



Attitudes, Perceptions, and Barriers in Learning Arabic Pharmaceutical Terminology among Female Pharmacy Students at Universitas Darussalam Gontor

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Abstrak: Penelitian ini mengeksplorasi sikap, persepsi, dan hambatan yang dihadapi mahasiswi farmasi di Universitas Darussalam Gontor dalam mempelajari dan menggunakan istilah farmasi berbahasa Arab. Menggunakan metode deskriptif kuantitatif, data dikumpulkan melalui kuesioner yang disebarakan kepada 32 mahasiswa. Analisis data dilakukan dengan statistik deskriptif, seperti rata-rata, median, modus, dan deviasi standar. Hasil penelitian menunjukkan bahwa sebagian besar mahasiswa memiliki sikap positif terhadap pembelajaran istilah farmasi berbahasa Arab, menganggapnya bermanfaat untuk memahami teks akademik dan meningkatkan daya saing profesional. Meski demikian, beberapa hambatan muncul, seperti kesulitan dalam menghafal dan menerjemahkan istilah antarbahasa. Penelitian ini menyarankan perlunya dukungan tambahan dalam pembelajaran istilah farmasi berbahasa Arab.

Attitudes, Perceptions, and Barriers in Learning Arabic Pharmaceutical Terminology among Female Pharmacy Students at Universitas Darussalam Gontor

Abstract: This study investigates the attitudes, perceptions, and barriers faced by female pharmacy students at Universitas Darussalam Gontor in learning and using Arabic pharmaceutical terminology. A descriptive quantitative research method was employed, utilizing a questionnaire distributed to 32 students. Data analysis was conducted using descriptive statistics such as mean, median, mode, standard deviation. The results indicated that the students generally had positive attitudes toward learning and using Arabic pharmaceutical terminology, recognizing its contribution to enhancing understanding of academic texts and improving professional competitiveness in the field



of pharmacy. However, some barriers were identified, such as difficulties in memorizing and translating terminology between languages. The study recommends providing additional support in the area of learning Arabic terminology in pharmacy.

INTRODUCTION

Historically, the dichotomy of the education system in Indonesia began when the school system was introduced to Indonesia by Altonio Galvano, a Portuguese official in Maluku, and through the Ethical Politics implemented by the Dutch. (Kaplan & Geraerts, 2024) This system was entirely different from the indigenous education system in Indonesia, which was non-formal and based in places of worship. (Cahyono et al., 2024) This dichotomy was even validated by the operational separation between general schools and religious institutions such as madrasahs and pesantren. The peak of this separation occurred when the New Order government issued the Joint Decree (SKB) on March 24, 1975, (Latief et al., 2021) which stipulated the division of the management of general education and religious education between the Ministry of Education and the Ministry of Religious Affairs.

Amid this dualism in education in Indonesia, Universitas Darussalam

Gontor (Unida Gontor) brings the mission of the Islamization of contemporary science, which has become its distinctive feature in the context of Islamic studies in Indonesia. This contrasts with the theological approach often used in Islamic studies, which tends to overlook translating Islamic teachings as a foundation for the dynamics of societal life. The establishment of the Faculty of Health Sciences at Universitas Darussalam Gontor is a concrete manifestation of the Islamization of knowledge, with its initial three study programs: Pharmacy, Nutrition Science, and Occupational Health and Safety. In addition to studying the specialized subjects of their respective programs, students at Universitas Darussalam Gontor are also provided with courses in Islamic Epistemology, Islamic Worldview, Islamic Civilization History, Halal Pharmaceutical Product Analysis, Islamic Pharmaceutical Jurisprudence, Islamic Nutrition Jurisprudence, and

Arabic Language. (Lestari, Puspita Ayu, and Ria Fauziah Salma, n.d.)

The field of pharmacy involves health sciences that are closely related to the products and services of health products. If we look back, the history of pharmacy is rooted in the medical practices of ancient Greece, China, and the Middle East, with figures like Hippocrates (459-370 BCE) who used plants as medicinal sources, and Ibn Sina (980-1037 CE) who wrote about the methods for collecting and storing medicinal plants and the preparation of pharmaceutical products such as suppositories and syrups. Modern pharmacy science developed significantly in the West, marked by the establishment of the first pharmacy school in Philadelphia in 1821, (Shryock, 1941) followed by the rapid growth of the pharmaceutical industry, making the United States and Germany the centers of development for this field.

