Management Implementation of the *Bi'ah Lughowiyah* Program's and the Problems in Boarding based on *Madrasah Aliyah*

Nabila Nailil Amalia[a, 1], Himmatul Adzimah[a, 2], Zakiyah Arifa[a, 3], Muhammad Ihsan Mahbub[b,4]

[a]UIN Maulana Malik Ibrahim Malang, Indonesia
[b]Universitas Ibn Tofail Kenitra, Maroko

[1]naynabil89@gmail.com*, [2]himmatuladzimah11@gmail.com, [3]arifazakiyah@uin-malang.ac.id, [4]ihsanmahbub17@gmail.com,

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ABSTRACT

The purpose of this study is to describe the management of the implementation of the *Bi'ah Lughowiyah* program and its problems. The research method used is descriptive qualitative with a case study approach. Research data collected through observation, interviews and documentation. After the data is collected, it is then analyzed by presenting data, data reduction, verification and conclusions. The results of this study: 1) The implementation of the Bi'ah Lughowiyah program applies 3 strategies of *Tamtsiliyah, Mumarosah* and *Ta'bir Syafawi*, and the problems in implementing the Bi'ah Lughowiyah program are linguistic problems consisting of a lack of Arabic vocabulary, influenced by mother tongue and lack of expression pattern. While non-linguistic problems are differences in educational background, and the emergence of shame and fear of being wrong. There are efforts to overcome this problem with 3 solutions, namely forming a language driving group, using wall magazines as a medium for learning vocabulary and speech patterns, applying *muhadatsah usbu'iyyah* with vocabulary that has been written on the bulletin.

Keyword	Bi'ah Lughowiyah; Implementation; Management Program; Problems

مستخلص البحث

الغرض من هذه الدراسة هو وصف إدارة تنفيذ برنامج البيئة لغوية ومشاكله. منهج البحث المستخدم وصفى نوعي مع منهج دراسة الحالة. تم جمع البيانات البحثية من خلال الملاحظة والمقابلات والتوثيق. بعد جمع البيانات ، يتم تحليلها من خلال تقديم البيانات وتقليل البيانات والتحقق والاستنتاجات. نتائج هذه الدراسة: ١) تطبيق برنامج البيئة لغوية يطبق ٣ استراتيجيات هي تمثيلية و ممارسة و تعبير شفوي، والمشاكل في تنفيذ برنامج بيئة لغوية هي مشاكل لغوية تتكون من نقص في اللغة العربية. المفردات ، تتأثر باللغة الأم وقلة نمط التعبير. بينما المشاكل غير اللغوية هي الاختلافات في الخلفية التعليمية ، وظهور العار والخوف من الخطأ. هناك جهود للتغلب على هذه المشكلة من خلال ٣ حلول ، وهي تشكيل مجموعة القيادة اللغوية ، واستخدام المجلات الجدارية كوسيلة لتعلم المفردات وأنماط الكلام ، وتطبيق محادثة أسبوعية بالمفردات المكتوبة في النشرة.

كلمات أساسية	بيئة لغوية؛ إدارة برنامج؛ تطبيق؛ مشكلة

INTRODUCTION

The characterization of language learning, especially Arabic, is that the language grows and develops and is not stagnant personally or socially (Goswami, 2022). Personally, language can develop along with the age and experience of the wearer. Socially, language can develop through interaction and communication between language users. Based on the function of the language, the purpose of learning a language means practicing habits or automating auditory functions, understanding what is heard and read, expressing opinions as well as writing them down (Kidd et al., 2018). But in its operation, the task of realizing learning objectives is not an easy thing, which is in the process of getting used to students in foreign languages in everyday life.

The difficulty factor consists of 2 factors, namely academic factors which include: 1.) adequate time, 2.) a conducive learning environment for language development, 3.) adequate number of students for fostering language communication, 4.) level of student proficiency (Höhle et al., 2020) . While non-academic factors include: 1.) learning equipment, 2.) learning equipment, 3) media, 4) books, 5) finance, and transportation. Along with these difficulty factors, linguists and the academic community have made breakthroughs or alternatives in realizing the goals of language teaching, including the boarding of language students where they are placed in a hostel which is usually still located in the school area or environment. The hostel is supported by the existence of a bi'ah lughowiyah (language environment) with the hope that the habituation and acquisition of foreign languages is achieved in a conducive and continuous manner (Kuiken, 2023).

