Management of Arabic Language Learning Based on Self-Regulated Learning and Its Application at The Modern Islamic Boarding School

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ABSTRACT

The background of the research shows that the strategy carried out by the modern Islamic boarding school in the implementation of Arabic language learning management based on self-regulated learning is a distinctive scientific phenomenon. This study examines the application of self-regulated learning-based Arabic language learning management. As a field research through qualitative research with a phenomenological paradigm, the research data was obtained through interviews, observations, documentation, and reference searches to be further processed and analyzed through reduction, exposure, and conclusion of data. The study results show that the components of self-regulated learning, which in this case consist of motivation regulation, planning, effort regulation, attention focusing, task strategies, using additional resources, and self-instruction, can be identified which are applied to sit students as creative learning subjects. The conclusion shows that applying various self-regulated learning components contributes to shaping students' creativity in participating in Arabic language learning.

*Keywords***:**

Learning Management; Arabic; Self-Regulated Learning.

ABSTRAK

Latar belakang penelitian menunjukkan bahwa strategi yang dilakukan pondok pesantren modern dalam penerapan manajemen pembelajaran bahasa Arab berbasis self-regulated learning merupakan suatu fenomena keilmuan yang khas sehingga menarik dikaji lebih lanjut. Penelitian ini fokus dalam mengkaji penerapan manajemen pembelajatan bahasa Arab berbasis self-regulated learning yang diterapkan pada pondok pesantren modern. Sebagai penelitian lapangan melalui penelitian kualitatif berparadigma

fenomenologis, kajian data-data penelitian diperoleh melalui wawancara, observasi, dokumentasi, serta penelusuran referensi untuk selanjutnya diolah dan dianalisis secara berkesinambungan melalui reduksi data, pemaparan data, serta penarikan kesimpulan. Hasil penelitian menunjukkan bahwa komponen-komponen self-regulated learning yang dalam hal ini terdiri atas motivation regulation, planning, effort regulation, attention focusing, task strategies, using additional resources, serta self-instruction dapat diidentifikasi keberadaannya pada pondok pesantren modern untuk mendudukkan peserta didik sebagai subyek pembelajaran yang kreatif. Kesimpulan penelitian menunjukkan bahwa penerapan berbagai komponen self-regulated learning tersebut memberikan kontribusi signifikan dalam membentuk kreativitas peserta didik dalam mengikuti pembelajaran bahasa Arab.

Kata kunci:

Manajemen Pembelajaran; Bahasa Arab; Self-Regulated Learning.

1. Introduction

Learning Arabic is a complex process that requires effective learning management (Nurhamidah and Hermawan, 2020; Ramadani and Sutriyani, 2023). In response, Muhlasin (2019) suggested that learning management can be understood as a procedural framework that must be followed to accelerate the achievement of predetermined learning objectives. The urgency of learning management is so great in the process that it is no exaggeration to say that proper learning management is more important than the learning material itself. Adisel et al. (2022) suggested that educators' ability as learning managers to build systemic relationships between various learning components such as learning objectives, curriculum, educators, students, approaches, methods, learning techniques, learning materials, and learning media is the key to learning success.

Studies related to Arabic language learning management can be found in various literature such as, a) Rusydi and Sulaiman (2023) in a study entitled "Pemikiran Rusydi Ahmad Thu'aimah tentang Manajemen Pembelajaran Bahasa Arab: Sebuah Refleksi Konstruktif," stated that Arabic language learning management is built on planning, organization, direction, and assessment, b) Ardinal (2017) in a study entitled "Manajemen Pembelajaran Bahasa dalam Meningkatkan Kemampuan Bahasa Arab dan Inggris: Studi di Ma'had al-Jamiah IAIN Kerinci," stated that management functions in the form of planning, implementation, and evaluation must be described in concrete steps, c) Jufrih et.al. (2022) in a study entitled "Arabic Language Program Management in Islamic Boarding School Daarul Ukhuwwah Malang," stated that management functions consisting of planning, organizing, implementing, and evaluating must be synergized in various Arabic language learning programs, d) Amiruddin et.al. (2020) in a study entitled "Arabic Learning Management at Islamic Boarding School in Lampung," stated that management functions in the form of planning, implementation, and evaluation are a managerial framework for learning Arabic, e) and Hasanah and Deviana (2020) in a study entitled "Idarah Ta'lim al-Lugah al-Arabiyah fi al-Ma'had al-Islamiy fi Dhou Nadzoriyyah

