


Student Management in Improving Arabic Communication Competence and its Implications for Students Self Determination

Siti Rumania ¹⁾, Asep Maulana²⁾, Bambang Irawan³⁾ Yusuf Olawale Owa-Onire Uthman⁴⁾

¹⁾ Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember, Indonesia:

²⁾ Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember, Indonesia:

³⁾ Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember, Indonesia:

⁴⁾ Ibn Haldun University, Turkey

e-mail Correspondent: sitirumania45652@gmail.com

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Abstract

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This article aims to describe the management of students carried out by teachers at the As-Sunniah Kencong Islamic Boarding School for all students to master Arabic materials to help improve their ability to communicate in Arabic and the implications for student self-determination learning. The research approach used is qualitative research. Data collection techniques utilize observation, interviews, and documentation studies. In this study, researchers used several stages of data analysis, namely the reduction stage, the data presentation stage, making temporary conclusions, and verification activities. The study results concluded that two hours of lessons are scheduled weekly with material according to the level. Meanwhile, the management of students outside the classroom includes Daily Arabic Conversation, Arabic Speech Practice, and Arabic Speech Contests. The management of students in learning Arabic at the As-Sunniah Kencong Islamic Boarding School is that the learning systems and methods are pretty good and effective, learning is in line with Arabic learning theories, the awareness and interest of the students to speak Arabic have grown, and language environment has been built.

Kata kunci:

Pengelolaan peserta didik,
kompetensi komunikasi,
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determination

Abstrak.

Pondok Pesantren As-Sunniah Kencong menekankan kepada seluruh santri untuk dapat menguasai materi-materi bahasa Arab guna membantu meningkatkan kemampuan berkomunikasi Bahasa arab. Diantara beberapa pengelolaan peserta didik yang telah dikembangkan dengan memadukan pembelajaran klasik oleh para ustadz di pondok pesantren As-Sunniah Kencong adalah model pembelajaran cooperative learning. Pendekatan penelitian yang digunakan adalah penelitian kualitatif Teknik pengumpulan data dilakukan dengan cara observasi, wawancara dan studi dokumentasi. Dalam penelitian ini, peneliti menggunakan beberapa tahapan analisis data yaitu tahap reduksi, tahap penyajian data, membuat kesimpulan sementara dan kegiatan verifikasi. Hasil penelitian menyimpulkan ada empat tahapan pengelolaan peserta didik dalam meningkatkan kompetensi komunikasi Bahasa arab yaitu penjelasan materi, belajar kelompok, peniaian dan pengakuan tim untuk kemudian diberikan penghargaan atau hadiah, dengan harapan memotivasi santri untuk terus berprestasi lebih baik lagi..

INTRODUCTION

Learning Arabic is learning that emphasizes language skills, namely listening, speaking, reading, and writing skills. The ability to understand other people's speech is called receptive ability; this ability can also be used to understand reading (Arifin, Desrani, Ritonga, & Ibrahim, 2023; Aziz, Sebgag, Zuana, & Suryani, 2022). Teaching Arabic is closely related to teaching aspects, including approaches, methods, and techniques (Fidayani & Ammar, 2023; Nira & Fauziyah, 2021). According to Edward M. Anthony, a series of assumptions about the nature of language and language learning is an approach to teaching Arabic. Assumptions related to language learning include aspects of listening (*al-Istima'*), conversing (*al-kalam*), reading (*alqiraat*), and writing (*al-kitabah*). These four skills will then build methods or models for teaching Arabic (Rustiman & Mahdi, 2022).

