



## **Beyond an Arabic Camp Program: A Study of Effective Management in Mukhayyam Al-Lughah Al-Arabiyyah**

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### **Abstrak**

Kegiatan Mukhayyam Al-Lughah Al-Arabiyyah berhasil memberikan dampak positif bagi mahasiswa dalam pengenalan bahasa Arab, yang dilaksanakan setiap tahun dengan sukses tanpa masalah berarti. Penelitian ini bertujuan untuk menganalisis perencanaan dan pelaksanaan kegiatan tersebut serta faktor-faktor yang mempengaruhi kesuksesannya. Metode penelitian yang digunakan adalah pendekatan kualitatif, dengan pengumpulan data melalui wawancara terhadap 10 narasumber, observasi pada tiga kali pelaksanaan Mukhayyam, dan dokumentasi berkas-berkas kegiatan. Hasil penelitian menunjukkan bahwa Mukhayyam Al-Lughah Al-Arabiyyah dirancang dengan kurikulum yang ramah bagi pemula, peraturan wajib berbahasa Arab yang ketat, dan didukung oleh pembimbingan mentor maksimal. Program ini dilaksanakan dalam lingkungan yang terkontrol dan mengintegrasikan aktivitas sehari-hari untuk menciptakan bi'ah lughawiyah yang berkelanjutan. Kesuksesan program ini berasal dari integrasi kegiatan edukasi dan sosial, yang mendorong terciptanya rasa kebersamaan dan semangat kekeluargaan di antara peserta. Melalui kerjasama tim dan pengalaman bersama, program ini meningkatkan perkembangan akademik dan pribadi peserta, sambil memastikan keberlanjutan dan keterlibatan mahasiswa.

**Kata Kunci:** Mukhayyam Al-Lughah Al-Arabiyah, Lingkungan Berbahasa, Manajemen Program

### **Abstract**

The *Mukhayyam Al-Lughah Al-Arabiyah* program has successfully had a positive impact on students' introduction to the Arabic language, being implemented annually without significant issues. This study aims to analyze the planning and execution of the program, as well as the factors contributing to its success. A qualitative research approach was employed, with data collected through interviews with 10 informants, observations of three *Mukhayyam* sessions, and documentation of program records. The findings indicate that *Mukhayyam Al-Lughah Al-Arabiyah* is designed with a curriculum tailored for beginners, strict Arabic language usage regulations, and supported by maximal mentorship guidance. The program is conducted in a controlled environment, integrating daily activities to foster a sustainable linguistic environment. The success of the program stems from the integration of educational and social activities, which promote a sense of camaraderie and familial spirit among participants. Through teamwork and shared experiences, the program enhances both academic and personal development, while ensuring sustainability and continued student engagement.

**Keywords:** Mukhayyam Al-Lughah Al-Arabiyah, Bi'ah Lugawiyah, Program Management

### **INTRODUCTION**

A conducive learning environment significantly enhances educational outcomes, as the quality of the environment strongly correlates with student achievement (Zaid et al., 2019: 73). In Arabic education, the concept of *bi'ah lugawiyah* —a language environment intentionally designed to immerse students in Arabic—has been widely implemented in pesantren or boarding schools (Arianti, 2019: 61). This environment, modeled after native-speaking contexts, supports fluency and vocabulary acquisition, reflecting the essential role of surroundings in language development (Jenita, 2021). Grounded in behaviorism, such engineered environments effectively improve proficiency (Budiarti & Wahyudi, 2021: 452). The term *bi'ah lugawiyah* combines *bi'ah* (البيئة), meaning environment or condition, and *lugawiyah* (اللغوية), meaning linguistic (Astuti et al., 2020: 99). It encompasses active and passive Arabic usage across all activities, stimulating interactions that foster language learning (Putri, 2013: 407-413).