Sears," stated that management functions consisting of planning, organizing, directing, coordinating, and controlling must be interrelated in learning Arabic based on the theory of Sears. The aforementioned studies are still too general in discussing management functions in Arabic language learning and have not specifically described them within the Arabic language learning framework that adopts the learning style of students through self-regulated learning, as raised in this study.

The application of Arabic learning management based on self-regulated learning at the modern Islamic boarding school is a phenomenon of educational management in the form of boarding schools, especially in Arabic language learning management. Empirical facts show that Arabic language learning needs to be carried out within a learning management framework that is able to accelerate, a) motivation regulation, which refers to the ability to convince oneself to try harder in learning the topics in learning, b) planning, which refers to the ability to plan in advance what lessons will be learned, manage time, resources, and strategies used, c) effort regulation, which refers to the ability to persist in completing the task regardless of the difficulties faced, d) attention focusing, which refers to the ability to create an environment that avoids distractions while learning, e) task strategies, which refers to the ability to make lists of material that are not understood in learning, f) using additional resources, which refers to the ability to learn material from various different sources, g) and self-instruction, which refers to the ability to understand the steps required to complete learning tasks, which are an inseparable part of self-regulated learning components (Febriana and Simanjuntak, 2021; Umar et.al., 2022; Elhaq, 2022).

As an educational institution that places great emphasis on the development of Arabic learning management, the Modern Islamic Boarding School IMMIM Putra Makassar continues to improve by strengthening the paradigm of self-regulated learning-based Arabic learning management, which essentially leads to efforts to facilitate students in obtaining maximum creative and innovative skills in the Arabic teaching activities they undergo. In response to this, Ubabuddin (2019) suggested that a learning process can be said to function optimally if it aligns with the learning goals and induces changes in student behavior through the creation of learning experiences that inspire students to continue learning. Various strategies implemented by the Modern Islamic Boarding School IMMIM Putra Makassar in applying self-regulated learning-based Arabic learning management are distinctive and constitute interesting scientific phenomena worthy of being highlighted as a scientific reflection to inspire the strengthening of Arabic learning management. Based on this premise, the research objective is to examine the application of self-regulated learning-based Arabic language learning management in Islamic boarding schools.

2. Methods

2.1. Research Design

The research design was fieldwork through qualitative research with a phenomenological paradigm to identify the application of self-regulated learning-based Arabic language learning management at the Modern Islamic Boarding School IMMIM Putra Makassar. With its phenomenological paradigm, this research aims to understand research subjects and their various

forms of interaction as phenomena that are understood as they are, often referring to ontological problems (Nasir and Sukmawati, 2023; Nasir et al., 2023).

2.2   Research Subject and Informant

The research subjects were all Arabic teachers at the Modern Islamic Boarding School IMMIM Putra Makassar, who provided information about applying self-regulated learning-based Arabic language learning management in the Islamic boarding school. By using purposive sampling, the researchers interviewed three Arabic teachers as informants, which can be described as follows:

Table 1. Informant and Identity

Informant	Identity
Safaruddin Syah	Informant 1
Ruslan	Informant 2
Sunardi	Informant 3

2.3   Data Collection Technique

Research data was collected using various data collection techniques that are systemically intertwined with each other, which in this case were interview, observation, documentation, and reference tracing (Ardiansyah et al., 2023; Buckler and Moore, 2023).

2.4   Data Processing and Analysis Techniques

The collected research data was then processed and analyzed by adopting data processing and analysis techniques from Miles and Huberman, which consist of data reduction as a data sorting process in line with research objectives, data presentation as a process of compiling data with a comprehensive and holistic line of thinking, and conclusion-drawing, a process of drawing points of key findings to answer the formulation of problems that have been set and to verify them (Ahmad, 2021; Romero-Hall, 2020).

