Learning Environment Management in the Arabic Language Camp Program for New Students of PBA IAIN Bone

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Abstract

Management of a conducive and supportive Arabic learning environment is a challenge for Arabic learning program managers. Therefore, the Student Association of the Arabic Language Education Department (HMPS PBA) IAIN Bone applied learning environment management through the implementation of the Arabic Language Camp program using an outdoor learning model specifically for new PBA IAIN Bone students. The implementation of the program was inseparable from the importance of implementing the actuating function in learning environment management. The purpose of this study is to provide an overview of the Arabic Language Camp program and the implementation of the actuating function in learning environment management in the Arabic Language Camp program in terms of leadership, motivation, and communication aspects. The approach used in this study is qualitative research with descriptive methods and uses in-depth interviews and documentation as data collection techniques. The informants are the directors, the committee, and the participants of this program. The results of this study showed that the Arabic Language Camp program was running well as planned. In addition, the implementation of the actuating function (leadership, motivation, and communication) in learning environment management is also going well. Therefore, participants felt that the managed learning environment was very conducive and supported Arabic language learning. This research can be used as a reference for institutions that want to manage a good learning environment. Further research can focus on other management functions, such as planning, organizing and controlling.

Keywords: Arabic Language Camp, Learning Environment Management, Program Management

ملخص

تمثل إدارة بيئة تعليم اللغة العربية المواتية والداعمة تحديا لمديري برامج تعلم اللغة العربية. لذلك، طبق اتحاد طلاب قسم تعليم اللغة العربية بجامعة بوني الإسلامية الحكومية إدارة بيئة التعليم من خلال تنفيذ برنامج مخيم اللغة العربية باستخدام نموذج التعلم في الهواء الطلق خصيصا للطلاب الجدد. لا يمكن فصل تنفيذ البرنامج عن أهمية تنفيذ وظيفة التشغيل في إدارة بيئة التعليم. هدف هذه الدراسة هو تقديم لمحة عامة عن برنامج مخيم اللغة العربية وتنفيذ وظيفة التشغيل في إدارة بيئة التعليم في برنامج مخيم اللغة العربية من حيث جوانب القيادة والتحفيز والتواصل. المدخل المستخدمة في هذه الدراسة هي البحث النوعي بالطريقة الوصفي واستخدم الباحثون المقابلات والتوثيق المتعمق كتقنيات لجمع البيانات. المخبرون هم المديرون واللجنة والمشاركون في هذا البرنامج. أظهرت نتائج هذه الدراسة أن برنامج مخيم اللغة العربية كان يسير بشكل جيد كما هو مخطط له. بالإضافة إلى ذلك، فإن تنفيذ وظيفة التشغيل (القيادة والتحفيز والتواصل) في إدارة بيئة التعليم يسير على ما يرام. لذلك، شعر المشاركون أن بيئة التعلم المدارة كانت

مواتية للغاية ودعمت تعلم اللغة العربية. يمكن استخدام هذا البحث كمرجع للمؤسسات التي ترغب في إدارة بيئة تعليمية جيدة. يمكن أن تركز الأبحاث الإضافية على وظائف الإدارة الأخرى، مثل التخطيط والتنظيم والتقويم.

الكلمات المفتاحية: إدارة بيئة التعليم، إدارة البرامج، مخيم اللغة العربية

Introduction

Low motivation and interest in learning Arabic is one of the problems of learning Arabic today.[1] Motivation and interest in learning are important things in encouraging the success of the learning process. This is because of the image that appears around us that Arabic is a difficult and boring lesson.[2] Another problem is the diverse characteristics of Arabic language learners, so an inclusive learning method is needed.[3] Therefore, this is a challenge for Arabic learning program managers to overcome the above problems. The above problems are not only related to the strategies and learning methods applied but also related to the facilities and infrastructure used in the learning process. In this case, the manager of the Arabic language learning program must play an important role, in understanding the socio-cultural background and motivation of the learners.[4] This can help in adopting strategies, creating a welcoming learning and environment that is learner-centered.

Departing from these problems, the Student Association of the Arabic Language Education Department (HMPS PBA) IAIN Bone initiated an Arabic learning program by applying an outdoor learning model called the Arabic Language Camp by applying learning environment management. This program has been an annual program since 2019 specifically for new students of the Arabic Language Education Department of IAIN Bone as program participants. The purpose of this program is to provide a basic understanding of Arabic for participants and spark their motivation and interest in learning by providing an interesting Arabic learning experience.

This activity tries to create a conducive and supportive learning environment. In simple terms, the learning environment is a place or atmosphere that affects the learning process.[5] The learning environment in question includes physical and non-physical environments, both of which

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[1] Aris Junaedi Abdilah and Mohamad Zaka Al Farisi, "*Systematic Literature Review: Problematika Pembelajaran Bahasa Arab di Sekolah*," Ukazh: Journal of Arabic Studies 4, no. 1 (June 28, 2023): 39. DOI: https://doi.org/10.37274/ukazh.v4i1.744

[2] R. Umi Baroroh and Fauziyah Nur Rahmawati, "*Metode-Metode dalam Pembelajaran Keterampilan Bahasa Arab Reseptif,*" Urwatul Wutsqo: Jurnal Studi Kependidikan dan KeIslaman 9, no. 2 (September 16, 2020): 180. DOI: https://doi.org/10.54437/urwatulwutsqo.v9i2.181

