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Problematics of Arabic Language Learning at The End of Class Sessions in Hubulo Islamic Boarding Schools Gorontalo

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ABSTRACT
This study aims to analyze the problematics of Arabic language learning at the end of class sessions at Hubulo Islamic Boarding School, Gorontalo, to identify the factors contributing to these problems, and to examine their impact on students' achievement of Arabic language competencies. This research is a qualitative study employing a descriptive field study design. The research method used is a case study, focused on exploring learning dynamics during the final periods of Arabic instruction. The research subjects consist of Arabic language teachers and students at Hubulo Islamic Boarding School who participate in the intensive Arabic learning program, while the research object is the process of Arabic language learning at the end of class sessions. Data were collected through participatory classroom observation during final learning hours, in depth interviews with teachers and students, and documentation studies involving learning modules, evaluation records, and boarding school activity schedules. Data were analyzed using the Miles and Huberman model, comprising data reduction, data display, and conclusion drawing verification. The results show that problems at the end of class sessions include decreased learning motivation, weakened concentration, limited variation in adaptive teaching methods, unconducive classroom conditions due to collective fatigue and noise, and the absence of rapid micro evaluation strategies. These conditions negatively affect students' mastery of vocabulary, grammar, and the four language skills. This study implies the need for adaptive, interactive pedagogical strategies such as language games, energizers, and micro evaluations to sustain student engagement and improve the effectiveness of Arabic learning at Hubulo Islamic Boarding School.
***Keywords**: Arabic Language Learning; End of Class Sessions; Pedagogical Adaption; Learning Fatigue*

ABSTRAK
Penelitian ini bertujuan untuk menganalisis problematika pembelajaran bahasa Arab pada sesi akhir pembelajaran di Pondok Boarding school Hubulo, Gorontalo, mengidentifikasi faktor-faktor yang menjadi penyebab munculnya problematika tersebut, serta mengkaji dampaknya terhadap pencapaian kompetensi bahasa Arab siswa. Penelitian ini merupakan penelitian kualitatif dengan desain studi lapangan yang bersifat deskriptif. Metode penelitian yang digunakan adalah studi kasus, yang difokuskan untuk mengeksplorasi dinamika pembelajaran pada jam-jam akhir pembelajaran bahasa Arab. Subjek penelitian terdiri dari guru dan siswa bahasa Arab di Pondok Boarding school Hubulo yang mengikuti program pembelajaran bahasa Arab intensif, sedangkan objek penelitian adalah proses pembelajaran bahasa Arab pada sesi akhir kelas. Data dikumpulkan melalui observasi partisipatif di kelas selama jam pembelajaran akhir, wawancara mendalam dengan guru dan siswa, serta studi dokumentasi yang mencakup modul pembelajaran, catatan evaluasi, dan jadwal kegiatan boarding school. Data dianalisis menggunakan model Miles dan Huberman, yang meliputi reduksi data, penyajian data, serta penarikan kesimpulan/verifikasi. Hasil penelitian menunjukkan bahwa permasalahan pada sesi akhir pembelajaran meliputi menurunnya motivasi belajar, melemahnya konsentrasi, terbatasnya variasi metode pengajaran yang adaptif, kondisi kelas yang kurang kondusif akibat kelelahan kolektif dan kebisingan, serta belum adanya strategi evaluasi cepat. Kondisi-kondisi tersebut berdampak negatif terhadap penguasaan kosakata, tata bahasa, dan keempat keterampilan berbahasa siswa. Penelitian ini mengimplikasikan perlunya strategi pedagogis yang adaptif dan interaktif seperti permainan bahasa, energizer, dan mikro evaluasi untuk menjaga keterlibatan siswa dan meningkatkan efektivitas pembelajaran bahasa Arab di Pondok Boarding school Hubulo.
***Kata-kata Kunci**: Pembelajaran Bahasa Arab; Sesi Akhir Kelas; Adaptasi Pedagogis; Kelelahan Belajar*

INTRODUCTION

Arabic is the language of the Qur'an and widely recognized as a high-value language in religious and academic contexts within the Islamic world. Its influence has expanded globally, with institutions like Harvard University and George Town University establishing Arab study centers such as the Center for Contemporary Arab Studies. As a result, many individuals have taken an interest in learning Arabic (Hermawan dan others 2025). Learning involves activities between teachers and students aimed at achieving specific educational goals. Essentially, it refers to a teacher's effort to foster a supportive learning environment to reach these objectives. Similarly, foreign language learning is an instructional process where a teacher guides students to understand a new language and engage in learning effectively (Fawait, Siyeh, dan Aslan 2024). This ensures a positive and productive learning experience that helps accomplish the goals of foreign language education.