3.   Results and Discussion

The existence of the Modern Islamic Boarding School IMMIM Putra Makassar as one of the leading Islamic boarding schools in Eastern Indonesia with a focus on Arabic language skills is an achievement that is closely related to the application of self-regulated learning-based Arabic learning management that has been successfully implemented so far. In its development, the modern Islamic boarding school strongly emphasizes the learning paradigm that aligns with the self-regulated learning paradigm, considering that students are positioned as creative learning subjects. This is in line with what Reschly and Christenson (2022) stated:

Yet. When I asked about student engagement, I knew it when I saw it. Answers often center on student behavior, typically in terms of participation (e.g., showing up at school, paying

attention), and include something about how students feel or think (e.g., we perceive that the student wants to be there, enjoys learning).

In its practical framework, self-regulated learning-based Arabic learning management at the modern Islamic boarding school, which consists of motivation regulation, planning, effort regulation, attention focusing, task strategies, using additional resources, and self-instruction can be identified in some the statements of the informants as follows:

Table 2. Themes and Statements

Themes	*Statements*
Motivation Regulation	Informant 2: The learning topics presented in Arabic learning are always sought not only in the form of language skills such as reading skills but also in the presentation of Arabic learning materials presented are always used to have character-building values, one of which is the spirit to continue to improve learning strategies such as the use of various readings that are loaded with relevant motivational reinforcement analogies
Planning	Informant 1: The existence of planning as an inseparable part of management functions is an inseparable part of the application of Arabic learning management because, in it, there are preparations for creating an active, innovative, creative, effective, and fun Arabic learning atmosphere
Effort Regulation	Informant 3: The existence of the boarding school education system that is implemented is very helpful in implementing self-regulated learning-based Arabic learning management because in it there is a very strict organization of language learning and supervision. In the process, students are given various Arabic learning programs such as *Muhadassah, nahwu, Sharaf*, and others on a scheduled basis but still allow them to adjust their abilities to the level of Arabic proficiency starting from *mubtadi'in, mutawaasithin*, or *mutaqaddimin*
Attention Focusing	Informant 2: Efforts to implement self-regulated learning-based Arabic learning management that strengthens students' focus on learning activities must be done by applying various Arabic learning media. The same can also be done by providing opportunities for students to develop Arabic learning resources that are not only textbook-based but also based on authentic materials and language tasks that challenge them to stay focused on learning Arabic.
Task Strategies	Informant 3: To help organize and plan Arabic language learning at the Modern Islamic Boarding School IMMIM Putra Makassar, the leadership assigned several educators called *Musyrif* and several senior students called *mursyid* to assist the leadership, which in this case is the leader of the Islamic boarding school from now on referred to as murabbi in strengthening self-regulated Arabic learning management the learning. As hierarchical intertwined parts,

	each party always strives to give authority to the parties responsible for supervision to be creative with Arabic learning innovations that can be done.
	Informant 2: Task strategies in applying self-regulated learning-based Arabic learning management at the Modern Islamic Boarding School IMMIM Putra Makassar is an integral part of the learning evaluation process. This is done to ensure that students remain in the right learning corridor.
Using Additional Resources	Informant 1: Using various media or Arabic learning resources is an effort to accelerate the management of Arabic learning based on self-regulated learning. It can be said that the more media or Arabic learning resources, the greater the chances of students implementing self-regulated learning because there are many choices of media or Arabic learning resources.
Self-Instruction	Informant 1: The management of Arabic learning that was carried out always strives to give authority to every party involved in it to be able to be creative in line with how their orientation or learning style.
	Informant 2: When students have memorized sufficient Arabic vocabulary, which is then supported by communicative Arabic sentence patterns, they will have the ability to apply Arabic as a language of communication, both receptive and productive, so this is a concern in the management of self-regulated learning-based Arabic learning at the Modern Islamic Boarding School IMMIM Putra Makassar