[3] Mohamad Yahya Ashari and Rifatul Mahfudhoh, "*The Strategy of Arabic Learning for Inclusion Students in Islamic Primay School of Islamiyah Wathoniyah Jombang | Strategi Pembelajaran Bahasa Arab Bagi Siswa Inklusi Di Madrasah Ibtidaiyah Islamiyah Wathoniyah Jombang,*" Mantiqu Tayr: Journal of Arabic Language 1, no. 2 (June 10, 2021): 83. DOI: https://doi.org/10.25217/mantiqutayr.v1i2.1567

[4] Ehab Saleh Alnuzaili and Nasir Uddin, "*Dealing with Anxiety in Foreign Language Learning Classroom*," Journal of Language Teaching and Research 11, no. 2 (March 1, 2020): 272. DOI: https://doi.org/10.17507/jltr.1102.15

[5] Rita Maryana, Ali Nugraha, and Yeni Rachmawati, *Pengelolaan Lingkungan Belajar,* (Jakarta: Prenada Media, 2013), hlm. 17.

should not be viewed partially. It should be viewed as a whole unit in learning that can have a positive impact on learning outcomes.[6] The physical environment includes the location, facilities, and infrastructure used during the learning process. While the non-physical environment includes a learning atmosphere created from the strategies and learning models applied.

To implement this Arabic Language Camp program, learning environment management is a key aspect that needs careful attention. Learning environment management is inseparable from the four functions of management, namely planning, organizing, actuating, and controlling.[7] The application of the actuating function is by mobilizing resources in an institution or organization to carry out their respective duties and responsibilities in organizing programs by the established planning.[8] In this context, the actuating management function plays a crucial role in ensuring the success and effectiveness of the program.

The implementation of the actuating function in a program involves aspects of leadership, motivation, and communication to influence someone to do something to achieve program goals.[9] First, leadership is an attitude or action in which there is a process of influencing others to understand what activities need to be done and how to do them to achieve organizational goals.[10] That is, a program must involve the important role of the leader, in this case, the head of the organization or the head of the committee, in providing influence in the form of direction to the program committee and the role of the instructor in providing influence in the form of support and guidance to program participants.

Second, motivation is defined as a drive based on a person's ability to meet his needs. Motivation is interpreted as an effort to encourage someone to meet these needs.[11] The motivation is in the form of recognition to the committee for helping to move the program, as well as an appreciation for the enthusiasm of participants in learning Arabic. Therefore, this can increase the participation of the committee and participants in actuating the program.

Third, communication is the process of transmitting information, ideas, interpretations, feelings, and questions from person to person or from group to group.[12] The program committee needs to communicate the goals, expectations, and benefits of the program to participants. Transparent and persuasive communication is proven to have a positive effect on learning

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[6] Ana Nurhasanah, Reksa Adya Pribadi, and Siti Sukriah, "*Memanfaatkan Lingkungan Sekolah Sebagai Sumber Belajar,*" Jurnal Ilmiah Telaah 7, no. 1 (January 24, 2022): 66. DOI: https://doi.org/10.31764/telaah.v7i1.6618

[7] George R Terry, *Office Management and Control the Administrative Managing of Information,* (Homewood: Richard D. Irwin, Inc., 1970), hlm. 12.

[8] Neri Wijayanti and Febrian Wicaksana, "*Implementasi Fungsi Manajemen George R Terry dalam Meningkatakan Mutu Lembaga Pendidikan,*" Jurnal Cerdik: Jurnal Pendidikan dan Pengajaran 3, no. 1 (December 30, 2023): 30. DOI: https://doi.org/10.21776/ub.jcerdik.2023.003.01.04

[9] Didin Kurniadin and Imam Machali, *Manajemen Pendidikan: Konsep dan Prinsip Pengelolaan Pendidikan,* (Yogyakarta: Ar-Ruzz Media, 2013), hlm. 288.

[10] Nunu Pertiwi and Hanung Eka Atmaja, "*Literature Review: Peran Kepemimpinan dalam Manajemen Perubahan di Organisasi,*" Jurnal Ekonomi dan Bisnis (EK Dan BI) 4, no. 2 (December 2021): 580. DOI: https://doi.org/10.37600/ekbi.v4i2.324

[11] Rika Sartika, Johara Indrawati, and Sufyarma Marsidin, "*Berbagai Teori Motivasi dalam Manajemen Pendidikan Islam,*" Nidhomiyyah: Jurnal Manajemen Pendidikan Islam 3, no. 1 (January 1, 2022): 16. DOI: https://doi.org/10.38073/nidhomiyyah.v3i1.839

[12] Amalia Hasanah, H E Bahruddin, and Maemunah Sadiyah, "*Manajemen Komunikasi Pendidikan Agama Islam,*" Islamic Management: Jurnal Manajemen Pendidikan Islam 6, no. 02 (2023): 271. DOI: https://doi.org/10.30868/im.v6i02.4979

concentration and will help build high motivation and enthusiasm among program participants.[13] Therefore, these three aspects must be interconnected so that the actuating function can be carried out properly.

