Local Cultural Relations and Arabic Language Performance Among Non-Native Speakers Students

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Abstract
The local culture of Non-Native Speakers students contributes significantly to their performance in using Arabic. Social norms, values and cultural traditions can influence their motivation, perception and learning strategies. The methodology of this study is quantitative using a correlational research design. The purpose of this study is to find out the relationship between local culture and Arabic language performance among Non-Native Speakers students and to find out the aspects of local culture that affect the learning and use of Arabic among Non-Native Speakers students. The data source used in this study is students of the Arabic Language and Literature study program, Sultan Maulana Hasanuddin State Islamic University, Banten. The data collection technique is a questionnaire. Data analysis was carried out using descriptive statistics and quantitative analysis. The results of the research on local culture and Arabic language performance among Non-Native Speakers students are that there is a significant relationship. It can be seen that the r-Calculate value of 0.79 is greater than the r-Table value of 0.51 or the r-Calculate value of > from the r-Table value, then the questionnaire is declared valid. Local cultural aspects that affect the learning and use of Arabic by Non-Native Speakers students are the influence of Islam, local languages and dialects, global and media influences, community support and motivation and perception.

Keywords: *Local Culture, Arabic Language, Non-Native Speakers*

Introduction

Language is part of human culture this cannot be achieved suddenly when humans are born perfectly on earth. Human culture will not occur without language because language is the main factor that determines the formation of culture.[1] Humans and culture are one and the same that cannot be separated. If there are humans, there is culture, so there is no culture without humans.[2]

Language is a technology created by humans as a means of communication.[3] The ability to speak is the ability that humans have and distinguishes humans from other creatures of God.[4] Language is a human communication tool to convey information and pass information from one generation to the next through written expressions. Although the relationship between language and culture is very related, language teaching is often separated from cultural teaching, and some even think that language has nothing to do with culture.[5]

Arabic has become a world language with its rich values in various areas of life, including religion, culture and academia.[6] Religiously, Arabic is considered the holy language of Muslims because the holy book of Islam, the Qur'an, is revealed in Arabic.[7] Understanding the Arabic language plays an important role in understanding Islamic teachings by carrying out worship for Muslims around the world. Culturally, the Arabic language contains a rich cultural literary heritage, such as poetry, prose and traditions that have influenced many aspects of culture in the Middle East and beyond. Arabic has become the official language of many countries in the Middle East and North Africa, so it has an

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[1] Rina Devianty, "Bahasa Sebagai Cermin Kebudayaan," *Jurnal Tarbiyah* 24, no. 2 (2017): 226–45.

[2] Novita Rahmi, "Wujud Bahasa Arab Dalam Memperkaya Kebudayaan Indonesia," Al-Fathin 1, no. 2 (2018): 151–64.

3 Okarisma Mailani et al., "Bahasa Sebagai Alat Komunikasi Dalam Kehidupan Manusia," Kampret Journal 1, no. 1 (2022): 1–10, https://doi.org/10.35335/kampret.v1i1.8.

4 Ening Herniti, "Bahasa Dan Kelahirannya," Bahasa Dan Kelahirannya 9, no. 1 (2010): 108–32.

5 Rina Devianty, "Bahasa Sebagai Cermin Kebudayaan."

6 Muh. Busro, "Sejarah Perkamusan Bahasa Arab Di Indonesia," El-Wasathiya: Jurnal Studi Agama 4 (2016): 1–19.

7 Yahya, Yuangga Kurnia Yahya, Umi Mahmudah, and Luthfi Muhyiddin, "De-Sakralisasi Dalam Pembelajaran Bahasa Arab Di Indonesia: Analisis Bahasa Sebagai Identitas Agama," JLA (Jurnal Lingua Applicata) 3, no. 2 (2020): 57, https://doi.org/10.22146/jla.57232.

important influence in politics, business, and international relations.[8] In the academic field, Arabic plays an important role in science, especially in the study of religion, history and philosophy.[9] Many scientific works and classical literature are written in Arabic, which continues to be a source of reference and inspiration for scholars around the world.[10] Thus, Arabic is not only a means of communication but also a container of intellectual, spiritual, and cultural property that greatly influences the lives of people around the world.[11]

Local culture is the customs and values that a certain society adheres to,[12] The meaning of local culture is often associated with ethnic culture,[13] There are several examples that show how local culture can influence the use of Arabic in a variety of contexts and communication situations, namely:

First, language style and idioms. Every culture has its own language style and idiom.[14] For example, in Arabic culture, the use of certain words or distinctive expressions became part of everyday language. For example, in some Arab regions and even in Indonesia, the expression "*Inshaallah*" means (if Allah allows), but it is often used as an expression of hope or uncertainty in everyday conversations.

