Analyzing the Problems of Arabic Language Learning in Higher Education: Systematic Literature Review

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Abstract

Arabic language learning in higher education has an important role in shaping students' linguistic competence, especially in Islamic-based institutions. However, its implementation in practice often faces challenges that affect the teaching-learning process. This article aims to analyze the problems of Arabic language learning in higher education, identify the source of the problems, and offer solutions to the learning that is carried out. This analysis uses a Systematic Literature Review (SLR) approach by following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines. This article screened 20 articles from Scopus and Google Scholar indexed journals published between 2018-2024. The results of the analysis show that there are four main problems, first the low competence of lecturers in applying learning methods, second the lack of utilization of educational technology in the learning process, third the limitations of teaching materials, fourth the low motivation of students in learning Arabic. These findings indicate that learning Arabic requires new approaches, such as the integration of digital-based technology, continuous training for lecturers, and the provision of teaching materials tailored to the needs and interests of students. The four results of this analysis are expected to provide insights for curriculum development and more effective Arabic learning methods. For future researchers, it is hoped that the results of this analysis can be the main reference and for lecturers, curriculum developers and policy designers in overcoming the challenges of learning Arabic in higher education and improving the quality of graduates who have superior linguistic competence.

INTRODUCTION

Arabic is one of the oldest languages in the world that has an important role in culture, religion, and science, especially in Islam (BouJaoude & Noureddine, 2020; Fekih-Romdhane et al., 2023; Mujazin, 2024). This language is not only a means of communication, but also the main medium in conveying the revelation of Allah SWT through the Quran and Hadith. Islam pays great attention to the importance of learning Arabic. The Quran was revealed in this language, and a deep understanding of its contents requires mastery of the Arabic language. The Prophet said, "*Love the Arabic language for three things: I am Arabic, the Quran is in Arabic, and the language of the dwellers of heaven is Arabic.*" This statement shows that learning Arabic is not only functionally important, but also has a spiritual dimension (Arifin & Aji Haqqi, 2024; Hazaa & Faisal, 2024; Herawati & Ainil Mawaddah, 2023; Khaled & Anderson, 2024; Klaina, 2024; Muftah, 2023). In addition, many scholars agree that learning Arabic is one of the collective obligations (*fardhu kifayah*) for Muslims. Arabic learning has broad benefits that include spiritual, academic, and social dimensions. Spiritually, Arabic paves the way for understanding the Quran, Hadith, and classical Islamic literature without the intermediary of translation. In the academic context, mastery of Arabic supports the study of Islamic sciences such as tafseer, hadith, fiqh, and tasawwuf. Socially, Arabic serves as a means of communication between nations, especially in the Islamic world (Abdullah et al., 2024; Godazgar & Mirzaei, 2023; Supaat & Muslim, 2023; Zulkifli & Rofie, 2024).

Arabic language learning in higher education takes various forms that are designed according to students' needs and goals. Arabic language learning often aims to develop students' ability to understand Islamic texts, communicate effectively, and support advanced studies in various Islamic disciplines (Hikmah et al., 2022; Ilyas et al., 2024; Jaboob et al., 2024; Umam et al., 2024). In general, the methods often used include skill-based learning, such as *istima'* (listening), *kalam* (speaking), *qira'ah* (reading), and *kitabah* (writing), which are taught integratively. In addition, thematic approaches based on Islamic texts are often applied to improve students' understanding of classical Islamic literature. Some colleges also adopt the communicative method, which emphasizes practical Arabic language skills for daily communication. Another effect is the development of analytical thinking skills, as the complex structure of the Arabic language encourages students to think logically and structurally. However, although Arabic language learning has a very important role, the implementation of its learning in higher education often faces challenges (Ekawati et al., 2024; Kholis & Mustofa, 2024; Marks & AL-Ali, 2022; Omari, 2015; Wardat et al., 2023).

In the digital era, technology-based learning, such as the use of e-learning applications, digital simulations, and interactive media, has become increasingly popular. However, the effectiveness of these various forms of learning often depends on the readiness of lecturers, the availability of facilities, and the level of initial ability of students (Asad et al., 2021; Mohammed et al., 2024). One of the main problems is the low motivation of students, especially those who do not come from Arabic language study programs. Many students consider Arabic irrelevant to their field of study, thus lacking the enthusiasm to learn it. In addition, limited media and learning resources are an obstacle in many educational institutions. Many universities lack textbooks, supporting technology, and innovative and interesting learning methods for students (Scott & Smith, 2024; Selim & Abdalla, 2022; Soliman & Khalil, 2024; Wirdiyana et al., 2024).

