

## Arabic Learning Management at SD Muhammadiyah 1 Sedati

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### ANNOTATION

*This study aims to determine the management of arabic learning at SD Muhammadiyah 1 Sedati. The type of research used is qualitative research, research data collection techniques using interviews, documentation and observation. The collected data were analyzed using triangulation techniques. The results showed that the management of arabic learning at SD Muhammadiyah 1 Sedati was carried out through the stages of planning, organizing, implementing and evaluating. Obstacles that occur include low student motivation, an unsupportive learning environment, and students' lack of confidence in arabic learning..*

**KEYWORDS:** *management, arabic learning.*

### INTRODUCTION

Educational autonomy has long been part of the education policy regulated by the government. Schools have a certain autonomy to develop management strategy teaching objectives, distribute human and other resources, solve problems, and achieve goals based on their respective conditions according to their human resources and abilities.<sup>1</sup> Educational autonomy has long been part of the education policy regulated by the government. Schools have a certain autonomy to develop management strategy teaching objectives, distribute human and other resources, solve problems, and achieve goals based on their respective conditions according to their human resources and abilities.<sup>2</sup> to achieve the vision, mission, objectives, and results desired by academic units, both implemented inside and outside the school/madrasah environment<sup>3</sup> Arabic is a foreign language that has four skills, namely listening skills, speaking skills, reading skills, and writing skills.<sup>4</sup>

The Arabic language is a subject directed to encourage, guide, develop, and foster abilities and a positive attitude towards receptive and productive Arabic.<sup>5</sup> As part of the educational content, students should be directed to build their knowledge base, not just through rote memory<sup>6</sup> in Arabic subjects, students are guided to develop their understanding of the language in everyday life and not just limited to memorization. Arabic is a complex subject and is a subject that students are less interested in. So a

<sup>1</sup> Nurdyansyah Nurdyansyah and Widodo Andiek, *Manajemen Sekolah Berbasis ICT* (Sidoarjo: Nizamia Learning, 2017).

<sup>2</sup> Nurdyansyah, Eni Fariyatul Fahyuni, and Moch. Bahak Udin By Arifin, *Inovasi Pembelajaran Sekolah Unggul* (Sidoarjo: UMSIDA Press, 2021).

<sup>3</sup> H.M. Abdul Hamid, H. Uril Baharuddin, and Bsri Mustofa, *Pembelajaran Bahasa Arab Pendekatan Metode Strategi Materi Dan Media* (Malang: UIN-Malang Press, 2008).

<sup>4</sup> Acep Hermawan, *Metodologi Pembelajaran Bahasa Arab* (Bandung: Remaja Rosdakarya, 2014).

<sup>5</sup> Menteri Agama Republik Indonesia, *Peraturan Menteri Agama Republik Indonesia No. 2 Tahun 2008 Tentang Standart Kompetensi Lulusan Dan Standart Isi Pendidikan Agama Islam Dan Bahasa Arab Di Madrasah* (Indonesia, 2008).

<sup>6</sup> Nurdyansyah, *Media Pembelajaran Inovatif* (Sidoarjo: UMSIDA PRESS, 2019).

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fun and impressive learning atmosphere is needed for students. A learning atmosphere like this will attract students' interest to be actively involved in learning activities so that learning objectives will be achieved optimally.<sup>7</sup> Learning programs in schools must be regulated in systematic management. The management system in the field of education is a process created to coordinate various educational resources, facilities and infrastructure needed to achieve academic goals and objective.<sup>8</sup>

Management of learning Arabic includes learning planning with the orientation of students' skills in the language. Arabic is a subject that is directed to encourage, guide, develop and foster abilities and foster a positive attitude towards Arabic receptively and productively. Arabic language learning management is prepared to achieve basic language competence, which includes four language skills taught integrally: listening, speaking, reading and writing. At the secondary education level (intermediate), the four language skills are taught in a balanced manner. As for the level of advanced education (advanced), it is concentrated on reading and writing skills, so students are expected to be able to access various references and scientific literature written in Arabic.<sup>9</sup>