The reality of learning conditions in this modern era, there are various organizations that become a place for the convenience of a group of people to meet their standard of living needs. In line with that, in the world of education a series of organizations and other programs have been formed that aim to improve the quality of education (Aini et al., 2022). Therefore, in order for these goals to be realized properly, a good management strategy is needed. Management is an important part of every institution or organization under educational institutions, both formal and non-formal (Kurniadin, 2013). In educational institutions, management is not a goal, but a tool or way to achieve quality, improve performance, and hone soft skills as an effort to improve education and integrate activities so that they are carried out effectively and efficiently (Wijaya & Rifa'i, 2016).

Generally, management is a synergistic concept of utilizing available resources by considering functions in order to achieve the expected goals and can take place effectively and efficiently (Tamaji, 2018). This definition is also in accordance with the opinion of George R. Terry, a management expert who

argues that in management, there are 4 important functions consisting of *planning, organizing, implementing or actuating, and controlling* (Djafri, 2017). So, good management is a concrete description of the design in the steps that must be carried out, the formation of an organizing, activating or implementing system that has a vision and mission and finally there is supervision or evaluation to achieve the goals that have been set.

As for the actual implementation *(actuating)* is a real form of planning and organizing that has been formulated and carried out previously. Actuating or implementation management is considered the most important function, because planning and organizing will not be realized with the expected results without activities as a concrete form in a program implementation (Ramdhani, 2020). According to George R. Terry that implementation in management is an effort to monitor group members in educational institutions and organizations so that they are able to try and work to achieve universal and individual goals and objectives, meaning that besides there are group goals that must be realized, group members also try achieve individual targets. Therefore, the level of successful implementation (actuating) of a program is related to several factors, including attitude and morale, leadership, incentives, communication, discipline, and supervision (Muhammad, 2022).

Management is very important to learn and master because all fields require good management, including in the field of Arabic language education. When Arabic was established as an international language and the majority of Indonesian people were Muslims, Arabic was present as a staple for various educational institutions or institutions that required Arabic as a subject. In addition, the majority of agencies adapt various Arabic language development programs from available sources and objects to be implemented in their respective institutions. This shows that the existence of the spread of Arabic will be more down-to-earth in all corners of Indonesia (Cuong, 2021). In this regard, one of the Arabic language programs that still exists is the creation of an Arabic-language environment *(bi'ah lughowiyah)* in various institutions that have Arabic language development programs (Aflisia & Harahap, 2019).

It can be seen that learning Arabic in Indonesia has not achieved success like learning other languages such as English and Mandarin. Students who have spent years studying at madrasas or Islamic boarding schools, but have graduated but still have difficulty communicating in Arabic (Mukhtar & Fauzi, 2020). On the other hand, the reality shows that Arabic is still considered a frightening specter for students. They consider Arabic to be difficult to learn, because the position of Arabic in the international world is not as superior as that of English and Mandarin (Marpuah & Sulton, 2019). According to linguistic experts, a person is declared proficient in a language when he is able to

pronounce and communicate in that language and provide understanding to the other person.

The institution that implements *bi'ah lughowiyah* is Boarding at *Madrasah Aliyah* Al-Irtiqo' Malang. This institution was established in 2018 with the concept of an integrated boarding school, one of the outputs of which graduates are skilled in Arabic, especially in *Maharah Kalam* or Arabic speaking skills. In line with this goal, Henry Guntur Tarigan (2011) stated that the quality of language skills in a person depends on the quality and quantity of the vocabulary he masters. The richer the Arabic vocabulary, the greater the possibility of being skilled in Arabic. However, in practice, we often encounter several problems in speaking Arabic, including a lack of motivation and confidence to express what is felt in Arabic, feeling embarrassed and afraid of being criticized when wrong and also several other factors (Saleh & Issa, 2020).

