20. Overcoming The Difficulties Of Learning The Arabic Language Through Behavioral Counseling For University Students

by Akla .

Overcoming The Difficulties Of Learning The Arabic Language Through Behavioral Counseling For University Students

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Abstract
Behavioral Counseling for students is currently being implemented as an alternative solution to the problem of difficulties in learning Arabic. Students learning difficulties are caused by high anxiety due to poor learning management. The process of overcoming Arabic learning difficulties through participatory Behavioral Counseling is described implicitly in this study. The goal of this study is to examine (1) the process of overcoming difficulties in learning Arabic using Behavioral Counseling, (2) the level of academic anxiety and learning attitudes of students before and after the implementation of Behavioral Counseling, and (3) whether Behavioral Counseling implementation can improve students' Arabic language skills. This study was designed employing a Mixed Method Research approach. The questionnaire respondents were 250 students from IAIN Metro and UIN RIL (Raden Intan Lampung) Indonesia. According to the questionnaire distribution results, 46 students of UIN RIL and 45 students of IAIN Metro Indonesia required counseling. Data were gathered through observation, questionnaires, interviews, and tests. The research findings are that behavioral counseling was given to two groups of students who had difficulty learning Arabic. The first step in providing Behavioral Counseling to both groups of students with learning disabilities was conducting an assessment. The primary objective of this assessment was to discover what behaviors respondents engaged in when learning Arabic. The observed behavior was a unique behavior related to the respondent's problems. The assessment results revealed some poor learning behaviors, such as being too lazy to study, lacking enthusiasm, and being confused, anxious, and depressed about learning tasks that were not understood. Thus, students needed to be more motivated to learn Arabic because they perceived it to be difficult. The second research finding shows that in both groups of respondents, the level of academic anxiety is in the low range. Following Behavioral Counseling, there was a significant change in learning attitudes and academic anxiety—respondents whose learning attitude was poor due to various factors improved after receiving Behavioral Counseling. Similarly, academic anxiety, which was initially high, decreased after behavioral counseling. The study's findings reveal that respondents' Arabic ability improves after receiving Behavioral Counseling. Respondents at UIN RIL have an average value of 64.57, while respondents at IAIN Metro have an average value of 62.71.
Keywords: Learning Difficulty; Arabic Language; Behavioral Counseling

INTRODUCTION

College students face a variety of difficulties when learning Arabic, which contributes to their failure to achieve the required linguistic competence. Some of the difficulties students have in learning Arabic stem from a lack of enthusiasm for learning, boredom, and confusion, all of which are exacerbated by ineffective and poorly directed

learning management. The main cause of students' difficulties in learning Arabic is a lack of good planning, organization, and evaluation of learning. According to Fajhrini's research, the most difficult aspect of learning for students is learning management. Students' inability to manage their learning time effectively is the primary cause of learning objectives not being met properly (Fajhriani. N, 2020). Rahmawati and Febriani demonstrate the same thing, that poor student learning management is the root cause of learning difficulties that lead to the poor achievement of desired Arabic language skills (Rahmawati & Febriani, 2021). Students' inability to manage their learning leads to confusion, disinterest in learning, and failure to achieve language skills (Rifa'i et al., 2021). Students' Arabic language skills are below expectations due to learning difficulties caused by poor learning management. According to Akla's research, students' Arabic vocabulary mastery is still low. It is extremely difficult for students to learn language skills if they do not have a good command of Arabic vocabulary (Akla, 2021).

University students' difficulties in learning Arabic are attributed to both linguistic and non-linguistic factors. Linguistic difficulties include difficulties in pronouncing Arabic letters, particularly letter sounds that differ from those in their mother tongue. Difficulties are also experienced in expressing language (Al-Qadri et al., 2021). They are unable to express themselves due to linguistic and psychological barriers (Diaab, 2016). In terms of morphology, students have difficulty determining the root of the word and its source (Dajani et al., 2014). Furthermore, students' Arabic language difficulties are also related to the use of Arabic sentence structures in both written and spoken languages (Zulaeha, 2022). The non-linguistic difficulties experienced by students are in the form of difficulties in learning management. The difficulty in learning management is related to the lack of a clear learning plan and a good learning organization, which results in poor Arabic language skills (Farhad & Sa'diyah, 2021; Gafur & Switri, 2020).