The application of actuating function must be applied in the management of the learning environment so that the learning environment can be conducive and supportive. Several aspects of the learning environment need to be managed properly, namely aspects of learning place management which include seating arrangement, facilities, cleanliness, and lighting; aspects of learner guidance; and aspects of structuring learning activities.[14] The management aspect of the learning environment is included in the management of the physical environment, while the aspect of participant guidance and the aspect of structuring activities are included in the management of the non-physical environment. Creating a conducive learning atmosphere can accelerate learners' understanding of learning foreign languages, including Arabic.[15] With a suitable learning environment, the emotions of foreign language learners will also be positive. With positive emotions, it is hoped that the results of foreign language proficiency will increase.[16]

The learning environment can be managed properly with good implementation and actuation. For this reason, teachers as learning managers can carry out several activities such as opening learning, providing pre-tests, delivering learning materials, using the right methods, using the right media, classroom management, and closing learning.[17] That way, teachers can be considered good managers. Learning Arabic as a foreign language and a second language for students must also pay attention to various principles in order to create a fun language learning atmosphere. These principles are the principle of priority, the principle of correctness and accuracy, the principle of gradation, and the principle of emotion.[18]

Previous research related to learning environment management mostly only discusses learning environment management in class.[19] Learning environment management is not only limited to indoor learning environments (classrooms) but also outdoor learning environments. There is also

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[13] Beta Centauri, Orbit Thomas, and Yopie Nataniel, "*Pengaruh Komunikasi Persuasif Terhadap Konsentrasi Belajar Siswa Kelas IX SMP Kristen Palangka Raya Tahun Pelajaran 2020/2021*," Jurnal Teknologi Pendidikan 1, no. 1 (2021): 1. DOI: https://doi.org/10.37304/jtekpend.v1i1.2205

[14] Nela Gustria, "*Hubungan Antara Pengelolaan Lingkungan Belajar dengan Hasil Belajar Peserta Tahfizd di TPQ-TPSQ Al-Hasib Beringin Nagari Lansat Kadap Kecamatan Rao Selatan Kabupaten Pasaman*," SPEKTRUM: Jurnal Pendidikan Luar Sekolah (PLS) 8, no. 3 (September 30, 2020): 294. DOI: https://doi.org/10.24036/spektrumpls.v8i3.109374

[15] Aim Matun Nihayati Al Muchith and Nely Rahmawati Zaimah, "*A Relevance of Learning a Foreign Language for an Early Age | Relevansi Pembelajaran Bahasa Asing Untuk Anak Usia Dini*," Mantiqu Tayr: Journal of Arabic Language 3, no. 1 (January 31, 2023): 25. DOI: https://doi.org/10.25217/mantiqutayr.v3i1.3117

[16] Jean-Marc Dewaele and Livia Dewaele, "*Are Foreign Language Learners' Enjoyment and Anxiety Specific to the Teacher? An Investigation into the Dynamics of Learners' Classroom Emotions*," Studies in Second Language Learning and Teaching 10, no. 1 (2020): 45. https://www.ceeol.com/search/article-detail?id=844297

[17] Saiful Anwar et al., "*Arabic Teacher Pedagogic Competence in Managing Learning at Madrasah Aliyah Negeri 1 Bandar Lampung|Al Kafa'ah At Tarbawiyyah Li Mu'alim Al Lughoh Al 'Arobiyyah Fii Idaaroti At Ta'Liim Bimadrosah Al 'Aaliyah Al Islamiiyah Al Hukuumiyyah Al Ulaa Bandar Lam*," Mantiqu Tayr: Journal of Arabic Language 3, no. 1 (September 2, 2023): 36. DOI: https://doi.org/10.25217/mantiqutayr.v3i1.3783

[18] Dina Indriana and Ali Maksum, "*Implementation of The Special Arabic Language Learning Program (PKPBA) for New Student at The Tarbiyah and Teacher Training Faculty UIN Sultan Maulana Hasanuddin Banten | Implementasi Program Khusus Perkuliahan Bahasa Arab (PKPBA) Bagi Mahasiswa Baru Faku*," Mantiqu Tayr: Journal of Arabic Language 3, no. 1 (March 31, 2023): 53. DOI: https://doi.org/10.25217/mantiqutayr.v3i1.3173

[19] Amalia Ratna Zakiah Wati and Syunu Trihantoyo, "*Strategi Pengelolaan Kelas Unggulan dalam Meningkatkan Prestasi Belajar Siswa*," Jurnal Dinamika Manajemen Pendidikan 5, no. 1 (October 1, 2020): 46–57. DOI: https://doi.org/10.26740/jdmp.v5n1.p46-57

related research that only discusses the management of physical learning environments.[20] Much of the research will continue to focus on early childhood education institutions.[21] The position of this research with previous research is that this study will focus on discussing the learning environment from physical and non-physical aspects that are limited to outdoor learning environments. The object of study in this study is also interesting, namely a program specifically for new students, which is very different from previous research that focused on programs in early childhood education institutions. In addition, this study focuses on the actuating function in learning environment management.

The purpose of this study is to reveal the course of learning environment management carried out by HMPS PBA IAIN Bone in the Arabic Language Camp program for new students of IAIN Bone. This research is expected to provide an overview of the Arabic language camp program and the learning environment management applied to the program.

Management of a conducive and supportive learning environment is very important in Arabic learning programs. This is because individual cognitive development including learning motivation is greatly influenced by interactions that occur in their learning environment.[22] Thus, the program committee needs to create an atmosphere that allows participants to feel comfortable expressing and sharing experiences in learning Arabic.

Thus, the management of the learning environment in the Arabic Language Camp program for new PBA IAIN Bone students is the key to ensuring active participation, high motivation, and optimal achievement of learning program goals. Thus, the management of the learning environment in the Arabic Language Camp program for new students at IAIN Bone lies not only in its efficient implementation but also in its impact on new students and the institution as a whole. With effective support from the committee, directors, and instructors, it is expected that program participants can understand basic Arabic well and benefit significantly from this program.