Along with these problems, researchers found several previous studies, including (Sanusi & Sanah, 2019) conducting research on optimizing the management of the Bi'ah Lughawiyah program as an effort to improve mastery of Arabic language skills. The conclusion in this research is that the management of the Bi'ah Lugawiyah program is carried out according to management functions, namely the planning, organizing, implementing and monitoring stages. Then (Hasan & Hilmi, 2022)researched the management of the implementation of the Arabic language learning program at the Sunan Kalijogo Islamic boarding school Surabaya. The conclusion from this research is that the management of the implementation of the Arabic language learning program runs smoothly and well with a limited time of 3 months. Besides that (Muhammad, 2022) conducted research on the implementation of the actuating function (movement/execution) in the management of the Arabic language program at MI Manarul Islam Malang. The conclusion is that the implementation of the actuating function in Arabic language program management has been carried out properly according to the elements of the implementation management function with the realization of 3 Arabic learning programs.

Indeed, there are differences between previous studies and current research, including research conducted by Sanusi and Sanah discussing the management of the *bi'ah lughowiyah* program from all management functions, namely planning, organizing, implementing and evaluating it, while this research only focuses on implementation. As for Hasan and Hilmi's research, the object of study is more general, namely the Arabic language learning program, while this research is more specific to Bi'ah Lughowiyah. Furthermore, Muhammad's research stated that there were 3 focused studies in the implementation function which were limited to leadership, communication and supervision, while this research was more specific by describing a learning program and its problems.

Although many studies have examined this, there are several reforms that form the basis of this research, namely the specification of implementation management of one main program and its problems and analysis. This is related to the focus of this research, namely on the management of the implementation of the *bi'ah lughowiyah* program and its problems at Boarding *Madrasah Aliyah* Al-Irtiqo' Malang, whose graduation standards aim to produce graduates who are skilled in Arabic.

Thus the purpose of this research was to know and show the Management of the implementation of the *bi'ah lughowiyah* programs and its problem. As the formulations in this study, namely: 1) how is the implementation of *bi'ah lughowiyah* in boarding at Madrasah Aliyah Al-Irtiqo' Malang, and 2) what are the problems in the implementation of *bi'ah lughowiyah* in boarding at Madrasah Aliyah Al-Irtiqo' Malang.

METHOD

This study uses a qualitative approach which is descriptively and the type of research is a case study. Descriptive qualitative research or narrative research is a type of specific field research concept by understanding events chronologically and also narratives in the form of discourse or writing to describe the object of a study (Creswell, 2014). The object of this study is the management of the implementation of the *Bi'ah Lughowiyah* program's at Boarding at *Madrasah Aliyah* Al-Irtiqo' Malang. While the type of case study research (Et al., 2021) is a type of research to evaluate the truth of a phenomenon or situation through the validity of the data described in narrative research (Herdiansyah, 2010).

The sources of data in this study were Arabic language teacher musyrif/ah, Dept. of Linguistics, and students at Boarding *Madrasah Aliyah* Al-Irtiqo' Malang. Data was collected through structured instruments in the process of implementing *bi'ah lughowiyah* and its problems, namely by observation, interview and documentation techniques. In the observation technique, the researcher observes in the field directly, systematically and objectively the observed phenomena. In the interview technique, the researcher prepares structured and unstructured question instruments and records them in order to obtain accurate and valid data (Moleong, 2000). Whereas in the documentation technique, the researcher also witnessed the process of implementing the *bi'ah lughowiyah* program's and participated in documenting the activity.

As for data analysis techniques, researchers used Miles and Huberman's analysis, namely data collection, data reduction, data presentation, and drawing

conclusions (Kasiram, 2010). The steps taken by the researcher in analyzing this data are; *first* determine the formulation of the problem and collect data from musyrif/ah, Dept. of Linguistics and students at Boarding *Madrasah Aliyah* Al-Irtiqo' Malang; *second*, data reduction by identifying and classifying data obtained from observations, documentation and interviews; *third*, data presentation, the researcher processes the raw data that has been classified regarding the management of the implementation of the Arabic language activity program and *then* presents mature data, then the last is drawing conclusions from presenting the data that has been described in a specific and systematic manner.