So far, studies on learning Arabic have focused on four major issues. The first is a study that investigates the optimization of the learning process through the use of technology to alleviate learning difficulties. The use of engaging technological media has encouraged students to learn, and it is simple to achieve learning objectives (Muaad et al., 2022; Omari, 2015; Salaberry, 2001). Several studies demonstrate the importance of incorporating games into the learning process. The use of enjoyable games has successfully overcome learning difficulties. The use of games has also greatly enhanced the learning spirit and improved language skills (Al-Jabri et al., 2021; Mohova et al., 2020). Others emphasize the importance of innovative learning strategies and approaches in assisting students in mastering linguistic competence (Alwehaibi et al., 2022; Awouters & Jans, 2009; Mufidah et al., 2019). The second is a study that examines the importance of focusing on psychological factors in terms of increasing learning motivation. High learning motivation can help students eliminate learning difficulties. The absence of learning difficulties will facilitate the attainment of linguistic competence. (Boccardelli et al., 2017; Can & Simsek, 2015; Muaad et al., 2022). The third study examines how learning the Qur'an can help students improve their Arabic language skills. Listening to the Qur'an verses recited aloud can help eliminate difficulties in identifying sounds and pronouncing Arabic vocabulary (Alsharbi et al., 2021; Mamun et al., 2020). The fourth study investigates the significance of developing active and innovative learning management to assist students in overcoming various

difficulties in mastering linguistic competencies. Creating well-designed planning, learning process management that is oriented toward active, innovative, and fun learning, and the development of valid evaluation instruments, have eliminated difficulties in learning Arabic as well as increasing linguistic competence (Al-Mamary, 2022; Almisreb et al., 2016; Mamun et al., 2020; Tajuddin, 2016).

According to the four research trends, the implementation of Behavioral Counseling in overcoming difficulties in learning Arabic for students has not been specifically studied. Simultaneously, the analysis of learning difficulties in Arabic focuses on the age group of children. This study fills in the gaps left by previous studies, which tend to emphasize the role of behavioral counseling in overcoming learning difficulties. The purpose of this research is to examine the process of overcoming difficulties in learning Arabic through the use of Behavioral Counseling and self-management techniques. Behavioral counseling is a type of counseling that employs the concept of behavior. Individual behavior changes are viewed as learning outcomes that can be formed by manipulating learning conditions in the concept of behavior (Lai et al., 2022). The process of manipulating learning conditions is followed by reinforcement to maintain the desired learning outcomes (Notaro & Diamond, 2018).

Behavioral counseling includes learning counseling, which is a process of assisting individuals in learning to solve interpersonal problems, and emotional problems, and make decisions (Frăsineanu, 2015). Behavioral counseling is one of the therapeutic techniques used in counseling to assist individuals in learning new problem-solving behaviors through various action-oriented techniques (Cody et al., 2022). According to the behavioral concept, behavior is the essence of human personality. This behavior is the result of individual experiences and interactions with their environment (Perrusquía, 2022). This behavioral concept indicates that behavioral issues are the result of an incorrect learning process (Xia & Qi, 2022). As a result, behavior can be changed by creating a more positive environment that encourages positive behavior. These behavioral changes then allow for a more tangible assessment of the client's progress (Ozkan et al., 2021).

Behavioral Counseling aims to establish a new, better situation through the learning process to eliminate negative behavior, and then to change adaptive behavior through techniques that strengthen target behavior by eliminating unwanted behavior (Farjantoky et al., 2020). Behavioral Counseling focuses on individual behavior that is visible and can be learned by following a specific procedure to achieve the client's problem-solving objectives. (Williams et al., 2022). Besides, the goal of Behavioral Counseling is to help clients live their lives without experiencing difficulties or behavioral barriers that make them feel uncomfortable in social situations (Zarei et al., 2010).

One of the Behavioral Counseling techniques that can be used in providing Behavioral Counseling is the self-management technique. Self-management is a set of techniques for changing an individual's behavior, feelings, and thoughts (Rao et al., 2021). Self-management is a set of procedures that includes self-monitoring, positive reinforcement, personal contracts, and stimulus mastery (Krijnen et al., 2022). In addition, self-management is also a strategy for changing behavior by directing individuals using therapeutic techniques (Stenberg et al., 2022).