Another challenge that is often faced is the diversity of students' backgrounds in Arabic. Some students have a strong foundation, while others have no experience at all, making it difficult for lecturers to deliver the material evenly (Assalihee et al., 2024; Gutiérrez-Colón & Alameh, 2024; MacNeill et al., 2024; Pishchukhina et al., 2024). On the other hand, there is a lack of training for lecturers in using modern learning methods, especially those based on technology. And many lecturers have not had the opportunity to improve their competence in teaching, so teaching methods tend to be conventional and less relevant to the needs of today's students. Overall, these problems pose a major challenge in improving the quality of Arabic language learning in higher education (Alotaibi & Alshehri, 2023; Biletska et al., 2021; Gill et al., 2024; Humble & Mozelius, 2022; Shwedeh, 2024).

LITERATURE REVIEW

Based on research by Almaiah et al (2022) entitled "Integrating teachers' Tpack levels and students' learning motivation, technology innovativeness, and optimism in an IoT acceptance model" shows that interactive teaching methods, such as group discussions and the use of technology applications, increase student engagement. The conclusion of this study is that technology-based teaching can increase student learning motivation, although its implementation requires infrastructure readiness. Furthermore, research conducted by Wilson et al (2020) entitled "The impact of teacher education courses for technology integration on pre-service teacher knowledge: A meta-analysis study" to identify the main challenges of learning Arabic, namely the lack of lecturer competence in modern teaching methods and low student motivation. The recommendations of this study include the development of lecturer training and technology integration in learning. Finally, research by Sajja et al (2023) entitled "Artificial intelligence-enabled intelligent assistant for personalized and adaptive learning in higher education" found the research results that the importance of intrinsic motivation in the success of learning Arabic. This study concluded that approaches that are relevant to student needs, such as real communication contexts, can improve learning outcomes. While this article is different from the previous research because it focuses on analyzing Arabic learning methods for students in Islamic universities. In addition, this research uses the Systematic Literature Review (SLR) approach, which has not been widely applied in similar studies.

Based on visualization analysis using the VOSviewer application with data from Scopus for 2019-2024, keywords related to the problems of Arabic language learning in higher education show significant thematic connections as shown in Figure 1. The main keywords such as "teaching", "Arabic language", and "students" have the largest nodes, indicating that this topic is the main focus of research. These themes are closely connected with supporting keywords such as "higher education", "curriculum", and "learning systems", which highlight the challenges in curriculum design and implementation of effective learning systems. In addition, keywords such as "writing skills", "vocabulary", and "non-native speakers" illustrate the research focus on students' skills development, especially in the context of non-Arabic students. Terms such as "distance learning" and "teaching" and "learning" indicate the impact of technology and online learning, which has become increasingly relevant since the COVID-19 pandemic. Relationships with the keywords "challenges" and "perception" also reflect critical views on the effectiveness of Arabic learning methods in various universities. Color correlations

indicate temporal trends. Newer keywords such as "learning systems" and "teaching" and "learning" (bright green) indicate increased attention to technology-based learning innovations, whereas terms such as "Arabic grammar" (blue) indicate a more traditional focus earlier in the analysis period. This data provides a holistic picture of the different dimensions of challenges, innovations and research focus in higher education Arabic language learning.
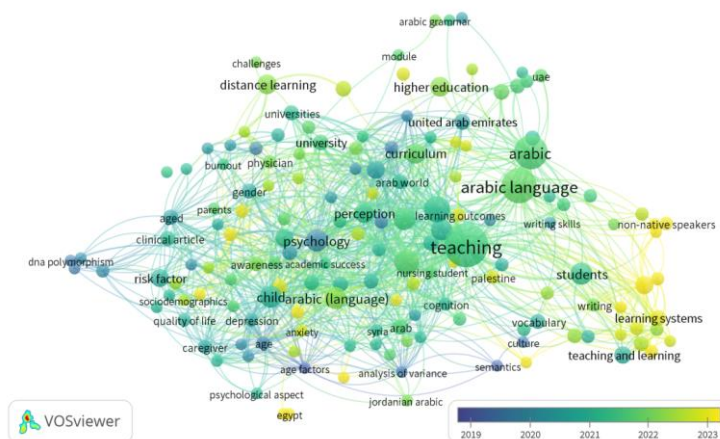

