

Management of Environmental Programs for the Arabic Language at Arrayah Sukabumi University

¹Septia Solihati, ²Nuril Mufidah, ³Abdul Malik Karim Amrullah

¹STIBA Ar-Raayah Sukabumi, ^{2,3}Universitas Islam Negeri

Maulana Malik Ibrahim Malang,

septiasolihati@arraayah.ac.id, nurilmufidah86@uin-malang.ac.id,

abdulmalik@pai.uin-malang.ac.id

Abstract

The purpose of this research to describe the planning, organization, implementation and supervision of environmental programs at STIBA AR-RAAYAH. This study uses a qualitative research approach with a case study type of research. The results of this study indicate the following: First: setting daily schedules, creating daily work programmes, weekly work programmes, monthly work programmes, and annual work programmes. Second: in the organization are the Student Department, which includes BEM, the Academic Department, and the Curriculum Department. Third: Monitoring and supervising the process of environmental management of the Arabic language at STIBA AR-RAAYAH by looking at the results of the teacher's work and the results of their education, applying learning strategies/methods and the educational achievements of students, and monitoring student behavior. Fourth: The supporting factors in the formation of the Arabic language environment at Al-Raya University: good beginnings, the process of teaching and learning using the Arabic language, not owning anything that is not related to the Arabic language, native speakers, and housing. Fifth: Obstacle factors in creating the Arabic language environment at Al-Raya University: visitors, employees, non-Arabic lessons, and lecturers outside the university.

Keywords: *administration, program, environment*

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan perencanaan, pengorganisasian, pelaksanaan dan pengawasan program lingkungan di STIBA Ar-Raayah. Penelitian ini menggunakan pendekatan penelitian kualitatif dengan jenis penelitian studi kasus. Hasil penelitian ini menunjukkan hal-hal sebagai berikut: Pertama: menyusun jadwal harian, membuat program kerja harian, program kerja mingguan, program kerja bulanan, dan program kerja tahunan. Kedua: dalam organisasi terdapat Bagian Kemahasiswaan yang meliputi BEM, Bagian Akademik, dan Bagian Kurikulum. Ketiga: Memantau dan mengawasi proses pengelolaan lingkungan bahasa Arab di STIBA Ar-Raayah dengan melihat hasil kerja guru dan hasil pendidikannya, menerapkan strategi/metode pembelajaran dan capaian pendidikan siswa, dan memantau siswa perilaku. Keempat: Faktor pendukung terbentuknya lingkungan bahasa Arab di Universitas Al-Raya: awal yang baik, proses belajar mengajar menggunakan bahasa Arab, tidak memiliki sesuatu yang tidak berkaitan dengan bahasa Arab, penutur asli, dan tempat tinggal. Kelima: Faktor penghambat terciptanya lingkungan berbahasa Arab di Universitas Al-Raya: pengunjung, karyawan, pelajaran non-Arab, dan dosen di luar universitas.

Kata kunci: Manajemen, program, lingkungan

Preliminary

Program management as defined by James A. Stoner states that “Management is the process of planning, organizing, leading and controlling the various efforts of the members of the organization and the process of using all organizational resources to achieve the organizational goals that have been set (Ilahi, 2009) and also Malay S.P Hasibuan says that “Management is the science and art of managing the process of using human resources and other resources effectively and efficiently to achieve a specific goal. (Malayu S.P. Hasibuan, 2005) From the previous information, the researcher concluded that management is the process of planning, organizing, leading, and controlling the activities of members and other human resources to achieve organizational goals effectively and efficiently.

Management has many factors. Among the factors that greatly affect and determine the success of managing the learning process is the environment. Specialization in teaching the Arabic language. Having an Arabic speaking environment is very important because it is always present, inclusive and gives the nuances and context of learning the Arabic language itself. If the environment in which learning Arabic is conducive.