The self-management process contains psychological power, which encourages individuals to determine and select effective steps to achieve their goals. Self-management occurs when individuals engage in certain behaviors and control the occurrence of other behaviors (Du et al., 2022). Self-management entails both controlling and controlled behavior. Controlling behavior necessitates self-management strategies that modify the target or alternative behavior (Hansen et al., 2022). Self-management aims to foster counseling adaptive behavior (Jaafar et al., 2012). The main concept of self-management is the process of changing behavior by using internal and external behavior management strategies. Self-management emphasizes individual acceptance of behavior change programs to foster individual motivation. Therefore, in the application of self-management, the participation of individuals to become agents of change is critical. (Pinto & Taveira, 2013). Behavior changes can be accomplished by directing individuals to problem-solving techniques. With the right techniques and methods, individuals can manage their feelings, thoughts, and actions, which encourages them to focus less on what is bad and more on what is good and right.

Behavioral Counseling for College Students is currently being implemented as an alternative solution to the problem of Arabic learning difficulties. Students learning difficulties are caused by high anxiety as a result of poor learning management. The process of overcoming Arabic learning difficulties through participatory Behavioral Counseling is described implicitly in this study. There are three questions can be presented to achieve this goal:

1. How does the process of overcoming difficulties in learning Arabic using Behavioral Counseling work?
2. What is the level of academic anxiety and student learning attitudes before and after the implementation of Behavioral Counseling?
3. Can the use of Behavioral Counseling improve students' Arabic language skills?

The research findings are used to stimulate a discussion about the potential of Behavioral Counseling in resolving Arabic learning problems encountered by university students learning Arabic. Three arguments underpin this paper. First, the use of Behavioral Counseling in learning can reduce or even eliminate students' difficulties in learning Arabic. This is possible because Behavioral Counseling is a counseling approach aimed at resolving problems encountered by students while learning Arabic. Second, the effectiveness of Behavioral Counseling is largely determined by professional teachers who can create better conditions for learning and strengthen the desired target behavior. The success of using Behavioral Counseling in Arabic learning is determined by the support professional teacher. Behavioral Counseling cannot be implemented without the support of qualified teachers. Third, the successful use of Behavioral Counseling in Arabic learning will require a high level of commitment from both students and teachers. Students who face various obstacles in learning Arabic as a study subject must be committed during the counseling process. As a learning facilitator, the teacher can provide learning counseling, which is used as a reference in the implementation of Behavioral Counseling.

METHODS

This study examines the difficulties in learning Arabic that students overcome through the use of Behavioral Counseling. Institut Agama Islam Negeri (IAIN)

Metro and UIN Raden Intan Lampung (UIN RIL) were the research locations of this study. The research sites were chosen based on the consideration that there were groups of students at these two universities who were having difficulty learning Arabic. These groups of students with learning difficulties had a poor mastery of the Arabic language.

To solve research problems, this research design employed a Mixed Method Research approach that combined qualitative and quantitative research. The combined approach was used because the researcher required more comprehensive, valid, reliable, and objective data when conducting research problems. The next reason was to explain in greater detail the results of preliminary quantitative statistical research on student anxiety and learning attitudes obtained from the data of the majority of respondents and generalize the findings. As a follow-up, a qualitative approach was used for the in-depth exploration of several respondents. The implementation of this approach focused on data collection and analysis in a single research series. The combined research design used in this study was the Explanatory Sequential Design addressed by Cresswell. The explanatory sequential research design began with quantitative data collection and then moved on to qualitative data collection to clearly describe the quantitative data results.

The research respondents of this study were students of IAIN Metro and UIN RIL. The selection of respondents in this study was done in stages. The first stage was the respondents' determination to collect data on students who were having difficulty learning Arabic. In this first phase, 250 students from both universities participated. Respondents were chosen based on their participation in Arabic classes. An initial questionnaire was given to 250 students to determine their attitude toward learning Arabic and their level of learning anxiety. According to the results of this questionnaire, students experienced levels of learning anxiety and learning attitudes when learning Arabic. Students with a moderate to high level of anxiety would be counseled for two months using Behavioral Counseling. The data obtained from each PTKIN in the initial questionnaire distribution showed that there were 46 UIN RIL students and 45 IAIN Metro students who were then involved as respondents to receive Behavioral Counseling. The respondents were chosen at random from a group of individuals who had similar difficulties in learning Arabic. In addition to students, Arabic lecturers also participated as respondents in this study.