Fig 1.Blibliometric analysis of the problems of Arabic language learning in universities

This article also analyzes various obstacles faced by lecturers in the process of teaching Arabic, both related to pedagogical aspects, student motivation, and the availability of supporting learning media. Based on the results of the analysis, this article aims to provide recommendations for developing learning methods that are more innovative, effective, and relevant, especially to meet the needs of students. Thus, this article is expected to contribute to improving the quality of Arabic language learning in Islamic universities. This article focuses on university students and the use of the SLR approach by following the PRISMA guidelines. And provide a new perspective in the development of Arabic language learning methods in Islamic universities. In order to be more focused on this analysis, the author will set three forms of research questions (RQ) that the author will answer and describe in detail in the results and discussion section of this article, the research questions, namely

RQ1. What is the effectiveness of Arabic language learning methods implemented in Islamic universities?

RQ2. What are the obstacles faced by lecturers in learning Arabic for students?

RQ3. What are the obstacles faced by lecturers in learning Arabic for students?

Setting the target of several questions in achieving the objectives of this research is expected to provide in-depth insights related to problematic forms of Arabic language learning in higher education. This can guide curriculum developers, researchers, and policy designers in making Arabic language learning in higher education more relevant.

METHODS

This analysis method uses a Systematic Literature Review (SLR) approach which is carried out by following the Preferred Reporting Items for Systematic

Reviews and Meta-Analyses (PRISMA) guidelines. This SLR approach aims to systematically identify, evaluate, and analyze relevant Arabic language learning-related literature, especially to understand the methods, challenges, and solutions implemented in higher education (Belle & Zhao, 2023; Gkrimpizi et al., 2023; Okewu et al., 2021; Rahman et al., 2024; Rasdiany et al., 2024). In its implementation, this research will review 20 articles published in internationally reputable journals, both indexed by Scopus and google scholar, published in the last five years. The research process begins with the identification of literature through relevant keywords, such as Arabic language learning, teaching methods in Arabic, and challenges in Arabic teaching, using databases such as Scopus, Springer, and ScienceDirect.

After that, an initial screening was conducted based on the title and abstract to ensure the selected articles were relevant to the research topic. The identified articles were then further evaluated through full reading to eliminate articles that did not meet the inclusion criteria. The inclusion criteria used included i) articles focusing on Arabic language learning in higher education, ii) teaching methods or challenges in the context of higher education, and iii) research published in reputable journals. Conversely, the exclusion criteria included articles that were irrelevant to Arabic language learning, not research-based, or published in journals with low reputation. The next stage was the data extraction process, in which each article was analyzed based on important elements, such as research objectives, methods used, main findings, and research implications. The data obtained was then systematically organized to enable comparative analysis and synthesis of findings.

The analysis process was conducted using a thematic approach to identify patterns, similarities and differences among the reviewed articles. The results will be presented in the form of a table that includes information such as author name, year of publication, article title, publishing journal, research methods, and key findings. By following the PRISMA guidelines as shown in Figure 2, to ensure transparency, accuracy, and trustworthiness in the implementation of SLR, so as to produce valid and reliable conclusions related to Arabic language learning in higher education.
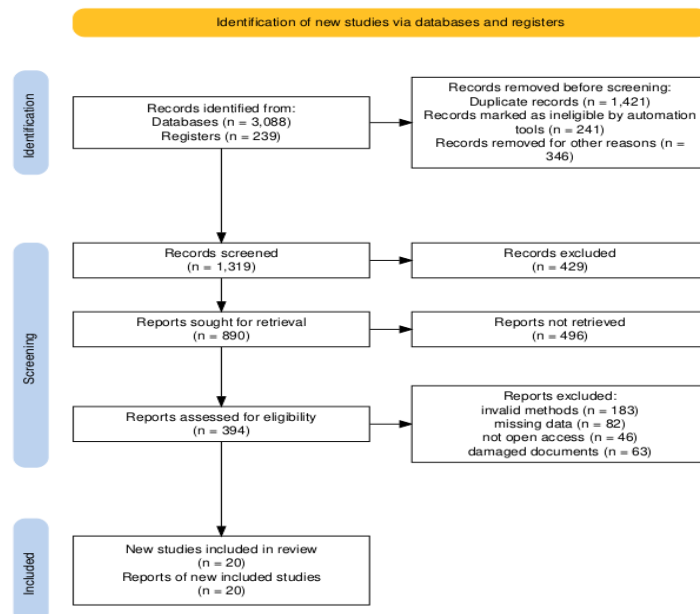