Many other studies also show that there is a significant relationship between the language environment and the ability to speak the second language. Carroll, Obshore, and Mason studied a number of international students in the United States who had taken additional courses in English and who had not. It turned out that at the end of the semester, the English language skills of the two groups of students were almost the same. Krashen's research also shows that formal and informal environments affect foreign language skills in different ways. Informal environment availability

inputs to language acquisition (language acquisition, language acquisition), while the formal environment provides inputs to observers (editing and improvement of language discourse acquired through acquisition). However, contact with a language in an informal setting does not guarantee increased language proficiency, unless students engage in the use of that language. (Effendy, 2004)

In language learning, the language environment is seen as important because it becomes the language acquisition discourse for language learners. The language environment must be shaped to effectively hone language skills experience. Concerning the importance of the language environment, Mohib mentioned in his research that the creation of a language environment can define and define the active language skills which is the future project of the language. (Muhbib Abdul Wahab, 2008)

The success of teaching Arabic in institutions This education certainly cannot be separated from the various problems it faces, whether they are directly related to the learning system or indirectly. The problems lie in learning methods, materials and systems that do not focus on language acquisition, so it seems that learning Arabic takes a long time and does not achieve significant results. (Nuril Huda, 1999)

There are many motives in learning the Arabic language, including to attain religious matters and the other to reach worldly matters. But there is an important thing, that any languages are not spared from conflict with another language. Either it is influenced by others or affect others. The environment affects the quality and eloquence of the Arabic language. Therefore, the ancients were interested in choosing the authentic Arab environment so that their children would speak more eloquently. The educational institution that established the

linguistic environment for teaching Arabic in Indonesia has multiplied. But some of that language environment wasn't quite right.

It is known that one of the success factors in conducting programs or activities is good management. All institutions, schools or universities have the management to achieve their goals. But we hardly know the extent of the effectiveness of this management until after seeing the result. The program is considered successful if the program achieves the specified goals or obtains the production as determined by the institution and the clients of this program.(Lestari, 2019)

Universities in Indonesia have begun to pay great attention to teaching the Arabic language, including Al-Raya Sukabumi University. As it has a different administration from the rest of the universities in Indonesia, its students study five academic years at the bachelor's level in the Department of Arabic Language Education. The first year is the additional year to strengthen the Arabic language and develop it to confront the lessons that are all in the Arabic language.(Rasyid, 2019) One of the reasons for choosing Al-Raya University as a site for research is the success of Al-Raya University in activating the linguistic environment as an aid to teaching the Arabic language.

Environmental management has an important role in the success of the learning process in an institution, like some previous studies regarding language environment management at Ma'had Ar-Rahmah Tahfidz Malang, the purpose of this research was to find out how language environment management at Ma'had Tahfidz Ar-Rahmah, which distinguishes between this research and previous research is the place studied. In the latest research, the place studied was STIBA Ar-Raayah which is an Arabic language university equipped with dormitories, while previous research studied Ma'had specifically for Tahfidz who had a different background from STIBA Ar-Raayah.

Based on the previous backgrounds, this research wanted to describe the management of the Arabic language environment at Al-Rayah University, Indonesia, and focuses on answering five questions: (1) How does the management of environmental programs plan for the Arabic language at Al-Rayah University? (2) How is the management of environmental programs for the Arabic language organized at Al-Raya University? (3) How to monitor the management of environmental programs for the Arabic language at Al Rayah University. (4) What are the supporting factors in the management of environmental programs for the Arabic language at Al Rayah University? (5) What are the factors hindering the management of environmental programs for the Arabic language at Al-Raya University? One of the reasons for choosing Al-Raya University as a site for research is the success of Al-Raya University in activating the linguistic environment as an aid in teaching the Arabic language.

Research Method

This research is limited to the knowledge of planning environmental programs at Al-Raya University, knowledge of the organization of environmental programs, knowledge of the supervision of environmental programs, and the supporting factors that hinder the management of environmental programs at Al-Raya University. In this research, the researcher used the descriptive analytical approach qualitative. Which is called "Qualitative Research" or qualitative research, which is the reliance of researchers on the method of

interview or observation and references far from statistical methods.(Majid, 2016) Qualitative research is divided into two parts: qualitative field research and qualitative desktop research. The type of research carried out by the researchers was qualitative field research.(Rayhana, 2016) The research was called qualitative field research due to its relevance to the field in which it was conducted.