RESULTS & DISCUSSION

Based on the result data analysis that the writer has done to research by the management implementation of the *bi'ah lughowiyah* in Boarding at *Madrasah Aliyah* Al-Irtiqo' Malang. The researcher has found some data:

The learning program carried out at the Boarding *Madrasah Aliyah* Al-Irtiqo was synergized by 8 *mu'allim* and *mu'allimah* along with students from grade 1 to grade 3 at the high levels. Students living in the Boarding consist of Banin and Banat, each of whom is supported by 4 *musyrif* for the Boarding *Banin* and 4 *musyrifah* for the Boarding Banat. The 4 *musyrif/ah* consist of 2 *Tahfidz* and *Tahsin* Al-Qur'an teachers and 2 Arabic language teachers, but the educational background of mu'allim/ah are those who are engaged in the field of Al-Qur'an and Arabic. In addition, there is a Santri *(Dentri)* which is another term for OSIS or OSIM. Like OSIS and OSIM, Dentri also has the main task and function of carrying out and assisting the *musyrif/ah* in conditioning the dormitory in accordance with the vision and mission so that they contribute to each other's learning programs in the boarding.

Based on the results of observations followed by interviews with NS as CO Language at Boarding *Banat* that *mu'allim* and *mu'allimah* lughoh mutually provide innovation and creativity based on personal experience as well as from the theory being studied with the aim that learning is carried out effectively and efficiently. The process or steps applied in the management of the implementation of the Arabic language learning programs are explained as follows:

Table 1. Management Implementation of the Arabic Language 2022/2023

Program Type	Activity	Description	Partisipant	Time
Daily	*Ta'limul Lughoh*	language learning in classes that learn	Mu'allim/ah Lughoh and	Monday-Thursday

		about Arabic language skills *(Kalam, Istima', Qiro'ah* and *Kitabah)*	all student	at evening in class
	Ilqa' Mufrodat	provision of 3 new vocabulary words at the end of each lesson to be memorized and deposited the next day	Mu'allim/ah Lughoh and all student	Monday-Thursday at evening class
	Bi'ah Lughowiyah	Practice communicating in Arabic in daily activities	Mu'allim/ah Lughoh and all student	Every day in boarding area
Weekly	Muhadhoroh	Billingual Public speaking activity	Mu'allim/ah Lughoh and all student	Friday, 19.00-21.00
	Muhadatsah Usbuiyyah	Conversation with the theme and partner that has been determined each week	Mu'allim/ah Lughoh and all student	In the morning and Evening
Montly	DaTaMa	Guest Lecture with competent speakers in Arabic and Tahfidz	All civitas al-Irtiqo'	Friday after Isya' every 2 months
Yearly	Mukhoyyam 'Arobiyah	Camping with the aim of tadabbur 'alam but with Arabic learning nuances	All Civitas Ma'had Al-Irtiqo'	End of Semester

Table 1 it explain that there are daily, monthly and yearly programs Arabic language learning is carried out based on competency or language skills, namely: Listening *(istima')*, Speaking *(Kalam)*, Reading *(Qiro'ah)* and Writing *(Kitabah)* using the book *'Arobiyah Linnasyi'in* and *Durusul Lughoh*, each activity is focused on so that they are able and proficient in Arabic, because the educational backgrounds at the SMP/MTs level vary and the majority do not understand Arabic. Therefore, the existence of this competency-based learning can be a capital for preaching Arabic when returning to their respective regions.