3.1 The Application of Motivation Regulation in Self-Regulated Learning Based Arabic Learning Management

Motivation regulation is the ability to convince yourself to try harder in learning the topics in learning. In managing Arabic learning based on self-regulated learning at the modern Islamic boarding school, students are directed to build a positive attitude in facing the Arabic learning activities. With a positive attitude, they will have the motivation to direct all the potential that exists in them, whether cognitive, psychomotor, or affective, to process it optimally. It is in line with the interview data as follows:

"*Arabic learning topics always imply learning values to support students' motivation. The learning topics presented in Arabic learning are always sought not only in the form of language skills but also in the presentation of Arabic learning materials that consist of character-building values, one of which is the spirit to continue to improve learning strategies such as the use of various readings that are loaded with relevant motivational reinforcement analogies*" (Interview, 2024).

In the observation, one of the Arabic learning materials at the modern Islamic boarding school which is full of motivation-strengthening analogies is:

ذات يوم تنازعت الريح والشمس عن ايهما أقوى إذ مر حينئذ مسافر يلبس السترة الغليظة. فاتفقتا على ان القادرة على نزع السترة من المسافر تعتبر أقوى من الأخرى فبدأت الريح تهب بكل ما لديها من قوة ولكن كلما ازداد هبوبها ازداد تعلق السترة بجسم المسافر فوقفت الريح عن محاولتها. وبعد ذالك اشرقت الشمس بحرارتها المحرقة جعلت المسافر يخلع السترة عن جسمه. فاعترفت الريح بأن الشمس أقوى منها .

In the management of Arabic learning based on self-regulated learning, students are directed to take motivation from the analogy contained in the Arabic reading that strategies in learning are one of the keys to success, like the sun that can defeat the wind because it applies a good strategy. Responding to this, Arrieta (2021) stated that the curriculum must support the effort to maximize the student's achievement in the learning process. Providing some learning components that support their motivation is a point that must be accommodated.

3.2   The Application of Planning in Self-Regulated Learning Based Arabic Learning Management

Planning is planning what lessons will be learned and managing time, resources, and strategies. In the management of Arabic learning based on self-regulated learning at the modern Islamic boarding school, learning activities always begin with constructive questions for students, such as by showing them an Arabic learning theme for them to be then given questions to answer, such as what do I already know about this Arabic learning theme? What don't I know about this Arabic learning theme? How long will it take me to master this Arabic learning theme? What approaches, methods, and techniques should I apply to master this theme of learning Arabic? And so on.

This illustration relates to the interview result as follows:

> "*Planning is a crucial function in learning management. In good planning, the students will be guided to prepare an active, innovative, creative, effective, and fun Arabic learning atmosphere*" (Interview, 2024)

Good learning planning will make students more directed in implementing self-regulated learning (Hidayat and Handayani, 2018); the learning plan must involve students as learning subjects (Zarvianti and Sahida, 2020).

3.3   The Application of Effort Regulation in Self-Regulated Learning Based Arabic Learning Management

Effort regulation is the ability to try to keep doing or completing tasks regardless of the difficulties faced. In managing Arabic language learning based on self-regulated learning at the modern Islamic boarding school, students must apply strict Arabic proficiency tiering management.

The interview data shows as follows:

> "*I think the boarding school education system is very helpful in implementing self-regulated learning-based Arabic learning management because there is a very strict organization of*

language learning and supervision. In the process, students are given various Arabic learning programs such as Hadassah, nahwu, Sharaf, and others on a scheduled basis but still allow them to adjust their abilities to the level of Arabic proficiency starting from mubtadi'in, mutawaasithin, or mutaqaddimin" (Interview, 2024).