Method

This research uses a type of qualitative research that is used to examine the natural condition of objects. This research is intended to find a deep and complete understanding of the meaning of an object of research.[23] The method used is a descriptive method. The informants in this study were two administrators of HMPS PBA IAIN Bone who acted as program directors (D1 and D2), two representatives of the committee, namely the head of the committee (C1) and the events section (C2), and four representatives of Arabic Language Camp participants consisting of two students who graduated from Islamic boarding schools (P1 and P2) and two students who graduated from non-Islamic boarding schools (P3 and P4).

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[20] Jepri Utomo, "*Potret Lingkungan Belajar Indoor dan Outdoor di SMA Negeri 2 Tolitoli,*" Tolis Ilmiah: Jurnal Penelitian 4, no. 1 (July 21, 2022): 8–16. DOI: https://doi.org/10.56630/jti.v4i1.207

[21] I Gd Arya Wiradnyana, "*Pengelolaan Lingkungan Belajar Outdoor Sebagai Penunjang Aktivitas Bermain di TK,*" Widya Kumara: Jurnal Pendidikan Anak Usia Dini 1, no. 2 (2020): 68–79. DOI: https://doi.org/10.55115/widyakumara.v1i2.933

[22] Nanang Abdul Jamal et al., "*Pengaruh Manajemen Lingkungan Belajar Terhadap Motivasi Belajar Peserta Didik,*" Raudhah Proud To Be Professionals: Jurnal Tarbiyah Islamiyah 8, no. 1 (2023): 321. DOI: https://doi.org/10.48094/raudhah.v8i1.239

[23] Rukminingsih, G Adnan, and M A Latief, *Metode Penelitian Pendidikan: Penelitian Kuantitatif, Penelitian Kualitatif, Penelitian Tindakan Kelas,* (Yogyakarta: Erhaka Utama, 2020), hlm. 89.

The data collection techniques used were in-depth interviews and documentation. In-depth interviews were conducted to explore in depth related to the management of the learning environment in the Arabic Language Camp program conducted research subjects. Documentation is carried out to find facts from documents related to activities, such as agency profiles, activity plans, and activity reports.

The collected data is then analyzed in three stages. First, data reduction. That is, researchers choose data relevant to the study among the large amount of data collected. The relevant data that has been selected is then summarized and grouped based on the theme or topic discussed. Second, the presentation of data. The presentation of data is carried out in the form of narrative text. Third, conclude. The conclusion is the meaning of the data collected.[24]

Result and Discussion

Description of the Arabic Language Camp Program

The Student Association of the Arabic Language Education Department (HMPS PBA) IAIN Bone is a student institution at the department level that began to form in 2018. This organization is a forum for student friendship and a forum for skill development, especially Arabic language skills. This organization can also be a bridge to achieve the vision and mission of PBA IAIN Bone. Since 2019, HMPS PBA IAIN Bone has routinely held an Arabic Language Camp program every year. This program aims to develop students' Arabic language skills, establish *Ukhuwah Islamiyah* among students, and prepare excellent PBA personnel. The activity committee raised the theme "Fostering the Spirit of Arabic Language through Togetherness to Realize Quality People". The basis for the implementation of this activity is to dispel the impression and image that Arabic is difficult. In addition, because of the variety of educational backgrounds of new students (graduates of Islamic boarding schools and non-Islamic boarding schools).

This program was held in Lemoape Village, Palakka District and lasted for 4 days from September 28 to October 1, 2023. Participants in this program are new students (semester 1 students) PBA IAIN Bone which amounted to 35 participants from a total of approximately 60 new students. The determination of groups in this program combines students who graduated from Islamic boarding schools and non-Islamic boarding school graduates. The committee hopes that with this method, students who graduate from Islamic boarding schools can help non-boarding school graduate students improve their language skills. Participants were divided into 7 groups, each group consisting of 5 participants.

Based on the data above, the division of groups in this program uses a peer tutor approach. The peer tutor approach is a group learning activity that is applied by choosing several participants to be tutors or whose job is to teach other friends. This approach provides an opportunity for participants to share their knowledge and skills with other participants. This approach is more comfortable because communication between friends is more relaxed than with teachers.[25] This peer

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[24] Zainal Arifin, *Penelitian Pendidikan; Metode dan Paradigma Baru,* (Bandung: Remaja Rosdakarya, 2011), hlm. 170–173.

[25] Lisa Nurhasanah and Septi Gumiandari, *"Implementasi Metode Pembelajaran Tutor Sebaya Terhadap Hasil Belajar Siswa,"* Pedagogik: Jurnal Pendidikan 16, no. 1 (March 31, 2021): 63. DOI: https://doi.org/10.33084/pedagogik.v16i1.1881

tutor approach can have a positive influence on Arabic learning attitudes and outcomes.[26] The application of this approach is certainly to achieve one of the objectives of this program, namely to strengthen *Ukhuwah Islamiyah* by reducing the gap between fellow participants.

Arabic language learning in this program uses an outdoor learning model. This model is used to find new Arabic learning atmospheres and experiences. The outdoor learning model approach is seen as very effective as a means of knowledge management which means that each participant can develop their abilities based on the experience gained while learning in the open. Participants who carried out the learning process using the outdoor learning method experienced an increase in learning motivation.[27] Through this learning model, the Arabic learning experience becomes more interesting, thus participants' learning motivation can increase.

