in Arabic are vital.[16]

Group counseling is one approach that can be used to help students overcome learning difficulties. Through group counseling, students can share experiences and learning strategies and receive motivation and support from their peers. This counseling also provides opportunities for students to interact and communicate intensively, ultimately aiming to improve their Arabic language proficiency. This study examines the influence of group counseling on learning difficulties in Arabic among students of STAI

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[10] Ismail S Wekke and Ridha W Astuti, 'Kurikulum 2013 Di Madrasah Ibtidaiyah: Implementasi Di Wilayah Minoritas Muslim', *Tadris Jurnal Keguruan Dan Ilmu Tarbiyah*, 2.1 (2017), 33 <https://doi.org/10.24042/tadris.v2i1.1736>.

[11] Syindi O R Tolinggi, 'Pengembangan Kurikulum Bahasa Arab Berparadigma Integrasi-Interkoneksi Mengacu KKNI Dan SN-DIKTI', *Al-Ta Rib Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab Iain Palangka Raya*, 8.2 (2020), 177–200 <https://doi.org/10.23971/altarib.v8i2.2104>.

[12] Muhammad Zainuri, 'Perkembangan Bahasa Arab Di Indonesia', *Tarling Journal of Language Education*, 2.2 (2019), 231–48 <https://doi.org/10.24090/tarling.v2i2.2926>.

[13] Muhammad I Faturrahman, 'Urgensi Kurikulum ISMUBA Dalam Membentuk Karakter Siswa Sekolah Menengah Kejuruan Muhammadiyah', *Journal of Islamic Education and Innovation*, 2022, 47–55 <https://doi.org/10.26555/jiei.v3i1.6428>.

[14] Khusnul Khitom and Taufik Taufik, 'Kurikulum Pembelajaran Bahasa Arab Di Perguruan Tinggi Keislaman Islam Negeri (PTKIN)', *Tadris Al-Arabiyat Jurnal Kajian Ilmu Pendidikan Bahasa Arab*, 3.1 (2023), 28–44 <https://doi.org/10.30739/arabiyat.v3i1.1766>.

[15] Abdulganiyu and others, 'Causes of Secondary School Students' Poor Performance in Arabic Aspect of Islamic Studies in Kwara South', *Attarbawiy Malaysian Online Journal of Education*, 4.2 (2020), 70–77 <https://doi.org/10.53840/attarbawiy.v4i2.43>; Mohamad Hussin and Muhammad H Kamal, 'Translation of Al-Quran Into Malay Language in the Malay World', *Ijish (International Journal of Islamic Studies and Humanities)*, 4.1 (2021), 32 <https://doi.org/10.26555/ijish.v4i1.3322>.

[16] Heni Verawati and Uswatun Hasanah, 'The Modern Reform of Arabic Learning Paradigm and Its' Contribution Toward the Development of Islamic Studies', *Al-Lisan*, 6.1 (2021), 71–84 <https://doi.org/10.30603/al.v6i1.1866>.

As-Sunnah Tanjung Morawa. By understanding the impact of group counseling, educational institutions are expected to implement more effective strategies in helping students overcome their difficulties in learning Arabic, enabling them to achieve optimal learning outcomes.

This research is important because learning Arabic is crucial for STAI As-Sunnah Tanjung Morawa students, given the institution's focus on Islamic studies. Despite the efforts made by the institution, the persistent learning difficulties faced by students necessitate an effective intervention. As a peer-supported learning strategy, group counseling holds promise for improving students' language skills. This study contributes to the existing scholarship by providing empirical evidence on the effectiveness of group counseling in addressing language learning difficulties, a relatively underexplored area in the context of Arabic language education in Islamic higher education institutions. This research offers actionable insights for educators and policymakers to enhance Arabic language education by building on existing literature and employing a methodologically sound approach.