Despite its acknowledged importance, Arabic language learning continues to encounter both linguistic and non-linguistic challenges that require adaptive and timely solutions (Ardianto et al. 2024) he difficulties vary significantly depending on learners' ages and educational settings. Interestingly, although Arabic is strongly associated with sacred literacy and Islamic identity, this perception alone does not substantially shape students' learning attitudes or guarantee improved academic performance (Kamal 2025), Many students who have studied Arabic still struggle when asked to translate Arabic texts or classical Islamic books, often producing inaccurate translations that diverge from the original intended meaning. This issue is mainly caused by limited vocabulary mastery and weak grammatical competence (Bin Sawad et al. 2022)

Several previous studies have explored the challenges of Arabic learning in Islamic educational environments. (Arsyad dan Majid 2010) found that students commonly experience errors in Arabic translation due to insufficient mastery of *mufradāt* (vocabulary) and *qowaid* (grammar). Similarly, (Hermawan 2014) emphasized that motivation among boarding school students fluctuates significantly, particularly because learning practices remain dominated by memorization and repetitive drills. More recently, (Ardianto et al. 2024) revealed that non-linguistic barriers such as classroom atmosphere, interaction patterns, and student engagement strongly affect Arabic acquisition, although the study did not examine the temporal dimension of class scheduling. Other scholars, including (Fawait, Siyeh, dan Aslan 2024), encouraged more interactive and student-centered approaches in boarding-based Islamic institutions, stressing the importance of emotional and cognitive engagement to support foreign language learning. Furthermore, Kamal argued that perceiving Arabic as the language of the Qur'an does not automatically generate positive attitudes toward learning or significantly influence academic achievement.

However, while these studies provide valuable insights into linguistic difficulty, motivation, and classroom dynamics, very limited research has investigated the specific and situational problematics that arise during end-of-class Arabic learning sessions, especially in boarding-based educational institutions like boarding school (Bachmann et al. 2024). In many Islamic schools, and Islamic boarding schools in Indonesia, Arabic lessons are frequently scheduled during the final class period, a time when students typically experience cognitive exhaustion, physical fatigue, reduced attention, and decreased motivation. These conditions make it difficult for teachers to sustain student engagement and achieve planned daily learning objectives (Ahmad Ali Muzakki, Rodhy Harisca 2025). The challenge is intensified by the persistent use of conventional teacher-centered methods such as lectures and memorization, which tend to be ineffective when students' energy and concentration levels are at their lowest.

Based on this situation, the research gap lies in the absence of studies that analyze Arabic learning challenges from a temporal fatigue-based perspective and critically assess instructional effectiveness specifically during late class hours. Additionally, there is a lack of research proposing a structured pedagogical adaptation framework designed explicitly for end-of-class sessions, integrating micro-evaluation, engagement-retention strategies, and real-time psychopedagogical responsiveness as classroom solutions. Previous research predominantly examined Arabic learning problems in general learning hours, curriculum discussions, or broad teaching strategies, while overlooking the final class session as a distinctive phenomenon in boarding-based Islamic education.

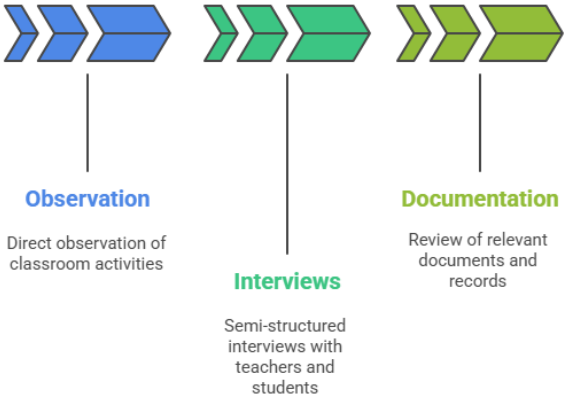
Therefore, this study presents a clear this research, offering new contributions by (1) examining micro-problematics at the end of class sessions in boarding school settings, (2) investigating learners' real-time cognitive and psychological conditions during late learning hours, and (3) formulating a context-adaptive instructional model that combines engagement-based learning strategies, classroom energizers, micro-evaluation techniques, and psychopedagogical responsiveness to maintain learning productivity in the final minutes of class. This research is expected to contribute theoretically to Arabic language pedagogy

in Islamic institutions and practically to the development of more effective and humane teaching strategies aligned with boarding school learners' daily characteristics and challenges.