Second, grammar and language ethics. Local culture can influence the grammar and linguistic ethics applied in the use of Arabic. For example, in some Arabic cultures, there is a strong emphasis on the use of polite and respectful

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8 Azis Anwar Fachrudin, *Linguistik Arab: Pengantar Sejarah Dan Mazhab* (Yogyakarta: DIVA PRESS, 2018).

9 Wahab, Muhbib Abdul Wahab, "Peran Bahasa Arab Dalam Pengembangan Ilmu Dan Peradaban Islam," *ARABIYAT: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 1, no. 1 (2014), https://doi.org/10.15408/a.v1i1.1127.

10 Cahya Edi Setyawan and Khairul Anwar, "Peran Bahasa Arab Dalam Pendidikan Islam Sebagai Urgensitas Mengahadapi Revolusi Industri 4.0," *Lahjah Arabiyah: Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab* 1, no. 1 (January 5, 2020): 11–19, https://doi.org/10.35316/lahjah.v1i1.571.

11 Novian Qodri Husen, "Akulturasi Budaya Arab Dalam Budaya Lokal Kehidupan Masyarakat Indonesia," *Jurnal Pendidikan Tambusai* 8, no. 1 (2024): 18–27.

12 M.H. Bakalla, *Arabic Culture: Through Its Language and Literature* (London: Routledge, 2023).

13 Tedi Sutardi, *Antropologi Mengungkap Keberagaman Budaya* (Jakarta: Pusat Perbukuan Departemen Pemdidikan Nasional, 2009).

14 Sri Ana and Yufridal Fitri Nursalam, "Analisis Tarjamah Idiomatik," *AL-MIKRAJ : Jurnal Studi Islam Dan Humaniora* (E-ISSN: 2745-4584) 2, no. 2 (March 9, 2022): 1–10, https://doi.org/10.37680/almikraj.v2i2.1339.

language, especially when speaking to people who are older or in higher standing.[15]

Third, the context of communication and how to write. The way people communicate in their local culture can affect the use of Arabic.[16] For example, in some Arab cultures, a communication becomes more formal in a business or academic environment, while in a social or family environment communication tends to be more casual and informal. There are differences in the way Sundanese and Javanese speak, such as the difference in accent, where Sundanese seem smooth while Javanese seem to be more polite and fast in their speech. Among traditional Muslims, especially in the northern part of the coast of Java, most of them are very familiar with the Pegon alphabet. This letter was very popular after the entry of Islam into the archipelago. The emergence of the Pegon script is due to primordial and political reasons.[17] Pegon Arabic learning is the basis for students in understanding the *Kitab kuning*.[18]

Fourth, the use of local dialects. Arabic dialects vary throughout the Arab world. Local culture can influence the choice of using a particular dialect in everyday communication.[19] For example, someone who has lived in Egypt may be more likely to use Egyptian dialects or Egyptian *Amiyah* in everyday conversation. However, someone who is not a native speaker tends to use Arabic *Fushah*.

Fifth, oral and literary traditions. The local culture also includes a unique oral and literary heritage. The use of Arabic in oral traditions such as folklore,

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[15] Muhammad Zaidar, "Pembelajaran Bahasa Arab Dalam Pengembangan Karakter Anak Di Era Modern: Kajian Konseptual," Islamic Insights Journal 5, no. 1 (2023): 42–55.

[16] Nirwan Wahyudi AR et al., "Fungsionalisasi Budaya Lokal Sebagai Alternatif Sarana Dakwah Di Era Digital," SHOUTIKA: Jurnal Studi Komunikasi Dan Dakwah 3, no. 1 (2023): 1–10, https://doi.org/10.46870/almutsla.v2i1.48.