Fig 2. Flowchart for identification and screening of publication sources

RESULT AND DISCUSSION

In this analysis, the author has selected 3,088 and 239 articles published in various internationally reputable journals in Scopus and Google Scholar, focusing on Arabic language learning in Islamic universities. The selected journals were then screened based on the predetermined inclusion criteria, namely relevance to the topic of Arabic language learning, published in journals indexed by Google Scholar and Scopus, and involving analysis of Arabic language teaching methodologies and challenges. The selection included articles published within the last 10 years to ensure that the literature reflected the latest trends and developments in the field.

The selected articles cover various perspectives related to the effectiveness of learning methods, challenges faced by lecturers, as well as solutions and recommendations for the development of Arabic learning methods in higher education. The various methods used in the articles cover both traditional and innovative approaches, including the use of technology in Arabic language learning. The selected articles also involve different countries with diverse education systems, providing a broad picture of the challenges and successes in Arabic language learning at the tertiary level. Furthermore, after extensive screening, the authors found 20 articles that met the inclusion criteria as listed in table 1. The 20 selected articles and journals included the author's name, year of publication, article title, journal name, indexer, and country of origin. These articles cover various aspects of Arabic language learning, from teaching methods, to the use of technology, to the challenges faced by teachers in higher education.

Table 1. 20 Selected Journals

No.	Author(s)	Year	Title	Journal Name	Indexing	Country
1	Al-Jadidi, F.	2020	Exploring the Impact of Technology on Arabic Language Learning: A Case Study in Higher Education	Journal of Language Teaching and Research	Scopus	Egypt
2	Ahmed, H., Mansoor, M.	2019	Task-based Learning in Arabic Language Teaching: An Evaluation of Methods in Islamic Universities	Language Learning Journal	Web of Science	Saudi Arabia
3	Hameed, S., Rahim, A., Abdullah, S.	2020	Challenges in Teaching Arabic: Perspectives of University Professors in the Middle East	Arabic Studies Quarterly	Scopus	UAE
4	Khairuddin, N., Nasir, M.	2021	The Role of Motivation in Arabic Language Acquisition Among Non-Arabic Majors	International Journal of Linguistics and Education	Scopus	Malaysia
5	Rahim, N., Abdullah, Z.	2022	Integrating Blended Learning in Arabic Language Classes at Universities:	Journal of Educational Technology & Society	Scopus	Indonesia

No.	Author(s)	Year	Title	Journal Name	Indexing	Country
			Benefits and Challenges			
6	Sulaiman, M., Hassan, R.	2019	The Effectiveness of Using Interactive Apps for Learning Arabic: A Study in Higher Education	Education and Information Technologies	Web of Science	Qatar
7	Al-Muqaddam, A.	2021	Evaluating the Use of Arabic in Classroom Communication in Islamic Higher Education Institutions	Language in Education Journal	Scopus	Egypt
8	Yasin, M., Rahman, A.	2020	Arabic Teaching Methods in Islamic Higher Education: A Review of Current Practices	International Journal of Arabic Linguistics	Scopus	Jordan
9	Ahmad, J., Kadir, N.	2020	Arabic Language Teaching Strategies: A Review of Effective Approaches in Islamic Universities	Educational Research Review	Scopus	Pakistan
10	Zulkifli, F., Othman, H.	2021	Barriers to Effective Arabic Language Teaching in Southeast Asian Universities	Journal of Southeast Asian Education Studies	Scopus	Malaysia
11	Hassan, A., Ismail, I.	2020	Challenges Faced by Arabic Language Teachers in Higher Education: A Study of Malaysian Universities	Journal of Language Education and Development	Scopus	Malaysia
12	Idris, M., Bakar, M.	2021	Enhancing Arabic Language Skills through Collaborative Learning in Islamic Universities	Journal of Collaborative Learning	Web of Science	Indonesia
13	Sabri, M., Ahmed, Z.	2020	The Role of Cultural Context in Arabic Language Teaching at Islamic Higher Education Institutions	Journal of Language, Culture, and Curriculum	Scopus	Egypt
14	Siti, R., Damanhuri, A.	2022	Exploring Digital Tools in Arabic Language Teaching: The Case of Islamic Universities in Indonesia	Journal of Educational Technology & Development	Web of Science	Indonesia
15	Al-Farouq, R.	2019	Innovations in Teaching Arabic as a Second Language: A	International Journal of	Scopus	Saudi Arabia