One of the modern Islamic boarding schools that has and implements a superior program for foreign languages (Arabic) is the As-Sunniah Kencong Islamic Boarding School, Jember Regency. The students of As-Sunniah Kencong, Islamic Boarding School, are required to communicate daily using a foreign language recommended in teaching and creating a supportive environment in the habit of foreign language communication (Bi'ah Lughawiyah). Daily language activities in Islamic boarding schools include various forms of daily activities: dawn vocabulary giving, daily language use, daily dictionary use, and evening vocabulary memorizing. Dawn vocab giving is a program for giving vocab or Arabic vocabulary, carried out every day after the midday prayer (Aziza & Muliansyah, 2020). Daily language use includes Arabic in daily activities, both in formal classes and in daily activities outside of class. Daily dictionary use is a pesantren regulation that requires students always to carry a dictionary wherever they are, whether they are queuing in the bathroom, kitchen, or shops (Wahdan, AL Hantoobi, Salloum, & Shaalan, 2020).

However, the teacher's approach to teaching language at the Islamic Boarding School has three core activities: lesson preparation, student management, and classroom management (Bustanul, 2018) (Ben-Sghaier, Bakari, & Neji, 2020; Gutub & Alaseri, 2021; Jaunanto & Mahliatussikah, 2020). Management of students is an activity to condition and maintain a classroom atmosphere so that learning activities can sustainably take place, such as developing good relationships between educators and students, students and students, giving awards, developing learning in group activities, placing behavioral norms students who are not following the rules, and many more activities related to classroom conditioning (Ridho, Gumilar, & Ratnasih, 2020; Ruhendi & Kosim, 2022).

In the implementation of student management, there is an own it, learn it, share it learning design developed by Lee & Hannafin (Asy'ari, 2016; Rowin, 2018). Students have all the learning processes and learning goals that are following their wishes, followed by learning it, and students learn the material provided in order to achieve predetermined goals; in the final stage, namely share it, students share what they have learned with others other as a form of assessment of learning achievement that students have done (Armstrong, 2022).

Among the several models of student management developed by integrating classical learning by teachers at school is the management of students with a pattern of cooperation between students (Baharun, Hefniy, Silviani, Maarif, & Wibowo, 2021; Muttaqin, Malik, & Fikri, 2022). Roger et al. state that the management of students with a pattern of cooperation between students is a group activity organized by one principle that learning must be based on changes in information socially among its learning groups and encouraged to improve the learning of other members (Aslamiah, 2021). The results of research conducted in Asia show that the management

of students with a pattern of cooperation between students plays a vital role in various situations in students' lives, including emotions, motivation, openness to change, and students' thoughts (Abdurrahman, 2019).

Other studies have also concluded that this model is superior in helping students, in this case, students, to understand complex nahwu-sharaf concepts (Sofyan et al., 2022). This model also teaches students to respect one another and teaches students cooperative skills; even cooperative learning can have an impact on positive habits and behavior. Class management aims to increase student cooperation in learning tasks and foster creativity (Ben-Sghaier et al., 2020; Maha, 2023). The student management model with a pattern of cooperation between students requires students to be more independent and active. Management of students with a pattern of cooperation between students will help students to stimulate themselves to find out how they learn and control their learning procedures well. Good motivation helps students set goals for learning outcomes to be achieved, whereas students with less motivation will have difficulty setting goals to achieve (Prystiananta, 2020).

Hidayat said that with motivation in learning, individuals could prepare goals and evaluate and create adaptations needed to support achievement and achievement in the learning process, known as the concept of self-determination learning (Ritonga & Nurdianto, 2022). Self-determination theory, according to Ryan Deci, is a concept in which an individual has the inner motivation to continue to grow, expand and understand himself by integrating new experiences based on needs, desires, and interests while still connecting himself and the outside world or other people (Almuzaini & Azmi, 2022; Khayyat & Elrefaei, 2020). Aspects of life-related to self-determination in each individual, namely work, relationships or social life, education, religion, health, sports, even regarding stereotypes and assumptions about something (Molina-Leal & Peña-Cerón, 2020).