[17] Darul Qutni Elmubarok, Zaim, "Bahasa Arab Pegon Sebagai Tradisi Pemahaman Agama Islam Di Pesisir Jawa," Lisanul' Arab: Journal of Arabic Learning and Teaching 9, no. 1 (2020): 61–73.

[18] Wildan Habibi, "Pemahaman Teks Kitab Kuning Di Pondok Pesantren Al Miftah Puncu Kediri Dengan Metode Arab Pegon," Dirasah : Jurnal Studi Ilmu Dan Manajemen Pendidikan Islam 3, no. 2 (August 8, 2020): 152–65, https://doi.org/10.29062/dirasah.v3i2.132.

[19] Alif Cahya Setiyadi, "Dialek Bahasa Arab Tinjauan Dialektologis," At-Ta'dib 6, no. 1 (2011), https://doi.org/10.21111/at-tadib.v6i1.552.

poetry or *Khutbah* religious influenced by local cultural values and norms.[20] Some food pronunciations or regional names are influenced by local culture. As well as the use of Arabic in traditional ceremonies, religious rituals or local cultural celebrations can reflect unique aspects of local culture, including the use of language, expressions and traditions.

Sixth, media and entertainment. Local culture is reflected in media as well as entertainment, such as the use of Arabic in local films, music and television. This includes the use of specific Arabic dialects, language styles or distinctive cultural themes in local media content.[21]

Non-Native Speakers students of Arabic often face significant challenges in understanding and using the language.[22] Apart from the linguistic aspect, cultural factors also have a significant impact on learning Arabic. The local culture of Non-Native Speakers students can contribute to the performance of their users in using Arabic. With a deeper understanding of the factors and efforts to improve Arabic language learning associated with local culture among Non-Native Speakers students, the performance of using Arabic becomes more focused and effective.[23]

Method

The methodology of this research includes quantitative research using a correlational research design.[24] Quantitative research is a research method that uses numbers and statistics in the collection and analysis of measurable data. The data source used in this study is students of the Arabic Language and Literature study program, Sultan Maulana Hasanuddin State Islamic University, Banten. The

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[20] Burhanuddin, Burhanuddin, Adi Gunawan, and Khaviar Warih Yumarestu, "Peran Literatur Arab Dalam Pengembangan Penyiaran Dakwah Islam," ARIMA : Jurnal Sosial Dan Humaniora 1, no. 3 (2024): 143–58.

[21] Sri Wahyuni, "Bahasa Arab Jurnalistik (Media Pembelajaran Elektronik)," Jurnal Ilmu Pendidikan Islam 15, no. 2 (2017).

[22] Mahmudah and Nurhapsari Pradnya Paramita, "Transformasi Pembelajaran Bahasa Arab Di Era Digital: Tantangan Dan Peluang Dalam Pendidikan," Prosiding Pertemuan Ilmiah Internasional Bahasa Arab 14, no. 1 (2023): 841–58.

[23] Habibur Rahman and Fida Layly Maisurah, "Pengajaran Bahasa Arab Dan Sosiologi Masyarakat Islam Indonesia: Kajian Fenomenologi-Sosiolinguistik," Cognitive: Jurnal Pendidikan Dan Pembelajaran 1, no. 2 (January 6, 2024): 31–46, https://doi.org/10.61743/cg.v1i2.44.

[24] Imam Santoso and Harries Madiistriyatno, Metodologi Penelitian Kuantitatif (Tangerang: Indigo Media, 2021).

data collection technique is a questionnaire. Data analysis was carried out using descriptive statistical techniques and quantitative analysis.

Result and Discussion

A. Local Cultural Relations and Arabic Language Performance Among Non-Native Speakers Students

The influence of local culture among Non-Native Speakers students is very diverse. Local culture can be influential in improving Arabic language performance if they live in an area with a significant Arabic speaking population, they will have many opportunities to interact with native speakers, explore traditions and understand the cultural context underlying the daily use of Arabic.[25]

Islamic boarding schools also encourage performance in the use of Arabic, because Islamic boarding schools have rules for habituating to using Arabic daily and learning the local culture of the Arabic language.[26] In some Islamic boarding schools, there are educators who are graduates from the Middle East or bring in directly from Arab countries to become educators in Indonesia, so this is a supporting factor in the performance in the use of Arabic Non-Native Speakers.