Educators have a significant role in the successful management of learning Arabic. Educators act as executors of various stages of learning. They began with designing Arabic learning following students' time allocation, goals and characteristics, then proceeding with implementing learning according to the initial design, to carrying out assessments that aim to assess success and develop alternative actions to improve learning. Evaluation is an activity to collect information about how something is working, and then this information is used to determine the suitable alternative when making a decision.<sup>10</sup> The evaluation aims to assess the success of learning as well as a modality for lesson planners in developing strategies or learning methods that are better than before. Implementing Arabic language learning management is a series of planning, performance, and evaluation so that educators, students and the curriculum can achieve Arabic learning outcomes. As an effort by researchers to explore more deeply related to the management of learning Arabic, the researchers carried out research at SD Muhammadiyah 1 Sedati, which carried out learning Arabic in a structured and systematic way. The analysis was carried out to know the implementation of learning management at Muhammadiyah 1 Sedati Elementary School, as well as the constraints and challenges schools face in implementing Arabic learning management.

## METHOD

The approach in this study uses a qualitative approach, namely "The research approach is used to describe or describe events, both natural and human-made".<sup>11</sup> This study aims to explore the application of Arabic language learning management at SD Muhammadiyah 1 Sedati, so that the qualitative taken in order to describe more clearly from the data collected so that it can be interpreted up to drawing conclusions. This research is written in a systematic and structured manner based on the method adopted, as well as researching accurately based on the phenomena that occur and describe them directly.<sup>12</sup>

The data collected was then analyzed using a triangulation technique, namely a technique to test the validity of the collected data and interpret it descriptively through scientific steps. The data analysis technique begins with data reduction, which is the activity of selecting and transforming data obtained from field collection. This stage takes place during the course of research activities to writing research reports. The second step is data presentation, where previously reduced data is arranged systematically

<sup>7</sup> Syaiful Bahri Djamarah and Aswan Zain, *Strategi Belajar Mengajar* (Jakarta: Rineka Cipta, 2010).

<sup>8</sup> Anik Isticharoh, Yayuk Fauziah, and Taufiq Churrohman, "Principal Managerial System in Creating Quality Culture in SMP Muhammadiyah 3 Waru," in *Conference of Management Quality University in Industrial Revolution 4.0* (Sidoarjo: International Consortium of Education and Culture Research Studies, 2020).

<sup>9</sup> Wina Sanjaya, *Perencanaan Dan Desain Sistem Pembelajaran* (Jakarta: Kencana, 2011).

<sup>10</sup> Suharsimi Arikunto, Cepi Safruddin Abdul Jabar, and Fatna Yustianti, *Evaluasi Program Pendidikan: Pedoman Teoritis Praktis Bagi Praktisi Pendidikan* (Jakarta: Bumi Aksara, 2008).

<sup>11</sup> S Nasution, *Metode Research (Penelitian Ilmiah)* (Bandung: Bumi Aksara, 2011).

<sup>12</sup> Saifuddin Azwar, *Metode Penulisan* (Yogyakarta: Pustaka Pelajar, 2017).

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according to the subject matter of the research so that its meaning can be understood. The third stage is verification, where the researcher interprets and formulates common threads from all the data that has been presented. The data will be presented descriptively according to the research focus so that in the end the researcher can draw conclusions.

## RESULTS AND DISCUSSION

The management of learning Arabic in SD Muhammadiyah includes planning, organizing, implementing and evaluating. Planning the lesson is by compiling a lesson plan and syllabus in the form of Core Competencies and Basic Competencies in the 2013 Curriculum, while organizing is by providing a teaching schedule to an educator in the field of Arabic studies who teaches all levels starting from grade 3 to grade 6. The implementation of learning Arabic includes the use learning methods and models of the four Maharah Kalam, Kiraah, Istima and Kitabah. The final stage of Arabic learning management is evaluation. The evaluation consists of two programs, namely evaluation of educational programs organized by school institutions from the Ministry of Education and evaluation of classroom learning programs by Arabic language educators.

### a. The Planning Stage

Planning in learning management can be understood as a set of stages in preparing teaching materials, methods, strategies and evaluations within a certain period to achieve learning objectives.<sup>13</sup> Educators are responsible for planning so that learning activities can be directed and avoid non-optimal learning activities. As in Arabic subjects, planning can be the key to the success of learning activities. Learning activities will only be successful if educators have a lesson plan and make it a reference in teaching and learning activities. However, educators can also develop lesson plans creatively and applied innovatively in actual learning activities.<sup>14</sup> Educators, as the spearhead of learning management, must create an influential, innovative and fun learning culture in the classroom.<sup>15</sup>

