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Learning Obstacles in Nahwu Learning: A Study on the Theory of Didactic Situations for Islamic Boarding School Students

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ABSTRACT

This study aims to analyze several types of learning obstacles faced by junior high school students in learning Nahwu, focusing on the topic of mubtada' and khobar. This study uses a descriptive qualitative method with the Theory of Didactic Situations (TDS) approach. The study was conducted at the At-Tarbiyah Sukabumi Islamic Boarding School with a sample of 20 ninth-grade students who had studied Nahwu, specifically the chapters on mubtada' and khobar. Data were collected through written tests, in-depth interviews, and an analysis of textbooks. The findings indicate that students face epistemological, didactic, and ontogenetic barriers. Epistemological barriers are the most dominant, as evidenced by students' difficulties in applying theoretical knowledge to practical examples and understanding changes in the mubtada'-khobar structure. Didactic barriers arise due to ineffective teaching methods, while ontogenetic obstacles are related to students' mental readiness. This study will contribute to theoretical discussions on learning obstacles and the theory of didactic situations in language learning. Further research is needed to develop learning trajectories to help students overcome several learning obstacles.

Keywords: Learning Obstacle; Nahwu Learning; Theory of Didactical Situations; Students; Islamic Boarding School.

مستخلص البحث

تهدف هذه الدراسة إلى تحليل عدة أنواع من عقبات التعلم التي يواجهها طلاب المرحلة المتوسطة في تعلم النحو، مع التركيز على موضوع المبتدأ والخبر. تستخدم هذه الدراسة طريقة نوعية وصفية مع منهج نظرية المواقف التعليمية (TDS). أجريت الدراسة في مدرسة التربية الداخلية الإسلامية في التربية مع عينة من 20 طالبا في الصف التاسع درسوا علم النحو، وتحديدا الفصول المتعلقة بالمبتدأ والخبر. تم جمع البيانات من خلال اختبارات كتابية، ومقابلات معمقة، وتحليل للكتب الدراسية. تشير النتائج إلى أن الطلاب يواجهون حواجز معرفية (*epistemological*) وتعليمية (*didactic*) ووجينية (*ontogenetic*). الحواجز المعرفية هي الأكثر هيمنة، كما يتضح من صعوبات الطلاب في تطبيق المعرفة النظرية على أمثلة عملية وفهم التغيرات في بنية المبتدأ والخبر .تنشأ الحواجز التعليمية بسبب طرق التدريس غير الفعالة، بينما ترتبط العقبات الوجودية بجاهزية الطلاب الذهنية. ستساهم هذه الدراسة في النقاشات النظرية حول عقبات التعلم ونظرية الحالات التعليمية في تعلم اللغة .هناك حاجة إلى مزيد من البحث لتطوير مسارات التعلم لمساعدة الطلاب على تجاوز عدة عقبات تعلمية.

الكلمات المفتاحية: عقبة التعلم؛ تعليم النحو؛ نظرية المواقف التعليمية؛ الطلاب؛ المدرسة الداخلية الإسلامية.

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INTRODUCTION

Islamic boarding schools (pesantren) have long been known as educational institutions with unique characteristics in their learning systems (Muhajir, 2022; Suwarno & Chasanah, 2021). This uniqueness is reflected in the strong integration between formal education and religious education (Budiharso et al., 2023; Febriandika et al., 2024; Musfah et al., 2021). The distinctive characteristics of Islamic boarding schools are one of their advantages compared to other conventional educational institutions (Hanif et al., 2024). Pesantren not only focuses on the development of students' academic skills, but also on shaping their character and understanding of Islamic teachings (Islamic et al., 2023; Pasi et al., 2020; Purwanto et al., 2021; Salim et al., 2024). Pesantren are known as places of deeper learning in religion, which produce a da'i or a muballigh who is active in the community, spreading the teachings of the religion and engaging in da'wah activities (Alamin et al., 2024; Dewi & Ansori, 2023). Therefore, as educational institutions rooted in religion, Islamic boarding schools emphasize Arabic language instruction in their curriculum as one of the most important provisions for students to carry out religious *da'wah* (Fidayani & Ammar, 2023; Zaki, 2022).