*Bi'ah lugawiyah* is generally implemented or applied to educational institutions based on boarding schools. Not only at the

school level, but *bi'ah lugawiyah* is also carried out in college (Aflisia & Harahap, 2019: 54). The Arabic Education Department at IAIN Sultan Amai Gorontalo implements activities characterized by *bi'ah lugawiyah*, which are conducted actively through weekly, monthly, and annual routines. These activities are driven by the student association with solid support from the department and teaching lecturers. Recorded some *bi'ah lugawiyah* activities include Yaumul Lughah or language day which is a weekly program, *Bi'ah Lugawiyah* as a monthly program, and *Mukhayyam Al-Lughah Al-Arabiyah* as an annual program. Yaumul Lughah and *Bi'ah Lugawiyah* activities, in general, aim to familiarize active Arabic for students. While *Mukhayyam Al-Lughah Al-Arabiyah*, the goal is the same as the previous two activities and specifically carried out to provide the first introduction of Arabic for new students.

*Mukhayyam Al-Lughah Al-Arabiyah*, popularly known as *Mukhayyam*, has emerged as a highly successful and enduring annual program in the Arabic Education Department. Widely anticipated by students, it has evolved from a simple Arabic learning or orientation program into a meaningful and special tradition deeply ingrained in the student community. The program's success is evident from the consistently high levels of student participation, even during challenging periods such as the Covid-19 pandemic in 2020, when students actively advocated for its continuation despite restrictions on mass gatherings. The program is meticulously managed, involving collaboration between students, faculty, and alumni, who contribute to its implementation and vibrancy. This robust management ensures that *Mukhayyam* remains a hallmark of the department, fostering a dynamic *bi'ah lugawiyah* and strengthening students' connection to the Arabic language. Its ability to adapt, engage, and inspire reflects its significance as more than an event—it is a cornerstone of the students' academic and personal growth.

Research on the Arabic-speaking environment or *bi'ah lugawiyah* in universities has explored various dimensions. One study utilized a qualitative approach to examine the forms and types of *bi'ah lugawiyah* activities, such as Arabic speech, drama, poetry, and *muhadatsah*, alongside the pros and cons perceived by students and the role of *bi'ah lugawiyah* as a medium for Arabic interaction (Aflisia & Harahap, 2019). Another study analyzed the development of *bi'ah lugawiyah* by focusing on its alignment with Arabic learning objectives and curricular goals, types of activities in arts and

language, and applied learning models (Rosyid, 2020: 37). Further research explored how *Mukhayyam Araby* and *bi'ah Arabiyah* activities improve students' *maharah kalam* by maximizing practices like *khitobah*, *muhawaroh*, and *munazhoroh*, and implementing strategies like designating mandatory language zones and enforcing sanctions for violations (Sa'diyah, 2020: 330).

While these studies provide valuable insights, they are limited in scope. One focuses on student responses within the learning context, another emphasizes skill enhancement without addressing student perspectives on the program, and another views *bi'ah lugawiyah* from the perspective of student associations. In contrast, my study aims to delve deeper into the management and underlying factors behind the success of *Mukhayyam Al-Lughah Al-Arabiyah*. It examines not only the types of activities and their motivations but also the organizational aspects and key elements contributing to the program's effectiveness, offering a comprehensive analysis of its impact and sustainability.

## METHODS

This research used a qualitative approach research (Rahardjo, 2011, 2023; Sugiyono, 2016). Qualitative research is research the produce descriptive data in form of written or spoken (Taylor, Bogdan, & DeVault, 2016). The participants in this study were students from the Arabic Education Department, chosen based on their involvement in the program using purposive sampling, where participant numbers could vary depending on the research's progression (Sugiyono, 2016). Data were collected through observation, interviews, and documentation . In-depth interviews were conducted with ten students and recorded for accuracy (Rukajat, 2018). Participant observations were carried out across four program sessions, with the researcher actively participating in all phases, from planning to implementation, to gain a comprehensive understanding of the activities. This immersive approach allowed the researcher to observe every detail directly. Additionally, documentation was gathered by collecting relevant records from the organizing committee. The interview data were transcribed and refined by excluding irrelevant information to align with the study's focus, then summarized and analyzed (Ghombavani et. al, 2020). Since this research is qualitative, an interactive analysis method was employed, beginning in the early stages of data collection (Miles & Huberman, 2009). Data from all sources were compared and

synthesized into a cohesive narrative to reach well-supported conclusions.