Learning planning must be carefully prepared so each learning component can be organized and systematic. Overall, learning plans are made by taking into account learning tools, planning members, lesson plans, vision and mission of the institution to academic management. SD Muhammadiyah 1 Sedati's vision and mission is "To become a modern school that excels in producing hafidz and accomplished Rabbani generations" by focusing on efforts to 1) develop practical and creative modern scientific learning; 2) learning the balance of IQ (intelligence quotient), EQ (emotional quotient) and SQ (spiritual quotient); 3) Guiding students to memorize Al Quran 2-7 Juz smoothly. The vision and mission is the goal of every learning program planning that is made. Educators must prepare learning plans from the beginning of the semester so that the implementation of learning can run well. According to Thomas, educators must prepare an Annual Program, Semester Program, Syllabus and RPP before the new school year starts or the start of a new semester based on Competency Standards and Basic Competency.<sup>16</sup>

The readiness of educators to prepare lesson plans is an effort to deal with various problems that will occur during learning. In learning Arabic, problems can occur due to various factors, both educator factors, where educators are not able to act professionally, student factors, where learning abilities are low, to learning media factors that are not appropriate. Other problems can occur due to an inadequate learning environment and inappropriate assessment at the end of learning. As explained by Khasairi, these problems often occur in learning Arabic so they have an impact on learning outcomes that are less than optimal.<sup>17</sup>

<sup>13</sup> Abdul Majid, *Strategi Pembelajaran*. (Bandung: PT Remaja Rosdakarya, 2013).

<sup>14</sup> M. Nadzir, "Perencanaan Pembelajaran Berbasis Karakter," *Jurnal Pendidikan Agama Islam (Journal of Islamic Education Studies)* 1, no. 2 (2013).

<sup>15</sup> Lovy Herayanti, Habibi Habibi, and M Fuaddunazmi, "Pengembangan Media Pembelajaran Berbasis Moodle Pada Matakuliah Fisika Dasar," *Jurnal Cakrawala Pendidikan* 2, no. 2 (2017).

<sup>16</sup> Partono Thomas, "Manajemen Pembelajaran Di SMK Negeri 2 Semarang," *Dinamika Pendidikan* 6, no. 1 (2011).

<sup>17</sup> Moh Khasairi, "Pengembangan Komponen Pembelajaran Bahasa Arab Di Madrasah Aliyah," *Bahasa dan Seni: Jurnal*

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The formulation of learning objectives is an essential part of planning Arabic lessons. Apart from being a target that must be achieved, learning objectives are also used as evaluation material for educators to be able to improve the next lesson plan. This plan must be carefully prepared for the material taught, the media used, methods and strategies to result-oriented evaluation according to the time allotted. Planning to manage learning Arabic becomes a teaching scenario used by educators during teaching and learning activities. Educators can maximize the planning that has been prepared beforehand, providing optimal and compelling learning experiences to students. Therefore, Arabic language teachers must professionally prepare planning for implementation by considering various factors, both material, students and the environment. In the end, planning in the management of learning Arabic serves as a guide for educators to achieve the expected learning objectives. As part of the learning planning stage at Muhammadiyah 1 Sedati Elementary School, classes are divided and differentiated according to gender, starting from grade 1 to grade 6. The male type is named Abu Bakar As Siddiq. Meanwhile, the women's class was called Umar bin Khattab. For Arabic lessons starting from grade 3 to grade 6. Furthermore, the school sets a schedule for Arabic lessons at SD Muhammadiyah 1 Sedati. In order for the implementation of learning to run well Ustadz Furqan explained that he compiled the components of the learning planning tool, including: a) Set Time Allocation, b) Designing Annual Program, c) Designing Semester Program, d) Designing Syllabus, e) Designing Learning Implementation Plans.

#### b. The Organizing Stage

Organizing is giving orders for allocating resources and organizing activities in a coordinated manner to individuals and groups to determine plans. The activities involved in organizing include three activities, namely (1) dividing the components of activities needed to achieve goals and objectives in groups, (2) dividing tasks to managers and subordinates to organize these groupings, (3) establishing authority among groups or organizational units.<sup>18</sup> Based on interviews within the school organization, the Principal will be supervised by the Sedati School PCM in coordination with the Committee, which is a representative of the association of each homeroom association. In addition, the Principal in managing the course of school activities, is assisted by four deputy Principals or commonly referred to as Kabid (Head of Fields). In serving students, homeroom teachers, ismuba teachers and libraries serve based on instructions from the Principal and the Kabid. Organizing at Muhammadiyah 1 Sedati Elementary School is carried out according to the roles and positions of each educator and education staff,