In the Islamic boarding school environment, using several languages has long been a deeply rooted tradition (Subair et al., 2024). Arabic holds a very special and strategic position as one of the languages used in pesantren (Aflisia et al., 2022; Yahya, 2021; Yusuf et al., 2024). This position is inseparable from the role of Arabic as a tool for daily communication (Kulsum, 2019; Marpuah & ., 2019; Ritonga & Nurdianto, 2022), Beyond that, Arabic also serves as the key to understanding and interpreting classical religious texts that are central references in pesantren education (Nasution et al., 2024)A deep knowledge of Arabic is also an essential prerequisite for developing the ability to perform ijtihad and analyze Islamic legal rulings (Muslim et al., 2022; Sa'dudin et al., 2022).

In the structure of Arabic language learning, Nahwu plays a crucial role that cannot be ignored (Ramadan, 2023). It is considered the foundational knowledge for studying Arabic and Islamic sciences, which cannot be understood without mastering the principles of Nahwu (Ahmad, 2019; Ritonga, 2019). In practice, learning Nahwu serves two primary purposes in mastering Arabic. First, it equips students to correctly understand, read, and write Arabic texts. Second, it trains them to apply grammatical

rules in various contexts, including the skill to recognize the function and position of each word within sentence structures through a deep understanding of Nahwu (Syaepullah, 2025). However, the complexity of rules and concepts in Nahwu often poses a significant challenge for students (Alfarisyi et al., 2023). These difficulties are particularly evident at the junior high school level, where students are transitioning from essential language learning to understanding more complex language structures. These learning difficulties or challenges are known as learning obstacles in the context of didactical situations in the learning process.

The concept of learning obstacles refers to various barriers experienced by students that can disrupt the learning process (Pauji et al., 2023). A learning obstacle is a situation where the process of acquiring new knowledge progresses slowly or faces limitations, leading to various problems due to that condition (Suryadi, 2019a). Such obstacles emerge when the acquisition of new knowledge progresses slowly or is constrained by certain limitations, resulting in difficulties that affect learning outcomes. Although learning obstacles have been extensively investigated in mathematics and science education (Tampa et al., 2024; Torres, 2023), their application in the field of Arabic language learning remains relatively underexplored. This gap is noteworthy because identifying and understanding the specific obstacles faced by Arabic language learners is essential for designing more effective instructional strategies, improving learning experiences, and enhancing students' linguistic competence.

This study is designed to conduct an in-depth analysis of various types of learning obstacles faced by junior high school students in Islamic boarding schools when learning *Nahwu*, using the theoretical framework of the Theory of Didactical Situations (TDS). This study's results are expected to significantly contribute to developing more effective *Nahwu* learning methodologies in the islamic boarding school environment while enriching theoretical studies on the Theory of Didactical Situations in language learning.

Learning Obstacle

Students will inevitably face difficulties understanding the lessons teachers deliver during the learning process. Teachers need to analyze the various difficulties students experience as part of their professional responsibilities. Difficulties caused by external factors are referred to as learning obstacles (Suryadi, 2019b). According to

Brousseau (2002) learning obstacles can be classified into three categories: ontogenic obstacles, epistemological obstacles, and didactical obstacles. First, ontogenic obstacles are associated with learners' readiness to engage in learning activities, including psychological factors and their level of cognitive development. These obstacles arise when students have not yet reached the developmental stage necessary to understand particular concepts or learning materials. Ontogenic obstacles are classified into three types: Psychological ontogenic obstacles refer to challenges that arise due to students' unpreparedness to learn, which is influenced by several psychological factors such as low motivation and interest in the subject matter. Instrumental ontogenic obstacles arise when students struggle to comprehend the fundamental technical components of a learning process, thereby hindering their ability to engage effectively with the lesson. Conceptual ontogenic obstacles arise when the conceptual complexity of the learning material fails to align with students' cognitive development and their prior learning experiences (Suryadi, 2019b).

Second, epistemological obstacles stem from students' limited knowledge of specific concepts. These issues often arise from an incomplete or incorrect understanding, which can result from the narrow context in which an idea was first presented (Sari et al., 2023). *Third*, didactical obstacles result from teachers' instruction or the educational system itself, including the selection of inappropriate teaching methods or the presentation of material that does not match students' abilities (Suryadi, 2019b).

Theory of Didactical Situations

The Theory of Didactic Situations (TDS) is a learning theory first developed by Guy Brousseau in France in the 1960s. This theory is unique because it was developed independently, focusing on mathematics education rather than being adopted from other fields, such as psychology, sociology, or anthropology (Artigue et al., 2014). TDS views the learning process as a system involving three main components: teachers, students, and learning materials, which interact in specific didactic situations (Carmo et al., 2020).