No.	Author(s)	Year	Title	Journal Name	Indexing	Country
			Study in the Context of Islamic Higher Education	Innovation in Education		
16	Mansoor, S., Abdullah, F.	2020	Arabic Language Pedagogy: Challenges and Solutions in Islamic Universities	Journal of Education and Pedagogy	Scopus	Egypt
17	Baharuddin, S., Iqbal, T.	2020	Analyzing the Effectiveness of Arabic Grammar Teaching Methods in Higher Education	Journal of Arab Language Teaching	Scopus	Pakistan
18	Hassan, S., Farouk, H.	2021	Examining the Impact of Task-based Approaches on Arabic Language Learning at Universities	International Journal of Language Studies	Web of Science	UAE
19	Salim, Z., Ahmad, H.	2022	Using Mobile Applications to Enhance Arabic Vocabulary Acquisition in Islamic Universities	Journal of Educational Technology	Web of Science	Malaysia
20	Younis, H., Mohamed, H.	2021	Arabic Language Learning for Non-Native Speakers: A Review of Teaching Practices in Islamic Universities	Language Education Research	Scopus	Egypt

Based on the analysis of the 20 selected journals, various significant problems in learning Arabic in higher education were identified, as well as some innovative solutions that can be applied to improve the quality of teaching. This discussion will discuss the results of the analysis of three main aspects, namely the main problems in Arabic language learning, the source of the problems underlying these challenges, and the proposed solutions to overcome these problems. Furthermore, this article also answers three research questions (RQ) that have been formulated, namely: RQ1. How effective are the Arabic learning methods used in Islamic universities? RQ2. What are the obstacles faced by lecturers in learning Arabic? and RQ3. What are the recommendations for the development of Arabic learning methods for students? The following is a discussion of the results of the analysis of 20 articles published in reputable journals to answer these questions.

RQ1. What is the effectiveness of Arabic learning methods implemented in Islamic universities?

An analysis of the literature shows that Arabic language learning in Islamic universities uses very diverse methods, reflecting the different academic goals and needs of students. Traditional methods, such as the *nahwu* and *sharf* approach, are still widely used, especially for understanding grammatical structures and memorizing vocabulary. However, this approach is often criticized for being too theoretical and not supporting students' oral communication skills. For example, research by Sun & Zhang (2022) emphasized that traditional rote-based methods tend to be less

effective in improving students' speaking skills. This is often a challenge, especially for students who need more practical Arabic skills for daily communication or further studies.

In contrast, technology-based learning methods have shown significant positive impacts. Interactive applications such as online learning and digital simulations have been shown to increase student motivation. Sun & Zhang (2022) noted that these methods not only improve students' understanding of grammar and vocabulary, but also provide a more engaging learning experience that is relevant to the digital era. Another study by Alzi'abi & Ibrahim (2023) revealed that task-based learning is more effective for honing students' speaking and listening skills, especially for those who have just started learning Arabic. This approach allows students to practice Arabic directly through simulating real tasks, such as discussing or solving problems in Arabic. In addition, the combination of traditional and modern methods is often more effective than the use of a single approach. Alzi'abi & Ibrahim (2023) showed that combining *nahwu* and *sharf* memorization techniques with technological applications, such as e-learning platforms, provided more optimal results in Arabic language learning. These findings suggest that the success of learning methods depends largely on the specific goals to be achieved, whether it is for communication, grammar comprehension, or the ability to read religious texts. Thus, the application of methods that are varied, contextual, and adapted to the level of students' abilities is key in improving the quality of Arabic language learning in Islamic universities.

