

## Malcolm Knowles Andragogy and Demotivation in Arabic Learning at Islamic University in Indramayu

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**ABSTRACT:** The purpose of this study was to explore the scope of Malcolm Knowles' andragogy concept as a learning theory for adult education, to reveal the characteristics of Arabic and its learning methodology as two demotivating factors, and to formulate alternative solutions to motivate students' Arabic learning based on these concepts. This research uses descriptive qualitative method. Data was collected using observation, interviews, essays and documentation. The participants were 238 students. Data analysis uses comparative categorization analysis techniques. The results of this study: 1) The application of the concept of andragogy in three Islamic universities in Indramayu can help students face problems in learning Arabic, 2) The characteristics of the Arabic language that distinguish it from other languages in the world in terms of sounds, letters, vocabulary and sentences, are the main attraction for Arabic language learners to better understand and explore it, and 3) Several alternative solutions to motivate Arabic language learning in Islamic universities based on this concept include: teacher performance, organizing teaching materials, learning methods, realizing Arabiyah bi'ah, and promoting Arabic language activities.

**Keywords** -Andragogy, Demotivation, Arabic Learning

### I. INTRODUCTION

Learning Arabic is the process of delivering knowledge and information from the teacher about Arabic to the minds of learners in the right and appropriate way to achieve the desired goals. As for the Arabic sciences referred to here, according to Al-Ghalayin, namely the sciences by which he arrived at the perfection of the tongue and pen from error, and they are thirteen knowledges, namely: al-sharaf and al-i'rab ( which is combined with the name nahwu), al-rasm (which is knowledge of the origin of the writing of words), al-ma'ani, al-bayan, al-badi', al-'arudh, al-qawafi, qardh al-syi 'r, al-insya, al-khitabah, al-adab dates, and matn al-lughah. The most important of these sciences is the science of sharaf and i'rab (al-Ghulayain, 2014).

In learning Arabic, demotivating phenomena often occur as in other foreign languages. Among the demotivating factors found were the characteristics of the Arabic language itself and its learning methodology. These two demotivating factors are thought to have occurred in students of Islamic University in Indramayu.

The factors that influence the motivation and demotivation of students in learning Arabic are varied. Rushdi Ahmed Tuaima said that there are several aspects that are important for experts when dealing with situations in learning Arabic as a second language, including similarities in the first and second languages, differences in the first and second languages, motivation, attitudes, individual factors. and their role in language teaching and the characteristics of successful learners in a second language (Thu'aimah, 1989).

An important factor in language learning is the learner's motivational factor which must be maintained so that demotivation does not occur. Demotivation is a phenomenon or symptom of motivational inhibition for various reasons. Demotivation studies are very important to do to find solutions that can be taken in overcoming serious demotivation in the learning process. Because according to Muhenon, there are two possibilities for learners to learn a language, continue to be able to maintain their motivation or break it (Muhenon, 2004). In line with that, Hermawan said that motivation is a strong and uplifting motive that can direct human behavior (Hermawan, 2011). Motivation is often discussed in everyday life. The study of motivation is usually concerned with the reasons why a person engages in an action and behavior. Therefore, learning motivation plays an important role in increasing and encouraging students' interest in learning.

Motivation is a condition that arises in a person in a certain situation as a result of several internal factors in addition to several external factors in this regard. Including internal conditions is motivation (al-

Qibtiyah, 2016). Motivation is also an important factor in language learning in terms of social psychology and is the key to success in increasing the intensity of learning and choosing learning strategies. The focus of research on motivation to learn a foreign language includes the reasons why learners learn a foreign language and continue to maintain that motivation. Since language is related to social and cultural contexts, motivation to learn a foreign language is a complex issue, which in the end is slightly different. Mastering a foreign language and its cultural elements is a social event, and thus becomes more specific when learning Arabic.

In some cases, according to Al-Khuli, learners are forced to study foreign languages in school programs. It was imposed on him as a subject in which he had no choice. In some cases, school programs allow learners to choose a foreign language between two or more languages. In the first situation, some learners' motivation to learn a foreign language may be minimal. In the second situation, motivation is generally better, because the learner is given the opportunity to choose the language he is likely to feel the need to learn. In an intensive program, it is the learner himself who chooses to study in the program or knows beforehand that this intensive program is required. Therefore, it is likely that the learning motivation of students in the intensive program is stronger than the motivation of students in the school program (al-Khuli, 1997).