The culture of research in the West has made it a source for the development and publication of scientific literature in their languages, including modern pharmaceutical sciences. As a result, many universities worldwide, including those in Arab

countries, use these foreign references for their pharmaceutical science programs. In particular, to facilitate the learning process, Arab universities have Arabized the terms in these sciences. (Sabbour et al., 2010)

This phenomenon directly impacts the Pharmacy Study Program at Universitas Darussalam Gontor, which makes Arabic language courses mandatory. The primary objective is to equip students with the foundational tools to delve deeper into Islamic law as it relates to pharmacy science. In practice, learning Arabic in the context of pharmacy presents many challenges, including the mixing of original Arabic pharmaceutical terms and the Arabized terms from English. This often becomes an obstacle for students.

To comprehensively assess the reality of Arabic language instruction in the Pharmacy Program, it is necessary to measure attitudes, perceptions, and obstacles. These three aspects are widely recognized as important points in understanding the true nature of the learning process, as evidenced by numerous studies measuring these variables in Arabic language learning such as students perceptions toward

learning process. (Mazana et al., 2018) Attitude, as defined by Baker (1992), is a hypothetical construct that explains the direction and persistence of human behavior Perception refers to how individuals use their senses to notice things, as well as the ideas, beliefs, and images they form based on their understanding of the world. (Silmi, 2020) Barriers, in the context of second language acquisition, involve cognitive or structural challenges, as well as emotional and motivational factors that hinder learning. (Krashen, 1985) However, no study has yet examined all three of these variables – attitude, perception, and barriers – in the context of Arabic language learning within pharmacy programs, particularly in Indonesia.

Therefore, this study aims to quantitatively measure the attitudes, perceptions, and obstacles experienced by the students of the Pharmacy Program at Universitas Darussalam Gontor, specifically in learning Arabic terminology related to pharmacy. The results, quantified with specific numbers, will be very beneficial for Arabic language instructors in the Pharmacy Program to evaluate, update

teaching methods, and even develop suitable learning media to ensure effective and efficient learning outcomes.

This study holds significance from, 1) an **academic** standpoint by contributing to the literature on Arabic language education in the pharmacy field, especially in exploring students' attitudes, perceptions, and challenges. 2) a **practical** viewpoint, it aids in developing more effective teaching strategies and supports pharmacy students in mastering crucial Arabic terminology for their profession, ultimately improving their skills in the global workforce.

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effective and efficient learning outcomes.

METHOD

This study uses a descriptive quantitative design (Sugiyono, P. D., 2008) to evaluate the attitudes, perceptions, and obstacles faced by female pharmacy students at Universitas Darussalam Gontor regarding Arabic pharmaceutical terminology. Data was collected through a structured questionnaire using a Likert scale to measure various dimensions related to attitudes, perceptions, and barriers. The questionnaire was validated by experts and tested for reliability through a small group pilot.

This study is divided into three sections: (a) **Attitudes**: It examines students' attitudes toward Arabic pharmaceutical terminology, analyzed using descriptive statistics, b) **Perceptions**: It investigates students' perceptions of the benefits, challenges, and relevance of this terminology, applying similar statistical methods. (c) **Barriers**: It identifies obstacles in learning the terminology, using the same analytical approach. Each section is carefully analyzed to provide a

comprehensive understanding of the students' perspectives and challenges.

The study involved 32 female pharmacy students from Universitas Darussalam Gontor. There was no missing data, ensuring the quality of the dataset. Subjects of Study: Female pharmacy students those who have completed courses related to Arabic language in the field of pharmacy. Profile of Responses: Respondents provided answers on a Likert scale ranging from 1 (strongly disagree) to 6 (strongly agree). (Joshi et al., 2015) The results showed variations in perceptions, ranging from neutral to highly positive.

This study used a quantitative approach with a descriptive survey method, selecting the sample through purposive sampling. (Creswell et al., 2018) **Data Collection Instrument**: A Likert-scale questionnaire was designed to evaluate attitudes, perceptions, and barriers (Boone & Boone, 2012) related to Arabic pharmaceutical terminology. Data analysis was conducted using the JASP software. (Christopher P. Halter, 2018)

Statistical Analysis, Descriptive Statistics: Calculations of mean,

median, mode, standard deviation, minimum, and maximum (Kadir, n.d.) for each variable.