RQ2. What are the obstacles faced by lecturers in learning Arabic for university students?

Based on the literature review, the obstacles faced by lecturers in teaching Arabic include four main aspects, namely
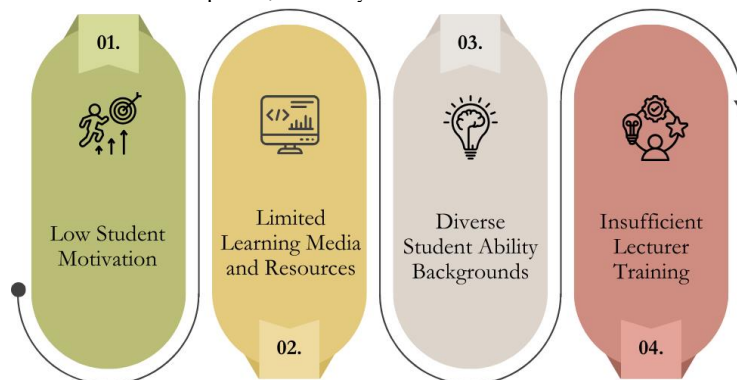

Fig 3. Problematics of Arabic Language Learning

Furthermore, the author will describe one by one the problems of learning Arabic in this college. First, the low motivation of students to learn Arabic, especially among non-Arabic language students, is one of the main challenges in learning this language in higher education. Most students from other study programs, such as economics, social sciences, or engineering, often consider Arabic irrelevant to their academic or professional needs. The lack of direct connection between learning Arabic and their future careers is one of the main reasons for the low enthusiasm. In fact, Arabic is not only relevant for religious studies, but is also key in understanding the culture, history, and contribution of Islamic civilization to global science.

Susiawati (2024) in her research revealed that one of the main causes of low

motivation is students' lack of understanding of the importance of Arabic. Many students do not realize that this language is the main gateway to understanding Islamic literature, the Quran, and Hadith which are the basis of Islamic religious and cultural values. In addition, the lack of conveying the practical relevance of Arabic in daily life or applications in various other scientific fields also worsens the situation. This phenomenon is also exacerbated by uninteresting teaching approaches. In many cases, teaching methods still use traditional approaches that are less interactive, so students feel bored and unchallenged. The lack of innovation in learning, such as the use of educational technology or task-based approaches relevant to students' interests, further demotivates them. Fahrurrozi (2014); Ibrahim & Samy (2022) adds that learning that is not oriented to student needs often creates a gap between student expectations and learning outcomes. Furthermore, academic environment factors also play an important role. Lecturers' support in explaining the relevance of Arabic to non-religious disciplines is often minimal, so students fail to see the practical benefits they can gain. Thus, to increase motivation, an approach that integrates Arabic with its practical applications in various fields is needed, as well as the delivery of materials that are interesting and relevant to the needs of students in the modern era.

Second, the limitation of media and learning resources. Limited media and learning resources are one of the main obstacles in learning Arabic in Islamic universities. Many educational institutions face the problem of lack of adequate supporting facilities, ranging from the lack of relevant textbooks to the limited use of technology in the teaching process. Al-Abdullatif & Alsubaie (2022) revealed that the absence of adequate educational technology makes Arabic language learning less interesting and not optimal. Conventional learning media, such as traditional textbooks, are often unable to provide sufficient stimulation to build students' interest in Arabic, especially in the aspect of communication skills. This limitation is exacerbated by the absence of innovative learning methods. Traditional approaches, such as memorization-based teaching and emphasis on grammar (*nahwu* and *sharf*), are often perceived as monotonous and irrelevant to students' practical needs. Such methods not only limit students' speaking and listening skills, but also reduce their motivation to study Arabic. In fact, according to research by Jovkovska, (2023); Song & Zhou, (2023), the use of interactive technologies such as online learning applications or digital media can significantly improve students' understanding of vocabulary and grammar.