Based on the researcher's search for the level of Arabic proficiency consisting of mubtadi'in, mutawaasithin, or mutaqaddimin, Arabic learning materials are allocated to several aspects of Arabic proficiency as follows:

Table 3. Arabic Proficiency and Learning Materials

No	Arabic Proficiency	Learning Materials
1	*Mubtadi'in*	a. The ability to memorize Arabic vocabulary at least ten vocabulary words every day
		b. The ability to memorize and apply various everyday expressions in Arabic
2	*Mutawaasithin*	a. The ability to understand communicative Arabic sentence patterns
		b. The ability to apply drill systems in the development of communicative Arabic sentence patterns in a variety of different communication contexts
3	*Mutaqaddimin*	a. The ability to conduct a discourse analysis of contemporary Arabic texts
		b. The ability to communicate their scientific ideas and thoughts in a variety of formal communication situations by speaking Arabic

3.4 The Application of Attention Focusing in Self-Regulated Learning Based Arabic Learning Management

Attention focusing is creating an environment that avoids distractions while learning. In the management of Arabic learning based on self-regulated learning at the modern Islamic boarding school, students are always directed to focus their attention on the various Arabic learning activities presented, which in this case are carried out by always emphasizing the use of Arabic learning media and its varied learning sources which in this case combine their three learning modalities that consist of visual, auditory, or kinesthetic.

The interview data can be presented as follows:
"*I agree that the efforts to implement self-regulated learning-based Arabic learning management that strengthens students' focus on Arabic learning activities must be done by applying various Arabic learning media. The same can also be done by providing opportunities for students to develop Arabic learning resources that are not only textbook-based but also based on authentic materials and language tasks that challenge them to stay focused on learning Arabic*" (Interview, 2024).

This is in line with what Bagir (2021) stated that a learning process must be able to provide broad access to students in obtaining learning experiences that lead them to achieve self-maturity both physically, mentally, and spiritually, all of which will only be realized if there are various learning resources needed for this purpose. Makinde and Odekotun (2022) must be able to identify what the students want to be after joining the learning process.

3.5 *The Application of Task Strategies in Self-Regulated Learning Based Arabic Learning Management*

Task strategies are making lists of material not understood in learning. In managing Arabic language learning based on self-regulated learning at the modern Islamic boarding school, students are given a special notebook in which various competencies are recorded that they must master. This is done so that they are always motivated to compete with each other in completing the given tasks marked by obtaining signatures from their language companions.

The interview data supports the above illustration as follows:

"*I support the management of Arabic language learning based on self-regulated learning at the Modern Islamic Boarding School IMMIM Putra Makassar, especially in task strategies to help organize and plan Arabic language learning in which the leadership assigned several educators called musyrif and several senior students called mursyid to assist the leadership which in this case is the leader of the Islamic boarding school from now on referred to as murabbi in strengthening self-regulated Arabic learning management the learning. As hierarchical intertwined parts, each party always strives to give authority to the parties who are responsible for supervision to be able to be creative with Arabic learning innovations that can be done*" (Interview, 2024).

The above interview data is in line with the following:

"*What task strategies mean in applying self-regulated learning-based Arabic learning management at the Modern Islamic Boarding School IMMIM Putra Makassar is an integral part of a learning evaluation process. This ensures students remain in the right learning corridor*" (Interview, 2024).

This is in line with what Ismail (2020) stated: a learning process must be evaluated on an ongoing basis to ensure how each learning process has led to the learning goals that have been set. Self-assessment behaviors must be conducted to ensure the learning process is correct. Therefore, the behavioral analysis of online self-assessment is receiving more attention (Nursyamsiyah, 2023).

3.6 *The Application of Using Additional Resources in Self-Regulated Learning Based Arabic Learning Management*

Using additional resources, the ability to learn material from various sources. Regarding managing Arabic language learning based on self-regulated learning at the modern Islamic boarding school, students can access various media and Arabic learning resources offline and online. With the variety of learning media presented and the learning resources, students can apply self-regulated learning in choosing existing Arabic learning media and resources.

The illustration above relates to the following interview data:

"I think using various media or Arabic learning resources is an effort to accelerate the management of Arabic learning based on self-regulated learning. It can be said that the more media or Arabic learning resources, the greater the chances of students in implementing self-regulated learning because there are many choices of media or Arabic learning resources" (Interview, 2024).

Various learning media use will greatly help students understand the learning materials provided and accommodate individual differences between them (Lubis et al., 2023; Suryadarma and Zakariya, 2022). In line with this, Pacala (2021) emphasized that active learning must involve all components involved in the learning process.