Techniques for collecting data include observation, questionnaires, interviews, and tests. The observation was used to collect data about the process of providing students with Behavioral Counseling. Furthermore, the observation method was also used to determine how respondents' behavior changed after receiving Behavioral Counseling. The observation process was carried out with the research team's participation in the process of providing Behavioral Counseling. The questionnaire technique was used to collect data on students' levels of anxiety and learning attitudes before and after receiving Behavioral Counseling. The questionnaire was designed using a Likert scale with five possible answers. Answer A has 5 points, answer B has 4 points, answer C has 3 points, answer D has 2 points, and answer E has 1 point. The learning attitude variable consists of 20 questionnaire items, while the anxiety variable consists of 20 items. The interview technique was used to supplement observational data on students' anxiety. Additionally, after Behavioral Counseling was conducted, interviews were done to collect data on the development of student learning management. The test technique was used to collect

information about the level of Arabic language mastery. The test would be administered both before and after the Behavioral Counseling session.

There are two types of data analysis techniques used in this study: qualitative data analysis techniques and quantitative data analysis techniques. The following stages were implemented for qualitative analysis: 1) carrying out coding on the findings of observations and interviews; 2) compiling concepts from data that had already been established with no change; 3) organizing the findings from observations and interviews; 4) grouping data that had been prepared to create a hypothesis; 5) generating a ready-to-test analysis through the obtained hypothesis. Whereas the quantitative data analysis technique was carried out by prerequisite tests such as the homogeneity test and normality test to determine whether the data were normally distributed or not. The data that were normally distributed were continued with the t-test to determine the level of mastery of Arabic after providing Behavioral Counseling. Descriptive analysis was also conducted to see the level of anxiety and student learning attitudes.

RESULTS AND DISCUSSION
The Process of Overcoming Students' Learning Difficulties By Using Behavioral Counseling

Behavioral Counseling was given to two groups of students who had difficulty learning Arabic. These two groups were the IAIN Metro student group and the UIN Raden Intan Lampung student group. The first step in providing Behavioral Counseling to both groups of students with learning disabilities was by conducting an assessment. The primary objective of this assessment was to discover what behaviors respondents engaged in when learning Arabic, how they felt when participating in the Arabic learning process, and how they processed the thoughts that arose when learning Arabic. The observed behavior was a special behavior related to the respondent's problems. The evaluation also viewed the respondents' motivations for participating in Arabic learning. Furthermore, the respondent's level of control over problematic behavior was determined by how the control was trained to determine self-control success. At this stage, an analysis of the respondent's relationship with colleagues as well as the respondent's relationship with the teacher was performed. The assessment results revealed some poor learning behaviors, such as being too lazy to study, lacking enthusiasm, and being confused, anxious, and depressed about learning tasks that were not understood. Thus, students were unmotivated to learn Arabic because they perceived it to be a difficult subject. Peer relationships among respondents who had learning difficulties were also poor. This negative indicator could be seen in a lack of empathy, concern, and tolerance in learning.

The second step was to establish objectives. The purpose of counseling was determined by researchers along with the respondents. In this counseling stage, goal setting was the researcher's attempt to help respondents identify the problem through the lens of the goals to be achieved. Based on measurable situational barriers, the researcher made the respondent's goal the primary focus of counseling. The goals of the counseling were to (1) eliminate anxiety in learning Arabic, (2) increase learning concentration, (3) strengthen self-motivation, (4) set learning targets in the form of 10 *mufradat*

(vocabularies) used in the active language in one day, (5) manage study time, (6) manage stress, and (7) organize learning.

The third step was the implementation technique. Self-management in learning was the technique used in this counseling. Self-management was the skills, methods, and strategies used by the respondents to effectively direct the achievement of their Arabic learning goals. All aspects of self-management included self-motivation, goal setting, planning, scheduling, Time management, self-evaluation, self-intervention, self-development, stress management, and organization. The findings of the technical implementation phase analysis revealed that the respondent group was capable of self-management. The majority of respondents were able to motivate themselves to learn Arabic after receiving an understanding of the direction of learning Arabic during the counseling process. Respondents determined the desired learning achievement by following daily, weekly, and monthly study plans, which were then evaluated by the teacher on the progress of achievement. The respondents' ability to self-manage has transformed their stress into a sense of joy and pleasure in learning Arabic.