RESULT AND DISCUSSION

This section presents the results obtained from the questionnaire, which includes attitudes, perceptions, and barriers among female pharmacy students towards Arabic pharmaceutical terminology at Universitas Darussalam Gontor. This section is divided into 3 subsections: the first subsection discusses attitudes, the second subsection discusses

perceptions, and the third subsection discusses barriers to learning Arabic pharmaceutical terms among female Pharmacy students.

Attitudes towards Arabic pharmaceutical terminology at Universitas Darussalam Gontor.

This subsection presents data processing tables and explains the results of the analysis in the attitude study, including descriptions of the mean, median, mode, standard deviation, minimum, and maximum values.

Table 1 Descriptive Statistics for Attitudes

<i>Descriptive Statistics</i>								
	Valid	Missing	Mode	Median	Mean	Std. Deviation	Minimum	Maximum
SIKAP 1	32	0	5.000 ^a	5.000	4.688	1.061	2.000	6.000
SIKAP 2	32	0	4.000 ^a	4.000	4.531	1.016	3.000	6.000
SIKAP 3	32	0	5.000 ^a	5.000	4.719	0.851	3.000	6.000
SIKAP 4	32	0	4.000 ^a	4.000	3.688	1.401	1.000	6.000
SIKAP 5	32	0	5.000 ^a	4.000	4.188	1.203	1.000	6.000
SIKAP 6	32	0	4.000 ^a	4.000	3.969	1.231	1.000	6.000
SIKAP 7	32	0	5.000 ^a	5.000	4.469	1.047	2.000	6.000
SIKAP 8	32	0	4.000 ^a	4.000	4.031	1.204	1.000	6.000
SIKAP 9	32	0	3.000 ^a	4.000	3.719	1.529	1.000	6.000
SIKAP 10	32	0	6.000 ^a	5.000	4.656	1.310	2.000	6.000

^aThe mode is computed assuming that variables are discreet.

Perceptions towards Arabic pharmaceutical terminology at Universitas Darussalam Gontor

This subsection presents data processing tables and explains the results of the analysis in the perception study, including descriptions of the mean, median, mode, standard

deviation, minimum, and maximum values.

Table 2 Descriptive Statistics for Perceptions

<i>Descriptive Statistics</i>								
	Valid	Missing	Mode	Median	Mean	Std. Deviation	Minimum	Maximum
PRP 1	32	0	6.000 ^a	5.000	4.438	1.390	2.000	6.000
PRP 2	32	0	5.000 ^a	5.000	4.688	0.965	3.000	6.000
PRP 3	32	0	4.000 ^a	5.000	4.625	1.129	2.000	6.000
PRP 4	32	0	3.000 ^a	3.000	3.250	1.606	1.000	6.000
PRP 5	32	0	4.000 ^a	4.000	3.906	1.353	1.000	6.000
PRP 6	32	0	3.000 ^a	3.000	3.438	1.390	1.000	6.000
PRP 7	32	0	4.000 ^a	4.000	3.844	1.167	1.000	6.000
PRP 8	32	0	4.000 ^a	3.000	3.156	1.394	1.000	6.000
PRP 9	32	0	3.000 ^a	3.000	3.219	1.581	1.000	6.000
PRP 10	32	0	4.000 ^a	4.000	3.594	1.341	1.000	6.000

^aThe mode is computed assuming that variables are discreet.

The dataset includes 32 valid responses for each perceptions variable (PRP 1 to PRP 10), ensuring there are no missing data points. The **mode**, representing the most frequently occurring score, is primarily 4.000 or 5.000 across most variables, though some variables exhibit modes of 3.000 or 6.000, reflecting a degree of variability in response patterns. **Median** scores, which indicate the midpoint of the data distribution, generally fall between 3.000 and 5.000, suggesting that the scores are centered on these values.

The **mean** scores range from 3.156 to 5.000, with higher averages observed in PRP 1, PRP 2, PRP 3, PRP 7, and PRP 10, indicating stronger agreement among respondents, which indicates that female students does not consider Arabic in the field of pharmacy important, as this field is not directly

related to Arab culture. But there is a belief that Arabic pharmaceutical terms provide an advantage in the era of globalization and recognition significant differences between Arabic, English, and Indonesian pharmaceutical terms and views Arabic terms as an integral part of the pharmacist's professional identity. In contrast, **lower averages** are noted for PRP 4, PRP 5, PRP 6, PRP 8, and PRP 9, suggesting a tendency for lower ratings on these variables. And its indicates that some students experience difficulties in using Arabic pharmaceutical terms during the learning process, particularly due to the large number of terms that need to be memorized. However, there are those who enjoy this learning process as it helps them understand classical pharmaceutical texts. Nonetheless, not all students are inclined to use these

terms in daily conversations. On the other hand, some students feel confident in memorizing many Arabic pharmaceutical terms, which facilitates their understanding of specific information from pharmaceutical texts in the related courses.

