



Analysis of Factors Of Difficulty in Students Memorizing Arabic Vocabulary at MA Walisongo Sukajadi

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Abstract

This study aims to analyze the factors causing difficulties of Madrasah Aliyah Walisongo Sukajadi students in memorizing Arabic vocabulary. Using a qualitative method of case study type, data were collected through interviews, observations, and documentation of students in grades X, XI, and XII. Data analysis used the Miles and Huberman model with three stages: data reduction, data presentation, and verification. The results showed that memorization difficulties are influenced by cognitive, motivational, school and social environment, emotional, and technological factors. Cognitive factors affect the learning process, while motivation plays an important role in increasing interest in language learning. Family, friends and school environment are also significant in building students' learning spirit. Emotional connection supports the memorization process. Technology can help, but due to limitations in pesantren, teachers need to optimize learning in the classroom. The study concludes that a combination of appropriate learning strategies, strong motivation, and a supportive environment is essential in overcoming students' difficulties in memorizing Arabic vocabulary.

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Introduction

Memorizing Arabic vocabulary, or Arabic vocabulary, is a basic skill taught in learning Arabic at Madrasah Aliyah and other levels of education. The ability of students to memorize Arabic vocabulary is an indicator of success in mastering Arabic. Vocabulary mastery affects students' abilities in other language skills. This includes reading, writing, speaking, and listening. However, in reality, many students have difficulty memorizing Arabic vocabulary well. These difficulties can be caused by various factors, both internal and external to students.

According to Slameto, internal factors that affect learning difficulties include cognitive abilities, motivation, interests, as well as students' psychological and physical conditions (Slameto, 2010, p. 72). According to Arikunto, external factors such as the learning environment also have a great influence on students' success in learning (Arikunto, 2013, p. 110). In Islamic boarding schools, the facilities available, including supporting books and multimedia facilities, are often still limited. In addition, the





interaction between teachers and students that does not encourage the exploration of material outside of memorization is also an obstacle. In Islamic boarding schools, a disciplined lifestyle, worship routine, and dense learning activities can also affect students' concentration in memorizing Arabic vocabulary. In addition, students' health conditions, daily activity loads, and stress can also worsen memorization difficulties.

From the perspective of the educational environment, Ahmadi and Supriyono revealed that the learning atmosphere that is too strict or rigid in Islamic boarding schools, coupled with less interactive teaching methods, can exacerbate the problem of students' learning difficulties. In learning Arabic, monotonous lecture methods or lack of variety of learning strategies can be an obstacle in students' mastery of Arabic vocabulary (Pimada et al., 2020). Islamic boarding schools, which have distinctive educational traditions, often focus more on memorizing religious texts without a communicative approach that supports functional vocabulary mastery.

In several previous studies, it has been found that factors such as learning interests, teaching methods, frequency of exercises, and learning environment support affect students' ability to memorize vocabulary. Cognitive theory states that human memory capacity is limited, and long-term memory can only be strengthened through the process of repetition and proper association of meanings (Alan D. Baddeley, 1997). In addition, the theory of educational psychology also emphasizes the importance of internal and external motivation in the language learning process (Schunk, 2012, p. 145).

However, there is still a gap in research on the specific factors that are the main cause of the difficulty of students at Madrasah Aliyah in memorizing Arabic vocabulary. Are motivational factors, learning methods, or even the most dominant factors of the learning environment? Are there other factors that have not been clearly identified in previous studies? This raises the question that underlies this research, which is to identify the factors of students' difficulty in memorizing Arabic vocabulary, especially in the environment of Madrasah Aliyah Walisongo.

The purpose of this study is to analyze in depth the factors that cause students' difficulties in memorizing Arabic vocabulary at Madrasah Aliyah Walisongo Sukajadi. This study aims to find the most dominant factors and provide recommendations to overcome these problems so that the Arabic learning process in madrassas can take place more effectively.

This study will use a survey method by involving Madrasah Aliyah walisongo students as the main respondents. Data will be collected through questionnaires designed to identify internal and external factors that affect students' ability to memorize Arabic vocabulary. Descriptive and inferential statistical analysis will be used to test the relationship between these factors and the level of difficulty experienced by students.