The researcher saw that this approach is suitable for the research. Because it gives a comprehensive perception to the researcher of visible things from the research community and gives precise meanings about them and enables the researcher to coexist among the community so that he is one of their members. The researcher, using this descriptive approach, seeks to describe the linguistic environment in a comprehensive manner, and tries to show the complete concept or point of view of Al-Raya University towards the optimal linguistic environment to help teach the Arabic language.

This research was conducted by the researcher at Raya University which is located in Sukabumi - West Java. In these lines, the researcher confirmed that one of the reasons for choosing Al-Raya University as a site for research is the success of Al-Raya University in activating the linguistic environment as a means of helping to teach the Arabic language. Use three data collection tools: observation, interview, and documentation. The researcher followed the direct, non-participatory observation method to note everything that happened in the linguistic environment, depending on the prepared observation evidence.

As for the interview, the researcher takes several steps, namely: preparation, implementation, data recording, and then tabulation or classification. In addition to the data obtained through observation and interview, the researcher collected documents related to the language environment applied at Al-Raya University.

Note that the researcher took the path of (Miles & Huberman) in analyzing the data. The researcher resumed by classifying the data, then presenting it, then drawing conclusions and verifying their credibility. As for the research design, it consisted of several steps: planning, implementation, presentation, analysis, discussion, and conclusion. And in the first step put The researcher has a clear goal to focus on during data collection, sample identification, and preparation of observation notes and interviews, as stated above. In the second step, the researcher started collecting data related to the linguistic environment by following the aforementioned data collection methods. In the third step, the researcher presented all the data and analyzed it in a logical, orderly, debatable manner. In the fourth step, the researcher tried to carefully study the data presented according to the theories about the linguistic environment in order to answer the research problem. In the last step, the researcher concluded.

Result and Discussion

A. The concept of the Management

Management is a process of great importance, as it is a process that aims to achieve the objectives of the institution, whether it is large or small in size. Management is the art of dealing with human beings and directing their efforts to achieve goals, and it is about knowing what will work and how to prove its method and how to learn it and measure the effectiveness of all their efforts. Management has a definite goal and is not intangible, unforeseen, but sufficient labor production. The goal of management is to achieve

specific goals in which a group of individuals participate under the leadership of the head of work. The educational administration is a set of interlocking operations that are integrated with each other to achieve a common goal, whether from within educational organizations or between them and themselves to achieve educational goals.

B. The concept of the program

A program is a group of projects that are related to each other and there is a benefit from managing them together (Maisaroh, Atik, 2018) and placing them in one program.^(layla,2013) Program management defines the application of knowledge, skills, and principles to a program to achieve program objectives, and to gain benefits and control that are not available through managing the program components individually.(Terry, 2009) Program management involves the alignment of program components to ensure program objectives are met and program benefits are fully realized.(Lestari, 2019)

C. Brief overview of Banner University

1. Establishment of Al-Raya University

Arraya University which is located on fifteen hectares in the village of Sukamulia Cikembar Sukabumi Jawa West, Arraya University developed educational institutions (higher institute) was initiated by the initiative of the number of human learners in the Central East in cooperation with the government of Sukabumi West Jawa. The idea of establishing the Institute came, due to the need of the Indonesian Muslim community for preachers and qualified scholars in the preaching field, on the correct approach to this true religion, and seeks at all times to upgrade the quality of work and expand its scope, to take care of establishing a specialized field in the Arabic language and Sharia sciences, given the urgent need, especially for preachers educators in this era.(Agus, 2016)

The institute is affiliated to the Indonesian Al-Raya Foundation. In Dhul-Qi`dah in the year 1433 AH 2003 AD, the foundation stone for its construction and establishment was laid, and the first batch that was accepted began its educational program in the year 1426 AH 2006 AD, and their number was one hundred and fifteen students. It was established on 4/11/1423 A.H. After completing all the official procedures. Then the idea continued to grow and rise until it reached the year 1430 A.H. 2010 A.D. In Shawwal of the year 1430 A.H., the foundation stone of the project was laid similar to the female section, and the first batch was received in the year 1431 A.H. and it was The number is forty-two students.(Agus, 2016)