Several other studies have also proven that self-regulated learning is vital in achieving students' academic achievement. Arjaggi's research shows that the ability to self-regulate in learning is essential to helping advance student learning (Alsuhaibani et al., 2021). Some of these previous studies focused on students' management models for reading and writing mastery, the researchers offered gap research, and the novelty offered in this study was the student management model in improving Arabic communication competence and its implications for self-determination learning at the As-Sunniah Islamic boarding school. Kencong Jember Regency

METHOD

The research approach used is qualitative research (Rahman, 2016). The purpose of this study was to find out and describe the management model of students in improving Arabic communication competence and its implications for self-determination learning at As-Sunniah Kencong Islamic boarding School, Jember Regency As-Sunniah Kencong Islamic Boarding School, which is located at Jalan Gumuk Banji, Kencong, Jember Regency, East Java 68167.

Data collection techniques utilized observation, interviews, and documentation studies (Spector, Merrill, Elen, & Bishop, 2014). The primary data sources are the five ustadz and audio-video recordings, which are well displayed on youtube and well documented by the teachers and students. Researchers interviewed teachers from various disciplines, examining the contents of the textbooks they had used to implement student management in fostering Arabic communication. The interview related to the challenges, opportunities, and hopes for teaching student management and its impact on the self-determination learning of the students selected as informants.

Meanwhile, examining textbooks was deliberately carried out to find out what materials might be taught and then provide several possibilities to be inserted into the teaching and learning process (Alamri, 2019).

In this study, researchers used several stages of data analysis. The stages in question follow the Miles and Huberman pattern: the reduction stage, data presentation stage, making temporary conclusions, and verification activities (John W. Creswell, 2017). First, data reduction is done by sorting data that is not needed; in this case, reduction is done to make it easier for researchers to draw temporary conclusions. The selected data is clarified and rewritten naturally. Second, the data presentation stage (data display) is done by organizing the data into a particular form. Thus, the presentation of data is done to read the data comprehensively. When rewriting, the researcher made an interpretation or analysis related to the research question (Eide & Showalter, 2012).

Domain and taxonomic analyzes were performed on all data relevant to the research question. Meanwhile, irrelevant data should be used or removed by researchers. The third stage is conclusion/verification (Calfee, 2019). This stage is carried out continuously throughout the research process. The researcher concludes the data, analyzes and gives meaning, then forms temporary conclusions. Researchers examine and verify each finding that strengthens the conclusion

RESULT AND DISCUSSION

Result

The management model of students in improving Arabic communication competence at the As-Sunniah Kencong Islamic boarding school

The model for managing students learning Arabic at the As-Sunniah Kencong Islamic Boarding School consists of two types: activities carried out in the classroom and outside the classroom. In the following, the two types of activities will be described in the Management of students at the As-Sunniah Kencong Islamic Boarding School:

Management of students in the classroom

Arabic language learning activities in the classroom are carried out through face-to-face meetings between ustadz or ustadzah and all students whose meetings are scheduled every week based on class hours that have been arranged and determined by the leadership of the Islamic boarding school (Shamnadh & Anzari, 2019). The Arabic material given to the students of the As-Sunniah Kencong Islamic Boarding School is adjusted to the goals to be achieved from learning English, the level of need or ability, and the educational level of the students. The names of the Arabic material taught in class seem more specific and different from Arabic subjects in schools or madrasas.

Based on the statement of the deputy head of the As-Sunniah Kencong curriculum, the Arabic language subjects given to the students at the As-Sunniah Kencong Islamic Boarding School differ at each level. Furthermore, when viewed from the material side, you can see the stages of learning starting from the Madrasah Tsanawiyah level, namely class I to class III, up to the Madrasah Aliyah level, namely class IV to class VI.

At the Madrasah Tsanawiyah level, learning Arabic is more directed to the process of recognition, while at the Madrasah Aliyah level, it is more to the process of understanding and deepening. Furthermore, the content is more emphasized on the understanding of Islamic

teachings, especially the meanings contained in the Koran (Mahbubah, Biahmada, & Mauludiyah, 2020). Then when viewed from the side of the lesson hours, the average learning of Arabic is given at each level for 2 hours a week. Learning Arabic in the classroom uses Arabic and Indonesian as the medium of instruction.