The division of classes consists of 4 classes, namely *mutawassith* (intermediate) and *mubtadi'* (beginner) levels respectively banin and banat. Each class has a homeroom teacher whose job is to monitor the development of the Arabic language of their students. Class determination begins with a placement

test with the aim of measuring the ability level of students who have taken the entrance test which is carried out at the beginning of a new school. Some o f the methods used are the *Sam'iyyah Syafawiyyah* Method, the *Eclectic Method,* and the *Mubasyaroh Method.*

Finding's on the explanation above, Ustadz AAS as the Banin Language Coorinator also added that there is a program that has not yet been implemented, namely *Mukhoyyam 'Arobiyah* because the implementation of competency-based learning will only be carried out in the 2022-2023 Academic Year. The competency-based learning program is a new breakthrough that is expected to be able to improve the soft skills of Arabic language skills and the quality of institutions as a forum for producing superior generations who are not only proficient in general knowledge, but also in religious knowledge who memorize the Al-Qur'an and are skilled in foreign languages. the foundation of the series of programs that have been prepared is based on the *Bi'ah Lughowiyah* program.

Based on the discussion of the findings, it can be proposed a discussion those are In the language learning process (Mahmudi, 2021), teaching methods and techniques are not the only factors that determine the success of the language learning process. There are other factors that contribute to the success of the foreign language teaching process, one of which is the availability of a favorable learning environment(Warnis et al., 2019). A comfortable and pleasant environment is a big influence on one's thoughts and feelings. So, the influence of the environment is something that cannot be denied, both the social environment that is formed by the mental attitude and mindset of the surrounding community as well as the circumstances in which he lives and learns (Mustofa et al., 2021). However, a favorable environment is a determining and supporting factor for the success of language teaching (Choeriyah & Zuhdiyah, 2021).

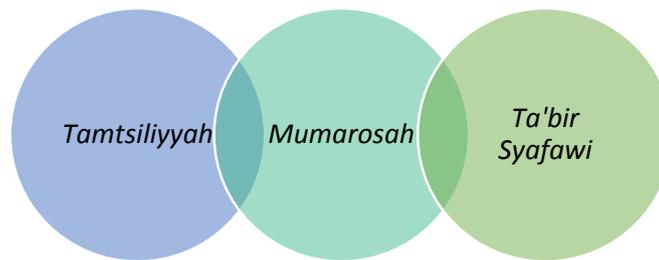## Implementation *Bi'ah Lughowiyah*

The creation of *Bi'ah Lughowiyah* or Language Environment as a means to support the ability of students to speak Arabic at boarding Al-Irtiqo' Malang. As stated by Krashen, that there are two types of language environment, namely the formal environment and the informal environment(Muhammad Dalle & Muhammad Jundi, 2021). The formal language environment as it occurs in the classroom in the teaching and learning process can consciously be called an artificial environment because it is artificial, while the informal environment is called a natural/natural environment because it is not contrived and takes place continuously and then becomes a habit, including the use of friend's language.

peer outside the classroom. Generally, the formal and informal environment has an influence on the results of second language learning by language learners.

The principles for creating an Arabic language environment that need to be used as a basis for developing an Arabic language learning system are as follows: a) *The principle of integration with the vision, mission and orientation of learning Arabic*. Before running *bi'ah lughowiyyah* as a systematic program, it is necessary to set clear objectives. In the form of vision and mission as well as future orientation as an ultimate goal of the ongoing process of the language environment. This is to make it easier for the teaching and student components in the process of learning Arabic. With a clear program and unity of purpose, the results to be obtained can be maximized (Asri, 2021). b) *The principle of priority scale and program gradation.* The implementation of the formation of the language environment must be carried out in stages. In the process, there needs to be a division of priority scales to make it easier in practice. For example, starting simple habits such as greetings, greetings and so on, which are the basic priorities. Then proceed with the upper levels such as daily conversations (Abdulloh, 2019).

Other than that, c) *Togetherness and active participation of all parties.* Being together in a foreign language psychologically can provide a conducive nuance in speaking so that students who cannot communicate will feel embarrassed, then try to adapt to their environment. Psycholinguistically, the social environment in the language has a significant influence on the formation of foreign language awareness ('Izza et al., 2021). d) *The principle of consistency and sustainability.* The most difficult thing in creating a language environment is the consistent attitude of the language community itself. Therefore, we need a varied and creative system that allows one another to control and cultivate the active use of active language. *e) The principle of utilizing technology and multi-media.* Supporting media as a means of learning Arabic needs to be optimized, because it facilitates the learning process of students (Herliani, 2020). For example, by showing an Arabic video on a computer, this will add to the reference.