Activities in this program are oriented toward a basic understanding of Arabic and experience in speaking Arabic. Therefore, the activities launched are vocabulary memorization, muhadasah practice, muhadasah class, basic nahwu class, and basic sharaf class. Learning Arabic nahwu and sharaf is important in supporting participants' speaking skills.[28] The material taught in the basic nahwu class is the division of words and their types. In the basic sharaf class are tashrif istilahiy and tashrif lughawi which are basic. In these classes, the committee involved PBA alumni IAIN Bone as presenters. In addition, the committee applies *biah lughawiyah* in this program, meaning that participants are required to speak Arabic by applying vocabulary that has been memorized during the program. *Biah lughawiyah* is an environment that emphasizes the daily use of Arabic so that participants are used to it.[29] This is proven to improve the speaking skills of participants.

The learning method of each class varies according to the content of the material taught. Currently, many learning methods can be used, but not all of these learning methods are suitable for all lesson materials.[30] Included in Arabic language learning. Therefore, the committee gives flexibility to the speakers to choose and use learning methods that are based on the material taught. The method used in the basic nahwu class is the conventional method. Conventional methods are used in nahwu learning because they are considered still important in strengthening mastery of structured grammar.[31] At the same time, the method in the basic sharaf class is the singing method. The singing method is used in sharaf learning because it is considered effective for understanding the material.[32]

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[26] Özgür Babayigit and Bahattin Erkus, "*Effect of Peer Teaching on the Academic Achievement of Fourth Grade Primary School Students,*" International Journal of Psychology and Educational Studies 9, no. 3 (2022): 782. https://eric.ed.gov/?id=EJ1354874

[27] Deva Dewiyana Sari et al., "*Kajian Outdoor Learning Process dalam Pembelajaran Biologi,*" DIAJAR: Jurnal Pendidikan dan Pembelajaran 2, no. 2 (April 29, 2023): 160. DOI: https://doi.org/10.54259/diajar.v2i2.1370

[28] Masrurotul Mahmudah et al., "*Analysis of the Difficulties Learning Speaking Skills at Madrasah Tsanawiyah Students Riyadlatul Ulum Batanghari East Lampung,*" Mantiqu Tayr: Journal of Arabic Language 1, no. 1 (January 31, 2021): 41. DOI: https://doi.org/10.25217/mantiqutayr.v1i1.1294

[29] Nia Himatul Ulya, Chairani Astina, and Ashief El Qorny, "*Implementation of Bi'ah Lughawiyah in Improving Maharah Kalam at Modern Pondok Az-Zahra Al-Gontory Purwokerto|Implementasi Bi'ah Lughawiyyah Dalam Peningkatan Maharah Kalam Di Pondok Modern Az-Zahra Al-Gontory Purwokerto,*" Mantiqu Tayr: Journal of Arabic Language 2, no. 2 (July 14, 2022): 271. DOI: https://doi.org/10.25217/mantiqutayr.v2i2.2511

[30] Khairunnisa Khairunnisa and Ilham Syahrul Jiwandono, "*Analisis Metode Pembelajaran Komunikatif untuk PPKn Jenjang Sekolah Dasar,*" ELSE (Elementary School Education Journal) : Jurnal Pendidikan dan Pembelajaran Sekolah Dasar 4, no. 1 (February 27, 2020): 9. DOI: https://doi.org/10.30651/else.v4i1.3970

[31] Muhammad A'inul Haq, Slamet Mulyani, and Ahmad Sholeh, "*Paradigma Pembelajaran Bahasa Arab (Analisis Kontrastif Metode Pembelajaran Konvensional dan Kontemporer),*" Takuana: Jurnal Pendidikan, Sains, dan Humaniora 2, no. 1 (April 21, 2023): 63. DOI: https://doi.org/10.56113/takuana.v2i1.71

[32] Nuri Safitri, "*Pengaruh Penggunaan Metode Bernyanyi Terhadap Pemahaman Nahwu dan Shorof Siswa Kelas VII Madrasah Tsanawiyyah Darul Qur'an Kubang Raya Kampar*" (Universitas Islam Negeri Sultan Syarif Kasim Riau, 2023). https://repository.uin-suska.ac.id/74910/

The method used in the muhadasah class is the demonstration method. The demonstration method is used in muhadasah learning which allows participants to perform muhadasah as demonstrated by the teacher.[33] With the use of diverse learning methods, the boring image of Arabic will disappear from the minds of participants.

The learning method is one of the ways that should be emphasized in learning Arabic. It is used to avoid misunderstandings and incomprehension in learning, especially in learning Arabic as a foreign language. By applying diverse and right learning methods, speakers as learning managers have implemented good management functions. As previously explained, as a learning manager, speakers must carry out several activities,[34] one of which is choosing the right learning method.

To close the program, the committee held an art performance night. Activities in the evening were Arabic and Ghina' Arabiy poetry competitions as well as special performances from each group. In addition, there is also an evaluation of Arabic learning which is made in two stages, namely written evaluation and oral evaluation. All of them contain questions related to the material taught. Oral evaluations are made interesting, namely with adventure games between one post and another. Each post has its material content. The following is the schedule for the 2023 Arabic Language Camp which held on September 28-October 1, 2023.