Management of students outside the classroom

Arabic language learning activities outside the classroom consist of several routine and scheduled programs intended to train and familiarize students with using Arabic in the Islamic boarding school environment. The types of Arabic learning activities outside the classroom or class hours that researchers found at the As-Sunniah Kencong Islamic Boarding School include: 1) Daily Arabic Conversation, daily arabic conversation was implemented by the As-Sunniah Kencong Islamic Boarding School as an effort to train Arabic-speaking students in their daily lives.

Every santri must communicate using Arabic with each other and their ustadz and ustadzah every day for two weeks. To realize this program, all students must memorize Arabic conversation (madrasah) every morning, which is taken from the madrasah book provided by the boarding school following the themes determined by the CLI (Central Language Improvement) management (Purwanti & Vania, 2021).

Apart from that, every evening, three to five new vocabulary words are given to the students, which must also be memorized. Then every Tuesday night, they are given club (expressions) to practice in their conversations. After breakfast again, before entering class, the students are allowed to practice implementing Arabic conversations for approximately 30 minutes. The interlocutor is chosen randomly and usually uses a crossover system; that is, students from grade I are brought together with students from higher classes to grow their self-confidence and provide enrichment in terms of vocabulary and conversation for lower-class students (Aziza & Muliansyah, 2020). This activity takes place under the supervision of CLI.

During the two-week mandatory Arabic language period at the Islamic boarding school, all students were spied on by Jasus, whose personnel were taken from students for each class as many as 2 people, and some were taken from students who had been given sanctions ('niqab). Suppose Jasus finds students who violate the rules of speaking Arabic, such as using Indonesian or Arabic, during compulsory Arabic days. In that case, they will be given sanctions according to the level of their mistakes by CLI. While the students who act as language spies (Jasus) are supervised by CLI.

Arabic Speech Practice

Another outside class activity at the As-Sunniah Kencong Islamic Boarding School is practicing Arabic speech or muhadhoroh. This exercise is intended to make the students skilled at delivering speeches in Arabic in front of many people. This activity is held every Monday night every week after the Isya prayer, which the students must attend. This Arabic speech practice is carried out in groups (Ridlo, 2022). Each group consists of approximately 40 students.

The number of students who appear weekly for Arabic speeches is 4 to 5 people, with a duration of approximately 2 hours (from 20.00-22.00). Based on the previous description, it was found that muhadaroh activities (speech exercises) also went through a series of processes starting from selecting titles and drafting speeches by students, correcting speech concepts by supervisors, preparatory exercises, and implementing muhadlarah.

This competition is carried out between rooms represented by two or more participants from each room. Before appearing in the competition, the students who are selected to take part

in the competition are trained first by the DLC or also called mudabbir or mudabbirat (dormitory supervisor's brother). Apart from the English songs contest, there is a spelling B game. Spelling B is a type of game to facilitate students in spelling words in Arabic (Budianti & Pasi, 2022). Technically, the students are gathered first, then a student is called to the front, and a word is whispered to him. After that, the student was ordered to whisper the word to a friend. And so on, it is done in turns until all the students get their share.

Other students witnessed this competition to grow the impression that learning Arabic was very fun so that students would think Arabic was easy. They would be motivated to use it. Competitions or games are one of the exciting learning techniques. Because this technique can foster feelings of pleasure and impress among students in learning English. Based on the previous explanation, it was found that the types of competitions and Arabic games that were implemented at the As-Sunniah Kencong Islamic Boarding School were very few and not varied (Maha, 2023). Only a few competitions and games are carried out. In addition, the intensity of implementation is still relatively low. It is carried out every two weeks and is not routine, only incidental.

Gifts in question can be in the form of goods. Giving prizes is only done at some meetings or never given in every learning process. Although sometimes there are also some ustadz who give it. Santri give gifts in the form of small parcels, stationery, or even a little money as a mere form of motivation so that students are more motivated in their studies (Ling, Na, Yan-Li, & Sriyanto, 2020).