According to Suryadi (2013), from the perspective of the didactic triangle comprising teachers, students, and teaching materials, the role of teachers extends

beyond mastering subject content. Teachers are also required to understand students' characteristics and design optimal didactic situations that facilitate meaningful learning. Such conditions enable the establishment of effective interactions between students and learning materials, thereby supporting successful learning outcomes. This framework provides a useful lens for understanding classroom contexts, identifying potential learning obstacles, and developing appropriate pedagogical interventions. Nevertheless, despite careful and systematic lesson planning, various obstacles and learning difficulties frequently emerge during the teaching and learning process (Safitri & Dasari, 2022).

In the context of TDS, learning obstacles become one of the main focuses in formulating an effective didactical design, as understanding these learning barriers helps educators design didactical situations that are more aligned with students' learning needs, thus supporting the achievement of desired learning objectives (Fauzi & Suryadi, 2020b). When designing didactical situations, a teacher goes through three stages of thinking: before the lesson, during the learning process, and after the lesson (Suryadi, 2013). efore the lesson, the teacher can analyze students' knowledge, including identifying potential learning obstacles they may encounter. After the lesson, the teacher reflects on several things during the learning process and how they relate to the preparations made beforehand. Therefore, this series of teacher's thinking processes involving these three stages is formulated as Didactical Design Research (DDR).

Didactical situations provide a framework for analyzing learning obstacles through four main components. The first is the action situation, where students interact directly with the learning task or problem. The second is the formulation situation, which involves the process of articulating students' understanding of the concepts being studied. The third is the validation situation, where students prove or validate their understanding. The fourth is the institutionalization situation, which is the stage where the knowledge acquired by students is confirmed in a broader context. These four components are interconnected and offer a comprehensive perspective for analyzing learning obstacles that may arise at each stage of learning (Brousseau, 2002).

The Theory of Didactic Situations (TDS), developed by Guy Brousseau, offers a valuable perspective for analyzing learning difficulties in Arabic grammar instruction. Although originally designed within the field of mathematics education, its theoretical

framework can be applied to understand the complexities of learning Nahwu more comprehensively. In the context of Nahwu learning, TDS can help identify various learning obstacles, whether epistemological obstacles related to the concepts and structures of Nahwu, didactical obstacles related to the way Nahwu is taught, or ontogenetic obstacles related to students' readiness to learn the topics in Nahwu. Understanding these obstacles can serve as a basis for teachers to design more effective and anticipatory didactical situations to address the difficulties that students may face in learning Nahwu.

RESEARCH METHOD

This study uses a descriptive qualitative method with a didactical situation theory approach. The research was conducted at Islamic Boarding School At-Tarbiyah Sukabumi. The research sample consists of 20 students from grade 9 who have studied *Nahwu*, focusing on the material of *mubtada'* and *khobar*. The sample consists of one group of students who will be given four test questions to analyze the hypothesis of learning obstacles in *Nahwu* learning. The test instrument in this study is a material comprehension test consisting of three questions that the respondents will answer themselves. All the questions are in Arabic, and the students must answer in Arabic, as the learning process uses Arabic. This test serves as a benchmark to identify the types of learning obstacles experienced by the students, which in-depth interviews will follow.

The test was administered to students on 24 November 2024. The test results were documented and analyzed to identify the learning obstacles encountered by the students. Based on the findings, students who demonstrated significant learning obstacles were selected for in-depth interviews to explore the underlying causes of their difficulties. Data were collected through the following methods:

1. Written tests administered to students to identify learning obstacles in Nahwu learning.
2. In-depth interviews with students to explore factors contributing to the identified obstacles.
3. In-depth interviews with *Nahwu* teachers to obtain information regarding instructional practices and students' learning difficulties.
4. Analysis of *Nahwu* textbooks to examine potential didactical factors that may

contribute to learning obstacles.

This study uses a purposive sampling strategy in selecting interview subjects, considering the variation in test results, which were the criteria chosen by the researcher in selecting the sample. Interview subjects were selected based on their test responses and their identification of experiencing obstacles in learning (Gulvara et al., 2023).

The interview process concerned the theory of didactical situations, aiming to encourage students to take specific actions or steps. Learning obstacles in *Nahwu* learning were analyzed based on students' perceptual knowledge, experiences, and recollected knowledge. The data analysis technique used is the triangulation method. Information obtained from the test results, interviews, and observations was recorded in field notes, then reduced, presented, and concluded using a triangulation approach.