The first batch of female students graduated in July 2012. Then followed the idea of the other about upgrading a university, to opening colleges for legal and linguistic studies, as the institution seeks to graduate a student who has a prestigious practical degree, helping him to play an active role in Indonesian society, in government sectors such as the Ministry of Education and Education, the Ministry of Religious Affairs, the Ministry of Justice and others. Governmental, such as the student graduating with it in the Arabic language and Islamic sciences in particular, and offering a da'wah role in surveying and other Islamic centers. A month and for these reasons, in August 2012, the College of Sharia Islamic Studies was opened for the first time.(Agus, 2016). The other batch is from outside the university if the

students meet the conditions for admission and registration for students in the future, as Al-Ma'a hopes, to open the College of Education specializing in the Arabic language.(Agus, 2016). There is intense competition among families wishing to enroll their children in this university, and although the accepted number annually does not exceed two hundred and odd male and female students, the participants in the interview are approximately two to three thousand applicants.

2. University goals(Agus, 2016)
 - a. Instilling the belief of Ahl al-Sunnah wal-Jama'ah and their methodology in the hearts of students.
 - b. That the students be brought up on the spirit of religiosity and the adoption of morals and legal literature.
 - c. That the student has a balanced Muslim personality.
 - d. That the student acquire language skills and other useful skills.
 - e. That the student be immunized from deviant ideas and doctrines.
 - f. Instilling the da'wah in the hearts of the talama.
 - g. Formation of administrative, advocacy and field audacity among the students

3. University features(Agus, 2016)

The university enjoys the beauty of nature, that the site is in a mountainous area where there is clean water and beautiful scenery far from the mountains. The university has complete educational tools, such as audio and video aids, and a comprehensive library of books and references. The university takes care of the availability of comfortable and easy facilities that include classrooms, offices for teachers and staff, a mosque, dormitories for students and professors, a restaurant, a canteen, a hall for courses, and others.

4. Environmental Programs Department at Al-Raya University

In teaching and learning (KBM) activities there is a need for management so that the activities that are well executed can be carried out and can be achieved in accordance with the planned objectives.(Arikunto, 2002) Learning management includes: planning, organizing, operating (guiding). and control (control/oversight) which is usually abbreviated as POAC. It can be said that management is successful if the above four functions can be properly carried out. Weaknesses in a management function will affect the overall management and lead to Failure to achieve an effective and efficient process.(Arikunto, 2002) The management of environmental programs at Al-Raya University are:

- a. Planning

Planning is a series of future actions.(Manullang, 2008) Planning aims to achieve a coherent and coordinated set of operations in order to obtain the desired results. Learning planning is used as a guide containing instructions on the types and sources of learning required, means of delivery, methods, sources of costs, personnel, facilities needed, control systems, and assessments to achieve organizational goals.(Manullang, 2008) In the planning phase, the teacher carefully plans the learning in order to achieve the learning objectives that have been set. Arabic language teachers plan by making lessons such as setting daily schedules, making daily work programs, weekly work programs, monthly work

programs, and annual work programs. Each work program prepared is accompanied by an evaluation.(Furqon, 2022)

Based on the results of the interviews with the Rector of Al Rayah University, the Head of the Department of Arabic Language Education, as well as Student Affairs in addition to the documents obtained, the planning of the Department of Arabic Language Learning at Al Rayah University is described as:

The Arabic Language Environment Program at Al-Raya University is divided into two parts:

1. Program in the classroom

a) Learning and Teaching Process (KBM)

This KBM activity is carried out for 6 days a week, from Saturday to Thursday, every day there are 4 hours of Arabic language lessons, including reading, writing, listening, grammar, morphology and expression lessons.(Mulyadi, 2022) The book used in this study is a book in your hands. In addition to that, there are other lessons, namely Aqidah, Fiqh, and Interpretation. These lessons will be a tool for creating the Arabic language environment in the classroom, because it requires the use of the Arabic language in it.