Local culture does not affect if you live in an area that does not interact with Arabic.[27] So far, what students feel is that they only apply in a campus environment that supports them in learning Arabic. In the campus environment, they learn vocabulary, Arabic culture, Arabic language learning methods, Arabic learning media and others. Islamic universities as educational institutions that have a vision to give birth to generations of Muslim intellectuals have a great responsibility in developing Islamic knowledge, especially in improving Arabic language skills for each student.

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[25] Yamin, Daud Lintang Al Yamin, "Bahasa Arab Sebagai Identitas Budaya Islam Dan Pemersatu Keberagaman Suku," Ta'limi | Journal of Arabic Education and Arabic Studies 2, no. 1 (May 24, 2023): 73–86, https://doi.org/10.53038/tlmi.v2i1.60.

26 I Sani, M Joharis, and M Z A Syah, "Pola Komunikasi Lintas Budaya Santri Di Pondok Pesantren Darul Qur'an Kecamatan Percut Sei Tuan Kabupaten Deliserdang," Koloni 1, no. 2 (2022): 169–79.

27 Syukran, "Teori Budaya Dan Pembelajaran Bahasa Arab Bagi Masyarakat Aceh," An Nabighoh 20, no. 02 (2018): 162–77.

So that it has a solid foundation and strong capital in an effort to study classical and contemporary literature sourced from Arabic books and books.[28]

Based on the results of the calculations carried out, an average score of 27.4 was obtained with the smallest value of 21 and the largest value of 32. The standard deviation is 3.64 and the variation value is 13.25. The following is the percentage of responses from respondents 1-18 with an average score of 5%.
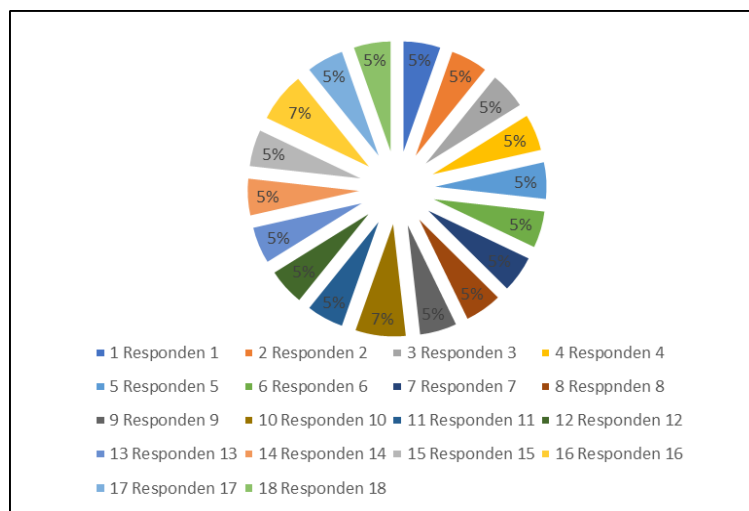
**Picture 1. Persentase of Answer Results Respondents**

Based on Figure 1. It was explained that respondents answered with an average percentage value of 5-7%. Each respondent's answer was very diverse. The results of respondents were 88.9% of students who knew very well what local culture was and 11.1% of students only knew what local culture was. As many as 68.4% of students sometimes interact with native Arabic speakers, students who have never interacted with native Arabic speakers are quite high at 21.1%, the number of students who have never interacted with native speakers is much higher than students who often interact

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[28] Muhammad Husni Shidqi and Adam Mudinillah, "Pembelajaran Bahasa Arab Dengan Memanfaatkan Lingkungan Berbahasa Bagi Mahasiswa Di Perguruan Tinggi," Jurnal Education and Development 9, no. 3 (2021): 170–76, https://doi.org/10.37081/ed.v9i3.2807.

with 10.5%. Students felt comfortable using Arabic in daily interactions with the local cultural environment as much as 57.9% and felt very comfortable by 5.3%, while students who felt uncomfortable in using Arabic daily with the local cultural environment with a percentage of 36.8%.