RESULT AND DISCUSSION

In this study, the researcher selected several students who tended to experience learning obstacles after the students completed the test. The in-depth interview process to explore further the students who faced learning obstacles used the didactical situations theory framework. In the action phase, students used their memory and essential knowledge to address the questions. The second phase, formulation, allowed the students to engage in mental processing to develop problem-solving strategies. In the third phase, validation, the researcher verified the accuracy of the strategies used by the students based on their prior knowledge. The final phase, institutionalization, is where students integrate their previous knowledge with new understanding to solve the problem (Nurhayati et al., 2023).

Question Number 1

The first question is: اذكر تعريف المبتدأ والخبر، ثم هات مثالا واحدا (mention the definition of mubtada' and khabar, and provide one example sentence consisting of *mubtada'* and khabar). Below is the answer from a student who tends to experience a learning obstacle:

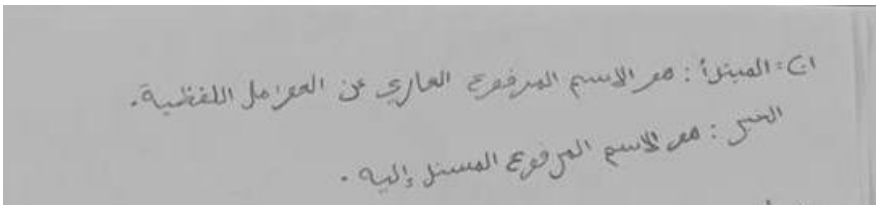


Figure 1. ***Student 1's answer to question 1***

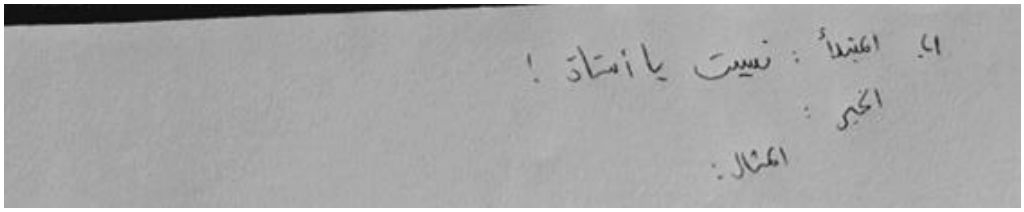


Figure 2. ***Student 2's answer to question 1***

For Question 1, the researcher analyzed the responses of two students and subsequently conducted interviews to identify the learning obstacles they experienced. As shown in Figure 1, Student 1 correctly defined mubtada' and khabar but failed to provide an example sentence illustrating the relationship between the two elements. Interview data revealed that the student understood the requirement to provide an example; however, the student was unable to construct an appropriate sentence independently. This finding suggests that although the student possessed declarative knowledge of the concepts, difficulties remained in applying that knowledge in practice. However, the student was uncertain about the answer because they had two possible options: المسجد كبير and المسجد الكبير. The researcher then explained that *mubtada'* must be a definite noun, which can be identified by the presence of the definite article "*alif lam*" (ال), and *khabar* must be an indefinite noun, identified by the *tanwin*. The researcher then asked for an example of *mubtada*' and *khabar* from the two answer options, and Student 1 answered المسجد كبير.

Based on this case, the student experienced an epistemological obstacle. This is evident from the student's ability to memorize the definitions well but struggling to apply this knowledge to concrete examples and experiencing confusion in applying the concept when distinguishing the correct answer between "المسجد كبير" and "المسجد الكبير," resulting in not providing the requested example in the question. Similar findings regarding epistemological obstacles were also revealed in the study by Rahmi & Yulianti (2022), which showed that students often make mistakes in identifying whether a representation is a function when studying relations and functions.

In Figure 2, Student 2 can be said to not answer question 1 because his answer is

"نسيت يا أستاذ" (I forgot, teacher). The interview results showed that Student 2 had difficulty memorizing because the teacher provided more than one definition of *mubtada'* and *khabar*, which took several definitions of ta,bahan from other book sources. The researcher then interviewed the Arabic teacher to clarify Student 2's statement that the teacher had provided more than one definition of mubtada' and khabar. The Arabic teacher emphasized that the intention behind giving additional definitions from other books was to offer a broader understanding of *mubtada'* and *khabar* to students. The nahwu learning in the class used the textbook "*Arabiyah Baina Yadaik*", so the researcher analyzed the textbook in the chapter on *mubtada'* and *khabar*. The definitions in the textbook were sufficient to explain the general meaning of mubtada' and khabar. However, the teacher felt that the definitions were incomplete, so he added a definition from the *Al-Ajurrumiyah* textbook.