Organizing is the initial stage which intends to clearly assign each person in charge of the task to each personnel in the educational institution in accordance with their duties and functions. Organizing is the main principle of a management which aims to organize and connect every resource in the organization so that it can carry out its duties and obligations. Clarity regarding the division of tasks and responsibilities of each individual is a requirement so that the plans that have been prepared can be implemented properly. According to Syaiful Sagala, the organization of learning consists of several aspects, namely: (1) Preparing the necessary infrastructure and personnel to carry out any plans that have been made; (2) Dividing tasks for each component of the institution to be completed; (3) Develop a framework in the form of an authority structure and learning techniques; (4) Develop and define teaching materials, media and learning strategies; (5) Delegating educators to participate in training and education that can improve their competence along with other needed resources.

The responsibility for implementing the organization at Muhammadiyah 1 Sedati Elementary School is in the hands of the school principal whose job is to oversee every school activity so that it can achieve the specified goals. The principal carries out the distribution of work to educators with the principles of organizing, responsibility for authority and proper analysis of needs so that each learning activity can run effectively. Through the system that has been implemented, it can be concluded that organizing

*Bahasa, Sastra, Seni, dan Pengajarannya* 41, no. 1 (2013).

<sup>18</sup> Sela Setiawati, "Fungsi Manajemen Dalam Perencanaan Pembelajaran," *Jurnal Post*, last modified 2021, <https://jurnalpost.com/fungsi-manajemen-dalam-perencanaan-pembelajaran/26274/>.

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has a clear direction and person in charge. The principal is the party responsible for facilitating and controlling the activities carried out by educators. The educator's responsibility in the organizing function is to design learning activities in accordance with the plans and principles explained by the principal as the head of the institution. The position of educators as curriculum implementers is to determine the media and learning strategies used, make maximum use of facilities, and carry out learning activities according to the distribution of time and material specified. While the position of students is to accept the material taught by the teacher well. Organizing in the management of learning Arabic is intended so that the curriculum content can be well absorbed by students, especially Arabic content.

### c. The Actuating Stage

The implementation of learning activities at Muhammadiyah 1 Sedati Elementary School was explained by Ustadz Furqan, including learning methods and learning media. While the training is still on the plan that has not been implemented. The same goes for Arabic language courses. Picture vocabulary media has been posted on the school wall. The method in a series of learning systems plays a very important role. The learning method is a general way of teaching that can be applied to all subjects, for example teaching by lecture, expository, question and answer, guided discovery and so on.<sup>19</sup> The successful implementation of learning strategies is highly dependent on the way educators use learning methods because a learning strategy can only be implemented through the use of learning methods.<sup>20</sup>

Facilities are the main thing in the implementation of learning. Without adequate facilities, learning activities cannot be carried out optimally even though the planning is perfect. Learning Arabic requires adequate learning facilities so that educators can carry out their learning designs optimally. Therefore, school principals together with vice sara and infrastructure need to ensure the availability of adequate facilities in schools as a support for the implementation of learning and the development of creativity and innovation in school members. As in the context of learning Arabic, facilities in the form of visual aids will help students memorize, language labs will encourage better Arabic language skills. Arabic language learning management distinguishes between methods, approaches and techniques. These three terms are often considered to be the same in usage, but basically have different functions. In Arabic, the method is known as *tariqah*, while the technique is known as *uslub*. The approach is known as *nadhah*.<sup>21</sup> The learning method is the method used by educators in carrying out teaching and learning activities and building interactions with students. Another understanding is that the learning method is a method used by educators to explain subject matter to students with an orientation towards learning objectives. The choice of learning method has a direct effect on the learning outcomes achieved by students. The right method will form optimal learning activities and ultimately produce maximum learning achievement. Therefore, it is important for educators to pay attention to learning objectives, so they can choose the right learning method. There are many definitions related to learning methods explained by education experts, including Jamil in Sanjaya, that a method is a set of stages of implementation of learning plans that are carried out systematically in accordance with the standard of expected results. Another opinion was conveyed by Muslich, that the learning method is a series of integrated activities during the teaching and learning process that is formed from interactions between educators, students and their environment. The method must be selected oriented to the learning objectives set.