METHOD

This study employs a qualitative method with a descriptive qualitative design. The qualitative approach seeks a deep understanding of phenomena by collecting data in the form of words, actions, and relevant documents(Sugiono 2020). Descriptive qualitative research is used to systematically describe issues related to Arabic language learning at the end of class hours in Islamic boarding schools, without manipulating any variables (Arikunto 2010). This study took place at Hubulo boarding school, which provides formal Arabic language education as part of its curriculum. The choice of location was influenced by the boarding school's busy schedule, which could pose challenges for learning sessions held at the end of the school day, affecting students' focus and the overall effectiveness of learning. The research was conducted during the current semester, aligned with the boarding school's academic calendar.

The research participants include Arabic language teachers, students, and related individuals such as the head of the madrasah or boarding school education manager. They were purposively chosen because they are knowledgeable about and directly involved in the Arabic language learning process. The focus of the research is on the issue of Arabic language learning at the end of the lesson, considering internal factors like students' physical and psychological states, as well as external factors such as teaching methods, classroom management, and the overall learning environment.



Picture 1. Data Collection Technique

The following data analysis was conducted qualitatively with the following stages: (1) data reduction involves selecting, focusing attention, and simplifying raw field data (2) data presentation organizes data into a coherent narrative to enhance understanding (3) drawing conclusions entails developing research findings related to different types of problems. To ensure data validity, this research employs triangulation, including both source and technique triangulation (Munir et al. 2024). This approach involves comparing data from observations, interviews, and documentation to ensure the data remains valid and trustworthy.

RESULT AND DISCUSSION

Result

This study identified the final 15–20 minutes of Arabic instruction as a distinct phase in which the quality of classroom participation consistently declined. Across the ten observed classes, the beginning and middle portions generally showed more stable attention, faster responses, and greater willingness to complete exercises. As the lesson approached its end, however, these patterns changed. Students increasingly rested their heads on desks, looked away from the learning materials, delayed opening books or notebooks, and required repeated prompts before responding. The decline appeared in observable changes in the frequency and quality of students' verbal and written participation. These findings indicate that the end of the session functioned as a critical instructional period in which previously established engagement was difficult to maintain.

The most visible problem was reduced student engagement. During speaking activities (*kalām*), responses became shorter, less spontaneous, and were often produced only after the teacher directly appointed individual students. Whole-class questions that had initially generated several answers received

limited responses in the final minutes. A similar pattern occurred in writing activities (*kitābah*). Students who had previously attempted to construct sentences gradually shifted toward copying examples from the board, waiting for answers from classmates, or leaving exercises incomplete. Classroom interaction also became increasingly one-directional because teachers had to repeat instructions and encourage participation more frequently. Drowsiness, passive posture, and off-task conversations often emerged simultaneously, indicating a collective decline in engagement.

Interviews with students clarified that this pattern was closely associated with the daily rhythm of boarding school life. Students described beginning activities early in the morning and moving through a sequence of academic, religious, and institutional routines before attending the final lesson. By the time Arabic instruction reached its concluding phase, many students reported physical tiredness and difficulty sustaining attention. Concentration was also affected by anticipation of post-class activities, including worship, meals, rest, and other obligations. Consequently, students were physically present but not always cognitively prepared to process new language material. This condition was especially apparent when the lesson involved abstract content, such as vocabulary differentiation (*mufradāt*), grammatical rules (*qawāʿid*), sentence analysis, or translation requiring simultaneous attention to form and meaning.

From the instructional perspective, the data showed that 78% of teachers continued to use lecture- and memorization-based methods during final-session learning without substantial adaptation to students' changing condition. Teachers generally explained grammar, repeated vocabulary, and assigned written exercises in the same manner used earlier. Interviews indicated that this continuity was influenced by limited preparation time, insufficient access to varied instructional media, and established institutional teaching habits. In eight of the ten observed classes, the classroom atmosphere became less conducive toward the end of the session. Noise increased, side conversations emerged, and students' responsiveness weakened. Teachers frequently responded by raising their voices, repeating explanations, or accelerating the completion of material, but these responses did not consistently restore attention. The evidence therefore shows that the problem was produced by the interaction between student fatigue and limited pedagogical adjustment rather than by student condition alone.