Based on the theory and findings of previous research, the hypothesis proposed in this study is that factors such as student motivation, learning methods, and frequency of practice will be the most dominant factors in influencing students' difficulty in

memorizing Arabic vocabulary. The results of this study are expected to contribute to the development of a more effective Arabic vocabulary learning strategy at Madrasah Aliyah Walisongo.

Literature Review

Previous researchs have examined the challenges of learning Arabic from various perspectives. Although Radiatul Jannah et al emphasized the drill approach as a workable way to improve vocabulary memorization, they did not go into detail about the psychological and environmental causes of these difficulties (Jannah et al., 2023). Rachmawati classified the difficulty factors into internal (interest and reading ability) and external (use of cell phones and teacher methods). However, their approach is still limited to surface aspects and has not touched on the strategic or emotional aspects of students (Rachmawati et al., 2023). Furthermore, Edy Sulaiman's research examines the difficulties of learning Arabic from a broad linguistic, psychological, and socio-cultural perspective. Although theoretically comprehensive, this study is not based on field data in madrasah or pesantren (Sulaiman, 2023).

This research aims to bridge the gap by employing empirical research in a pesantren environment and identifying five primary causes of the difficulties: technological limits, contextual, emotional, motivational, and cognitive. Because it concentrates on the local environment and actual experiences of the students, this research is pertinent as a supplement and reinforcement to the body of current literature.

Method

In this study, the researcher used a qualitative research method with the type of *Case Study Research* (Case Study Research) Ary argued that case study research is research conducted by researchers to explore the characteristics, characteristics, or properties of an entity, phenomenon, individual, or situation (Amrullah, 2024, p. 46). In data collection, the researcher used standard interviews, observations, and documentation (Amrullah, 2024). Those interviewed were students of grades X, XI, and XII MA Walisongo Sukajadi. The field data analysis used, namely the miles and Huberman model, has three stages: Data Reduction, Data Display, Verification.

Result and Discussion

Student learning difficulties are a complex phenomenon and are influenced by various factors. Experts in the field of education and psychology have developed various theories to explain the causes and forms of learning difficulties in students. There are several factors that can affect students' difficulties, as follows:

Factor Cognitif

Difficulties in information processing and memory are often the main reasons students have difficulty learning. Piaget's theory of cognitive development shows that students at different ages have different comprehension abilities. According to Piaget,



students must reach a certain stage in cognitive development before they can understand more abstract concepts (Piaget, 2001).

Motivational Factors

Motivational factors, both intrinsic and extrinsic, also play an important role in students' learning difficulties. According to the self-determination motivation theory put forward by Deci and Ryan, students who have met psychological needs (autonomy, competence, and connectedness) tend to have higher motivation to learn. Conversely, the inability to meet these needs can result in difficulties in learning (Oed & Ryan, 1985).

Environmental, School and Social Factors

According to Vygotsky's socio-cultural theory, social interaction and the cultural environment greatly influence the way students learn. Vygotsky emphasized the role of *scaffolding* in helping students overcome difficulties in their proximal developmental zone (ZPD). This lack of support can cause students to have difficulty learning. (Vygotsky, 1978) The school environment, including the teacher's teaching style, classroom conditions, and the quality of student-teacher interaction, can have an impact on students' difficulties. Effective pedagogical theory, as described by Hattie, emphasizes the importance of clear feedback and positive relationships between students and teachers to overcome learning difficulties (Hattie, 2009).

Emotional Factors

Emotional factors such as anxiety, stress, or self-confidence can cause students to have difficulty learning. Academic anxiety theory suggests that students who have high levels of anxiety are often unable to concentrate and absorb the subject matter effectively (Zeidner, 1998).

Technology and Media Factors

In the digital era, students' access or inability to access technology that supports learning can also be the cause of learning difficulties. The multimedia learning theory put forward by Mayer shows that the combination of text and visuals in learning media must be balanced so that students do not experience excessive cognitive load (Mayer, 2009).

Contextual Learning Theory

This theory emphasizes the importance of learning that relates to real and relevant context for students. In memorizing Arabic vocabulary, words will be easier to remember if they are accompanied by the context of their use in everyday life or sentences. Thus, memorization is not only mechanical, but more meaningful because students can see the direct application of the word (Al-Osaimi & Wedell, 2014).

Theory of Repetition and Consolidation

Repetition done consistently and regularly will facilitate the memorization process. In addition, this theory also proposes that periodic stabilization of matter is essential for strengthening memory. Therefore, in memorizing Arabic vocabulary, it is necessary to have varied repetitions in certain time intervals to make memorization stronger (Khotiah, 2020).