Method

This study employs a quantitative research approach using an experimental method to objectively and systematically measure the influence of group counseling on students' learning difficulties in Arabic. The research design adopted is the pretest-posttest control group design, which involves two groups: an experimental group receiving group counseling and a control group that does not. Data collection includes pretests and post-tests to assess students' Arabic language skills, questionnaires to evaluate their learning difficulties, direct observations during group counseling sessions, in-depth interviews with students and facilitators, and document analysis of academic records such as grades and attendance. The primary data sources are the STAI, Sunnah Tanjung Morawa students participating in the study, and the group counseling facilitators. Secondary data sources include academic documents and relevant literature. The data types are quantitative, from tests and questionnaires, and qualitative, from observations, interviews, and document analysis. Data analysis is performed using the Wilcoxon test to evaluate the differences between pretest and post-test results, chosen due to the non-normal distribution of data and the small sample size. This method ensures a comprehensive assessment of the impact of group counseling on students' learning

difficulties in the Arabic language.

Difficulties in Learning Arabic

1. *Arabic Learning Motivation*

Survey results indicate that all respondents feel highly motivated to learn Arabic, with the majority (93.33%) citing the desire to understand the Qur'an and Hadith as their primary motivation. However, 86.67% of respondents are dissatisfied with their learning progress.

Table 1. Survey Results on Arabic Learning Motivation among STAI AS-SUNNAH Students

Question	Answer Choices	Number of Respondents
Do you feel motivated to learn Arabic?	Highly Motivated	15
	Motivated	0
	Moderately Motivated	0
	Less Motivated	0
	Not Motivated	0
What is your source of motivation for learning Arabic? (Select all that apply)	Desire to understand the Qur'an and Hadith	14
	Support from family and friends	1
	Academic and career goals	0
	Personal interest in Arabic language and culture	0
	Others	0
Are you satisfied with your progress in learning Arabic?	Very Satisfied	0
	Satisfied	1
	Moderately Satisfied	0
	Less Satisfied	1
	Not Satisfied	13

This high motivation aligns with research findings that show high student motivation is associated with better learning outcomes in Arabic education. However, the dissatisfaction with learning progress suggests a need for improvements in teaching methods or learning support. Strategies such as active learning methods and gamification.[17] It can help enhance student motivation and learning outcomes.

2. *Understanding the Material*

Table 2. Survey Results on Understanding Arabic Material among STAI AS-SUNNAH Students

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[17] Sultan A Almelhes, 'Gamification for Teaching the Arabic Language to Non-Native Speakers: A Systematic Literature Review', *Frontiers in Education*, 9 (2024) <https://doi.org/10.3389/feduc.2024.1371955>.

Question	Answer Choices	Number of Respondents
How often do you experience difficulties in understanding Arabic grammar?	Very Often	5
	Often	1
	Sometimes	9
	Rarely	0
	Never	0
Do you find it difficult to memorize new vocabulary?	Very Difficult	4
	Difficult	2
	Moderately Difficult	9
	Not Difficult	0
	Very Easy	0
Do you find it difficult to read Arabic texts?	Very Difficult	0
	Difficult	10
	Moderately Difficult	5
	Not Difficult	0
	Very Easy	0
How often do you find it difficult to write in Arabic?	Very Often	0
	Often	0
	Sometimes	15
	Rarely	0
	Never	0
Do you find it difficult to speak Arabic?	Very Difficult	0
	Difficult	4
	Moderately Difficult	2
	Not Difficult	9
	Very Easy	0
Which part of Arabic lessons is the most difficult to understand? (Select all that apply)	Grammar	15
	Vocabulary	15
	Reading texts	15
	Writing essays or texts	0
	Speaking and conversation	0

Most respondents experience difficulties understanding Arabic grammar, memorizing new vocabulary, and reading Arabic texts. Writing and speaking in Arabic also pose challenges. These difficulties indicate a need to improve teaching methods for language and grammar. Conversation practice and audio or video recordings can help improve students' speaking and listening skills.

3. *Learning Environment*

All respondents frequently receive support from lecturers, but only 80% participate in study group activities outside the classroom. All respondents feel they lack access to Arabic learning materials. Lecturer support plays a crucial role in enhancing student motivation and learning outcomes. However, limited access to learning materials can hinder the learning process. Institutions can improve the availability of learning resources and provide support facilities for study groups.