Table 1. Rundown Activities

Time	Activities	Person Responsible
Thursday, 28 September 2023		
07.30-11.00	Preparation and Departure	Committee
11.00-13.00	Meal, Prayer & Break	Consumption section
13.00-14.00	Opening	Event section
14.00-15.00	Reading a Code of Conduct Vocabulary Provision	Event section
15.30-17.00	Class I "Nahwu Basic"	Committee
17.00-17.30	REST	Committee
18.00-20.00	Maghrib&Isya Prayer Spiritual Activities Vocabulary Depositing	Committee & Mentors
20.00-20.30	Dinner	Consumption Section
20.30-21.30	Ta'aruf (Introduction) Vocabulary Provision	Committee
21.30-04.30	REST	Committee
Friday, 29 September 2023		
04.30-05.30	Shubuh Prayer Spiritual Activities Vocabulary Depositing	Committee
05.30-07.00	Exercise & Community Service	Committee

[33] Nahda Sahriani and Zulfahmi Lubis, "*Analisis Metode Pembelajaran Bahasa Arab di Madrasah Aliyah Laboratorium UINSU Medan,*" MANAZHIM 5, no. 2 (August 1, 2023): 871. DOI: https://doi.org/10.36088/manazhim.v5i2.3539

[34] Saiful Anwar et al., "*Arabic Teacher Pedagogic Competence in Managing Learning at Madrasah Aliyah Negeri 1 Bandar Lampung|Al Kafa'ah At Tarbawiyyah Li Mu'alim Al Lughoh Al 'Arobiyyah Fii Idaaroti At Ta'Liim Bimadrosah Al 'Aaliyah Al Islamiiyah Al Hukuumiyyah Al Ulaa Bandar Lam,*" Mantiqu Tayr: Journal of Arabic Language 3, no. 1 (September 2, 2023): 36. DOI: https://doi.org/10.25217/mantiqutayr.v3i1.3783

	Vocabulary Provision	
07.00-09.00	Breakfast and Class Preparation	Consumption Section
09.00-10.30	Class II "Muhadatsah Practices"	Committee
10.30-11.00	Ice Breaking	Event section & Mentor
	Vocabulary Depositing	
	Muhadatsah Practices	
11.00-13.30	Meal, Prayer & Break	Consumption Section
13.30-14.00	Vocabulary Provision	Event section
14.00-15.30	Mentoring	Mentor
15.30-16.00	REST	Committee
16.00-17.30	Mentoring	Mentor
18.00-20.00	Maghrib&Isya Peayer	Committee
	Spiritual Activities	
	Vocabulary Depositing	
20.00-20.30	Vocabulary Depositing	Consumption Section
20.30-22.00	Watch Arabic Movies	Committee
	Vocabulary Provision	
22.00-04.30	REST	Committee
Saturday, 30 September 2023		
04.30-05.30	Shubuh Prayer	Committee
	Spiritual Activities	
	Vocabulary Depositing	
05.30.07.00	Exercise & Community Service	Committee
	Vocabulary Provision	
07.00-09.00	Breakfast and Preparation	Consumption Section
09.00-10.30	Class III "Basic Sharaf"	Committee
10.30-11.00	Ice Breaking	Event section & Mentor
	Vocabulary Depositing	
	Muhadatsah Practices	
11.00-12.00	Mentoring	Mentor
12.00-13.30	Meal, Prayer & Break	Consumption Section
13.30-15.00	Class IV "Socialization of Institutions"	Committee
15.00-16.00	REST	Committee
16.00-17.00	Written Evaluation	Committee
18.00-20.00	Meal, Prayer & Break	Consumption Section
20.00-00.00	Art Stage	Committee
Sunday, 1 Oktober 2023		
00.00-00.30	Evaluation Preparation	Committee
00.30-02.30	Oral Evaluation	Committee
02.30-04.30	REST	Committee
04.30-05.30	Shubuh Prayer	Committee
	Spiritual Activities	
05.30-07.00	Morning Exercise &Community Service	Committee
07.00-07.30	Breakfast	Consumption Section

07.30-10.00	Rihlah	Committee
10.00-11.00	Closing	Event section
12.00-13.30	Meal, Prayer & Break	Consumption Section
13.30-15.00	Go home	Committee

Based on Table 1, it was found that the Arabic Language Camp program went very well. All activities ran although some activities were not on time. Based on the results of the interview, this happened due to external factors such as the delay of invited guests.

Learning Environment Management in Arabic Language Camp Program

In choosing the location of the program, the committee considered several important aspects, such as a large field, the existence of toilets, and the availability of electricity. The committee chose tourist attractions in Lemoape Village, Palakka District because they meet these three aspects. In addition, the selection of this place also allows learning while playing. The committee also created a camping atmosphere by providing tents and kitchens for participants and the committee.

The learning environment is managed based on the actuating function in management that has been described previously by paying attention to aspects of leadership, motivating, and communicating in implementing the program. The following is a presentation of data on the implementation of the actuating function in this aspect.

Table 2. Interview Data Presentation

Aspects	Interview Data
Leadership	1. The director directs the committee through the head of the committee by observing in advance the performance of the committee. The director will provide input to the committee regarding problems faced in the field, such as schedule vacancies and others. In addition, the directors also mingled with the committee, listened to complaints, and collaborated. (D1 and D2)
	2. In directing members, the head of the committee directly sets an example by acting or intervening directly, this shows the impression that the head of the committee in directing members not only uses verbal orders but also with actions. This way, members do not feel pressured by orders given by the head of the committee and work happily. (C1)
	3. In directing the participants, the committee assigned two mentors in each group to supervise the participants. In addition, mentors are also tasked with helping participants who are struggling. (C2)
	4. Regarding the relationship with participants, the head of the committee found that two participants were difficult to direct and did not comply with program rules, such as in terms of the implementation of *biah lughawiyah*. (C1)
Motivation	1. In motivating the committee, the director and head of the committee encourage and verbally motivate the committee to strengthen them in the success of this activity. The director and head of the committee try to create a positive work environment. (D1, D2, and C1)