Researchers conducted observations and interviews with musyrif and musyrifah of language at Boarding Al-Irtiqo', that the creation of *bi'ah lughowiyah* both formal and informal begins with strengthening students' motivation to learn Arabic first due to their educational background in SMP / MTs different, some students already know Arabic and some are not familiar with Arabic at all. Therefore, the Language Team at Ma'had uses the implementation strategy of *bi'ah lughowiyah*, namely:

Figure 1. Implementation strategy for the creation of bi'ah lughowiyah

From the Figure 1, it show inisial strategy fo the creation *bi'ah lughowiyah* at Boarding Al-Irtiqo' Malang. *Tamtsiliyyah* is Learning for *Muallim/ah* and students to get used to speaking Arabic in boarding area. Providing an effective learning environment includes the strategies teachers use to create a positive and productive classroom experience (Nulaila et al., 2022). Often called classroom management, strategies for providing an effective learning environment include not only preventing and responding to misbehavior but also, more importantly, good use of class time, creating an atmosphere conducive to interest and research, and providing opportunities for activities that involve the minds and imagination of students (Wahyu, 2019). A class that has no behavior problems is not considered a well-managed class at all.

Mumarosah strategy's **Compulsory determination of Arabic in several places is carried out every day**. The place where it is obligatory to speak Arabic is the teacher's office or muallim/ah room. When students want to enter the teacher's office or muallim/ah room for any reason, they must express their intentions and goals in a good speaking Arabic. In this place, when students do not know a vocabulary in Arabic, they are allowed to ask the teacher the meaning of the vocabulary they want in Arabic, and the teacher will tell them so that students know and immediately apply it in conversation. Other than that, **Labeling speech patterns on boarding equipment** To overcome the lack of time for Arabic language habituation and strengthen students' Arabic language habituation, the Arabic language teacher designed an innovation in learning speaking patterns by sticking sentence patterns on the wall in the teacher's room as well as a number of objects, such as labeling how to express wanting to borrow a volleyball, basketball, labeling a duster, and so on. Other that, *mumarosah* by **Attaching vocabulary to several facilities**. In order to promote Arabic language habituation and enrich students' vocabulary, the Arabic teacher at Boarding in Madrasah Aliyah Al-Irtiqo' attaches vocabulary to certain facilities. the bathroom is posted in the bathroom, the vocabulary about buying and selling transactions is posted on the every room, and so on. in order for *mumarosah* to be effective There are jasus (spies) in rotation and are tasked with recording

sentences that were made and their place on the violation form provided by the Language Coordinator.

Finding's the *Ta'bir syafawi* to be aplicated by The use of wall magazines as a medium for learning vocabulary and speech patterns. Other that, application of *muhadasah usbu'iyyah* is based on the pattern according to the theme in the magazine. In its application to avoid *mukhalafatullughoh* (language offenders) there is a strategy. If you don't know Arabic from the sentences to be spoken, you must start with *Madza Naqul Bil 'Arobiyah* or *Ma' Arobiyah*.

Based on discussion before that Language grows and develops because there is an environment, as well as the existence of a language environment greatly influences the growth and development of a language learner. Therefore, the language environment is absolutely necessary to support the proficiency of Arabic language learners. The environment includes all conditions in this world that in certain ways affect our behavior, growth, development, or life processes (Habók & Magyar, 2020). Meanwhile, the language environment is something that is heard and seen by the learner in relation to the target language being studied.