The positive effect of encouraging interest in language learning and trying to maintain this interest has been a source of attention for research on motivation in general. As for other motivational aspects that may be experienced by students, namely a temporary loss of motivation, called demotivation, which is a force that reduces motivation when doing something, it still requires attention in foreign language research, because it has a direct impact on the learning process (Guntur *et al.*, 2016).

As Hermawan said regarding the results of research conducted by Syamsuddin Mas'ud on 30 students of political science (humanities) at the International Islamic University Malaysia regarding the difficulty of learning Arabic, this is not the case in these subjects. or Arabic subjects, but no interest (100%), no background in learning Arabic (87%), College curriculum (83%), difficulty understanding Arabic material (57%), and a classroom environment that is not support (50%) . More than that, 80% were found that the cause of difficulty in learning Arabic was psychological factors (motivation, interest, lack of self-confidence), 77% of them had a negative impression of Arabic, and 33% repeated Arabic courses. believe it. This affects their Arabic learning at university (Hermawan, 2018). As also quoted from the research results of Saepul Islam that the characteristics of the Arabic language with a percentage of 49.6% ranks first from the total participant answers. This makes it clear that the characteristics of the Arabic language are one of the motives for the emergence of demotivation in learning Arabic (Islam, 2015). Based on the results of this study, it can be concluded that the characteristics of the Arabic language and its educational methodology are among the factors that demotivate Arabic learning.

Among the internal factors that drive demotivation in learning Arabic, the most common among students is related to the characteristics of the Arabic language and its learning. These results were obtained by researchers from initial observations and interviews with students and Arabic language teachers. Although it is related to curriculum development which is a challenge and part of the problems faced by teaching Arabic, it cannot be solved personally, but must go through an institutional and multilateral (participatory-collaborative) approach (Wahab, 2016).

The researcher had the opportunity to have a dialogue with the students during the initial observation period. The researcher's assumption about the lack of student motivation in the Arabic learning process is not just an assumption. A number of these students generally admitted that at first they were very motivated to master Arabic. But along with the learning process, motivation slowly decreases and eventually turns into demotivation.

Students are adult learners who have their own learning strategies that are different from children's learners. Therefore, it is important to conduct this study to correlate the demotivating factors that occur with the application of the concept of andragogy. Andragogy deals with the way adults learn. Experts who have discussed the concept of andragogy include Dugan Laird, Carl R. Rogers, Robert M. Gagne, Paulo Freire, Jack Mezirow, and Malcolm Knowles. In this study, the focus is on the concept of andragogy Malcolm Knowles, who put forward four main assumptions in his concept, which is a comparison between the concepts of pedagogy and andragogy.

The researcher chose Malcolm Knowles' andragogy concept compared to other andragogy concepts, because he is famous for his andragogy theory, so he is considered the father of andragogy, although he is not the first to use the term. In addition, his andragogy concept is very relevant to be applied in this university. Knowles' Andragogy concept which explains some of these basic assumptions is easy to understand so that it is easy to apply in the implementation process in adult learning. Knowles then describes the emerging adult learning theory in more detail based on the unique characteristics of adults as learners (Knowles, 1973). Therefore, the concept of andragogy must be applied in learning in higher education where students can be categorized as biologically, psychologically and socially mature learners.

Knowles defines andragogy as the art and science of helping adult learners learn. Maturity means maturity of function in terms of considerations, responsibilities and roles in life from a biological, social and

psychological perspective. Biologically, adults are capable of reproduction. Adult socially means if he has played a social role that is usually assigned to adults. Meanwhile, psychologically mature, when he is responsible for the decisions and choices he makes in life. A person's maturity is influenced by his social culture, so that maturity is always changing and developing (Malik, 2008). So a person's maturity is greatly influenced by his presence in the environment. Students as academics certainly need learning strategies that can support them in their development, so that the maturity of their thinking depends on the knowledge they are currently engaged in.