The case of Student 2 can be interpreted as a didactical obstacle. Interview findings indicated that the student experienced confusion when encountering multiple definitions of the same concept presented during instruction. As a result, the student became uncertain about which definition should be used when answering the question. This uncertainty reduced the student's confidence and contributed to difficulties in responding accurately. Obstacles arising from the methods or approaches used by the teacher and the presentation of material in textbooks fall under the category of didactical obstacles (Fauzi & Suryadi, 2020a). This difficulty did not stem from the student's limited understanding but rather from an inappropriate didactical approach to presenting the material. This was further supported by the varied answers from students when defining mubtada' and khabar, with some students combining definitions from the two sources the teacher gave. In contrast, others answered according to the content in the "*Arabiyah Baina Yadaik*" textbook.

Question Number 2

The next discussion is about question number 2: " انطر إلى هذه الجملة 'عِنْدَ الطَّالِبِ كُتُبٌ كَثِيْرَةٌ.' عين من كل جملة المبتدأ والخبر مع ذكر سبب كونهما" (Look at this sentence " عِنْدَ الطَّالِبِ كُتُبٌ كَثِيْرَةٌ", determine where the mubtada' and khabar are, and explain why). Below is the

answer from a student who tends to experience a learning obstacle:

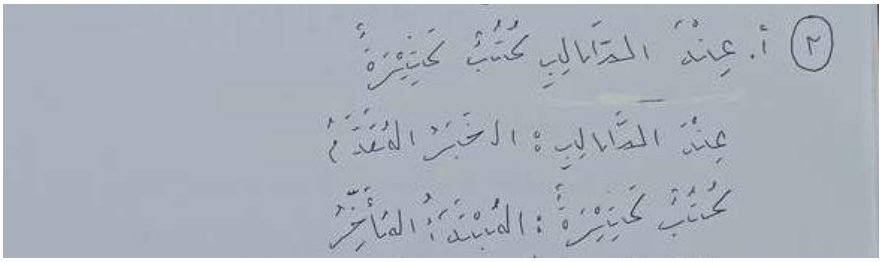


Figure 3. ***The third student's answer to question number 2***

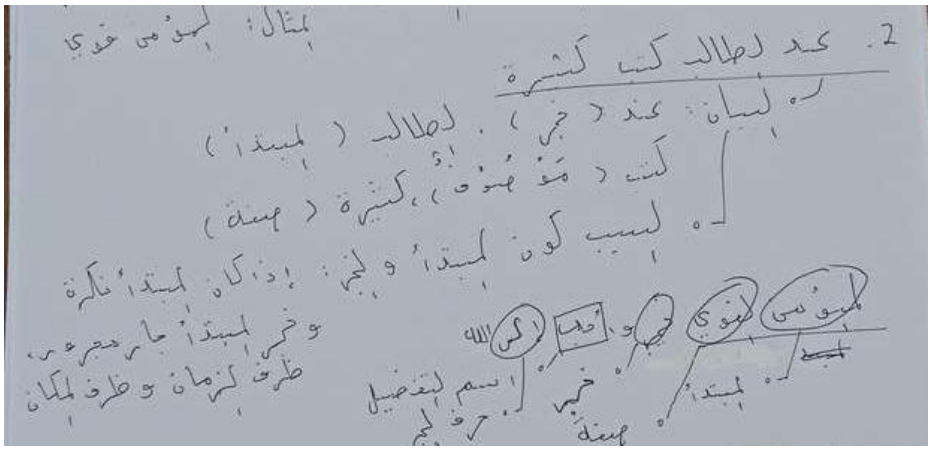


Figure 4. ***The fourth student's answer to question number 2***

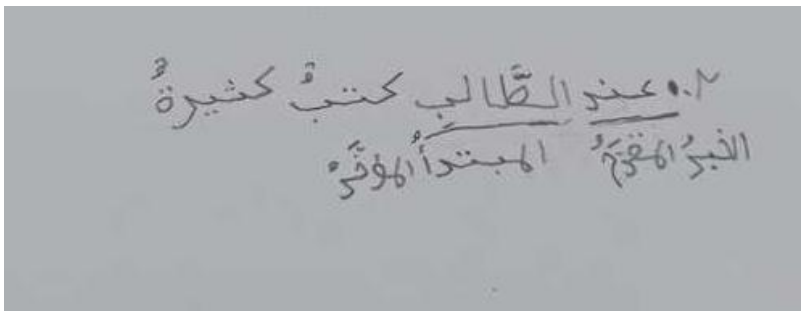


Figure 5. ***The fifth student's answer to question number 2***

In question number 2, the researcher analyzed the answers of three students and conducted interviews to identify the learning obstacles they encountered. In Figure 3, Student 3 correctly identified the *mubtada'* and *khabar*, but did not understand why the *mubtada'* precedes the *khabar*. From the interview results, the student explained that their answer was based on personal instinct and only knew that the *khabar* is a *dhorof makan*. According to the rule, the khabar precedes the *mubtada'* if the mubtada' is an *isim nakiroh* and the *khabar* is a *syibhu jumlah* (*dhorof makan)*. After the researcher explained this rule, the student corrected their answer, stating that in the sentence "عِنْدَ الطَّالِبِ كُتُبٌ كَثِيْرَةٌ" the mubtada' is "كُتُبٌ" because it is an *isim nakiroh*, while the *muqoddam khabar* is "عِنْدَ الطَّالِبِ"

because it is a *syibhu jumlah*.