In the context of developing the Arabic language environment, there are five kinds of language environment that need serious attention from all parties. Arabic writing, Second, the auditory and visual environment (al-bi'ah al-sam'iyyah wa al-mar'iyyah) in the form of a place to hear sermons, lectures, lectures, music, radio broadcasts, Arabic TV Channels, Third , the social environment or teaching and learning interactions using Arabic, Fourth, the academic environment, in the form of dormitory policies in requiring the use of Arabic in certain areas, and Fifth, a conducive psychological environment, namely the formation of a positive image of Arabic (Rasyid, 2021).

According to research results, Ibn 'Abd al-Rahman al-Samara'I explained that the level of knowledge attainment through the sense of sight reached 75%, while through hearing it was only 13%. Meanwhile, through other senses, such as taste, touch, smell, knowledge can only be obtained 12% (Takdir et al., 2019). Therefore, an environment equipped with images provides an impact three times stronger and deeper than the words of a lecture, while if images and words are combined, the impact is six times stronger than words alone. Chaer also emphasized that as long as the language learner has not received a stimulus, he cannot carry out response activities.

The problems of implementation *Bi'ah Lughowiyah*

The results of interviews and questionnaires with students regarding problems related to bi'ah lughowiyah, namely linguistic and non-linguistic problems:

Problem linguistic

Lack of vocabulary

One of the main factors causing students' difficulties in learning Arabic is the lack of vocabulary mastery. Vocabulary is the most important element to master Arabic. Lack of vocabulary mastery will hinder students' Arabic language skills, namely listening, speaking, reading, and writing skills. Therefore, speaking and writing which are language skills cannot but be supported by knowledge and mastery of a rich, productive, and actual vocabulary. Students experience difficulties in the *mufradat* realm, include: (1) difficulties in memorizing *mufradat*, (2) it is easy to forget the vocabulary that has been taught, (3) difficulty understanding the teacher's words when speaking Arabic, (4) difficulty expressing ideas orally by using *mufradat* that has been studied.

Influenced by the mother language

Students studying at Madrasah and Boarding Al-Irtiqo' come from various regions in Indonesia, namely East Java, Kalimantan, Sulawesi, Sumatra, West Papua. Mother language that is still attached also affects students' difficulties in learning Arabic as well as creating the habit of speaking Arabic.

Lack of practiced expression patterns

There are several patterns that need to be understood by Arabic learners to be able to speak Arabic fluently, fluently and correctly. This fluency is inseparable from Arabic grammatical patterns, such as when students ask their friends for help, they must use sentence pattern مِنْ فضلك or لو سمحت then connected with *fi'il amar*. Example لو سمحت، خُذِئ لِيْ حول خمسة برتقال, some students feel confused in speaking with these sentence patterns.

Problem Non- Linguistic

Differences in the Educational Background of Students

The difference in background here is the difference between students who have studied Arabic and those who have never studied Arabic. Some students who have never studied Arabic feel that Arabic is a new language they are familiar with, this is different from students who have studied Arabic at the previous level. They already have the capital to learn to apply Arabic conversations. Differences in educational backgrounds this creates differences in the competence of students. This is then seen in the lack of active participation in using the language by students who have never studied Arabic at the previous level of education.

The emergence of shame, and fear of being wrong

Who have studied at the previous level of education or who have never studied Arabic at the previous level of education, feel embarrassed, worried and afraid of being wrong in speaking Arabic. When the teachers asked him to speak in Arabic, they tended to smile to themselves or sometimes answered in Indonesian.

From the problems described earlier, the researcher also conducted interviews with Muallim/ah Arabic Learning, efforts to minimize these problems are:

First, Formation of a language driving group. The Arabic driving group is a group of students who have sufficient abilities and a strong will to learn Arabic. The formation of this group was not appointed directly by the Arabic teacher, but based on the distribution of student registration leaflets. Thus, this group did not only consist of the highest grade, namely grade twelve, but also grade eleven and grade ten. The purpose of forming an Arabic driving group with a registration system is to make the students who are members of this group are students who already have a strong determination to deepen Arabic actively. In addition, the formation of a language driving group with a registration system instead of a direct appointment system by the Arabic teacher aims to avoid jealousy among students who are not appointed with students appointed by the Arabic teacher.