Based on this background, this study aims to explore the scope of Malcolm Knowles' andragogy concept as a learning theory for adult education in Islamic tertiary institutions and to reveal the characteristics of the Arabic language and its learning methodology as demotivating factors and to formulate alternative solutions to motivate Arabic language learning, in Islamic universities based on this concept. This is necessary because the Arabic language material in Islamic tertiary institutions is one of the mandatory materials as well as the basic skills that students must possess to understand Islamic religious knowledge at the next level and also as an international language of association.

## II. OBJECTIVE

This study used descriptive qualitative method. Qualitative methods are often called natural research methods because research is carried out in a natural setting. Natural objects are things that develop as they are, not manipulated by researchers and the presence of researchers does not affect the dynamics of organisms. The qualitative research instrument is the researcher himself (Sugiyono, 2019). Qualitative descriptive method is an attempt to describe and explain what happened (Moleong, 2002). The purpose of this qualitative approach is to find descriptive information about Malcolm Knowles' andragogy concept and the sources of demotivation that occur.

In this study, researchers chose a qualitative model because of its many advantages. As explained by Taufiq, the advantages of the qualitative model include the first understanding of meaning, because the focus of qualitative research is on the meaning behind visible phenomena. Second, the understanding of a particular context, in the sense of qualitative research, is extracted from the context. Third, to identify unexpected phenomena and influences, any information that the researcher finds about the object under study must be estimated because the information may have the ability to explore the meaning of the object under study. Fourth, the emergence of data-driven theory, in qualitative research a theory will emerge from existing data that draws inductive conclusions. Fifth, by understanding the process, qualitative researchers emphasize the process rather than the results. Sixth, causal explanation, which is an explanation that provides reasons for the extent of the role of the phenomenon (thing) or meaning in its context (Taufiq, 2018).

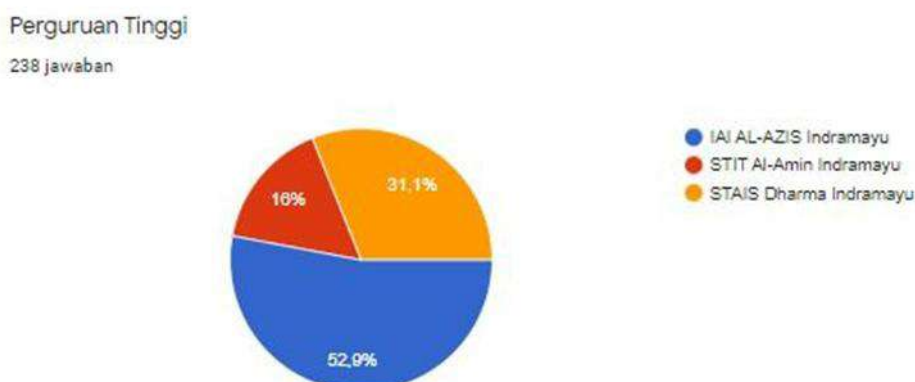
The primary data sources that are the main sources of this research are Arabic language teachers and learners at three Islamic Universities in Indramayu, namely IAI AL-AZIS, STIT Al-Amin, and STAI Pangeran Dharma Kusuma Segeran Indramayu. It should be noted that at IAI AL-AZIS there are three faculties within it, namely the Tarbiyah Faculty with two study programs, the Arabic Language Education Study Program (PBA) and the Madrasah Ibtidaiyah Teaching Education Study Program (PGMI), and the Sharia Faculty with two study programs, namely the Law study program. State Administration (HTN) and Sharia Economic Law (HES) study program. The Da'wah Faculty also has two study programs, namely Da'wah Management Study Program (MD) and Islamic Communication and Broadcasting Study Program (KPI). And at STIT Al-Amin there are four majors, namely Islamic Religious Education (PAI), PGMI, Early Childhood Islamic Education (PIAUD) and Islamic Education Management (MPI). Meanwhile, STAI Pangeran Dharma Kusuma Segeran Indramayu consists of five majors, namely PIAUD, PGMI, PAI, Muamalah, and Sharia Economics.

Qualitative research does not recognize the terms population and sample. A population or sample in a qualitative approach is more precisely called a data source in a particular social situation (Satori, 2007). Spradley in Sugiyono (2011) says that social status consists of three components, namely, place, actors, and activities that interact synergistically. In this study, the data source uses a purposive sample that focuses on selected informants rich in cases for in-depth studies (Sugiyono, 2019).