Visual Association Theory

This theory states that associating words with visual images or symbols can help remember better. For example, when learning Arabic vocabulary, associating words in Arabic with relevant images or other visualizations will help the brain retain information better (Qi et al., 2021). This technique is often used in language learning for children, but it is also effective for adult learners.

Active Engagement Theory

According to this theory, students' active involvement in the learning process will improve their ability to remember information. For Arabic vocabulary, this could mean students not only listening to or reading words, but also participating in activities such as rewriting, using words in sentences, or discussing with friends. This activity engages the brain more deeply and helps memory last (Hutton et al., 2020).

Multisensory Learning Theory

Learning that involves multiple senses (multisensory) is considered more effective because information is processed by more pathways in the brain. In terms of memorizing Arabic vocabulary, learning can be integrated with the use of audio (listening to vocabulary), visual (looking at pictures or writing), and kinesthetics (writing or practicing). This multisensory approach is believed to strengthen memory .

The following are the results of interviews with several MA Walisongo students:

Factor Coqnitif

Students experience difficulty in memorizing Arabic vocabulary because the risk that will be borne is remembering Arabic vocabulary that has been memorized. Students have a strategy where the student has a certain time/best time, according to him, which is after dawn and midnight because according to him there are not too many thoughts to think about. Although students feel dizzy, they do not feel difficulties when memorizing Arabic vocabulary and according to him, what causes them to be dizzy in memorizing Arabic vocabulary is laziness. Students do not use any strategy in memorizing Arabic vocabulary which makes them not feel the effects When memorizing Arabic vocabulary, this may be why students experience dizziness when memorizing Arabic vocabulary. Students find that there are many difficulties in memorizing Arabic vocabulary, such as the placement of harakat, correct pronunciation, and recall which makes this student lazy to memorize Arabic vocabulary.

However, this student has an effective strategy to memorize Arabic vocabulary and the results are effective. Students find it difficult to memorize Arabic vocabulary because Arabic learning is only done in schools and not elsewhere. According to students, by memorizing repeatedly he can memorize Arabic vocabulary well. Students practice difficulty in memorizing Arabic vocabulary which makes students feel lazy to do that. However, according to students, by reading many times, they can memorize Arabic vocabulary and according to him, it is most effective if applied. Students have difficulty in memorizing murfodat because of their harokat, munking difficulties in their nahwu shorof. Students do not use any strategies in memorizing Arabic vocabulary.



Students have difficulty in memorizing Arabic vocabulary (Arabic vocabulary), especially in recalling and placing harakat, which causes students to feel lazy and dizzy. Even so, students have certain times to memorize, namely after dawn and midnight, when the mind is considered calmer. However, students do not use specific strategies in memorization, relying only on repetition as the method considered the most effective. Difficulties are also caused by limited Arabic learning in schools without outside support.

Based on the results of the interview above, it shows students have certain times to memorize, namely after dawn and midnight, when the mind is considered calmer. However, students do not use specific strategies in memorization, relying only on repetition as the method considered the most effective. According to the results of the research, The research conducted by Kholis is based on his research that cognitive has a learning strategy that can be practiced by students when memorizing foreign language vocabulary (Amrullah, 2021). Practice which contains several subs or steps as follows repetition, formal practice with sound and writing systems, recognizing and using formulas and patterns, recombining, practicing naturally. Receiving and sending messages is the same as the one above, this strategy also has the following subs like get ideas quickly, use facilities to receive and send messages. Analyzing and reasoning also have sub or steps as follows deductive reasoning, expression analysis, contextual analysis, translation, knowledge transfer. Create a structure for inputs and outputs similar to the others. This strategy has the following sub or steps Note, Summarize and Highlight. According to the explanation above, it can be concluded that cognitive factors can affect student learning, especially in memorizing foreign language vocabulary. However, students can use various strategies to recite by taking advantage of a lot of free time.