Based on the case description, the student experienced an epistemological obstacle in understanding the concept of *mubtada*' and *khobar* in a sentence structure with a specific pattern. Although the student could correctly identify the positions of *mubtada*' and *khobar*, this was done based on guesswork without understanding the underlying rule. This is evident from the student's ability to recognize that the *khobar* is a *dhorof makan* but not understanding the complete rule about the conditions under which the *khobar* can precede the *mubtada'*. After the researcher explained the complete rule, the student was able to understand and provide the correct reasoning as to why "كُتُبٌ " is in the position of a *mubtada' muakhkhor* because it is an *isim nakiroh*, and "عِنْدَ الطَّالِبِ " is the *muqoddam khobar* because it is a *syibhu jumlah*. This situation confirms the limitation of the student's understanding of the context of knowledge, where the student has not fully grasped the interrelationship of the concepts within the rule (Fauzi & Suryadi, 2020a).

In Figure 4, student 4 was unable to determine the position of *mubtada*' and *khobar* in the sentence, even though he could explain the rule that khobar comes before mubtada' if *mubtada'* is a *nakiroh* noun and *khobar* is a *syibhu jumlah*. The interview revealed that the student had memorized the rule but was still confused about which part was *mubtada*' and which was khobar. In his response, the student identified " عِنْدَ " as the khobar and "الطَّالِبِ " as the mubtada'. He reasoned that he often heard the word "الطَّالِبِ" being used as mubtada'. The researcher then clarified that the *mubtada'* must be an *isim nakiroh* and explained that the sign of an *isim nakiroh* is tanwin. After the explanation, the student corrected his answer, stating that the *mubtada' muakhkhar* was "كُتُبٌ" and the *khobar* in the sentence was "عِنْدَ الطَّالِبِ ", because it was a *syibhu jumlah.*

The case of student 4 reflects an epistemological obstacle, as seen from his inability to apply the theoretical knowledge he had memorized. Although the student had memorized the rules regarding the conditions of *mubtada' muakhkhar* and *khobar muqoddam*, he still struggled to identify the correct positions in the given sentence. Similar obstacles were found in a study by Şiap & Duru (2004), where learning obstacles were identified in students studying fraction addition and subtraction operations. These

obstacles included students relying solely on memorizing formulas and steps of algorithms without fully understanding the fundamental concept of fractions.

In Figure 5, student 5 understands that the sentence uses a *mubtada' muakhkhar* structure. However, he cannot identify the words functioning as *mubtada' muakhkhar* or *khobar muqaddam* and does not explain his answer. The interview results show that the student has a limited understanding of the rules related to this structure, even though he realizes that the sentence does not follow the usual pattern where *mubtada'* typically precedes *khobar*. The researcher then explained the rules for *mubtada' muakhkhar* and *khobar muqaddam* to student 5. However, despite the explanation, when asked the question from item number 2 again, student 5 still could not identify the words as *mubtada'* and *khobar* in the sentence.