The researcher identifies the problems in this study in: 1) the characteristics of the Arabic language and its educational methodology, considering the demotivation factors that occur in Islamic universities, 2) Malcolm Knowles' andragogy with its concept, which includes four basic assumptions, 3) students participating in the first level of the academic year 2020/2021 in Three Islamic universities in Indramayu are currently taking Arabic language courses, 4) Alternative efforts can be made to motivate students to learn Arabic based on Malcolm Knowles' concept of andragogy.

Students who are participants are active students at the three Islamic universities in Indramayu who have received and are currently receiving Arabic language courses, so that they can describe their experiences during the process of learning Arabic at Islamic universities. The participants were 238 students out of a total of 2379 students. The students represented from each department in the first level of the academic year 2020/2021

from three Islamic universities in Indramayu and can be illustrated in diagram 1 below. While the secondary data in this study is data obtained through books related to this research, journals, theses, letters and other library sources.



**Diagram 1**  
**Research Participants**

In qualitative research, sampling techniques that are often used are purposive sampling and snowball sampling. Purposive sampling is a method of sampling data sources with certain considerations. In this study, a particular consideration is that the data source is considered to know best what is expected of the research. Snowball sampling is a technique for sampling data sources that are initially small in number, and are increasing over time. This is done because they do not get satisfactory data so they look for other data sources (Sugiyono, 2019).

Data can be collected in different places, different sources, and in different ways. When viewed from the setting, data can be collected in a natural environment. In this study, the natural situations in question are Arabic language teachers and learners at IAI AL-AZIS Indramayu, STAI Pangeran Dharma Kusuma Kontak and STIT Al-Amin. When viewed from the data source, the data set can use primary sources and secondary sources. Primary sources are data sources that provide data directly to data collectors. In this study, the main resource persons were Arabic language lecturers as lecturers and students as students in universities. Secondary sources are sources that do not provide data directly to data collectors. In this study, sources of information or secondary data are needed in the study. Furthermore, when viewed in terms of methods or data collection techniques, in this study the data collection techniques used were observation and open questionnaires, namely interviews, short essays, and documentation.

The interview used in this study was a semi-structured interview. This type aims to find problems more openly. Interviewees were asked to provide their opinions and ideas. When conducting interviews, the researcher needs to listen carefully and take notes on what the participants are saying (Sugiyono, 2019).

Qualitative data analysis techniques depend on the type and purpose of qualitative research. Each type and purpose of research will use slightly different techniques to analyze the data. Because the purpose of this qualitative research is to construct phenomena and find hypotheses, the analysis is directed to find relationships between categories. So the analysis used is categorical analysis with the following steps: data collection, raw data description, data reduction, data categorization, and constructing categorization relationships (Sugiyono, 2019). After conducting the analysis to produce data classification, the analysis is continued by building relationships between categories based on a certain theoretical framework, and the theory used in this study is the concept of Andragogy by Malcolm Knowles with four basic assumptions, namely: changes in self-concept, the role of experience, willingness to learn, and learning orientation. After all the data has been analyzed, it will be presented in the form of descriptive conclusions to describe and explain the research results obtained.

### III. RESEARCH STAGES

The definition of andragogia itself etymologically comes from the Latin "andros" which means adult and "agogos" which means command or service. The definition of andragogia put forward by Morgan, Barton et al (1976) in Hiryanto states that adult education is an educational activity carried out by adults in everyday life who use part of their time and energy to obtain intellectual strengthening (Hiryanto, 2017). Dugan (1995) defines andragogy further etymologically, and andragogia comes from the Greek. Andra means adult humans, not children, according to the term Andragogy means the study of how adults learn. According to Knowles (1970), the task of the teacher in this case is as a facilitator, not as a caregiver, so that the relationship between teachers and students (natives learn) more plural in communication (Hiryanto, 2017).

Robert James Havighurts in Silvia categorizes adulthood into three phases, and identifies ten social roles in adulthood. The three phases of adulthood are 18-30 years old as early adulthood, 30-35 years old as middle adulthood, and late adulthood between 55 years and over. The ten social roles in adulthood are as workers, friends, parents, citizens, members of organizations, children of aged parents, heads of households, co-workers, religious members, and users of free time. Adult learning readiness changes as the three phases of adulthood change (Mariah, 2013).