b) Radio

Activities that students do during breaks. Each class president is committed to sending 3 members to enter each class to deliver speeches using the Arabic language. This activity aims to train students to master the Arabic language with correct grammar, in addition to training students to practice the use of appropriate vocabulary, besides it can also train students to have courage, because the words are thrown in front of the students. With these activities, an Arabic-speaking environment will be created.(Mulyadi, 2022)

2. programs outside the classroom

a) The evening programme

Many evening activities are carried out by students at Al-Raya University, one of which is the strengthening of the Arabic language, and this program is implemented after several weeks of learning and teaching process. The class teacher sees anyone who has a weakness in the Arabic language and then picks them up and sends them to a special class to improve the language. This program can be called a review of the lessons learned in class. In this programme, teachers provide guidance and guidance to improve their language of all skills, from speaking, writing, and reading. The teachers paid attention to the elements of the language, including grammatical and morphological rules.(Fahmi, 2022)

b) Giving speeches

This activity takes place after every five daily prayers, except for the Fajr prayer. This sermon is performed by the students in a short time, which is about 3-4 minutes. Each student gets the schedule starting from the

highest semester to the lowest semester according to the following controls(Furqon, 2022)

- 1) Each student is required to give a lecture according to his/her turn.
- 2) All students must prepare a lecture title and send it (for review) to their room supervisors before presenting it when it is their turn.
- 3) The topic of the lecture should be consistent with the realities of life and the conditions of the students.
- 4) The content of the lecture is easy to understand, short, concise and clear.
- 5) It does not contain elements of fanatical fanaticism from sects, thought, groups and races.
- 6) It does not lead to deviations and delusions of things either in terms of faith, understanding or action.
- 7) It does not contain political matters, doubtful thoughts
- 8) Giving priority to subjects of faith, ethics and science
- 9) Write the text of the lecture on the special lecture paper that was provided
- 10) Selection of the contents of the lectures by the trainers concerned
- 11) Paying attention to the systematic postulates, starting from the Qur'an, the Sunnah, the sayings of scholars, and poetry.
- 12) Collecting lecture texts for the acting lecturer.
- 13) The student is allowed to ascend the pulpit three minutes after the end of the prayer.
- 14) A quick and polite look
- 15) Oral fluency
- 16) Correct language, rhetorical, aesthetic and ethical
- 17) The sound is clear
- 18) time controls

The implementation of this activity is in the mosque and it was witnessed by all the students and teachers, so it was not just a sermon being given, but there were guides in this activity as mentioned in the regulations. They are the ones who will correct mistakes or inappropriate language. Until confidence and courage appeared in them. This activity affects students' ability to speak Arabic.

c) Rest session

Activities are carried out regularly every week and are in the evening. This activity is a rest activity where the content is to talk about a predetermined problem or topic. The speakers in this activity are all present at the session. This session is divided into several groups according to the rooms. This activity has a great role in developing speaking and listening skills (Mulyadi, 2022)

d) Lesson review

This activity is carried out by the students according to their room members, and the head of the room is responsible for this activity. In this

activity, the elders guide their younger siblings in learning, for example regarding strange vocabulary, making sentences using new vocabulary, memorizing the new vocabulary, and asking about the lesson that is not understood. This activity must be in Arabic.(Furqon, 2022)

e) An evening

Regular activities every week that take place after Isha prayers. Some of the activities that take place on Friday nights are plays, quizzes, games, watching movies or the news. This amusement program is implemented for students after studying for a week. All activities that take place on this Friday night support the formation of an Arabic language environment, as all activities are carried out in Arabic.(Furqon, 2022)

b. Organization

Organization is very important in management as it clarifies one's position in structure and action. Organizing is “the pursuit of effective behavioral relationships among people, so that they can work together efficiently, and obtain personal satisfaction in carrying out certain tasks, under certain environmental conditions in order to achieve certain goals or objectives.”¹⁾ (Zayid, 2005) Based on the results of the interviews with the Vice Dean of Al-Raya University, the head of the Department of Arabic Language Education, as well as Student Affairs in addition to the documents obtained, the organization of the Department of Arabic Language Learning at Al-Raya University was described as:

There are many organizations or departments at Arraya University. They have an important role in creating the Arabic language environment. In organizing the existing activities, there are 3 main departments: the academic department, the finance department and student affairs.