Academic Anxiety Levels and Student Learning Attitudes Before The Implementation Of Behavioral Counseling

The study began with a quantitative approach, with questionnaires distributed to 250 respondents from UIN RIL and IAIN Metro. The questionnaire distribution was intended to collect data on students who were struggling to learn Arabic and had low learning attitudes and high learning anxiety.

The results of a frequency analysis of learning attitudes on UIN RIL respondents revealed that 46 had poor learning attitudes, 36 had good learning attitudes, and 43 had very good learning attitudes. According to the frequency analysis of learning attitudes on IAIN Metro respondents, 45 students had bad learning attitudes, 44 had good attitudes, and 36 had very good attitudes in learning.

In a frequency analysis of learning anxiety scores on UIN RIL respondents, 38 respondents experienced high anxiety, 8 revealed very high anxiety, and 79 indicated low anxiety. In contrast, a frequency analysis of learning anxiety levels on IAIN Metro respondents revealed that 24 students experienced high anxiety, 21 experienced very high anxiety, and 80 experienced low anxiety. The score results of students' learning anxiety levels were proportional to the number of students' learning attitudes that were not favorable both at UIN RIL and IAIN Metro respondents. This means that several students who had high levels of learning anxiety and low levels of learning attitudes needed counseling. (Table 1.)

Table 1. Data on Students Who Have Learning Difficulties and Need Counseling

No	N	Learning Anxiety			Learning Attitude		
		Low	High	Very High	Not Good	Good	Very Good
1	UIN RIL	79	38*	8*	46*	36	43
2	IAIN Metro	80	24*	21*	45*	44	36

Academic Anxiety Levels And Student Learning Attitudes After The Implementation Of Behavioral Counseling

The researchers measured the level of academic anxiety and student learning attitudes after treating the respondents with Behavioral Counseling for two months.

Questionnaires were distributed to respondents to collect data. Table 2 below displays the findings of the data analysis.

Table 2. Anxiety Analysis and Learning Attitudes

		Statistics			
		Learning Attitudes of UIN RIL Respondents	Academic Anxiety of UIN RIL Respondents	Learning Attitudes of IAIN Metro Respondents	Academic Anxiety of IAIN Metro Respondents
N	Valid	46	46	45	45
	Missing	0	0	0	0
Mean		72.3478	38.7826	68.5333	35.5778
Median		72.0000	40.0000	68.0000	36.0000
Mode		68.00	36.00ᵃ	68.00	40.00
Std. Deviation		5.80122	4.92573	4.83171	6.41195
Minimum		62.00	23.00	60.00	24.00
Maximum		82.00	45.00	82.00	46.00
Sum		3328.00	1784.00	3084.00	1601.00

According to the findings, the average value of learning attitudes in UIN RIL respondents is 72.34, while it is 68.53 in IAIN Metro respondents. The value of these two groups of respondents' learning attitudes is in the good range. While academic anxiety in UIN RIL respondents is 38.78, it is 35.57 in IAIN Metro respondents. In both groups of respondents, the level of academic anxiety is in the low range. Following Behavioral Counseling, there was a significant change in learning attitudes and academic anxiety. Respondents whose learning attitude was poor due to a variety of factors improved after receiving Behavioral Counseling. Similarly, academic anxiety, which was initially high, decreased after behavioral counseling.

The Implementation Of Behavioral Counseling To Improve Students' Arabic Language Ability

The implementation of Behavioral Counseling has helped students overcome difficulties in learning Arabic and significantly improved their psychological well-being. The ability of students to carry out self-management learning as one of the counseling strategies used influenced the reduction in learning difficulties felt by student-respondents. Intense counseling, monitoring, and evaluation of each respondent's activities instilled confidence in the respondent. The ability to understand Arabic is a student learning achievement that includes *mufradat, Qawaidh, Istima', Kalam, Qira'an,* and *Kitabah*. This accomplishment is known as the Arabic language ability. According to the findings of the analysis, the mean value of Arabic language skills for UIN RIL students is 33.26, while it is 28.40 for IAIN Metro students. Before the implementation of behavioral counseling, students who had learning difficulties mastering Arabic language skills were provided with Behavioral Counseling with a self-management strategy. After the completion of Behavioral Counseling, an Arabic language proficiency test was administered.