Table 3. Survey Results on Arabic Learning Environment among STAI AS-SUNNAH

Students

Question	Answer Choices	Number of Respondents
How often do you receive support from lecturers when learning Arabic?	Very Often	0
	Often	15
	Sometimes	0
	Rarely	0
	Never	0
How often do you participate in Arabic study group activities outside the classroom?	Very Often	0
	Often	0
	Sometimes	12
	Rarely	3
	Never	0
Can you access Arabic learning materials (books, apps, online resources)?	Very Sufficient	0
	Sufficient	0
	Less Sufficient	15
	Very Insufficient	0
What environmental factors do you think most affect your ability to learn Arabic? (Select all that apply)	Learning facilities (books, aids, etc.)	15
	Teaching methods	15
	Interaction with lecturers	15
	Interaction with peers	15
	Classroom Atmosphere	0

4. *Learning Methods*

Table 4. Survey Results on Arabic Learning Methods among STAI AS-SUNNAH Students

Question	Answer Choices	Number of Respondents
What learning methods do you think most affect your ability to learn Arabic? (Select all that apply)	Reading textbooks	15
	Memorizing vocabulary	15
	Attending additional classes	15
	Practicing conversation	0
	Listening to audio or video recordings	0

The survey results show that all respondents choose reading textbooks, memorizing vocabulary, and attending additional classes as their primary learning methods. None choose practicing conversation or listening to audio or video recordings. This focus on theoretical and memorization aspects of learning suggests a need for more practice in conversation and listening. More interactive and contextual learning methods can improve students' communication skills.[18]

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[18] Ahmad Muradi and others, 'Tutors and Students Activities in Online Arabic Learning: A Freedom to Learn Perspective', *Arabiyat Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban*, 8.1 (2021), 32–45 <https://doi.org/10.15408/a.v8i1.20663>.

5. *Obstacles and Solutions*

Table 5. Survey Results on Obstacles and Solutions

Question	Answer Choices	Number of Respondents
What is the biggest obstacle you face when learning Arabic? (Select all that apply)	Lack of study time	15
	Ineffective teaching methods	15
	Difficulty in understanding the material	11
	Lack of motivation	2
	Lack of support from the environment	2

The main obstacles are the lack of study time and ineffective teaching methods. Suggested solutions include increasing study time and improving teaching methods. To overcome these obstacles, institutions can add more study time and implement more effective teaching methods, such as project-based learning and technology in the classroom.[19]Most respondents experience difficulties understanding Arabic grammar, memorizing new vocabulary, and reading Arabic texts. Writing and speaking in Arabic also pose challenges. These difficulties indicate a need to improve teaching methods for language and grammar. Conversation practice and audio or video recordings can help improve students' speaking and listening skills.

Analysis of Wilcoxon Test on Pretest and Post-Test Data

This study employed the Wilcoxon Signed Ranks Test to assess the difference between the pretest and post-test results of students facing difficulties learning Arabic after being provided with group guidance intervention. Pretest and post-test data for 15 students were analyzed to test the hypothesis that group guidance significantly improves Arabic learning abilities.

Table 6. Wilcoxon Test Analysis of Pretest and Post-Test Results

Ranks	N	Mean Rank	Sum of Ranks
POST-TEST - PRETEST			
Negative Ranks	0a	0.00	0.00
Positive Ranks	14b	7.50	105.00
Ties	1c		
Total	15		

The Ranks table shows that no students had lower post-test scores than their pretest scores (N = 0), indicating no decline in abilities after receiving group guidance. On the

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[19] Kamalia, Nasution, and Nasution.

other hand, fourteen students demonstrated improved post-test scores compared to their pretest scores (N = 14). The Mean Rank of 7.50 and the Sum of Ranks of 105.00 indicate that most students experienced significant improvement. One student had the same score on the pretest and post-test (N = 1). These results suggest that nearly all students improved their Arabic language skills after group guidance. The Wilcoxon test results indicate that group guidance significantly enhances students' Arabic learning abilities, effectively addressing difficulties in learning Arabic and improving students' learning outcomes. This study contributes significantly to Arabic language teaching methods by demonstrating that group guidance can enhance learning outcomes.