1) Academic Department

The academic department has an important role in organizing the cycle of activities in the morning, that is, during the teaching and learning process. All activities related to teaching are organized by the academic department from morning to the end of the study.(Mulyadi, 2022)

2) Student affairs

This department has an important role in organizing activities outside the classroom, such as the evening program and sports. This section helps organize these activities in the field, and they are the ones who arrange the schedule of activities for one year. For language problems, the student association has a great role to solve, such as doing additional activities related to language, for example giving information about language, justifying language, and other activities related to language.(Furqon, 2022). The planning and determination of all the activities to be carried out shall be for one year, after which there will be an evaluation done by each organization to create better organized activities.

c. Control / supervision

Which is equally important in an organization. According to Rossmann, control is an activity that seeks control so that execution can be according to plan and ensures achievement of organizational goals.(Hermawan, 2011)

Supervision is the process of ensuring that the actual activities are in line with the planned activities. The control process may include several elements, namely; Establish performance standards, measure performance and compare performance with established standards Take corrective action when deviations are detected.

Supervision as an element of the management process has an important role in the process of achieving the goals that have been set. This process is performed when the program is executed until the activity is completed. This supervision term contains many activities, including inspection, control and evaluation. Based on the explanation, when discussing supervision, control activities are also performed automatically. Therefore, in this discussion, we will only discuss the issue of supervision as a managerial function.(Izzan, Ahmad, Humaniora, Bandung, 2004) In supervising the course of activities at Al-Raya University, there are many institutions involved in the supervision process.(Izzan, Ahmad, Humaniora, Bandung, 2004)

1) Learning and teaching process in the classroom

In this activity, the curriculum department is tasked with supervising the course of these activities, starting with the presence of lesson plans for teachers, the absence of students, and the absence of a teacher. And responsible for this supervision is Mr. Fahmy as responsible for Arabic language teaching curricula.(Mulyadi, 2022)

2) Extracurricular activities

In these activities, the one responsible for supervision is the activity supervisor who cooperates with the head of the language department within the student association. They have an important responsibility and role in supervising the activities that are carried out at Al-Raya University. Because they directly participate in these activities, for example in sports activities, although these activities are not related to the Arabic language, but in this activity, students are required to speak Arabic, and they are forbidden to speak other languages. Because all activities at Al-Raya University aim to form the linguistic environment.(Furqon, 2022). As for monitoring by giving punishment to those who violate it, it is flexible, because the banner has two types of systems: Heavy systems and Light systems. Language violations are included in the heavy violations. For those who break this rule, they will receive a first warning letter. If they do it again, they will receive a second warning letter and then expulsion from the university. However, all these regulations are not directly proportional to the situation. Considering the form of the violation committed, there must be weight and consideration.

D. Factors supporting and hindering the formation of the Arabic language environment at Al-Raya University.

In the formation of the Arabic language environment, there are of course both supporting and hindering factors.

1. supporting factor

a. A good start

A good start at Al Raya University, starting with the first batch which became an experience without any seniors or role models, they were able to do all the activities well, until they were listed as the best batch.(Mulyadi, 2022)

b. The process of teaching and learning using the Arabic language.

All lessons taught use the Arabic language, except for some lessons from the government that must use the Indonesian language.(Furqon, 2022)

c. Not owning something unrelated to the Arabic language.

This system was put in place to create an Arabic language environment, for example, books in languages other than Arabic may not be brought. Except for books related to government lessons. However, the book must be stored in the library, and students are not allowed to take it personally, eg to rooms, dorms, etc.(Mulyadi, 2022)

d. native speakers

In the formation of the Arabic language environment, they have an important role in that, because students can interact directly with the Arab, follow the rhythms and language of the Arabs, exchange information, and know the eloquent language. In addition, they can choose to practice speaking and some vocabulary that is new. It is useful for the development of speaking and listening skills.(Mulyadi, 2022)