The mean value of Arabic language skills for UIN RIL students after the implementation of Behavioral Counseling is 64.56, while it is 62.71 for IAIN students. Both of these numbers are in the 61-80 range, which indicates that they are high. This means that respondents who experienced learning difficulties after receiving Behavioral

Counseling with self-management strategies were able to overcome them by self-regulating on aspects of learning time management, learning methods, learning strategies, learning motivation, and learning targets. The respondent's ability to self-regulate in Arabic learning has reduced the learning difficulties they have encountered thus far, resulting in improved Arabic language skills.

The study's findings reveal that respondents' Arabic ability improves after receiving Behavioral Counseling. Respondents at UIN RIL have an average value of 64.57, while respondents at IAIN Metro have an average value of 62.71.
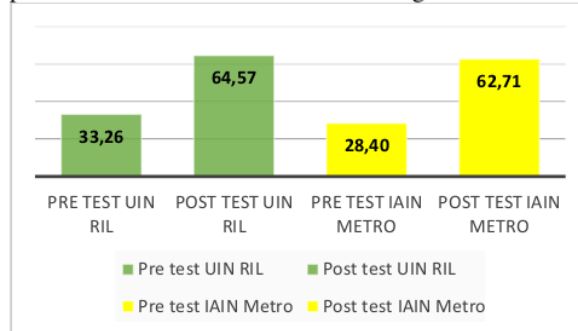

Figure 1. The Comparison of Pre-test and Post-test Average Scores to Assess Arabic Language Ability

Figure 1 shows that the respondent's Arabic ability improves significantly after receiving Behavioral Counseling. Arabic language skills improve by 52% among UIN RIL respondents and 45% among IAIN Metro respondents. (See Figure 2).

The results of the data analysis of the Arabic language proficiency test in the group of respondents who received self-management counseling show a significant increase. A t-test was used to determine whether Arabic language skills can be improved by using Behavioral Counseling. The t-test was conducted after the data had been checked for normality and homogeneity. The result of the normality test with the Kolmogorov-Smirnov test statistic at a significant level is $\alpha = 5\% = 0.05$. The result of the normality test is shown in the following table:

Table 5. Tests of Normality

	Test Code	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Score	1	.164	46	.093	.916	46	.063
	2	.214	46	.080	.907	46	.061
	3	.102	45	.200[*]	.954	45	.072
	4	.141	45	.086	.926	45	.067

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

The sig count normality test analysis results for each class at the time of the pre-test and post-test are 0.093, 0.080, 0.200, and 0.086, respectively. Based on the results of the normality test outcome, the test decision obtained from all of the significant value counts is $> \alpha$, indicating that H_0 is accepted. The normality test results indicate that the sample was drawn from a normally distributed population. In addition, the homogeneity was carried out using the Levene test statistic with a significance level of $\alpha = 5\% = 0.05$.

Table 6. The Variance Homogeneity Test

		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	.858	3	178	.464
	Based on Median	.819	3	178	.485
	Based on the Median and with adjusted df	.819	3	164.390	.485
	Based on trimmed mean	.813	3	178	.488

According to the results of the analysis, the homogeneity test of the calculated sig values of $0.464, 0.485, 0.485$, and 0.488 is $> \alpha$, indicating that H_0 is accepted, implying that the population has a homogeneous variance. According to the results of the prerequisite test, normality, and homogeneity tests, the research data are normal and homogeneous. As a result, the t-test is the statistical test used to test the hypothesis of this study.

The sig (2-tailed) value is 0.003 at the significance level of $\alpha = 5\% = 0.05$. If the sig count is $> \alpha$, then H_0 is accepted and H_a is rejected. The test results show that the value of sig count is $< \alpha$ which indicates that the implementation of Behavioral Counseling at UIN Raden Intan Lampung and IAIN Metro can have an effect on improving students' Arabic language skills.

The findings reveal that combining Behavioral Counseling with self-management techniques reduces students' Arabic learning difficulties. After counseling, students' Arabic language difficulties, learning attitudes, and academic anxiety, decreased significantly. Students who were initially anxious become less anxious after counseling. Similarly, the student's learning attitude improves after counseling, which was initially poor. The improvement in Arabic mastery correlates with the reduction in learning difficulties experienced by students.