Table 7. Percentage Calculation of Pretest and Post-Test Results in Group Guidance to Overcome Difficulties in Learning Arabic

Mahasiswa	PRETEST		Percentage Correct (%)	POST-TEST		Percentage Correct (%)
	Correct Answers	Incorrect Answers		Correct Answers	Incorrect Answers	
AHD	10	2	83,33%	12	0	100,00%
CND	9	3	75,00%	12	0	100,00%
DV	8	4	66,67%	10	2	83,33%
UFN	11	1	91,67%	12	0	100,00%
RO	5	7	41,67%	12	1	100,00%
IKHL	8	4	66,67%	12	0	100,00%
IN	10	2	83,33%	12	0	100,00%
MR	9	3	75,00%	9	3	75,00%
FRN	9	3	75,00%	12	0	100,00%
HFZ	10	2	83,33%	12	0	100,00%
DK	8	4	66,67%	12	0	100,00%
BY	9	3	75,00%	12	0	100,00%
ADR	7	5	58,33%	12	0	100,00%
QML	7	5	58,33%	12	0	100,00%
Ali	4	8	33,33%	12	0	100,00%
Rata-rata	8,27	3,73	68,89%	11,67	0,40	97,22%

Table 7 shows an average increase from pretest to post-test, with the percentage of correct answers rising from 68.89% to 97.22%. Some students who initially had relatively low pretest scores, such as Rio and Ali, also showed significant improvement, achieving maximum scores on the post-test. However, one student, Muamar, did not show improvement from the pretest to the post-test, indicating that a special approach or additional guidance may be required for this student. The graph shows that almost all

students experienced significant improvement in the number of correct answers after participating in group guidance.

Improving understanding and performance in Arabic learning refers to comprehensive efforts to enhance students' abilities and effectiveness in understanding, mastering, and applying various aspects of the Arabic language. This includes a deep knowledge of grammar, the ability to read texts with good comprehension, the ability to write correctly, and the skills to listen and speak fluently and accurately. Additionally, understanding the culture and history related to the Arabic language is crucial for appreciating the meaning and usage of the language in various situations. Effective strategies to achieve this goal involve using educational technology, interactive teaching methods, project-based learning, and integrating cultural content into the curriculum. With this approach, students can develop their Arabic language skills comprehensively, both in academic and practical contexts, thereby enabling them to communicate well and understand the cultural context in which the language is used.

The Effectiveness of Group Guidance in Improving Arabic Language Learning Ability: An Analysis Based on Motivation Theory and Environmental Support

The results of this study indicate that the group guidance intervention significantly positively impacts Arabic language learning ability among STAI As-Sunnah Tanjung Morawa students. This finding is relevant to theories of motivation and learning, as expressed by the Self-Determination theory developed by Deci and Ryan; this states that intrinsic motivation, such as the desire to understand the Qur'an and Hadith, is a key factor in effective learning. In this study, 93.33% of students were motivated by this goal, reflecting strong intrinsic motivation.

Furthermore, the dissatisfaction felt by 86.67% of students regarding learning progress indicates a gap between expectations and reality, known in the literature as the Expectancy-Value Theory.[20] If not addressed properly, these gaps can inhibit student motivation. This is consistent with Allan Wigfield's research, which shows that ineffective teaching methods and a lack of learning support can reduce learning effectiveness despite high student motivation.[21]

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[20] Victor H Vroom, "Work and Motivation. San Francisco," in *CA* (Jossey-Bass, 1964).
[21] Allan Wigfield and Jacquelynne S Eccles, "Expectancy–Value Theory of Achievement Motivation," *Contemporary educational psychology* 25, no. 1 (2000): 68–81.

The study also underlines the importance of adequate learning environment support, as proposed by Bronfenbrenner's Ecological Systems theory.[22] All respondents received support from lecturers, reflecting the important role of the proximal environment in the learning process. However, limited access to learning materials and involvement in study groups indicate challenges in the student's learning environment, which may affect their learning outcomes.

This finding aligns with Elovskaya's study, which emphasizes the importance of a holistic approach to language teaching, including developing linguistic and non-linguistic skills.[23] In this context, intervention methods such as group guidance improve language ability and build students' social skills and learning motivation.[24] Therefore, this study makes an important contribution to our understanding of the effectiveness of interventions in language learning, particularly in the context of religious education.