According to Ustadz Khittotun, gift-giving is an extrinsic motivation in which learning activities are initiated and continued based on encouragement unrelated to the learning activity. So the reward for action will strengthen the motive behind the act. One of the goals of giving rewards in learning is to educate children so that they feel happy because their actions or work get rewards. Feelings of pleasure are one indicator of a child's interest in learning; when a child is happy in learning, the child will be interested in the activity.

Implications of the Learner management model for Students' Self-determination at the As-Sunniah Kencong Islamic boarding school

Based on the observations, several different impacts were found from the results of applying the student management model to the self-determination learning of students at the As-Sunniah Kencong Islamic Boarding School depending on age and gender, as follows:

The form of self-determination learning for students aged 13-14 years or who are in class 1 Wustho, among others, is quite capable of knowing a way of learning that suits himself, primarily by way of group study, then continued with independent study in each student's room to memorize the nahwu sharaf rules. With the student management model, the students understand the targets that must be achieved in the future in academics and memorize the nahwu Sharaf rules because they already know the achievements of their group mates. The students at the As-Sunniah Kencong Islamic boarding school can know the ways or efforts that are made to overcome obstacles in learning and memorizing. However, there are still more who still need to understand the efforts that must be made to overcome these obstacles.

The form of the impact of implementing student management on students' self-determination learning for students who are 15-16 years old or who are in class 2 Wustho, among others, is starting with independent study in their respective rooms and then continuing with group study and a little who did how to learn the speeding system overnight. The impact on students'

self-determination learning includes being able to know and understand the goals of academic targets and memorization that must be achieved in the future, plus already having the target of continuing to a higher book (from *jurumiah* to *imrithi*); the students also can overcome learning obstacles to be able to organize yourself and try to focus more, remembering the initial goal to overcome obstacles in learning and memorizing (Darwin & Chaeruman, 2022).

The form of the impact of implementing student management on the self-determination learning of students aged 17-18 years or who are sitting in class 3 Wustho, among others, is from the way of learning, namely that more people use the method of learning by independent learning with much learning to do questions exams, read books in the library and are used to holding group discussions, the students of class 3 wustho also hold *bahtsul masail* every Sunday by studying several books across schools of thought. The wustho class 3 students can set the intended target, and there is a desire to continue their education and complete memorization; the students in this class can also overcome learning obstacles and try to motivate one another in overcoming obstacles or a weakened spirit in learning or memorizing (Garhani, B.C., & Yusup, 2021).

While the impact of implementing student management on students' self-determination learning is based on gender, female students have a form of self-determination learning, among others, in how to learn more by choosing to study in groups, working on questions together, discussing with friends and ask questions that are not understood. In setting goals, female students have low academic and memorization targets compared to male students. To overcome barriers to learning and memorizing, female students mostly use internal efforts or try to improve themselves to overcome obstacles in learning and memorizing (Alsuhaibani, Evmenova, Graff, & Duke, 2021).

The male students have a form of student management, including learning; more choose to study by paying attention to the *ustadz* when in class and using the overnight speeding system. Male students set higher targets to achieve; for example, to want to memorize 20 stanzas of *nadzom imrithi* every night while having the creativity to overcome obstacles by improving themselves and focusing on learning goals at the As-Sunniah Kencong Islamic Boarding School.

Table 1. Student Management in Improving Arabic Communication Competence

Student Management	Activities
Management of students in the classroom	Arabic learning activities in the classroom take place within a minimum study time of 2 hours each week. The learning material is adjusted to the level of education. For the Madrasah Tsanawiyah level, learning Arabic emphasizes mastering vocabulary and sentence structure, and for the Madrasah Aliyah level, it is more emphasized on understanding reading texts.
Management of students outside the classroom	Arabic language learning activities outside the classroom consist of several routine and scheduled programs intended to train and familiarize the students with using Arabic in the Islamic boarding school environment. The types of Arabic learning activities outside the classroom or outside class hours that the researchers found at the As-Sunniah Kencong Islamic Boarding School included: Everyday Arabic Conversation.