Various kinds of difficulties or certain challenges in learning and using Arabic caused by the local culture around them due to the high cultural diversity so that 57.9% of students find it difficult to learn Arabic. The 36.8% of students did not find it difficult because they were supported by various factors, ranging from habituation and adaptation to the surrounding culture, high understanding of Arabic, adequate environment and various other factors.

Local cultural values support the learning process and use of Arabic among Non-Native Speakers students as well as influence communication patterns and interactions in the use of Arabic, especially among Non-Native Speakers students.[29]
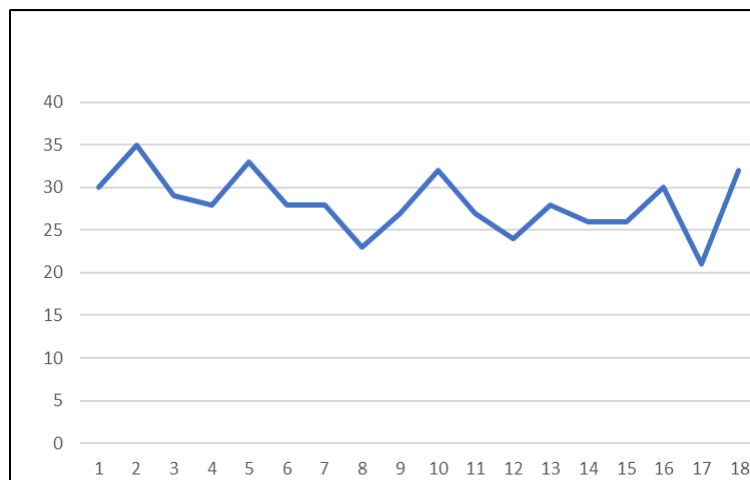
Picture 2. Total Respondents Score

Based on Figure 2. It was explained that the overall value of the percentage of respondents' answers was found to be the smallest value of 21

[29] Ai Nani Femilasari et al., "Perspektif Mahasiswa Terkait Kemampuan Berbicara Bahasa Arab Di Lingkungan Berbahasa Arab," IP: Jurnal Ilmu Pendidikan 2, no. 2 (2024): 285–91.

and the largest value of 32, it can be seen that the number has a stable increase.

TEST CRITERIA		
Reference Value	Cronbach's Alpha Values	Conclusion
0,7	1,101952	Realible

Table 1. Cronbach's Alpha Values

Basis for Conclusions:

If Cronbach's alpha value > 0.70 then it is reliable.

If Cronbach's alpha value < 0.70, it is not reliable.

Cronbach's Alpha value is 1.101952 with a reference value of 0.7. This value is said to be reliable because Cronbach's Alpha value > 0.70, which is 1.101952 > 0.70.

rCalcul ate	0,2901 85	0,5885 38	0,5716 86	0,728 87	0,7500 04	0,7948 23	0,7142 94	0,4683 89
rTable	0,51	0,51	0,51	0,51	0,51	0,51	0,51	0,51
V/I	I	V	V	V	V	V	V	I

Table. 2 rCalculate and rTable values

Information:

V : Valid

I : Invalid

The highest rCount value in the table is 0.794823 while the rTable value is 0.51. To determine the conclusion of the test criteria, it can follow the provisions of the following test criteria.

Testing Criteria:

1. If the R value is calculated > from the R value of the table, then the questionnaire is declared valid.

2. If the R value is calculated < from the R value of the table, then the questionnaire is declared invalid.

From the results of the calculations that have been carried out, local cultural values and Arabic language performance among Non-Native Speakers students are obtained, so local culture and Arabic language performance among Non-Native Speakers students have a significant relationship. It can be seen from the value of rCalculate 0.794823 greater than the rTable value of 0.51 or the r-value of > from the r-value of the table, the questionnaire is declared valid.

B. Local Cultural Aspects Affecting the Learning and Use of Arabic by Non-Native Speaking Students

There are several aspects of local culture that affect the learning and use of Arabic by Non-Native Speakers students based on the results of research on Arabic Language and Literature students of Sultan Maulana Hasanuddin State Islamic University Banten, aspects of local culture that affect the learning and use of Arabic by Non-Native Speakers students, namely the influence of Islam, local languages and dialects, global influences and media, community support and motivation and perception.