Motivational Factors

Students feel motivated when there is support from someone, teacher, friend, or parent. Students feel the influence of such support because students want to be easy when talking to Arabs. Students do not have motivation in memorizing Arabic vocabulary because of several factors that he perceives. Students do not feel that there is an influence on the support of teachers and families on the memorization of Arabic vocabulary. What makes this student memorize Arabic vocabulary is his desire to master the Arabic language. According to ordinary students, it is related to the support of teachers and families for motivation in memorizing murodat. The motivation of students in memorizing Arabic vocabulary is to be able to enter heaven because in heaven using Arabic. With the great support, teachers and families make students enthusiastic in memorizing Arabic vocabulary. Students When someone has memorized their friends, they become motivated to memorize even though they feel difficult and we motivate them to go down or many students' thoughts become lazy. Students feel that the support from teachers and families makes students enthusiastic in memorizing Arabic vocabulary. Students are very motivated because they want to be able to read the

existing maqolah. According to students, families and teachers are very supportive in memorizing Arabic vocabulary.

Students feel motivated to memorize Arabic vocabulary mainly because of the support of those around them, such as teachers, friends, and family. This support helps students overcome difficulties in learning Arabic vocabulary, although sometimes their motivation decreases when they have a lot of thoughts. The student's main motivation is his desire to master Arabic to speak with native speakers, understand Arabic texts, and his hope of going to heaven. Support from the environment provides a significant boost of enthusiasm for students.

Based on the results of the interview above, it shows the student's main motivation is his desire to master Arabic to speak with native speakers, understand Arabic texts, and his hope of going to heaven. Based on the results of interviews with Arabic teachers, information was obtained that most students had difficulty in memorizing Arabic vocabulary due to lack of self-motivation and lack of enthusiasm to be able to master Arabic well (Koiruman et al., 2024). Based on the analysis of the influence of Arabic vocabulary mastery (variablex1) on students' learning motivation (variable), it is known that the significance is $0.014 < 0.05$ or 5% and t calculated $> t$ table, which is $2.547 > 2.00856$, then H_1 is accepted and it can be concluded that there is a statistically significant positive influence between Arabic vocabulary mastery and student learning motivation. This proves that the higher the level of mastery of Arabic vocabulary, the greater the child's motivation to learn (Mujib & Hamim, 2021). Based on the results of research conducted by Rista Angraeni, internal factors causing students' learning difficulties are due to interest in learning, laziness and difficulty memorizing (Angraeni, 2021).

There is a previous education history that is more from elementary school where the level of knowledge about Arabic is a little and then it is difficult to read and understand the meaning of Arabic reading, so it is difficult to memorize. Then the low interest of students in learning Arabic and memorizing Arabic vocabulary, how can it be easy to learn if interest alone is not there, in addition to that student concentration is also low, this makes it difficult for students to learn Arabic. Some of them have difficulty memorizing, because they are not interested in the lessons. According to the explanation above, it can be concluded that it is very important to provide motivation to students in order to increase their interest in learning languages, especially in memorizing foreign language vocabulary.

Environmental, School and Social Factors

Students feel that there is nothing at all that prevents them from reciting and what they feel is support from friends and family. Students feel support that really helps students to memorize Arabic vocabulary. Students also do not feel influenced by their friends and family on support or inhibition in memorizing Arabic vocabulary. However, students feel that there is little support from the school and home environment in the process of memorizing Arabic vocabulary. According to ordinary students, it is related to



friends and family to support or inhibit in memorizing the murodat. However, according to students, the school and home environment is very supportive of the process of memorizing Arabic vocabulary. The home and school environment also makes students enthusiastic in memorizing Arabic vocabulary. Friends and family support students in memorizing Arabic vocabulary without anything hindering them. According to him, the noisy friends make an obstacle in the process of memorizing Arabic vocabulary making students unfocused. Students feel that the home and school environment is very supportive in memorizing Arabic vocabulary. Students feel hampered because their friends often interfere. Students feel that the home environment is not supported and if there is at school.

Students feel good support from their home and school environment in memorizing Arabic vocabulary, even though they are sometimes disturbed by noisy friends. Support from family, friends, and the school environment gives students a boost of enthusiasm.