The **standard deviation** values, which range from 0.965 to 1.606, highlight varying levels of response dispersion, with some variables showing greater spread in scores. The **minimum** scores across variables range from 1.000 to 2.000, while the **maximum** score consistently reaches 6.000 for nearly all variables. This indicates that responses span a broad spectrum, from the lowest to the highest possible scores.

In conclusion, this study indicates that respondents' perceptions of

learning Arabic terminology in the field of pharmacy tend to be **positive**, with variations across different variables. Certain aspects received lower evaluations, which could serve as a focus for improvement. The significant variation in the data presents an opportunity for further exploration of the factors influencing these perceptions.

Barriers in learning Arabic pharmaceutical terminology at Universitas Darussalam Gontor

This subsection presents data processing tables and explains the results of the analysis in the barriers study, including descriptions of the mean, median, mode, standard deviation, minimum, and maximum values.

Table 3 Descriptive Statistics for Barriers

Descriptive Statistics

	Valid	Missing	Mode	Median	Mean	Std. Deviation	Minimum	Maksimum
HAMBT 1	32	0	3.000 ^a	3.000	2.969	1.425	1.000	6.000
HAMBT 2	32	0	4.000 ^a	4.000	3.344	1.310	1.000	6.000
HAMBT 3	32	0	3.000 ^a	4.000	4.031	1.470	1.000	6.000
HAMBT 4	32	0	4.000 ^a	4.000	3.906	1.174	2.000	6.000
HAMBT 5	32	0	3.000 ^a	3.000	3.094	1.510	1.000	6.000
HAMBT 6	32	0	4.000 ^a	4.000	3.750	1.320	1.000	6.000
HAMBT 7	32	0	4.000 ^a	4.000	4.219	1.128	2.000	6.000
HAMBT 8	32	0	3.000 ^a	5.000	3.344	1.599	1.000	6.000

^aThe mode is computed assuming that variables are discreet.

The analysis of **barriers** in learning Arabic terminology in pharmacy highlights several notable findings. The

data for all variables are complete, with 32 valid responses and no missing values, ensuring reliability. Most

variables have a **mode** of **3.000** or **4.000**, indicating these are the most common scores given by respondents. Similarly, the **median** scores, ranging between **3.000** and **4.000**, suggest that the majority of responses cluster around the midpoint of the scale.

The **mean** scores vary from **3.094** to **4.219**, with **HAMBT 7** showing the highest mean, indicating a more significant perceived barrier. Which indicates that female students perceive Arabic pharmacy terminology as beneficial for career development in the field of pharmacy. While **HAMBT 1** and **HAMBT 5** show lower means, reflecting relatively minor barriers. Which indicates that The female students expressed that they often face difficulties in translating Arabic pharmacy terminology, which is not a result of Arabization, into Indonesian. However, they do not feel afraid of making mistakes when speaking or writing in Arabic.

Standard deviation values, ranging from **1.128** to **1.599**, demonstrate varying levels of response diversity, with **HAMBT 8** showing the greatest variation, indicating more divergent views among respondents. Lastly,

minimum scores range from **1.000** to **2.000**, and maximum scores consistently reach **6.000**, reflecting the full spectrum of perceptions from very low to very high.

In conclusion, the analysis reveals that barriers in learning Arabic pharmaceutical terminology at Universitas Darussalam Gontor are moderate, with an average score of 28.656 and significant variation (SD: 7.369, range: 12–42).

CONCLUSION

This research explored female pharmacy students' attitudes, perceptions, and barriers toward Arabic pharmaceutical terminology at Universitas Darussalam Gontor. The findings show a generally positive attitude toward the usefulness of Arabic terms, particularly in enhancing understanding of pharmaceutical materials. While some challenges were identified, especially in translating and using non-Arabized terms, students remain confident in their ability to apply Arabic terminology. Overall, the results highlight that while there are obstacles, the students acknowledge the relevance of Arabic in their professional education.

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