There are four main assumptions in Malcolm Knowles' andragogy concept: First, the independence of the individual's self-concept grows and matures from full dependence to independence. Independent adult self-concept requires appreciation from others who can direct it. Second, the wealth of experience he gained as he grew and matured made him a rich source of learning that provided him with a broad foundation for future learning. Third, adult learning tends to develop and increase in the face of its role in life and life. Their willingness to learn is not only due to academic compulsion, but also because of the need for their social role in life in society. Fourth, adult learning orientation tends to focus on their needs in solving life problems (Malik, 2008). This is in line with what Laird put forward in Waspo do that the assumptions in andragogia are: the concept of the student subject (self-direction), the experience of the student subject (learning resources), willingness to learn (ready and facilitated), educational orientation (facing life's tasks and problems) (Waspo do, 2009).

As the results of student essay answers related to andragogy found several things they did to deal with their learning problems, which can be summarized in table 1 below:

**Table 1**  
**Implementation of Andragogy Concepts at Islamic University in Indramayu**

| Number | Things Students Do  |
|--------|---|
| 1      | Students download various applications on the play store to support their understanding of Arabic, such as dictionaries, google translate, self-taught Arabic learning applications and several supporting social media such as instagram, telegram and whatsapp. |
| 2      | Students take online courses, buy Arabic books and dictionaries and photocopy books recommended by lecturers.   |
| 3      | Outside of classroom learning, students take Arabic courses.  |
| 4      | When students read the Qur'an, they try to read the meaning of words and their translations, as well as listen to music in Arabic.  |
| 5      | Students write letters in Arabic to their brothers and sisters studying in Arab countries.  |
| 6      | Students use youtube to learn additional Arabic.  |
| 7      | Students study with friends and join webinars to better understand Arabic.  |
| 8      | Students guide children at home and teach them Arabic.  |
| 9      | Students discuss and hold events about Arabic such as sermons and reading Arabic news.  |
| 10     | Reading Arabic books (usually comics)   |

Learning a foreign language is a combined process of several complex phenomena, so it is not surprising that it has different meanings for everyone, one of which is learning Arabic (Taufik, 2016). Learning Arabic means studying all the provisions that apply in the language, both regarding its structure, culture, and the rules that apply in Arabic. As stated by Fahrurrozi & Mahyudin, linguistic and non-linguistic factors are two factors that can be found in learning Arabic. Non-linguistic factors are more complex and diverse. Non-linguistic problems include problems that are not directly related to the language studied by students, but have their role more important, and even more influence the level of success and failure in language learning. These factors include psychological factors, namely motivation and interest in learning (Fahrurrozi & Mahyudin, 2012).

The motivation of each student in learning Arabic is also diverse, all of which may be influenced by the surrounding environment and about his personality. The environment that can affect the motivation of students to learn Arabic can come from friends, family, places of learning in this case can be schools, Islamic boarding schools, courses and so on. Personal things that can affect motivation can be in the form of interests, enthusiasm, hobbies, and so on.

For students with low initial abilities, internal factors such as lack of self-confidence are the most dominant causing demotivation (Islam, 2015). Other internal factors related to the inhibition of motivation according to Ainin, among others: the initial ability of students to introduce Arabic, textbooks, and the advantages of Arabic teachers, Arabic learning which focuses more on the learning aspect than the mastery aspect, which makes learning less interesting, less interactive, and less communicative, ignoring the use of learning methods and assessment models based on results rather than processes (Ainin, 2011).