The Impact of Group Guidance in Arabic Language Learning: Integrating Constructivist Theory and Adaptive Education Practice

The results of this study make an important contribution to the theory and practice of Arabic language education, particularly in the context of using group guidance as a teaching strategy. The finding that group guidance can significantly improve students' understanding of Arabic reinforces the theory that collaborative learning methods can optimize learning. This aligns with the constructivist learning theory proposed by Vygotsky,[25] Which emphasizes the importance of social interaction in knowledge formation. Vygotsky argued that learning is a social process when individuals interact and share ideas in a supportive environment.[26]

From a practical perspective, this study highlights the need to integrate group tutoring methods more widely in the Arabic language education curriculum, especially in institutions facing similar challenges. Implementing group guidance not only increases

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[22] Nancy Darling, "Ecological Systems Theory: The Person in the Center of the Circles," *Research in human development* 4, no. 3–4 (2007): 203–217.

[23] S Elovskaya, Tatiana Stanchuliak, and Liudmila Karandeeva, "The Holistic Approach to Teaching English as a Foreign Language," in *INTED2019 Proceedings* (IATED, 2019), 1253–1258.

[24] Christine C M Goh and Anne Burns, *Teaching Speaking: A Holistic Approach* (Cambridge University Press, 2012).

[25] L Vygotsky and M Cole, "Lev Vygotsky: Learning and Social Constructivism," *Learning Theories for Early Years Practice. UK: SAGE Publications Inc* (2018): 68–73.

[26] Reham Alkhudiry, "The Contribution of Vygotsky's Sociocultural Theory in Mediating L2 Knowledge Co-Construction," *Theory and Practice in Language Studies* 12, no. 10 (2022): 2117–2123.

students' engagement but also provides an opportunity for them to share knowledge and experiences. This is supported by Sitti Aminah Azis's findings, which show that cooperative learning can improve students' academic achievement and social skills.[27]

In addition, this research highlights the importance of flexibility in teaching approaches. Students dissatisfied with their progress despite being highly motivated indicate that the teaching methods may not suit their learning needs. This draws on Howard Gardner's theory of multiple intelligences, which emphasizes that students have different learning styles and require varied approaches to achieve optimal results.[28] As such, teaching approaches must be tailored to students' needs and characteristics, including using digital technology and other interactive methods to support various learning styles.

The findings also emphasize the importance of consistent support from lecturers and adequate access to learning resources. The difficulties students experience in understanding grammar and vocabulary suggest they need more in-depth instructional resources that can be accessed anytime. This shows the importance of providing wider access to learning materials, both in physical and digital form, to support successful learning. Bruner's theory of scaffolding underlines the importance of instructional support tailored to student's individual needs to facilitate independent learning.[29]

Overall, the results of this study provide new insights and enrich the theoretical discussion regarding the effectiveness of collaborative learning methods. On the practical side, the results encourage implementing more inclusive and adaptive learning strategies in Arabic language education, which pay attention to students' academic needs and social and psychological aspects. By integrating findings from leading theories and previous research, such as Emily Rodgers' findings,[30] This research provides a solid foundation for developing more effective and responsive educational practices that meet students' needs.

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[27] Sitti Aminah Azis, Herdah Herdah, and Muhammad Jufri, "Implementasi Model Pembelajaran Kooperatif Mahasiswa Program Studi Bahasa Arab STAIN Parepare (Studi Pengembangan Pembelajaran Mata Kuliah Serumpun)," *KURIOSITAS: Media Komunikasi Sosial dan Keagamaan* 9, no. 1 (2016): 81–102.

[28] Howard Gardner and Thomas Hatch, "Educational Implications of the Theory of Multiple Intelligences," *Educational researcher* 18, no. 8 (1989): 4–10.

[29] D Kim Reid, "Scaffolding: A Broader View," *Journal of Learning Disabilities* 31, no. 4 (1998): 386–396.

[30] Emily Rodgers, "Scaffolding Learning in School Settings" (Routledge, 2022).

Although this study provides valuable insights into the effectiveness of group guidance in overcoming Arabic learning difficulties, some limitations must be acknowledged. Firstly, the small sample size and its limitation to one institution, STAI As-Sunnah Tanjung Morawa, may affect the generalisability of the findings. The findings may only partially apply to a wider population of students or institutions with different characteristics.