The Arabic learning method at Muhammadiyah 1 Sedati Elementary School is a series of learning stages that are arranged systematically from the initial phase to the end of learning which can be used as a guide and reference for educators in facilitating the implementation of teaching and learning activities, especially in learning Arabic. This learning method is intended so that students can achieve

<sup>19</sup> Nurdyansyah Nurdyansyah and Eni Fariyatul Fahyuni, *Inovasi Model Pembelajaran Sesuai Kurikulum 2013* (Nizamia Learning, 2016).

<sup>20</sup> Majid, *Strategi Pembelajaran*.

<sup>21</sup> Fathur Rohman, *Metodologi Pembelajaran Bahasa Arab* (Malang: Wisma Kalimetro, 2015).

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the goals and competencies that have been set in learning Arabic. So that the learning objectives can be achieved. The learning method is:

1) Istimah (Listening)

This method is carried out with the following process: First, reading hijaiyah letters, five hundred vocabulary words and number (sentences) in Arabic. Second, students pronounce vocabulary and numbers (sentences) in Arabic. Third, students are invited to understand hiwar (conversational text), paragraphs in the form of narration and description. Fourth, students are guided to write essays in the form of conversations or narrative paragraphs and descriptions in Arabic. The purpose of this method is for students to be able to find and determine hijaiyah letters correctly, and be able to convey everyday vocabulary in Arabic. In addition, students are also expected to be able to compose vocabulary that has been understood into spoken text.

2) Kalam (Saying)

This method is carried out with the following process: First, reading hijaiyah letters, five hundred vocabulary words and number (sentences) in Arabic. Second, students pronounce vocabulary and numbers (sentences) in Arabic. Third, students are invited to understand hiwar (conversational text), paragraphs in the form of narration and description. Fourth, students are guided to write essays in the form of conversations or narrative paragraphs and descriptions in Arabic. In this method, students are invited to use the vocabulary they have learned to carry out simple conversations, both asking and answering. The sentences used are standard everyday sentences in Arabic, such as greetings, saying thank you, asking permission, expressions of meeting and farewell. In addition, students are also guided to be able to communicate, introduce themselves, tell a short story about a place or activities that are carried out daily.

3) Qiraah (Reading)

This method is carried out with the following process: First, reading hijaiyah letters, five hundred vocabulary words and number (sentences) in Arabic. Second, students pronounce vocabulary and numbers (sentences) in Arabic. Third, students are invited to understand hiwar (conversational text), paragraphs in the form of narration and description. Fourth, students are guided to write essays in the form of conversations or narrative paragraphs and descriptions in Arabic. This method aims to enable students to read sentences in Arabic fluently and interpret them, distinguish between letters, words and sentences, and change words based on the qawaid (rules) that have been explained. Reading themes are usually related to self-introduction, family, school, tourist attractions, or daily activities. Students are also fostered so that they are able to use Arabic vocabulary in contextual situations according to what is experienced and can interpret from existing readings, be it conversations, narrations, descriptions to letter.

4) Kitabah (Writing)

This method is carried out with the following process: First, reading hijaiyah letters, five hundred vocabulary words and number (sentences) in Arabic. Second, students pronounce vocabulary and numbers (sentences) in Arabic. Third, students are invited to understand hiwar (conversational text), paragraphs in the form of narration and description. Fourth, students are guided to write essays in the form of conversations or narrative paragraphs and descriptions in Arabic. The focus of this method is students' ability to write Arabic. This method teaches students to use and arrange a series of sentences and write them correctly. In addition, this method also guides students to get used to writing hijaiyah letters correctly and beautifully. Students are expected to be able to rewrite texts that have been studied before, be it conversations, narrations, descriptions to letters. The following learning method uses Arabic vocabulary flashcards to make it easier for students to memorize new vocabulary, as shown in the following example:



Figure 1. Flashcard Kosa Kata Bahasa Arab

#### d. The Evaluation Stage

The evaluation stage is a series of follow-ups of the learning that has been implemented. Educators carry out evaluations to determine the level of success of learning. Each learning process must be ensured that it has been running and achieving results as specified in the lesson plan, so that it must continue to be evaluated for the entire learning process. This evaluation includes an evaluation of the entire learning process and the results that can be achieved by student<sup>22</sup> the results of the evaluation can be used as a benchmark to correct deficiencies in learning. Much information is obtained by educators through evaluation, such as the level of ability of students, obstacles that occur and various aspects of strengths and weaknesses in learning. This information is analyzed and used as capital in developing alternative actions to improve the management of learning Arabic<sup>23</sup> valuation is an assessment program that collects information about the course of activities and this information is used as a guide to determine alternatives to these activities.<sup>24</sup>