These demotivating factors are often found in learning Arabic, both in madrasas and in universities. Students who are graduates of general high schools often feel less confident in choosing Arabic majors. They

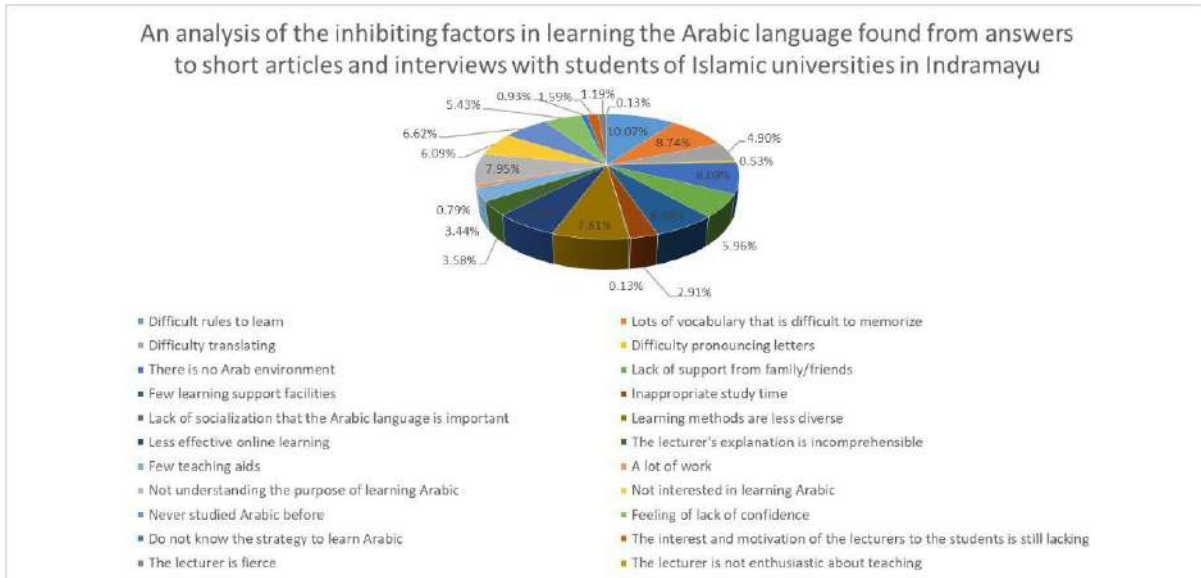
feel that they will not be able to follow the Arabic language learning that is considered difficult to learn. Although this cannot be generalized, because there are still many new students who enter or have majors in Arabic even though they are not graduates of Islamic high schools or pesantren graduates.

Several research results have found demotivating factors for learning foreign languages, including Arabic, which is the subject of study by researchers and educational practitioners, especially Arabic language education. And various efforts are offered as a solution to overcome these demotivating factors, both those that occur at the high school level and at the university level, and those that occur at home and abroad. As the results of the analysis with the categorization analysis technique of this study regarding the demotivating factors that occur in students at three Islamic universities in Indramayu which are in table 1 below:

**Table 1**  
**Analysis of Demotivating Factors in Arabic Learning from the Results of Short Essays and Interviews with Islamic University Students in Indramayu**

| <b>Demotivating Factors</b>                                   | <b>Amount</b> | <b>%</b>    |
|---|---------------|-------------|
| <i>Factor 1: Characteristics of Arabic</i>                    | 183           | 24 %        |
| - Arabic grammar that is difficult to learn                   | 76            | 10 %        |
| - Too much vocabulary so hard to memorize                     | 66            | 8,7%        |
| - Difficulty translating                                      | 37            | 4,9%        |
| - Difficult pronunciation of letters                          | 4             | 0,5%        |
| <i>Factor 2: Arabic Learning Environment and Facilities</i>   | 178           | 23,5%       |
| - No Arabic speaking environment                              | 61            | 8 %         |
| - Lack of support from family/friends                         | 45            | 6 %         |
| - Lack of learning support facilities                         | 49            | 6,4%        |
| - Less or inappropriate study time                            | 22            | 3%          |
| - Lack of socialization that Arabic is important              | 1             | 0 %         |
| <i>Factor 3: Arabic Learning Methodology and Materials</i>    | 168           | 22%         |
| - Less varied learning methods                                | 59            | 7,8%        |
| - Less effective online learning                              | 50            | 6,6%        |
| - Lecturer's explanation that is not understood               | 27            | 3,5%        |
| - Lack of learning media                                      | 26            | 3,4%        |
| - Too much work   | 6             | 0,8%        |
| <i>Factor 4: Negative Attitude towards Arabic</i>             | 106           | 14%         |
| - Lack of understanding the purpose of learning Arabic        | 60            | 8%          |
| - Not interested in learning Arabic                           | 46            | 6%          |
| <i>Factor 5: Basic Ability and Arabic Learning Experience</i> | 98            | 13%         |
| - Never studied Arabic  | 50            | 6,6%        |
| - Lack of confidence  | 41            | 5,4%        |
| - Don't know Arabic learning strategies                       | 7             | 1%          |
| <i>Factor 6: Behavior and Personality of Arabic Teachers</i>  | 22            | 3%          |
| - Lack of attention and motivation to students                | 12            | 1,5%        |
| - Impressed fiercely  | 9             | 1 %         |
| - Not passionate about teaching                               | 1             | 0 %         |
| <b>Total</b>  | <b>755</b>    | <b>100%</b> |