e. Housing

In the formation of the Arabic language environment, there is an urgent need for housing, because students can be monitored 24 hours a day and they speak Arabic for 24 hours. Students are required to speak Arabic without exception. In this way, students speak Arabic, and then interact with each other. environment in Arabic.(Mulyadi, 2022)

f. Not gathering students at the same level in one room

That is, each room is inhabited by students of different levels, and there are students from the lower level and students from the upper level. The purpose of this system is to develop language skills. Because each student has different language abilities, of course the language of students at the higher level is better than that of the lower level. From there they, as the upper level, can imitate or follow the language used by the upper level students in terms of tones, vocabulary, and styles.(Mulyadi, 2022)

g. Not gathering students in the same area in one room

Each room is filled with 12 different people from different regions, because if there is a student union in one region in one room, it will be language mixing and even language violations because they speak the same local language.

Therefore, this is done to prevent excesses and deviations in the Arabic language.(Mulyadi, 2022)

- h. the classroom
This system of dismissal is implemented for students who have not achieved a required score in the lessons tested each semester. The required grade at Al-Raya University is set at 60. This is a motivation for students to be more diligent and serious in their studies, so that they can succeed and advance to the higher level with the best grades and get a scholarship.(Furqon, 2022)
 - i. Activities in Arabic
All activities are carried out using the Arabic language, such as the evening program and the evening, and all activities are geared towards the abilities of the students in various fields, and the students are given the opportunity to express themselves but are still geared towards the language skills, which is the Arabic language.(Furqon, 2022)
 - j. good choice of students
The selection made in the admissions process is very well designed, with very challenging exams and tough competition. Accepted students are students who really want to study at Arraya University. Students do not succeed unless they have a strong desire and good diligence.(Furqon, 2022)
2. Hindering factors
- a. Visitor
The time provided by Al-Raya University for visits is one of the factors that hindered the formation of the Arabic language environment.(Mulyadi, 2022)
 - b. The staff
Most of the staff working in Al-Raya are residents who live outside Al-Raya and are a community around Al-Raya, and therefore do not have the ability to speak Arabic. Due to the many interactions that staff and students have, this is one of the factors hindering the accumulation of the Arabic language environment.(Mulyadi, 2022)
 - c. non-Arabic lessons
Some government-issued lessons are required to use a language other than Arabic. Therefore, in the process of teaching and learning, students do not speak Arabic. This may be one of the factors hindering the formation of the Arabic language environment.(Mulyadi, 2022)
 - d. Lecturer outside a university
The existence of public lessons that come from the government causes external lecturers who do not speak Arabic in the process of teaching and learning, because they do not have the ability to speak Arabic, so they explain the lessons in other languages, in this way, because of the many interactions that are made between students and lecturers using other languages, Hence, this becomes one of the factors hindering the formation of the Arabic language environment.(Furqon, 2022)

Conclusion

After conducting the research and discussing the environmental management of the Arabic language in STIBA Ar-Raayah, it can be concluded as follows: Management of the Arabic language environment in the STIBA Ar-Raayah 2022/2023 academic year First: Planning, teachers of the Arabic language do the planning through the learning procedure such as setting daily schedules Create daily work programmes, weekly work programmes, monthly work programmes, and annual work programmes, as well as conduct assessments and learning resources. Second: organization. The organization is done to create a conducive and comfortable educational atmosphere, and some of the institutions that play a role in the organization are the Student Department which includes BEM, the Academic Department, and the Curriculum Department. Third: Monitoring and supervising the environmental management process for the Arabic language at STIBA Ar-Raayah by looking at the teacher's work outcomes and the outcomes of their education, applying learning strategies/methods and students' educational achievements, and observing the student's behaviour. Fourth: The supporting factors in the formation of the Arabic language environment at Al-Raya University: good beginnings, the process of teaching and learning using the Arabic language, not owning anything that is not related to the Arabic language, native speakers, housing, not gathering students at the same level in one room, classroom, and activities In Arabic, good selection of students. Fifth: Obstacle factors in the formation of the Arabic language environment at Al-Raya University: visitors, employees, non-Arabic lessons, and lecturers outside the university.

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