## RESULTS AND DISCUSSION

### Planning and Implementation of Mukhayyam

The preparation for *Mukhayyam Al-Lughah Al-Arabiyah* typically begins two months in advance, following the semester's final exams. During the inaugural meeting, attended exclusively by the student association administrators, a committee is formed to oversee the event's planning. Once preparations are complete, the committee formally announces the program to all students.

The program's core focus is on introducing Arabic vocabulary (*mufradat*) and basic expressions (*ibarah*) commonly used in daily interactions. To achieve this, the curriculum is designed to be simple and beginner-friendly, ensuring new students become accustomed to hearing and using Arabic. Participants are divided into small groups, each mentored by 3 to 5 senior students (*musyrif/musyrifah*) selected by the core committee. This approach leverages the advantages of small-group learning, which has been shown to promote active engagement and facilitate meaningful student interactions (Cummins, 2016). The structured mentorship aims to foster a collaborative environment that enhances the learning experience for new participants.

As a *bi'ah lugawiyah*-themed program, *Mukhayyam* enforces a strict rule requiring all participants and committee members to speak Arabic exclusively throughout the event. Participants are expected to consistently use Arabic in all settings, with no exceptions. Observations from participatory research conducted during the 2019 and 2021 *Mukhayyam* programs revealed a strong commitment among both new and senior students to adhere to this rule, demonstrating their dedication to maintaining a *bi'ah lugawiyah* (Effendy, 2005). However, occasional lapses occur when participants use Indonesian discreetly, provided they are not detected by the committee or language monitoring team.

The success of this rule can also be attributed to the strategic selection of venues. Recreational sites are booked entirely for the program, ensuring all interactions occur within a controlled environment, effectively isolating participants from external influences. This arrangement simplifies the implementation of the principles of togetherness and active participation (Wahab, 2008). Even when students must leave the site, they are required to

continue speaking Arabic, sometimes complemented by sign language to aid communication.

Participants are required to communicate in Arabic almost everywhere during the program. Daily activities are centered around key areas such as the main hall or tent, the mosque, lodgings, learning spaces, and the surrounding courtyards or gardens. Despite the program being held at a spacious beachfront tourist destination that allows for exploration, mentors and members of the language section actively patrol to ensure participants adhere to the language rules. Their role as guides significantly enhances participants' Arabic usage throughout the event (Jundi & Ali, 2023). To maintain this environment, mentors are strategically stationed in participants' lodgings to monitor compliance, ensuring that Arabic is spoken consistently, even in restrooms. *Musyrif* and *musyrifah*, acting as student mentors, oversee both learning processes and language adherence within their assigned groups, while the language section supervises all committees, mentors, and new students. Effective monitoring plays a crucial role in fostering linguistic competence (Hidayat, 2012; Jundi & Hasibuan, 2023; Taubah, 2017). Violations are met with immediate penalties, and repeat offenders face additional discipline during nightly evaluations before all participants, enforcing strict language policies (Hasibuan & Jundi, 2023; Ripollés et al., 2014; Steel et al., 2016; Wächter et al., 2009).

The consistent enforcement of mandatory language use is central to establishing a standardized and sustainable *bi'ah lugawiyah* or language immersion environment (Bucknam, 2021; Neveu et al., 2022; Serafini et al., 2020; Xiong & Feng, 2020). However, exceptions are made after the *Isha* prayer, allowing students to communicate more freely. The use of Arabic resumes early in the morning at 4 a.m., starting with *Fajr* prayers in the *mushola*. During communal breakfast, which typically occurs between 6 and 7 a.m., participants are required to continue speaking Arabic. This rule is a focal point for the committee to strengthen the quality of the *bi'ah lugawiyah* (Sa'diyah, 2020; Taufiq, 2020; Wahab, 2008). For instance, students queuing for food, taking side dishes, or filling water must use Arabic. To facilitate this, frequently used phrases related to activities such as eating, praying, or visiting the restroom are provided in the program's module, allowing participants to practice consistently. Daily learning activities begin with a briefing after breakfast and last until approximately 12:30 p.m. Before lunch, students must memorize the

designated vocabulary and expressions for the day and recite them to their mentors.