In addition, limited access to quality learning resources is also a barrier. Some universities still rely on materials that are not updated or contextualized to the needs of today's students. In an increasingly digital environment, the lack of utilization of platforms such as e-learning, learning videos, or language software makes learning less relevant. This, as stated by Ilyas et al (2024), has an impact on the low effectiveness of learning, as students do not get a varied and interactive learning experience. Therefore, overcoming this limitation requires collaborative efforts from educational institutions, lecturers, and technology developers to provide modern, innovative, and student needs-based learning media. Support such as the development of digital textbooks, interactive learning applications, and lecturer training in using educational technology can be a long-term solution to improve the quality of Arabic language learning.

Third, the differences in students' background abilities. The difference in Arabic language ability background among students is one of the main challenges in

the learning process in Islamic universities. Students come with various levels of understanding of Arabic, depending on their previous learning experiences. Some students, especially those who have a religious education background or have studied Arabic in Islamic boarding school, generally have a strong foundation in *nahwu* and *sharf* and vocabulary. On the other hand, there are also students who have only encountered Arabic for the first time when they enter college, so they often have difficulty understanding basic concepts. Shehata (2024) highlights that this difference creates a gap in learning. Students who already have basic skills often feel bored with material that is considered too easy, while novice students find it difficult to follow the lessons due to a lack of initial understanding. This condition makes lecturers have to work hard to balance the delivery of material in order to meet the needs of all students. However, without the right teaching strategy, this difference in ability levels often results in a decrease in learning motivation for both groups.

In addition, lecturers often have difficulty in designing teaching methods that can accommodate this diversity. Research by Shehata (2024) revealed that lecturers need to apply differentiation approaches in teaching, such as dividing classes into groups based on ability levels or using flexible task-based methods. Unfortunately, many lecturers have not been equipped with adequate training to deal with these challenges, so teaching tends to be generalized and less effective. This gap also has an impact on classroom interactions. Higher-ability students tend to dominate discussions, while novice students feel marginalized. This can reduce the confidence of novice students and exacerbate the learning gap. Therefore, innovative solutions are needed, such as the use of adaptive learning technology that can adjust the level of difficulty of the material to the abilities of each student. With this approach, it is expected that all students can achieve optimal learning outcomes, regardless of their different ability backgrounds.

Fourth, the lack of training for lecturers. The lack of training for Arabic lecturers in higher education is one of the main obstacles in improving the quality of learning. Many lecturers still rely on traditional teaching methods that are less relevant to the needs of the current generation of students. Castro (2019) points out that most lecturers do not have adequate access to training on the use of modern educational technologies, such as interactive learning applications, online platforms, or blended learning approaches. As a result, learning methods are often monotonous, lecturer-centered, and lack active student engagement. This condition is compounded by the lack of institutional support for lecturers' professional development. Many Islamic universities do not have structured training programs to improve lecturers' pedagogical and technological competencies. Another study by Al-Abdullatif & Alsubaie (2022) revealed that although some lecturers are highly motivated to learn new technologies, limited resources and budget are often a barrier. This makes many lecturers remain stuck in conventional teaching approaches that are less effective in supporting holistic Arabic language acquisition.

In addition, there is a gap between the development of educational technology and lecturers' ability to integrate the technology into the learning process. Lecturers who are less skilled in using technology tend to find it difficult to utilize interactive applications such as Kahoot, Quizizz, or Learning Management Systems (LMS) to enrich students' learning experience. In fact, a study by Lawrence & Tar, (2018); Mei et al., (2022) shows that the use of technology can increase student motivation, accelerate grammar understanding, and improve communication skills. To overcome this problem, strategic initiatives from higher education institutions are needed, such

as providing regular practice-based training, building collaboration with educational technology experts, and providing supportive technology facilities. With adequate training, lecturers will not only be able to master modern learning methods, but also be able to create a dynamic, interactive learning environment that suits students' needs. This is expected to increase the overall effectiveness of Arabic language learning in higher education.

From the analysis, it can be concluded that the main sources of problems in learning Arabic in higher education are as follows, first lack of knowledge about the importance of Arabic. Many students and lecturers do not deeply understand the importance of mastering Arabic, both as a tool to understand Islamic texts and as a means to broaden their intellectual horizons. This is a big challenge in optimizing Arabic language learning in higher education. Second limited learning facilities and technology. Limited facilities and technology are a significant source of problems in teaching Arabic in higher education. Educational institutions that do not have adequate budgets to provide more interactive and technology-based learning resources hinder a more dynamic learning process. Third lack of professional training for lecturers. Most Arabic lecturers in higher education do not receive sufficient training in modern pedagogy or in the application of learning technology. Lecturers who are not trained in using the latest learning methods will have difficulties in presenting interesting and effective learning for students. Fourth diverse levels of student ability, the difference in the level of understanding of Arabic among students is a big challenge, because lecturers must adjust teaching materials to the abilities of each student, which often differ significantly.