Secondly, this research design did not involve a control group, which makes it difficult to determine whether the observed improvements were entirely due to the group guidance intervention or other factors. For example, the observed improvement in post-test results could have been influenced by external factors such as changes in teaching methods by lecturers in the classroom, increased personal motivation of students, or greater access to learning resources.

Another area for improvement is that the data collected is only quantitative, which does not provide an in-depth picture of student's experiences and perceptions related to group guidance. This study did not explore these aspects, so there are opportunities for further exploration through interviews or focus groups.

Lastly, although this study's results showed improvement in Arabic language proficiency after the intervention, the limitations in measurement only focused on the immediate results of the post-test. Long-term measurements should have been taken to assess the sustainability of these learning outcomes. This is important as previous research has shown that the positive effects of educational interventions can diminish over time if there is no follow-up support.[31]

Considering these limitations, it is important to be cautious in interpreting the results and making recommendations based on these findings. More research with a more robust methodology and wider scope is needed to validate these findings and further explore the effectiveness of group tutoring in different contexts.

Based on this study's results and limitations, several suggestions for future research can deepen our understanding of ways to overcome Arabic learning difficulties among university students. Firstly, future research should involve a larger and more diverse sample, covering a range of institutions with different characteristics. This will allow for

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[31] Stephanie M Jones, Michael W McGarrah, and Jennifer Kahn, "Social and Emotional Learning: A Principled Science of Human Development in Context," *Educational Psychologist* 54, no. 3 (2019): 129–143.

testing the generalisability of the findings and a comparative analysis between different educational contexts, such as institutions with a strong religious curriculum versus a general one.

Secondly, using an experimental research design with a control group can strengthen the causal validity of the findings. With a control group, researchers can compare the changes that occur in groups that receive the intervention with those that do not, thus providing stronger evidence of the effectiveness of group guidance. In addition, long-term studies to evaluate the sustainability of the effects of the intervention are also needed to understand whether the positive outcomes observed persist over time or fade away.

Third, incorporating qualitative research methods, such as in-depth interviews or focus groups, can provide richer insights into students' experiences and the mechanisms behind the effectiveness of group guidance. Qualitative approaches can help identify psychosocial and contextual factors contributing to success or failure in language learning. For example, research could explore how group social interactions affect students' motivation, self-perception, and the lecturer's role as a facilitator.

Furthermore, future research could also explore variations in group tutoring methods, such as digital technology, gamification, or project-based approaches. Studies that examine these variations can help determine which strategies are most effective in various learning contexts. In addition, research could consider cultural and psychological aspects that influence students' preferences for certain methods.

Finally, broadening the research focus to include other aspects of language learning, such as cultural understanding, could provide a more holistic view. Language skill development includes linguistic elements and a sense of the cultural context in which the language is used. Therefore, future research should consider how integrating cultural content into the curriculum can enhance students' learning experiences and language skills. By following this research direction, we can develop more effective and inclusive educational strategies that improve learning outcomes and enrich students' experiences in learning Arabic.

Social and Ethical Implications of Group Guidance to Improve Arabic Language Learning Ability.

This research has significant social and ethical implications, especially regarding the use of digital technology in Arabic language education. *Firstly*, the results show that integrating technology in learning, such as using audio or video for listening and speaking exercises, can improve students' communication skills. This finding aligns with Mardianah Hari's research, which shows that technology can increase students' motivation and engagement in language learning.[32]

Betty Mauli stated that using technology raises ethical questions regarding accessibility and equality.[33] Not all students have equal access to technology or the internet, which can create a digital divide. This calls for special attention to ensure all students have adequate access to the necessary learning tools and resources. Educational institutions should consider measures to address this inequity, such as providing devices and internet access for students who need it.[34]

In addition, according to Asriani Alimuddin, privacy and data security are important aspects of educational technology.[35] Student data collected through digital platforms must be carefully protected and managed to avoid misuse or leakage. This demands strict and transparent privacy policies from education technology service providers and the institutions that use them.