Second, The use of wall magazines as a medium for learning vocabulary and speech patterns. The use of wall magazines as a medium for learning vocabulary and speech patterns is an alternative solution for Muslim students to realize education without a time limit. In addition, it is also to answer the shortage of Arabic learning hours. By optimizing the use of wall magazines as a medium for sharing existing Arabic knowledge in the halls of the dormitory and close to their rooms, it is hoped that students will be well facilitated and motivated to continue learning Arabic regardless of place and time constraints as the implementation of long live education.

Third, the application of *muhadasah usbu'iyyah* is based on the pattern according to the theme in the magazine. Vocabulary and internal conversation patterns contained in the bulletin are used as conversation patterns that must be used by students and teachers when speaking. For example, when the sentence patterns in the bulletin explain patterns of expressing expectations, the teacher begins learning or when meeting students must use this pattern. like عسى الله أن يسهل و ينفع علومنا في الدارين (May Allah give ease and benefit our knowledge in the world hereafter).

The solution implemented by the Muallim/ah converts adopted the opinion of experts. According to the flow of behaviorism, language acquisition is nurture,

that is, acquisition is determined by the natural environment ("B.F. Skinner and Behaviorism in American Culture," 1997). Humans are born with a tabula rasa, which is a kind of empty plate without anything. This plate is then filled by the natural surroundings, including the language. So, any knowledge that is then acquired by humans solely comes from their environment. The theory of behaviorism states that imitation is very important in learning language and is related to the formation of stimulus-response activities and the strengthening process. This strengthening process is strengthened by a situation that is conditioned and carried out repeatedly. Meanwhile, because internal and external stimuli affect the learning process, children will respond by saying something. When the response is correct, the child will receive reinforcement from the adults around him.

Krashen also suggests that foreign language proficiency is influenced by the formal and informal language environment in different ways. The informal environment provides input for language acquisition (iktisab al-lughoh), while the formal environment provides input for monitoring (editing and improving linguistic discourse that has been acquired through acquisition) (Pallawagau & Rasna, 2022). The combination of the process of learning a foreign language in the classroom and its active use in communication outside the classroom will multiply the communicative skills of the learner of the foreign language being studied.

Thus, the theory of behaviorism considers the ability to speak and understand language by children obtained through stimulation from their environment and according to this flow the acquisition of language is the acquisition of habits. The development process is determined by the length of training provided by the environment. The development of language is seen as progress from the application of the principle of stimulus-response and the process of imitation (imitation) (Budiman, 2017).

CONCLUSIONS

In accordance with the research objectives and the formulation of the problem that has been described by the researcher in the results and discussion points above, the researcher can conclude that: There is an Arabic language learning program at Ma'had Al-Irtiqo' which consists of daily, weekly, monthly and yearly programs that synergize with each other with the main foundation of the series of programs, namely Bi'ah Lughowiyah. The implementation of the Bi'ah Lughowiyah program has been well managed, namely implementing a strategy for forming a language environment in accordance with the principles sparked by language experts and There are strategies have been formed to make

it effective, namely *Tamtsiliyah, Mumarosah and Ta'bir Syafawi*, and Problems in the implementation of the Bi'ah Lughowiyah program is divided into two, namely linguistic problems consisting of a lack of Arabic vocabulary, influenced by mother tongue and lack of expression patterns. The non-linguistic problems are differences in educational background and the emergence of shame and fear of being wrong. Therefore, efforts to overcome this problem that have been carried out are 3 points, namely 1) Formation of a language driving group, 2) The use of wall magazines as a medium for learning vocabulary and speech patterns and 3) The application of *muhadasah usbu'iyyah* is based on the pattern according to the theme in the magazine.

Based on the explanation above, this research was only carried out in middle and upper-level institutions that implemented the Boarding School system which was still relatively new with the learning program only focusing on tahfidz and Arabic. Researchers feel the need to contribute suggestions for further research to dig deeper into how the management concept of implementing an active and fun Arabic language program for students from beginner to upper secondary levels in various other institutions with programs that are characteristic of learning Arabic is more attractive.

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