The decline in concentration was directly reflected in students' performance on short translation tasks. Of the students whose work was reviewed, 64% produced inaccurate translations, 21% did not complete the task, and only 15% generated translations that were close to the meaning of the source text. Inaccurate responses showed difficulty selecting vocabulary, recognizing grammatical relationships, and constructing coherent meaning. Incomplete answers were often associated with slow task initiation and repeated dependence on teacher clarification. These results demonstrate that weaknesses in *mufradāt* and *qawāʿid* became more visible when students were required to integrate both competencies under conditions of reduced attention. The translation task therefore served as a practical indicator of how temporal fatigue affected not only participation but also the accuracy and completion of language work.

A comparable pattern appeared across the four Arabic language skills. In listening activities (*istimāʿ*), students had difficulty retaining information from short audio or oral passages presented in the final minutes. Some required repetition before identifying key words or responding to comprehension questions. In reading activities (*qirāʾah*), reading speed slowed and errors in pronunciation and meaning recognition became more frequent than during earlier parts of the session. Speaking performance (*kalām*) showed the sharpest reduction because students tended to avoid extended answers, relied on isolated words, or repeated models supplied by the teacher. Writing performance (*kitābah*) was dominated by transcription rather than original sentence production. Taken together, these patterns indicate that the end-of-class problem affected receptive and productive skills simultaneously, although the most visible consequences occurred in speaking and writing tasks that demanded active language generation.

Documentation analysis supported the observational and interview findings. Lesson plans and learning modules generally specified end-of-session evaluation, but classroom records showed that this stage was commonly implemented as a routine closing activity rather than as a rapid diagnosis of real-time understanding. Teachers often asked broad questions such as whether the material had been understood, checked a limited number of written answers, or assigned unfinished tasks as homework. Such procedures provided limited information about unresolved vocabulary, grammar, or skill difficulties. The absence of systematic micro-evaluation also meant that declining comprehension was not immediately identified. As a result, teachers could complete the planned material while some students left the classroom with unresolved misunderstandings. This finding is important because the apparent completion of instruction did not necessarily correspond to actual completion of learning.

Nevertheless, two of the ten observed classes displayed a different pattern. In these classes, teachers introduced short energizers, micro-evaluation quizzes, and small-group discussions before the lesson ended. Students answered brief questions, matched vocabulary and meanings, corrected simple sentences, or discussed answers with peers. These activities interrupted passivity and created a more immediate reason for students to participate. Compared with classes that relied solely on lectures and memorization, the two adaptive classes maintained higher responsiveness and produced better micro-quiz performance. The improvement did not eliminate fatigue, but reduced its effects on participation and task completion. This minor yet consistent finding shows that the final-session decline was not unavoidable; student engagement could still be retained when the instructional format was adjusted to the temporal and psychological conditions of the class. A consolidated presentation of the observed problems, indicators, and learning consequences is provided in Table 1.

Table 1. Learning Problematics Analysis

Aspect Obserbed	Main Problems Identified	Data / Indicators	Learning Impact
Student Engagement (end of class)	Drowsiness, low responsiveness, passive participation	Engagement dropped in last 15–20 minutes in most classes	Reduced interaction and low participation in practice activities
Teaching Methods in final sessions	Dominance of lecture & memorization, lack of adaptation	78% of teachers used non adaptive conventional methods	Monotous learing atmosphere, minimal engagement retention
Classroom environment	Noise, boredom, collective disengagement	8 out of 10 classes became unconducive at the end	Limited opportunities for meaningful language interaction
Translation Performance	Low vocabulary and grammar mastery affecting accurancy	64% incorrect 21% unfinished 15% accurate	Misinterpretation of meaning, failure to meet translation competence
Listening skill (*Istima*')	Low focus when audio played in finl minutes	Comprehension significantly lower than early sessions	Poor information capture from short audio materials
Reading skill (*Qira'ah*)	Slow comprehension reduced accuracy	Reading speed and understaning decreased in late hours	Failure to meet comprehension targets
Speaking skill (*Kalam*)	Minimal verbal responses to converse	Responses mostly, short, conversational practice dropped drastically	Weak speaking fluency and reduced confidende
Writing skiil (*Kitabah*)	Copying without elaboration, no sentence development	Most students only transcribes examples	Limited ability to express ideas in written Arabic
Adaptive classes (Minor Finding)	Short energizers, micro-quizzes, group discussion applied	2 out 10 classes applied adaptive strategies	Better engagement and improved micro evaluation results

Overall, the findings reveal a sequential pattern: cumulative physical and cognitive fatigue reduced attention; reduced attention weakened participation; conventional and non-adaptive instruction failed to restore engagement; and the combination of these conditions lowered performance in translation, vocabulary, grammar, and the four language skills. The results also show that classroom noise and routine evaluation practices reinforced the problem by limiting meaningful interaction and delaying the identification of misunderstanding. Conversely, the adaptive practices observed in a small number of classes provided evidence that short, interactive, and diagnostic activities can preserve learning productivity during the final minutes. Thus, the end of class should be understood not simply as a shorter continuation of the main lesson, but as a specific pedagogical context requiring a different instructional response.