Other social implications relate to the influence of Arabic language learning on cross-cultural understanding and tolerance.[36] By improving their Arabic language skills, students learn the language and gain a deeper understanding of its culture and associated traditions. This can contribute to the development of attitudes of tolerance and better understanding among different social groups, which is particularly relevant in an

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[32] Mardianah Haris, "Pemanfaatan Teknologi Informasi Dalam Pembelajaran Bahasa Arab," *Al-Maraji': Jurnal Pendidikan Bahasa Arab* 5, no. 2 (2021): 90–103.

[33] Betty Mauli Rosa Bustam et al., *Inovasi Media Pembelajaran Bahasa Arab Berbasis Pemanfaatan Teknologi* (UAD PRESS, 2024).

[34] Moch Wahib Dariyadi et al., "Pengembangan Learning Management System Berbasis Self-Directed Learning Pada Pembelajaran Bahasa Arab," *Tifani: Jurnal Penelitian dan Pengabdian Kepada Masyarakat* 3, no. 2 (2023): 1–12.

[35] Asriani Alimuddin et al., "Teknologi Dalam Pendidikan: Membantu Siswa Beradaptasi Dengan Revolusi Industri 4.0," *Journal on Education* 5, no. 4 (2023): 11777–11790.

[36] Siti Sarah Amelia and Burhanuddin Burhanuddin, "Dakwah Islam Dalam Dunia Pendidikan Bahasa Arab Untuk Membentuk Generasi Muslim Yang Sadar," *Aphorisme: Journal of Arabic Language, Literature, and Education* 4, no. 2 (2023): 163–182.

increasingly connected global context.[37]

From an ethical perspective, educators and researchers should note the importance of inclusiveness in teaching. This includes adapting teaching methods to meet the needs of diverse students, including those with special needs or different backgrounds. Thus, language education becomes a tool for academic development and promoting social justice and diversity.[38]

Overall, this study's social and ethical implications emphasize the importance of a holistic and student-centered approach to Arabic language teaching and the need for special attention to access, privacy, and inclusivity issues. By considering these factors, educational institutions can create a more equitable and effective learning environment, improving students' language skills and building a more inclusive and open-minded community.

Conclusion

In closing, this research has provided valuable insights into the challenges faced by students in learning Arabic, particularly within the context of STAI As-Sunnah Tanjung Morawa. Despite high motivation levels to understand the Qur'an and Hadith, students encounter significant difficulties in mastering Arabic grammar, vocabulary, and reading comprehension. The study underscores the critical role of effective teaching methods and supportive learning environments in overcoming these challenges. The experimental application of group counseling has proven to be an effective intervention, leading to substantial improvements in students' Arabic language skills. The Wilcoxon test results affirm that group guidance significantly enhances students' learning outcomes, highlighting its potential as a practical solution for addressing learning difficulties. This finding suggests that integrating group counseling into the curriculum could foster a more supportive and interactive learning atmosphere, further improving student performance in Arabic. For future research, exploring additional pedagogical strategies and technological tools that could complement group counseling would be beneficial. Investigating the impact of various instructional methods and learning technologies on

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[37] Muh Haris Zubaidillah, "Pentingnya Pendidikan Bahasa Arab Dan Pemahaman Al-Quran Dalam Pengembangan Anak-Anak Muslim: Tinjauan Multi-Dimensi" (2023).

[38] Richard G Mayopu, "Jurnalisme Antar Budaya Sebagai Jalan Menuju Toleransi Berbangsa Dan Bernegara," *Pax Humana* 2, no. 3 Sep (2015): 219–236.

Arabic language acquisition could provide further insights into optimizing language education.

Additionally, longitudinal studies could offer a deeper understanding of the long-term effects of group counseling and other interventions on students' language proficiency. I want to thank the faculty and staff of STAI As-Sunnah Tanjung Morawa for their support and cooperation throughout this research. Special thanks are due to the students who participated in this study, whose feedback and performance provided critical data for our analysis. Their willingness to engage with the research process has been instrumental in achieving the study's objectives. This research contributes to the broader field of language education by demonstrating the effectiveness of group counseling in enhancing Arabic language learning. We hope that the insights gained will inform future educational practices and support the development of more effective strategies for teaching Arabic and other languages.

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