     2. In motivating participants, the committee rewards participants in the form of points which points will be used in determining the best participants in the program. In addition, the committee also judged the most active participants in the class, the best group, the competition spirit, and the best art performance. In addition to rewards, the committee provides punishment in the form of fines and points for participants who do not comply with the rules. After the program, participants get a certificate of participation in the program. (C2, P1, P2, P3, and P4)

     3. The participants felt that after the motivation, their enthusiasm for learning Arabic increased. (P3 and P4)

Communication   1. Overall, communication between all parties was smooth and open. Obstacles are faced by the head of the committee when communicating with the older committee. As stated by the director there is a gap between the committee of the class of 2022 and the class of 2021. Therefore there is often miscommunication between the two. (D2 and D1)

     2. Overall, communication between the committee and participants went smoothly without any obstacles. (C1)

     3. However, from the perspective of the participants, the communication between the participants and the committee was initially still awkward because they did not know each other. (P1, P2, P3, and P4)

Based on Table 2, it is known that the Arabic Language Camp program is actuated by applying the principles of leadership, motivation, and communication. This is carried out by the directors to the committee, fellow committee, the committee to the participants, and fellow participants.

In the leadership aspect, the director uses a democratic leadership style. Democratic leadership values the potential of each individual and is willing to listen to the advice and suggestions of subordinates. A democratic leader is respected and respected not feared because the behavior of democratic leaders in organizational life encourages his subordinates to develop their innovation and creativity.[35] The leadership style shown by the head of the committee is moral paternalistic leadership, namely paternalistic leadership which shows good examples to members by setting a good example in the field of work.[36] The hope is that members can follow the example exemplified by the head of the committee.

Leadership between the committee and participants is shown by mentoring activities. Mentoring is a process of interaction in a group between an older or experienced person, in this case, the committee also acts as a mentor, and participants act as mentees.[37] In this program,

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[35] Beta Salsabilla et al., "*Tipe dan Gaya Kepemimpinan Pendidikan*," Jurnal Pendidikan Tambusai 6, no. 2 (May 31, 2022): 9981. DOI: https://doi.org/10.31004/jptam.v6i2.4002

[36] Dimas Zuhri Ahmad et al., "*Gaya Kepemimpinan dalam Lembaga Pendidikan*," Journal on Education 6, no. 1 (2023): 5221. DOI: https://doi.org/10.31004/joe.v6i1.3665

[37] Rifaid Rifaid, "*Penerapan Kegiatan Mentoring untuk Meningkatkan Kemampuan Guru dalam Merancang dan Menggunakan Media Pembelajaran di SMPN 2 Bolo Tahun Pelajaran 2022/2023*," Jurnal Pendidikan dan Pembelajaran Indonesia (JPPI) 3, no. 1 (June 2, 2023): 45. DOI: https://doi.org/10.53299/jppi.v3i1.289

mentors are tasked with supervising the order of participants and helping to solve participants' problems and difficulties, including preparing participants' interests and talents in art performance activities. This is as stated by Darungan good mentors must understand the role they will play, be responsive and available to their mentees, know the capacity and potential of mentees, and motivate mentees to challenge themselves.[38]

In terms of providing motivation, the director and head of the committee provide verbal encouragement and motivation related to the importance of cooperation and hard work to the members. They also try to create a positive work environment. Motivation and work environment have a significant influence on member performance.[39] With this kind of motivation, members will feel comfortable while working and not working under pressure. Different from participants, they motivate in the form of rewards and punishments. This reward and punishment will increase the participants' enthusiasm and performance in learning.[40] Due to the increased enthusiasm of the participants, it is also expected that their Arabic learning results will also be good.

In terms of communication, the communication process that occurs between the director and the committee and between the committee and participants is effective and open. Effective communication occurs when the purpose of communication is well achieved, where communication aims to expect understanding, and support of ideas, and actions. Even though, the problem of communication failure is inevitable. The failure in question can be both primary and secondary failures. Primary failure occurs when there is a misconception between the giver and receiver of communication. Secondary failures occur when there are barriers and social estrangement.[41] Therefore, failures like this should be avoided by persuasive and open communication between all parties in the program.

In learning environment management, the committee pays attention to two important aspects, namely physical and non-physical learning environments. The physical environment has a direct and indirect influence on productivity through motivation. On the other hand, the non-physical work environment does not directly affect productivity. However, the non-physical environment has an indirect influence on productivity through motivation.[42]

Regarding the physical learning environment, the committee tried to make the learning environment conducive and comfortable by choosing a shady location under the trees considering the scorching surrounding weather. The committee provided tarpaulins as bases, whiteboards, sound systems, and projectors. Even though, some participants were disturbed by visitors to the tourist attractions.