Analysis of student 5 shows that the student experiences two types of learning obstacles. First, an epistemological obstacle is identified from his partial understanding, where the student can only recognize that the sentence has a different structure from the typical *mubtada'-khobar* pattern but cannot comprehend the reasons and process behind the structural change. Second, the student also experiences an ontogenic obstacle, as seen in his mental unpreparedness to understand more complex concepts. This is evidenced by his limited ability to recognize a pattern that differs from usual without being able to identify the components of the sentence and the reasons for their arrangement. This condition indicates that the student's cognitive maturity has not yet reached the level necessary to fully understand the concept, thus requiring a learning approach that is more suitable for his cognitive development stage (Hendriyanto dkk., 2024).

Question Number 3

Next, the discussion is on question number 3: " كون جملة واحدة مع الضوابط التالية:

المبتدأ (مضاف + مضاف إليه) + الخبر (مفرد)" (Make a sentence with the following requirements: *Mubtada'* is a *mudhaf* and *mudhaf ilayh* + *Khobar mufrod*). Below are the answers from students who tend to experience learning obstacles:

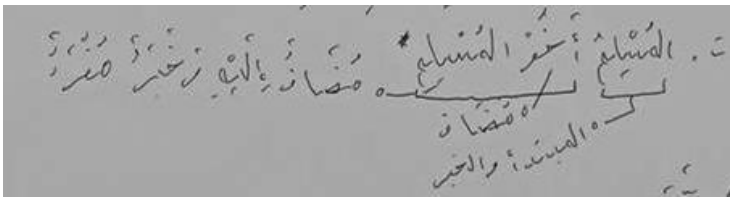


Figure 6. ***The sixth student's answer to question number 3***



Figure 7. ***The seventh student's answer to question number 3***

In question number 3, the researcher used the answers from two students and then conducted interviews to identify the learning obstacles they encountered. In Figure 6, Student 6 made an error in constructing a sentence that combines the material *about mubtada'-khobar and mudhof-mudhof ilayh*. In the question, the mubtada' should be mudhof and mudhof ilayh, while the khobar should be an isim mufrod. However, student 6 made a sentence with the mubtada' as an isim mufrod and the khobar as mudhof and mudhof ilayh, which reversed the order.

The interview results show that the student understands the rule of mudhof-mudhof ilayh but made a mistake in placing them. The student should have placed the mudhof and mudhof ilayh in the *mubtada'* position, not the *khobar* position. The student also explained that the sentence structure he created is not in the *Arabiyah Baina Yadaik book*. In contrast, a sentence with mubtada' as an *isim mufrod* and *khobar* as *mudhof and mudhof ilayh* does exist. The researcher then checked the textbook and found the example that student 6 referred to.

The researcher then asked the teacher if he had ever given an example of a sentence with the structure mubtada' as mudhof and mudhof ilayh. The teacher confirmed that he had given a brief example. The researcher then interviewed another student who had successfully answered the question. From the interview, the student recalled that the teacher had given an example with the intended pattern. The student also provided another example of his own making, which the teacher confirmed as the

correct answer.

Analysis of Student 6's response indicates the presence of a didactical obstacle in understanding variations of the *mubtada'-khabar* structure combined with *mudhaf-mudhaf ilayh*. This difficulty appears to be associated with instructional practices during the learning process. In particular, the teacher provided only a single example of a sentence pattern involving *mubtada'* in a *mudhaf-mudhaf ilayh* construction, limiting students' exposure to alternative structural variations. A similar finding was reported by Ruli et al. (2019), who found that students experienced difficulties in completing tasks when classroom explanations were limited. Additional evidence supporting this interpretation can be observed in the differing performance of Student 6 and students who answered correctly. The successful students were generally those who paid close attention to the example presented by the teacher, remembered the structure, and had opportunities to construct additional examples that were subsequently confirmed as correct. These findings suggest that the difficulty stemmed primarily from the instructional design rather than from students' conceptual understanding of the grammatical concept itself (Huda et al., 2023).

Student 6 also experienced an epistemological obstacle, evident in his difficulty understanding the flexibility of placing *mudhof-mudhof ilayh* in sentence structures. The student tended to be fixated on the patterns he often encountered in the textbook, which prevented him from applying the concept to different situations or outside of familiar examples. This obstacle reflects the limitation in integrating theoretical knowledge with its flexible application in several contexts.