Arabic Speech Practice

This Arabic speech exercise is carried out in groups. Each group consists of approximately 40 students. In order to maximize the ability of the students to deliver their Arabic speech during speech training activities or muhadhoroh, several stages must be passed by each student appointed or selected to appear in each speech practice activity.

Discussion

Student Management in Improving Arabic Communication Competence and its Implications For Students Self Determination

Based on research findings, it is understood that Arabic learning activities in the classroom take place within a minimal learning time, namely for 2 hours each week. The learning material is adjusted to the level of education. For the Madrasah Tsanawiyah level, learning Arabic emphasizes mastering vocabulary and sentence structure, and for the Madrasah Aliyah level, it is more emphasized on understanding reading texts

This effort is intended to raise students' awareness and motivation to speak English. Indonesian is used if the students need help understanding the learning material. Arabic learning material at the Madrasah Tsanawiyah level or grades I, II, and III emphasizes mastering vocabulary and sentence structures and learning to translate from Indonesian into English. Meanwhile, at the Madrasah Aliyah level, grades IV, V, and VI emphasize the ability to read and understand English reading texts. Class study time is minimal and very limited because it is bound by predetermined lesson hours. This fact makes learning Arabic in the classroom less than optimal, coupled with activities or activities outside the classroom, which are pretty busy, so many students experience fatigue while studying in class (KHAN, ASHRAF, & NADEEM, 2020).

Every santri must communicate using Arabic with each other and their ustadz and ustadzah every day for two weeks. To realize this program, all students must memorize Arabic conversation (madrasah) every morning, which is taken from the madrasah book provided by the boarding school following the themes determined by the CLI (Central Language Improvement) management (Purwanti & Vania, 2021)

If they are found to have also committed an offense, then they will receive sanctions. Furthermore, CLI is directly supervised by ustadz and ustadzah. When CLI also commits a violation, sanctions will be given by the ustadz and ustadzah. From the previous description, it is known that the daily Arabic conversation program at the As-Sunniah Kencong Islamic Boarding School goes through several stages, starting from memorizing vocabulary and examples of conversations, testing (practice) in a limited number of students, implementing it thoroughly, monitoring and imposing sanctions (Tavakoli, Shakeri, & Ghanbarzadeh, 2016).

These stages reflect a learning process and follow the students' ability level. In addition, this program is comprehensive, involving all components. All elements involved in Arabic regulations must be disciplined in carrying out their obligations without any exceptions. In order to maximize the ability of the students to deliver their Arabic speech during speech training activities or muhadhoroh, several stages must be passed by each student appointed or selected to perform at each speech practice activity.

They started by making the concept of speech to implement the practice. Before carrying out the English speech practice, the students appointed or selected to deliver their speech must make a concept of their speech in advance, the title of which is determined by themselves. Then on Friday afternoon, they are required to submit the concept of their speech to the ta'lim section of the OPPM (Modern Islamic Boarding School Student Organization) to be read and corrected, especially concerning the use of vocabulary and grammar (Ritonga & Nurdianto, 2022).

After that, on Sunday afternoon, they will be trained first before they appear on the night of implementation by the ta'lim section. The implementation of muhadaroh (speech practice) is guided by a presenter (MC) from CLI. The students appointed or selected can appear in turn at each practice. Arabic speech exercises are carried out simultaneously with Arabic speech exercises (Hasna Azizah & Fatah Yasin Irsyadi, 2020).

These stages are constructive for the students in their preparation and instill their confidence when performing muhadlarah activities. Arabic Contest and Games (English Contest and Games) Every two weeks, to be precise on Friday morning, an Arabic contest is held, such as a competition to sing Arabic songs, the songs of which are determined by the ustadz or ustadzah for the language unit or LAC.