During counseling, students used self-management techniques to motivate themselves, set goals for learning Arabic, make study plans, manage time, learn processes and methods, conduct self-evaluations and self-development, and manage stress. Students completed learning activities effectively in order to achieve the goals of learning Arabic. The findings of the study reveal that combining counseling with self-management techniques is able to eliminate students' learning difficulties. The study also discovers that combining counseling with self-management techniques increase students' positive attitudes. These positive aspects include increased learning motivation, which is triggered by the presence of clear learning objectives. This is very likely because counseling with self-management techniques directs individuals to improve their ability to control themselves in various aspects such as controlling behavior, thoughts, emotions, and feelings in order to achieve the desired goals. This is in line with the findings of Techavijitsarn et al, who state that individuals who can clearly and measurably regulate their behavior can solve any problems they face and achieve their desired goals (Techavijitsarn et al., 2015). Self-control ability is able to overcome learning difficulties (Heo et al., 2022).

Counseling has been effective in reducing anxiety and improving individual attitudes. Kadafi et al. confirm that the use of measurable counseling can reduce anxiety (Kadafi et al., 2021). The use of Behavioral Counseling with self-management techniques has resulted in improved self-control. Individuals' anxiety has been reduced by their ability to control themselves. The ability of self-control has been able to

eliminate the anxiety experienced by individuals. According to Iliuță and Tempea, the individual learning process of exploring one's own potential and the ability to change one's behavior in a positive direction can avoid people from feeling anxious (Iliuță & Tempea, 2015). The ability of the individual to manage internal and external behavior has transformed anxiety into pleasure and enthusiasm for learning. This is consistent with Näykki et al's view that an individual's ability to manage feelings, thoughts, and actions has encouraged people to focus on the positive things and avoid the negative things (Näykki et al., 2021).

This study's findings also show that combining counseling with self-management techniques has improved students' Arabic mastery. The improvement in students' Arabic mastery corresponds to a reduction in anxiety and stress. This is reasonable considering that the use of self-management techniques in counseling encourages individuals to follow a set of procedures that include self-monitoring, positive reinforcement, personal learning contracts, and mastery of learning goals. These procedures have transformed the student learning environment from depressed and anxious to motivated, enthusiastic, and enjoyable. A sense of enthusiasm and pleasure in learning has made it easier for students to learn, allowing them to achieve their learning objectives. This is in line with the notion that high motivation and enjoyment in learning make it easier for individuals to learn a second language (Tuncel et al., 2016).

This study differs from previous studies which emphasize more on learning processes and outcomes. This study is more concerned with the process of removing learning difficulties caused by students' anxiety and depression. It is carried out in the counseling frame by removing anxiety and negative attitudes and replacing them with pleasure and positive attitudes. Counseling is provided on a regular basis, and progress toward counseling goals for each individual is monitored. The primary goal of this research is to eliminate learning difficulties. Individuals will be able to achieve their learning objectives more easily if there are no learning difficulties. According to the findings of this study, Arabic learning for university students should be more focused on the process of overcoming learning difficulties in order to help students master the Arabic language.

CONCLUSION

This research discovers that overcoming students' learning difficulties has a positive impact on the learning process. Learning difficulties can be overcome by combining Behavioral Counseling with self-management techniques. Self-management techniques, which focus on students' self-control abilities, have created new patterns in Arabic learning. Furthermore, counseling using this technique has reduced academic anxiety and negative attitudes toward learning. Students can master the Arabic language more efficiently if they have good self-control skills, clear learning objectives, and good time management.

The model of using Behavioral Counseling with self-management techniques is successful in overcoming the problem of Arabic learning difficulties for university students. Behavioral Counseling with self-management techniques can help overcome difficulties caused by low learning motivation, confusion, lack of enthusiasm, high anxiety, and poor Arabic language skills. Learning Arabic is not only about achieving learning objectives, but also about students' psychological aspects. The psychological

aspects experienced by students are the primary concern in order for the learning process to be carried out properly. The incorporation of Behavioral Counseling into the Arabic learning process has increased students' commitment to learning Arabic and assisted them in overcoming various learning difficulties.

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