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[38] Tezar Samekto Darungan, "*Mentoring: Apa dan Bagaimana Agar Menjadi Efektif*," Ibnu Sina: Jurnal Kedokteran dan Kesehatan - Fakultas Kedokteran Universitas Islam Sumatera Utara 20, no. 2 (July 1, 2021): 150. DOI: https://doi.org/10.30743/ibnusina.v20i2.179

[39] Siska Agustina Dewi and M. Trihudiyatmanto, "*Analisis Pengaruh Disiplin Kerja, Motivasi Kerja dan Lingkungan Kerja Terhadap Kinerja Pegawai*," Journal of Economic, Business and Engineering (JEBE) 2, no. 1 (October 5, 2020): 113. DOI: https://doi.org/10.32500/jebe.v2i1.1457

[40] Sri Andriani Sidin, "*The Application of Reward and Punishment in Teaching Adolescents*," in Proceedings of the Ninth International Conference on Language and Arts (Atlantis Press, 2021), 251. DOI: https://doi.org/10.2991/assehr.k.210325.045

[41] Asriadi Asriadi, "*Komunikasi Efektif dalam Organisasi*," RETORIKA : Jurnal Kajian Komunikasi dan Penyiaran Islam 2, no. 1 (April 30, 2020): 45-48. DOI: https://doi.org/10.47435/retorika.v2i1.358

[42] Siti Aisyah, Leli Deswindi, and Danang Indrajaya, "*Are Physical and Non-Physical Working Environment Effect Employees Productivity with Motivation as an Intervening Factor?*," in Proceedings of the 3rd Asia Pacific Management Research Conference (APMRC 2019) (Paris, France: Atlantis Press, 2020), 246. DOI: https://doi.org/10.2991/aebmr.k.200812.042

About the non-physical environment, the committee strives to create an interesting atmosphere and experience of learning Arabic. Starting from the application of *biah lughawiyah* for habituation to the Arabic language of participants, the division of diverse groups, and the existence of constructive mentors. With the division of groups by combining students who graduated from Islamic boarding schools and non-Islamic boarding schools, participants felt more enthusiastic about learning Arabic because they were more open to sharing and helping each other compared to the committee or mentors. However, the presence of mentors can also help participants, especially in preparing for art performances.

With the application of this outdoor learning model, participants and the committee blend in with each other. This shows the impression that there is no barrier between the two. Because of this, participants did not feel pressured during the program, some even felt appreciated for their existence. Students who graduate from Islamic boarding schools find it helpful to have a learning environment like this. Because it can repeat the vocabulary and materials that have been obtained at the cottage. Meanwhile, non-Islamic boarding school graduate students feel grateful because they can gain basic Arabic understanding such as vocabulary and muhasadah, even though they have difficulty understanding basic nahwu and basic sharaf material.

By managing the learning environment, Arabic language learning in the Arabic camp program has been running based on the principles of second language learning which are the principle of priority, the principle of correctness and accuracy, the principle of gradation, and the principle of emotion.[43] *First*, the principle of priority was implemented by prioritizing non-boarding school graduates to develop their Arabic language. *Second*, the principle of correctness and accuracy was implemented by applying *biah lughawiyah* and providing a good example from a mentor to participants. *Third*, the principle of gradation was carried out by providing basic and structured material and emphasizing speaking skills. *Fourth*, the principle of emotion is carried out by paying attention to the feelings and interests of the participants of the activity.

The learning environment implemented by HMPS PBA IAIN Bone in this program was an artificial learning environment, not a natural learning environment. However, the results obtained will not be much different from the natural learning environment.[44] An artificial learning environment is an environment that is deliberately created and designed by humans to support the teaching and learning process. Because the design resembles a natural learning environment, the learning environment applied in this activity can support the teaching and learning process optimally.

By paying attention to the aspects of leadership, motivation, and communication in the actuating of the program and the principles of learning Arabic as a foreign language, HMPS PBA IAIN Bone has proven to be able to create a learning atmosphere and environment that supports the learning process. That way, the program's goals to develop students' Arabic language skills, establish *Ukhuwah Islamiyah* among students, and prepare excellent PBA personnel can be achieved to the maximum.

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[43] Dina Indriana and Ali Maksum, "*Implementation of The Special Arabic Language Learning Program (PKPBA) for New Student at The Tarbiyah and Teacher Training Faculty UIN Sultan Maulana Hasanuddin Banten | Implementasi Program Khusus Perkuliahan Bahasa Arab (PKPBA) Bagi Mahasiswa Baru Faku,*" Mantiqu Tayr: Journal of Arabic Language 3, no. 1 (March 31, 2023): 53. DOI: https://doi.org/10.25217/mantiqutayr.v3i1.3173

[44] Muhammad Ainul Yaqin and Nailul Izzah, "*Teaching Speaking Skill to Non-Arabic in the Natural Environment, Department of Language and Culture, Faculty of Linguistics King Saud University, Riyadh, Kingdom of Saudi Arabia | Ta'lim Maharotul Kalam Lii Ghoiri Al-Arobiyah Fiil Biiati at-Thobi'iyyah Q,*" Mantiqu Tayr: Journal of Arabic Language 2, no. 1 (January 31, 2022): 13. DOI: https://doi.org/10.25217/mantiqutayr.v2i1.1977

Closing

The management of the learning environment in the Arabic Language Camp program by HMPS PBA IAIN Bone has been running in accordance with the actuating function as one of the management functions. The actuating function in this activity is seen in three aspects, namely leadership, motivation, and communication. First, the leadership used is democratic leadership which tries to embrace all parties, and moral paternalistic leadership which tries to set a good example for members. Second, motivation is given to the committee by creating a positive work environment, while for participants by applying reward and punishment methods. Third, communication runs effectively by implementing open communication between all parties.

Learning environment management is implemented by considering the physical environment to create a conducive environment and the non-physical environment to create a pleasant learning environment. With good management of the learning environment, participants feel a different Arabic learning experience than usual. This certainly has a positive impact on the learning outcomes of participants. This study is expected to be a reference for institutions that will implement a conducive learning environment and support the Arabic learning process. In the implementation of this study, researchers realize the limitations. So the researchers hope for further research by discussing other management functions, which are planning, organizing, and controlling functions.

Acknowledgment

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