DISCUSSION

Concentration and Motivation

The decline in classroom engagement observed at the end of class aligns with findings that late-session instruction is typically less effective due to diminished student focus and teacher-student interaction (Hamid 2008). Accumulated academic and non-academic activities since morning drain students' energy well before Arabic lessons begin (Sa'ad et al. 2025). consistent with reports of drowsiness and difficulty processing abstract material such as grammar (Safrodin, Falah, dan Eseadi 2024). Motivation similarly declined, as students participated to fulfill obligations rather than from genuine interest reflecting how learning motivation is shaped by students' physical and psychological state and shifts in attention toward post-class activities (Anwar Hidayat, Agus Pahrudin 2025).

Contributing Factors

Four interrelated factors explain these patterns: (1) Time end-of-day sessions are psychologically and biologically unconducive to learning, consistent with Hamalik's observation that learning effectiveness declines as daily study duration increases (2) Psychological condition students' attention shifts toward post-school activities, and motivation is closely tied to mood (3) Teaching method conventional approaches fail to actively engage students across the four language skills (*istimāʿ, kalām, qirāʾah, kitābah*) and (4) Learning environment heat, noise, and discomfort further reduce engagement (Yahsa, Rahmawati, dan Aisa 2025).

Impact and Implications

Collectively, these problems result in low classroom engagement, weaker learning outcomes, diminished interest in Arabic, and increased absenteeism or tardiness ultimately preventing Arabic instruction from meeting its intended communicative and religious objectives (Yuswandi 2024)

Strategies and Solutions

Addressing these challenges requires learning strategies aligned with instructional goals, material relevance, and appropriate methods and media (Taufik et al. 2024) guided by four principles: defining expected behavioral outcomes, selecting a suitable learning approach, establishing effective procedures and techniques, and setting evaluation criteria (Maghfiroh et al. 2021), as illustrated in Picture 2



Figure 2. Language Learning Strategies

For final-session instruction specifically, recommended solutions include: (1) active, interactive methods such as language games, role play, and audiovisual media, consistent with Silberman's active learning theory (Hikmah dan A'yuni 2025), (2) enjoyable classroom management through humor or ice-breaking activities (3) reviewing lesson scheduling so Arabic is not consistently placed in the final period, or adjusting session duration accordingly and (4) strengthening spiritual motivation by connecting material to Islamic values, framing Arabic learning as an act of worship to sustain enthusiasm despite non-ideal timing (Rohadatul'Aisy, Zein, dan Paputungan 2025). This is consistent with the minor finding that classes

applying energizers and micro evaluations (Table 1) showed measurably better engagement than those using conventional methods alone.

CONCLUSION

Learning Arabic at the end of the class faces various problems, mainly due to physical fatigue, psychological boredom, and less varied teaching methods. Solutions that can be implemented include applying active methods, using interesting media, and instilling spiritual motivation in students. Thus, Arabic language learning can still be effective and enjoyable even during less favorable times.

Essentially, at every moment of human life, a learning process occurs, whether consciously or unconsciously. In the context of education, almost all activities performed by children are learning activities. All of a child's activities from listening to conversations, walking to the market, going to the garden, places of worship, watching TV, playing alone, playing with friends, eating, bathing, looking at pictures, holding pencils, riding bicycles, and so on are all learning activities. A child's learning can be considered successful if it is marked by certain progress formed from patterns of thinking and doing. Therefore, it can be said that learning activities are aimed at achieving success in developing the potential of students.

Some psychological aspects accompanying learning activities include motivation, mastery of skills and knowledge, and psychological development. From this process, a result is obtained, which is generally called a learning outcome. However, to achieve optimal results, the learning process must be conducted consciously and well-organized. Based on this, the learning process has the meaning of an internalization process something being internalized into the child's self; carried out consciously and actively, with all senses involved.

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