Evaluation is essentially the stage of assessing an object of assessment by referring to predetermined standards. Evaluation is an ongoing stage, where activities do not stop at the assessment, but also make decisions on alternatives that can be taken for the object being assessed.<sup>25</sup> Evaluation in learning, in this article the author will explain the various evaluations, objectives and principles of learning evaluation, tools and techniques for evaluating Arabic learning. The main purpose of the evaluation is to determine the level of effectiveness and accuracy in achieving goals and the minimum efficiency in the use of personnel, facilities, costs and time in an educational process as a whole.

## CONCLUSION

The management of learning Arabic in SD Muhammadiyah includes planning, organizing, implementing and evaluating. Planning the lesson is by compiling a lesson plan and syllabus in the form of Core Competencies and Basic Competencies in the 2013 Curriculum, while organizing is by providing a teaching schedule to an educator in the field of Arabic studies who teaches all levels starting from grade 3 to grade 6. The implementation of learning Arabic includes the use learning methods and models of the four Maharah Kalam, Kiraah, Istima and Kitabah. The final stage of Arabic learning management is evaluation. The evaluation consists of two programs, namely evaluation of educational programs organized by school institutions from the Ministry of Education and evaluation of classroom learning programs by Arabic language educators. The obstacles that occur in the management of learning Arabic at SD Muhammadiyah are the students' low motivation to learn Arabic, the learning environment that is not very supportive, and the lack of confidence in learning Arabic.

<sup>22</sup> Nurdyansyah Nurdyansyah and Toyiba Fitriyani, *Pengaruh Strategi Pembelajaran Aktif Terhadap Hasil Belajar Pada Madrasah Ibtidaiyah* (Sidoarjo: Universitas Muhammadiyah Sidoarjo., 2018).

<sup>23</sup> Sri Wahyuni and Abd. Syukur Ibrahim, *Assesmen Pmebelajaran Bahasa* (Bandung: Refika Aditama, 2012).

<sup>24</sup> Arikunto, Jabar, and Yustianti, *Evaluasi Program Pendidikan: Pedoman Teoritis Praktis Bagi Praktisi Pendidikan*.

<sup>25</sup> Haji Djaali, Pudji Muljono, and Y.B. Sudarmanto, *Pengukuran Dalam Bidang Pendidikan* (Jakarta: PT. Grasindo, 2008).

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These constraints also bring challenges that come from students in implementing Arabic learning management. The challenges that arise include both internal and external factors. Factors from within (internal) students in the form of psychophysical characteristics which include cognitive, affective and psychomotor aspects. These three aspects build each other's learning abilities of students at school, so that the high or low of the three aspects or some of these aspects will directly affect learning outcomes.

The challenge for educators regarding these internal factors is that educators should be able to identify the characteristics of each student in one class, so that they can design learning activities that suit the characteristics of students. As an effort to resolve the obstacles and challenges that occur in the management of learning Arabic, it is necessary to increase the competence and professionalism of Arabic teachers at SD Muhammadiyah 1 Sedati. Teachers are required to use appropriate teaching methods and strategies so that learning Arabic, which generally emphasizes speaking and writing competence, can run optimally. Especially in pronunciation and vocabulary lessons, teachers are expected to be able to convey material more interactively and effectively. As for efforts to increase students' willingness to learn, it needs to be grown every day with motivation and benefit-based learning strategies. As is well known, motivation plays an important role in one's actions, so students who have high learning motivation will be able to take part in learning more optimally. At the end of learning management, educators are required to evaluate learning outcomes as well as learning management that has been implemented. The external factors (external) students come from the family, community and school environment. The relationship between students and their families up to the level of welfare can affect the learning process at school. The community that houses students also has a direct influence on the success of students, where the community that supports educational programs has a positive impact on the success of students in learning, and vice versa. Meanwhile, school environmental factors are closely related to facilities and infrastructure that support learning activities. Both the obstacles and challenges that occur need to be overcome so that the management of learning Arabic can be carried out optimally and be able to achieve the goals of learning Arabic.

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