Another critical component of *bi'ah lugawiyah* involves engaging individuals proficient in Arabic (Effendy, 2005; Oensyar et al., 2023; Zurqoni et al., 2020). Senior students with strong Arabic skills are intentionally placed near new participants to serve as role models and language guides. This consideration extends to the selection of mentors, the formation of the language committee, and the allocation of lodging. Mentors are responsible for teaching, guiding all mosque and evening activities, serving as master of ceremonies, and making announcements in Arabic, ensuring that new students are continuously exposed to Arabic listening and speaking practice.

### **Key Factors for the success of Mukhayyam**

#### *Encouraging camaraderie among students*

Several factors contribute to the success of Mukhayyam Al-Lughah Al-Arabiyah as a program that fosters student development. First, the program creates an environment that encourages camaraderie among students. While regular lecture days often limit interactions to academic discussions, Mukhayyam facilitates deeper connections through shared daily activities such as eating, preparing for prayers, learning, cooking, and cleaning. The communal setting, where students share meals and spaces, gradually breaks down barriers and unfamiliarity, fostering a strong sense of community and belonging (Dasgupta et al., 2022; Gray et al., 2020; Snijders et al., 2020).

The intensive nature of the program elevates the intensity of interactions, fostering bonds that resemble a familial connection among participants. This interconnectedness bridges gaps between different cohorts and year levels, enabling meaningful relationships and mutual assistance that persist beyond the program itself (Munir & Zaheer, 2021; Stuart et al., 2011; Buckley & Lee, 2021; Pharaswal & Latif, 2023). These relationships contribute to a supportive academic environment where collaboration on assignments and projects becomes seamless.

Another key factor is the program's ability to integrate extracurricular activities with educational goals. By engaging students in practical experiences beyond traditional lecture settings, Mukhayyam elevates both academic and social capital, aligning student competencies with higher education standards (Malette & Ismailzai, 2020). Additionally, the program nurtures skills in

teamwork, event management, and effective coordination, which are essential for personal and professional growth (Shcheglova, 2019; Zhang, 2023; Wisetya & Ismara, 2018). Through its structured yet dynamic approach, Mukhayyam not only fosters interpersonal communication but also imparts practical knowledge, significantly contributing to the program's overall success and sustainability.

### *Forming and Strengthening Student Family Bond*

A strong sense of family within the Department of Arabic Education has become a key factor in the success of Mukhayyam Al-Lughah Al-Arabiyah. This deeply ingrained value, upheld since the department's inception, is reflected in the relationships between students and lecturers, where seniors are seen as older siblings, juniors as younger ones, and lecturers as parental figures. Such dynamics foster responsibility, mutual support, and development, which positively impact the quality of education (Jia-wei, 2010). This familial ethos minimizes academic issues and strengthens student participation during events, as their involvement is driven by camaraderie rather than hierarchy (Igbal et al., 2023).

The psychological well-being gained through participation in activities, such as personal growth, positive relationships, and a sense of purpose, further enhances engagement and enthusiasm for Mukhayyam (Kilgo dkk., 2016). Additionally, the program integrates family-building initiatives, such as shared meals and collaborative interactions, which create harmony and strengthen bonds during daily activities. This familial atmosphere, admired even by students from other majors, contributes to the unique appeal and sustainability of Mukhayyam, making it a cornerstone of the department's success.

## **CONCLUSION**

Based on the discussion above, it can be concluded that the planning and implementation of *Mukhayyam Al-Lughah Al-Arabiyah* demonstrate the significance of meticulous preparation and structured management in fostering effective language immersion programs. The findings imply that a strict language policy, combined with an immersive and supportive environment, significantly enhances participants' Arabic proficiency and commitment to using the language in daily interactions. Furthermore, the program underscores the importance of mentorship and active supervision in creating a sustainable and impactful *bi'ah lughawiyah*, offering



valuable insights for designing similar language immersion initiatives.

The success of *Mukhayyam Al-Lughah Al-Arabiyah* is rooted in its ability to foster camaraderie among participants, integrate educational and extracurricular activities, and cultivate a strong familial ethos within the department. These factors highlight the importance of creating a supportive and collaborative environment that not only enhances academic and social skills but also promotes psychological well-being and a sense of belonging. The findings imply that programs emphasizing community, shared experiences, and interpersonal development can significantly improve student engagement, learning outcomes, and the sustainability of similar initiatives.

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