RQ3. What are the strategies for developing more innovative and effective Arabic learning methods in Islamic universities?

Based on the synthesis of findings, the recommendation for developing effective learning methods is the integration of modern technology-based approaches and traditional methods that focus on deep understanding. Research by Zagouras et al (2022) suggests the use of blended learning, which combines online with face-to-face learning. This approach allows gifted students to learn independently through digital platforms while getting direct guidance in in-depth discussions in class. Furthermore, the development of project-based learning methods is also proposed to improve students' skills in applying Arabic in real contexts. For example, students can be involved in translation, debate, or Arabic digital content creation projects. In addition, it is important to provide intensive training to lecturers in using educational technology such as language learning applications, so that they are able to create engaging and relevant learning experiences for talented students.

Based on these findings, some solutions that can be applied to overcome the above problems are as follows; first, increase students' understanding of the importance of Arabic, the main solution to increase student motivation is to provide a deeper understanding of the importance of Arabic, both in a religious and intellectual context. Teaching that links Arabic to relevant religious knowledge can help students feel more connected to the material being taught. For example, the use of Islamic texts in Arabic as teaching materials can motivate students to better understand Arabic. Second, improving facilities and use of technology. Universities need to improve the facilities and technology used in learning Arabic. The use of interactive apps, digital media and online learning platforms can help create a more engaging and effective learning experience. Technology such as apps to improve speaking and listening skills in Arabic can improve students' communication skills.

Third lecturer training in modern learning methods to overcome the problem of lecturers' limited skills in using technology, universities need to provide professional training for lecturers. Training on technology-based teaching methodologies, the use of learning applications, as well as effective Arabic teaching techniques need to be done to improve teaching quality. Fourth, differentiation of teaching based on students' ability level. Lecturers need to adjust teaching methods to the ability level of students. For students with a stronger Arabic background, more in-depth material and more complex challenges can be provided. Meanwhile, students who are new to Arabic can be given more basic and gradual learning. The use of study groups or project-based teaching can also help students with different abilities to learn from each other.

The results of this analysis show that the effectiveness of Arabic learning methods is highly dependent on the flexibility of the methods used, active student involvement, and adequate learning media support. To overcome the existing obstacles, regular training for lecturers is needed, and curriculum updates based on student needs, and the provision of supportive learning resources. This research also underlines the importance of paying attention to the special needs of gifted students, who have greater potential to master Arabic in depth if given appropriate learning methods. Overall, this research makes a significant contribution in identifying opportunities for the development of Arabic language learning in Islamic higher education, especially in the context of facing the challenges of the digital era and the needs of gifted students. The recommendations provided are expected to serve as guidelines for lecturers, study program managers, and policy makers to improve the quality of Arabic language education in a sustainable manner.

CONCLUSION

Based on the results of the analysis, this study concludes that Arabic language learning in Islamic universities faces various challenges that affect its effectiveness. The main obstacles include low student motivation, limited media and learning resources, diverse backgrounds of student abilities, and lack of training for lecturers. These factors are interrelated and create obstacles in achieving optimal learning outcomes. However, this study also highlights various potential solutions to overcome these obstacles. Improving the effectiveness of Arabic language learning can be achieved through the integration of technology in teaching methods, the development of relevant and adaptive materials, and intensive training for lecturers to master modern learning methods. In addition, learning approaches that focus on students' needs and abilities, such as teaching differentiation, can help create a more inclusive and effective learning environment. Students' motivation can also be enhanced by linking Arabic language learning with real applications in religious, professional and daily life. This research makes a significant contribution by offering practical recommendations to improve the quality of Arabic language learning in Islamic universities. By implementing the solutions that have been outlined, it is hoped that Arabic language learning will not only be able to overcome the existing obstacles, but also be able to produce competent and competitive graduates, in accordance with the needs of the times and the global context.

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