3.7   The Application of Self-Instruction in Self-Regulated Learning Based Arabic Learning Management

Students can be understood as human beings with high creativity to self-instruction in learning activities. This spirit underlies the management of Arabic learning based on self-regulated learning at the modern Islamic boarding school, as described in the following interview:

"I think the application of self-instruction in self-regulated learning based Arabic learning management can be identified from the efforts to facilitate the students to explore their creativity to learn Arabic. Everybody has learning orientation and style as well that must be accommodated" (Interview, 2024).

Self-instruction is understanding the steps of completing learning tasks (Fitriyah and Puspasari, 2021; Susanto et.al., 2022). In managing Arabic learning based on self-regulated learning at the modern Islamic boarding school, students are given skills to map the study flow of the presented Arabic learning materials. For example, this can be seen in learning Arabic, which always starts a lot from using various pointing words in Arabic, known as isyarah. This is inseparable from how the policy of the modern Islamic boarding school to strengthen the ability to communicate Arabic students, which is carried out with the first step to improve the memorization of Arabic vocabulary, which is emphasized on various forms of nouns (al-asma al-Arabiyah) to be subsequently applied in various forms of communicative Arabic sentence patterns (al-Talib al-Arabiyah al-ittishaliyah).

The relation of the above illustration to the management of Arabic learning based on self-regulated learning at the modern Islamic boarding school as described in the following interview:

"I always support the students to memorize vocabulary to support their Arabic learning process. When students have memorized sufficient Arabic vocabulary supported by communicative Arabic sentence patterns, they can apply Arabic in their daily lives, both receptive and productive. It is what I understand as the application of self-regulated learning, especially in self-instruction at the modern Islamic boarding school" (Interview, 2024).

Students' creativity in positioning themselves in self-regulated learning is the key to their success in learning activities. With creativity, they can continue to develop their abilities independently (Suroso et al., 2021; Culajara, 2024; Marzuki et al., 2023).

The article's novelty lies in its exploration and application of self-regulated learning within the context of Arabic language management at the modern Islamic boarding school. While previous studies have generally discussed management functions in language learning, this research uniquely integrates self-regulated learning components, such as motivation regulation, planning, effort regulation, attention focusing, task strategies, using additional resources, and self-instruction, into managing Arabic language learning. This innovative approach positions students as creative learners, a significant departure from traditional language teaching methods. Focusing on the practical implementation of self-regulated learning in a structured educational environment like a modern Islamic boarding school, the study contributes new insights into how self-regulated learning can effectively enhance students' creativity and learning outcomes in Arabic language education. This research not only broadens the understanding of self-regulated learning but also offers a practical model for other educational institutions to adopt, thus enriching the field of language learning management with a culturally and contextually grounded approach. The findings of this study reveal that integrating self-regulated learning components into Arabic language learning management not only enhances students' engagement but also contributes significantly to their overall creativity in learning Arabic. By allowing students to regulate their motivation, plan their learning paths, focus on tasks, and utilize diverse resources, the modern Islamic boarding school creates a dynamic learning environment that supports independent learning and continuous self-improvement. The research underscores the importance of a well-structured learning management system that is attuned to the needs of students, particularly in fostering an environment where they can develop language skills effectively and independently. The practical implications of this study suggest that similar educational institutions could benefit from adopting a self-regulated learning-based approach, as it appears to be highly effective in enhancing both the learning process and outcomes for students engaged in Arabic language learning.

4. Conclusion

Management of Arabic learning based on self-regulated learning at the modern Islamic boarding school is carried out by emphasizing the formation of students' creativity in obtaining Arabic learning styles that are in line with their cognitive, psychomotor, or affective abilities. In this process, the components of self-regulated learning, which consist of motivation regulation, planning, effort regulation, attention focusing, task strategies, using additional resources, and self-instruction, are applied as a unity that strengthens one another. With the management of Arabic learning based on self-regulated learning at the modern Islamic boarding school, it can be seen that these efforts can create a learning environment that supports the development of creativity and innovation of students where they can learn Arabic effectively and independently.

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