1. The Influence of Islam

Indonesia is a country with the largest Muslim population in the world, so Arabic has become a popular foreign language in Indonesia. Islam has a significant influence on Arabic language learning, including formal and informal education.[30] Many schools and Islamic Boarding School include Arabic lessons in the curriculum. Supported by a religious

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[30] Halimatus Sa'diyah and Maman Abdurahman, "Pembelajaran Bahasa Arab Di Indonesia: Penelitian Terhadap Motivasi Belajar Bahasa Asing," Lisanan Arabiya: Jurnal Pendidikan Bahasa Arab 5, no. 1 (2021): 51–69, https://doi.org/10.32699/liar.v5i1.1665.

environment, it encourages several aspects of local culture such as religious ceremonies and worship, for example prayer and *tahlil* that use Arabic so as to create Arabic language habits, where this language is often heard and used.[31]

2. Local Languages and Dialects

Students often face interference from their mother tongue when learning Arabic.[32] This can affect the way they pronounce, understand, and use Arabic. For example, the use of mixed languages that often occurs in some circles, such as the use of Arabic mixed with local languages or national languages (Indonesian language), especially in religious contexts.

3. Global Influence and Media

Access to Arabic-language media such as television channels, movies, music, digital books and social media can affect students' motivation and ability to learn Arabic.[33] International Mobility is an opportunity to study or work in Arabic-speaking countries, thus providing an additional encouragement for students to study Arabic seriously.

4. Community Support

Support from the learning community, such as Arabic study groups, course institutions or religious organizations, can facilitate Arabic language learning. The role of families who support Arabic language learning is also important to improve the performance of Arabic language learning, for example through the use of Arabic in daily activities or encouraging participation in religious activities, can play an important role in learning.[34]

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[31] Desi Nur Arifah and Badrus Zaman, "Relasi Pendidikan Islam Dan Budaya Lokal: Studi Tradisi Sadranan," ASNA: Jurnal Kependidikan Islam Dan Keagamaan 3, no. 1 (2021): 72–82.

[32] Siti Maisaroh, "Interferensi Sintaksis Bahasa Ibu Terhadap Keterampilan Berbicara Bahasa Arab (Studi Kasus Mahasiswa Pendidikan Bahasa Arab STAI Syaichona Moh. Cholil Bangkalan)," Syaikhuna: Jurnal Pendidikan Dan Pranata Islam 9, no. 2 (2018): 157–80, https://doi.org/10.36835/syaikhuna.v9i2.3256.

[33] Rizka Utami et al., Media Pembelajaran Bahasa Arab (Aceh: Yayasan Penerbit Muhammad Zaini, 2021).

[34] Abdul Hakim Abdullah, Ab. Aziz Sulaiman, and Wan Ismail Wan Abdullah, "Faktor-Faktor Yang Mempengaruhi Motivasi Terhadap Pembelajaran Bahasa Arab," *Jurnal Islam Dan Masyarakat Kontemporari* 10, no. January (2015): 104–18.

5. Motivation and Perception

Many students are motivated to learn Arabic for religious reasons, such as the desire to understand the Qur'an directly.[35] There are several social perceptions of Arabic as a difficult language or only for religious purposes can affect students' attitudes and approaches in learning it.

Conclusion

The influence of local culture among Non-Native Speakers students is very diverse. Local culture can be influential in improving Arabic language performance if they live in an area with a significant Arabic speaking population, they will have many opportunities to interact, on the other hand, local culture does not affect Arabic language performance if they live in an area that does not interact with Arabic.

Based on the results of the data calculation, local culture and Arabic language performance among Non-Native Speakers students have a significant relationship. It can be seen that the rCalculate value of 0.79 is greater than the rTable value of 0.51 or the rCalculate value of > from the r-value of the Table, then the questionnaire is declared valid.

Local cultural aspects that affect the learning and use of Arabic by Non-Native Speakers students based on the results of research on Arabic Language and Literature students of Sultan Maulana Hasanuddin State Islamic University Banten, namely the influence of Islam, local language and dialects, global and media influences, community support and motivation and perception.

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[35] Intan Sari Dewi, "Bahasa Arab Dan Urgensinya Dalam Memahami Al-Qur'an," *Kontemplasi: Jurnal Ilmu-Ilmu Ushuluddin* 4, no. 1 (2016): 40.

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