Based on the results of the interview above, it shows support from family, friends, and the school environment gives students a boost of enthusiasm. Based on the results of interviews with students, it was concluded that most of the reasons for the difficulty of students in memorizing Arabic vocabulary were due to the lack of support and attention from the students' parents at home. Based on the results of the interview, it was found that the teacher's teaching method was considered monotonous and did not attract the attention of students. Koiruman et al., "Identification of Mufrodats Learning Difficulties in Students." Based on the results of research conducted by Amanah et. al., the family environment has a great influence on the continuity of learning Arabic in students (Amanah Noor Pauseh, Nanda Nurul Azmi, 2022). Lack of attitude, encouragement and family motivation in students is one of the factors of learning difficulties in students themselves. In addition, rarely repeating Arabic lessons at home and not practicing them are also factors of difficulty in learning Arabic. School environment. Teacher attitudes, methods used by teachers in teaching and media used in teaching are one of the factors of students' difficulties in learning Arabic. The role of peers in the development of Arabic and the lack of knowledge about the importance of learning Arabic in society are also factors in learning Arabic. The research above has the same results as the results carried out by Erna et. al., which distinguishes the school researched by Erna has quite adequate school facilities, but there are other facilities that must be considered to support Arabic language learning, namely projector media so that students are not bored in learning Arabic (Erna Sulistiawati & Mahardini, 2021). Based on the discussion above, it can be concluded that the family, friends and school environment have an important role in building students' enthusiasm in memorizing foreign language vocabulary.

Emotional Factors

Students experience stress if they think about Arabic vocabulary that they have not memorized. The way students cope with feelings by calming their minds may be from

there students can reduce the level of stress experienced. When students have difficulty in memorizing Arabic vocabulary, students pray to Allah that the hope is that they will be able to face the difficulties they are facing. Students are confident in their determination by saying bismillah so that they can overcome negative feelings that make it difficult for them to memorize Arabic vocabulary. In facing difficulties, students perform tahajud prayers in order to relieve some stress experienced when memorizing Arabic vocabulary. By praying, students overcome difficulties in memorizing Arabic vocabulary. What students feel is a bit dizzy when they find difficulties but do not add stress. By convincing themselves that they can cope with the negative feelings they experience. Students do not feel stress when facing difficulties in memorizing Arabic vocabulary with confidence. With students confident in memorization, students can eliminate negative feelings. Students experience difficulties when they lack confidence which makes it difficult for students to memorize. With confidence, students can eliminate negative feelings.

Students experience a little stress when faced with unmemorized Arabic vocabulary, but try to cope with it by calming their minds, praying, and trying to be more confident. When experiencing difficulties, students pray and perform tahajud prayers to reduce stress and strengthen their beliefs in order to overcome negative feelings. With confidence and confidence, students can eliminate negative feelings that hinder the memorization process.

Technology Factor

Students feel that what is used in the learning method and classroom conditions is very helpful in the process of memorizing students' Arabic vocabulary. Because students live in the pesantren environment, students never use technology to memorize mufrodarat. Students stated that the teaching methods and classroom conditions were very helpful in the process of memorizing Arabic vocabulary. Students sometimes use technology but according to him, it is not effective, maybe he has not been able to maximize the use of technology. Students find the methods and conditions of the classroom a little helpful when memorizing Arabic vocabulary. Because students live in the pesantren environment, students have never used technology to memorize mufrodarat and according to him are a little effective in using technology to memorize Arabic vocabulary.

According to the students, the teaching methods and classroom conditions and according to him, students at MA Walisongo must communicate in Arabic in order to create an effective language environment. Because students live in the pesantren environment, students have never used technology to memorize Arabic vocabulary. According to the students, the teaching motto and classroom conditions are good but improved again so that students can memorize quickly. Because students live in the pesantren environment, students never use technology to memorize mufrodarat. Students suggest that teachers provide Arabic vocabulary and students are assisted in memorizing it. Students use the app and find it effective.



Students feel that the learning methods and classroom conditions are very helpful in memorizing Arabic vocabulary, even though in the pesantren environment they are not provided with technology to memorize. Some students who try the application feel that its use is not optimal.

Conclusion

Based on some of the explanations above, cognitive factors affect student learning, especially in memorizing foreign language vocabulary. However, students can take advantage of their free time with appropriate strategies. It is also important to give motivation to students to increase their interest in learning languages, especially in memorizing vocabulary. In addition, the family, friends, and school environment play a significant role in building students' enthusiasm for learning. Emotional connection with the memorization process cannot be separated because they support each other. Based on the research cited by Donna, technology can actually help students in memorizing a second language. However, in the pesantren studied, technology is not provided, so teachers need to optimize learning in the classroom so that students can learn optimally. Learning foreign language vocabulary can be improved with support from family.

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