In Figure 7, student 7 was unable to answer question number 3. To identify the cause, the researcher interviewed the student. The interview revealed that student 7 did not understand the concept of mubtada' with the *mudhof* and *mudhof ilayh* composition. The researcher then provided two example phrases, "ساعة اليد" and "المسجد الكبير", to test the student's understanding. Student 7 responded that the example of mudhof and mudhof ilayh was "المسجد الكبير". The researcher corrected this answer by explaining that "المسجد الكبير" belongs to the topic of *na'at-man'ut*, not *mudhof-mudhof ilayh.*

To further explore the student's understanding, the researcher administered an

additional task requiring Student 7 to construct a *mudhaf-mudhaf ilayh* phrase. The student correctly produced the phrase "باب المسجد". The researcher then asked the student to use this phrase as the *mubtada'* in a complete sentence containing a *khabar*. However, the student was unable to construct the requested sentence. This finding suggests that the student was able to identify and produce the grammatical phrase in isolation but experienced difficulty applying it within a more complex sentence structure.

Based on the absence of an answer to question number 3, which requires the creation of sentences with mubtada' in the form of *mudhof* and *mudhof ilayh* + *khobar mufrod*, it appears that student 7 is experiencing epistemological obstacles. The interview results show that student 7 was unable to distinguish between *mudhof-mudhof ilayh* and *na'at-man'ut*, leading to an incorrect interpretation of "المسجد الكبير" as *mudhof-mudhof ilayh*. Although the student was able to create a simple *mudhof-mudhof ilayh* phrase (باب المسجد) after correction, he could not use the phrase in a more complex context as mubtada' in a complete sentence. This difficulty indicates a conceptual obstacle in understanding how grammatical structures can be combined and applied in different contexts.

Based on the findings previously explained, the following is the classification of learning obstacles faced by students:

Table 1.

Question	Learning Obstacle	Classification of Obstacles
1	a. The students' ability to memorize definitions well but face difficulties in applying their knowledge to examples.	Epistemological
	b. Learning obstacles arise due to the teacher's teaching method, which presents several different definitions, causing students to feel	Didactical

	confused and lack confidence in answering.	
2	a. The student recognizes only that Khobar is in the form of *dhorof makan* but does not fully understand the rules regarding the conditions for Khobar to precede mubtada.	Epistemological
	b. The student memorizes the rules about the conditions of mubtada' muakhkhar and khobar muqoddam but still struggles to identify their positions.	Epistemological
	c. The student can only recognize that the sentence has a different structure from the normal *mubtada'-khobar* pattern but cannot understand the reasons and processes behind the structural change.	Epistemological
	d. The student's mental unpreparedness to understand the more complex concept of *mubtada'-khobar*, specifically the precedence of khobar over *mubtada'* (*taqdim khobar 'ala al-mubtada'*)	Ontogenic
3	a. The limited variation of sentence patterns with mubtada' in the form of mudhof-mudhof ilayh provided by the teacher restricts the student's exposure to structural variations.	Didactical
	b. The student struggles to understand the flexibility of	Epistemological

	placing *mudhof-mudhof ilayh* within sentence structures.	
c.	Conceptual obstacles in understanding how grammatical structures can be combined and applied in different contexts	Epistemological

CONCLUSION

The research findings indicate that students encounter learning obstacles in studying Nahwu, specifically epistemological, didactic, and ontogenic obstacles. Epistemological obstacles are the most common barriers experienced by students, indicated by the inability of students to apply theoretical knowledge to concrete examples, confusion in understanding changes in the structure of *mubtada'-khobar*, and difficulty in recognizing the conditions for placing *khobar* before *mubtada'*. Students also tend to be fixated on familiar patterns, making them less flexible in understanding structural variations. The second category of obstacles is didactical obstacles that arise from suboptimal teaching methods, such as the use of varying definitions, the teaching of a limited variety of sentence patterns, and the provision of insufficient relevant examples of more complex grammatical structures. This limits students' opportunities to understand the broader application of concepts. And the final obstacle is the ontogenic obstacle related to the mental readiness of students to understand more complex concepts, such as *taqdim khobar 'ala al-mubtada'* (*khobar* precedes *mubtada'*), which highlights the need to pay attention to the psychological and motivational aspects of students. Therefore, the findings suggest that epistemological obstacles were the most prevalent type of obstacle identified in this study, followed by didactical and ontogenic obstacles. Thus, a more varied, consistent, and relevant teaching approach is required to improve students' understanding and help them overcome several learning difficulties.

Based on the findings, further research on learning trajectories is recommended to help address students' learning obstacles at Pesantren At-Tarbiyah Sukabumi. This study is expected to open opportunities for further research on learning obstacles in Arabic language education, which remains very limited.

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