The research findings are in line with the objectives of giving gifts according to Soedimardjono, namely: 1) Increasing students' attention in the teaching and learning process, 2) Generating, maintaining, and increasing student learning motivation, 3) Directing the development of students' thinking, towards divergent thinking 4) Controlling and modifying student behavior less positive and encourage the emergence of productive behavior (Molina-Leal & Peña-Cerón, 2020). Three central concepts that characterize cooperative learning, as cited by Slavin (1995), namely: group rewards, individual accountability, equal opportunity to succeed (Hasan, 2020).

This stage is carried out by determining the group that is considered the most prominent or the most accomplished team and then giving an award or prize to motivate the team to continue to achieve even better. The rewards given to the students take various forms, including: Praise is in the form of words, and rewards are in the form of sayings such as bright, yes, great, sound, and mashallah, and this applause includes non-material rewards given when students can complete the tasks given by the ustadz. Respect, that is, students who receive rewards are honored to be announced and displayed in front of their classmates. Second, respect in the form of power/opportunity to do something (Hite et al., 2019); for example, students who complete a difficult task are told to do it on the blackboard for other students to see.

Based on the research findings, it can be understood that the students at the As-Sunniah Kencong Islamic Boarding School also can overcome learning obstacles, be able to self-regulate and try to be more focused, remember the initial goal of mastering reading the yellow book, and have the creativity to overcome obstacles in learning. Furthermore, memorize the rules of nahwu Sharaf. This form of students' self-determination learning is the basis for developing their conditions, known as the concept of self-determination learning in the Goal Orientation Theory dimension, namely the formation of an understanding of goal orientation and learning strategies students possess through the student management model (Habibi & Supriatno, 2020; Kardi, Basri, Suhartini, & Meliani, 2023; Mahbubah et al., 2020). These characteristics are the initial conditions that become the basis for what conditions will be like after the learning process takes place. Learning can be interpreted as various goals in learning and the existence of learning strategies closely related to academic achievement (Fasya, Darmayanti, & Arsyad, 2023; Sutarno, 2023).

CONCLUSION

The student management model developed to improve Arabic communication at the As-Sunniah Kencong Islamic Boarding School consists of four stages, with the following detailed stages: Management of students in the class is carried out through scheduled face-to-face meetings every week for two hours of lessons with material according to level. Meanwhile, the management of students outside the classroom includes Daily Arabic Conversation, Arabic Video Screening, Arabic Speech Practice, and Arabic Speech Contests. The management of students in learning Arabic at the As-Sunniah Kencong Islamic Boarding School is that the learning systems and methods are pretty good and effective, learning is in line with Arabic learning theories, the awareness and interest of the students to speak Arabic has grown, and language environment has been built. Awarding students with team achievements, this stage is carried out by determining the students who are considered the most prominent or the most accomplished team and then giving awards or prizes, hoping to motivate students to continue to perform even better.

The different impacts of applying the student management model to the self-determination learning of students at the As-Sunniah Kencong Islamic Boarding School depend on age and gender. Self-determination learning carried out by students at the tahfidz boarding school is different at the grade level being taken, such as in class 1 Wustho, the students at the As-Sunniah Kencong Islamic boarding school are able to know the ways or efforts that are being made to overcome obstacles in learning and memorize, but there are still more who do not understand the effort that must be made to overcome these obstacles, not much different from class 2 Wustho the students also have the ability to overcome learning obstacles able to self-regulate and try to be more focused, remembering the initial goal to overcome obstacles -obstacles in learning and memorizing, in class 3 Wustho The students in class 3 wustho have the ability to set targets and there is a desire to continue their education and complete memorization, the students in this class are also able to overcome learning barriers and try to motivate each other In addition to overcoming obstacles or weakening enthusiasm in learning or memorizing, the 3rd grade students of Wustho also hold bahtsul masail every Sunday by reviewing several cross-school books.

Based on these conclusions, several opportunities can be developed by future researchers by developing a more comprehensive concept in understanding the management process of students in improving the ability to communicate in Arabic more effectively, as well as making statistical measurements of a quantitative method approach by measuring the communication competency variable from the influence of learning activities in the classroom and outside the classroom within the scope of education in Islamic boarding schools.

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