From the data in table 1, it can be seen in diagram 2 to be able to explain and describe more clearly:



**Diagram 2**  
**Demotivating Factors in Learning Arabic for Islamic University Students in Indramayu**

From table 1 and diagram 2 it can be concluded that the characteristics of the Arabic language still dominate as a demotivating factor, reaching 24% and the learning methodology reaching 22% in addition to other demotivating factors. Arabic does exist in the Arabian Peninsula, but the language is not only for Arabs. Apart from being a language of communication, Arabic is also a unifying language for Muslims in the world. Rusydi Ahmad Thu'aimah stated that language is the soul of the nation, the title of its identity, the container of its culture, the symbol of its existence, and the source of its radiance (al-Qushi, 2016). It is a means of communication between people and has a great role in human life, "social linguists assert that man is a language, and there is no humanity without language (Nahr, 1988). Every people has their own language, and it is inseparable from their life, and people express their intentions with it and never throw it away (Jinni, 2003).

Language can represent the people of its users. With language, humans become different from other creatures created by Allah. With language also humans can understand each other behind all the differences that exist. Communication will run well if the language used is understood by each party. Arabic is used not only by the Arabs or the nations of the Arabian Peninsula. Now Arabic has become a global language, has become an international language used in the association between nations in the world. Because apart from being the language of communication and the language of religion, Arabic is the language of knowledge studied by learners around the world.

The urgency of Arabic for today's world community is considered quite high, both for Muslims and non-Muslims, therefore learning Arabic is unavoidable. This condition is marked by the number of Arabic language learning institutions in various countries in the world, including in Indonesia (Hidayat, 2012). Muhibb stated that in the Islamic world and in Indonesia Arabic learning has experienced significant developments from year to year. Although it is somewhat less fast with the development of learning English. Therefore, a serious collective effort is needed from Arabic language scholars by conducting various comprehensive, collaborative, and experimental researches to develop and advance Arabic language learning in the future. And answer the question of how to learn Arabic to be more interesting, fun, impressive, inspiring, and proficient. It is a homework for all of us (Wahab, 2015).

Al-Khuli said that Arabic has a special place among the world's languages. The importance of language is increasing day by day in our time. The importance of Arabic for the following reasons: the language of the Qur'an, the language of prayer, the language of noble hadith, the economic status of the Arabs, and the number of Arabic speakers (al-Khuli, 1997).

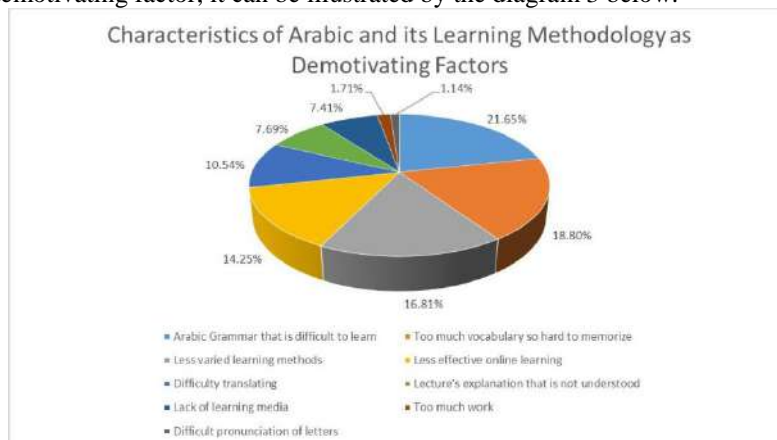
The uniqueness of Arabic, in terms of sound aspects, letter aspects, vocabulary aspects, and sentence aspects (Susiawati, 2019) is sometimes considered a difficulty in learning it. For example, related to the form of writing, there are vowels which, if they are different, have different sounds and functions. But therein lies the specialty of Arabic compared to other languages in the world. All of this is proven by the large number of Arabic learners who come from various nations in the world with various learning objectives. Some of the characteristics of the Arabic language that became the demotivating factors found in this study can be categorized as table 2 and diagram 3 below:

**Table 2**

**Characteristics of Arabic and its Learning Methodology as Demotivating Factors**

| Number             | Category                                      | Sum Total  | %           |
|--------------------|---|------------|-------------|
| 1                  | Arabic grammar that is difficult to learn     | 76         | 23%         |
| 2                  | Too much vocabulary so hard to memorize       | 66         | 20%         |
| 3                  | Less varied learning methods                  | 59         | 18%         |
| 4                  | Less effective online learning                | 50         | 15%         |
| 5                  | Difficulty translating                        | 37         | 11%         |
| 6                  | Lecturer's explanation that is not understood | 27         | 8%          |
| 7                  | Lack of learning media                        | 26         | 8%          |
| 8                  | Too much work                                 | 6          | 1,8%        |
| 9                  | Difficult pronunciation of letters            | 4          | 1%          |
| <b>Grand Total</b> |   | <b>351</b> | <b>100%</b> |

From the table 2 which details the categories of Arabic language characteristics and their learning methodology as a demotivating factor, it can be illustrated by the diagram 3 below:



**Diagram 3**  
**Characteristics of Arabic and Its Learning Methodology as a Demotivating Factor**

The categorization of demotivating factors from the characteristics of the Arabic language and its learning methodology in table 2 and diagram 3 illustrates the various demotivating conditions in learning Arabic faced by Islamic University students in Indramayu.

From some of these descriptions, it can be concluded that learning Arabic in higher education is an effort to teach students to learn Arabic with the teacher as a facilitator by organizing different elements to achieve the goals to be achieved, namely mastering language sciences and mastering science. -Arabic language knowledge, such as understanding Arabic material, making sentences in Arabic, and so on until then. The elements involved include teachers, students, methods, media, infrastructure, and the environment. It contains three important things that are interrelated and inseparable so that Arabic learners can master it as a second language: interest, practice, and long time (Nuha, 2009). These three things become the basic capital in learning Arabic that must be owned and implemented by students in the learning process.

#### IV. CONCLUSION

The results of this study are 1) The results of this study are: First, the application of the concept of andragogy in three Islamic universities in Indramayu can help students face problems in learning Arabic. It is proven by the various efforts they make in order to improve their Arabic language skills based on the four basic assumptions in Macolm Knowles' andragogy concept, namely: changes in self-concept, the role of experience, learning readiness, and learning orientation can help students face their learning problems; 2) The characteristics of the Arabic language that distinguish it from other languages in the world in terms of sounds, letters, vocabulary and sentences, are the main attraction for Arabic language learners to better understand and explore it; 3) several alternative solutions to motivate Arabic learning in Islamic universities based on Malcolm Knowles' andragogy concept include: teacher performance, organizing teaching materials, learning methods, realizing bi'ah Arabiyah, and promoting Arabic language activities. The findings of this study will enrich research on the demotivation of Arabic language learning and the concept of andragogy, and provide an empirical basis for the analysis of students' Arabic learning needs, as well as provide alternative solutions to demotivate they learning Arabic.



Malcolm Knowles' andragogy concept with four basic assumptions has given rise to several alternative solutions to be applied in learning Arabic in adult education, although the characteristics and methodology of education are sometimes considered a demotivating factor. The study of demotivation in Arabic language learning and andragogy has been widely discussed by researchers before this study, meaning that it is not new, but research that integrates demotivation in Arabic learning and the concept of andragogy in universities still requires a more in-depth study. It could be reviewed or updated by more research.

The researcher hopes that this research can attract the attention of readers, especially students, language activists, and especially Arabic language observers, so that further research can develop and improve the scientific treasures of Arabic language teaching, both at the high school and college level.

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