

## Management of Experiential Learning in Arabic Language Education

\*Amalia Nur Afasa<sup>1</sup>, Ihwan Mahmudi<sup>2</sup>, Agus Yasin<sup>3</sup>, Nanda Azzah Salsabila<sup>4</sup>

<sup>1,2,3</sup>Universitas Darussalam Gontor, Jl. Raya Siman, Ponorogo, East Java, Indonesia

<sup>4</sup>Université Ibn Tofail, Av. de L'Université, Kénitra, Morocco

\*ihwanm@unida.gontor.ac.id

**ABSTRACT:** *Good management in Arabic language learning is crucial to ensure that experiential learning runs effectively and meets its objectives. This study aims to explore the management of experiential learning in enhancing Arabic speaking skills at Darussalam Gontor Modern Islamic Boarding School. The research employs a qualitative approach with a case study design, collecting data through observation, interviews, and documentation. This study tested data validity through triangulation and analysed the data using Creswell's interactive model, including data reduction, display, and conclusion drawing. The findings reveal that experiential learning management at Gontor is implemented systematically through planning, organising, actuating, and controlling. Each stage supports students' active participation in Arabic-speaking practices inside and outside the classroom. This management approach effectively fosters a communicative environment that enhances students' speaking fluency, confidence, and linguistic discipline. However, challenges remain in maintaining language consistency among all learners. The originality of this study lies in integrating experiential learning management with the pesantren's language environment to strengthen speaking skills. The implications highlight the importance of structured management for sustaining language practice programs. Future studies should examine its application in other pesantren contexts or among learners with varying levels of Arabic language proficiency.*

Manajemen yang baik dalam pembelajaran bahasa Arab sangat penting untuk memastikan pembelajaran berbasis pengalaman (*experiential learning*) berjalan efektif dan mencapai tujuannya. Penelitian ini bertujuan untuk mengkaji manajemen *experiential learning* dalam meningkatkan keterampilan berbicara bahasa Arab di Modern Islamic Institution Darussalam Gontor. Dengan menggunakan pendekatan kualitatif desain studi kasus, Data dikumpulkan melalui observasi, wawancara, dan dokumentasi, kemudian diuji keabsahannya dengan teknik triangulasi, serta dianalisis menggunakan model interaktif Creswell yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa manajemen *experiential learning* di Gontor dilaksanakan secara sistematis melalui tahapan perencanaan, pengorganisasian, pelaksanaan, dan pengawasan. Setiap tahapan mendukung keterlibatan aktif santri dalam

<sup>2</sup> orcid id: <http://orcid.org/0009-0000-8936-3825>

<sup>3</sup> orcid id: <http://orcid.org/0000-0002-1183-1972>

praktik berbicara bahasa Arab di dalam maupun di luar kelas. Manajemen ini berhasil menciptakan lingkungan komunikatif yang meningkatkan kefasihan, kepercayaan diri, dan kedisiplinan berbahasa santri, meskipun masih terdapat tantangan dalam menjaga konsistensi penggunaan bahasa di seluruh peserta didik. Nilai orisinalitas penelitian ini terletak pada integrasi manajemen pembelajaran berbasis pengalaman dengan lingkungan berbahasa pesantren. Implikasi penelitian menegaskan pentingnya manajemen yang terstruktur untuk mempertahankan program praktik bahasa, dan penelitian selanjutnya disarankan mengkaji penerapannya pada konteks pesantren lain atau keterampilan bahasa Arab yang berbeda.

**Keywords:** *Learning Management, Experiential Learning, Speaking Skills.*

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## I. INTRODUCTION

Good management in Arabic language learning is crucial for achieving educational goals and developing students' communicative competence. In Indonesia, many Islamic boarding schools (*pesantren*) have adopted Arabic language instruction into their curriculum as an integral part, yet only a few have successfully implemented structured learning management. One of the most consistent institutions in applying these management principles is Darussalam Gontor Modern Islamic Boarding School, which integrates precise planning, organisation, and control in Arabic language education (Tumaji, 2018). This management supports learning with a clear vision, the right managerial direction, professional teachers, and good infrastructure. In connection with this, George R. Terry, in his book "Principles of Management", quoted by Syahputra & Aslami (2023), states that management principles that include organising, planning, directing, and supervising resources are fundamental to achieving the goals that have been set. Iskandar & Widyastri (2020) supports this idea by describing management as the art and science of planning, building organisational structures, mobilising, and supervising and monitoring. In learning contexts, management refers to the steps taken to realise an effective and efficient teaching–learning process (Setiawan et al., 2021). Therefore, learning management consists of fundamental aspects that include planning, organising, activating, and controlling. The literature refers to these as management functions.

These functions are important in all organisations, including educational institutions. The functions complement each other. Planning in management is done by setting goals and dividing time (Terry & Rue, 2020). Organising is the process of gathering activities, placing personnel, and then giving authority and responsibility (Misra, 2004). Actuating the management function is a step to motivate all members of the organisation to achieve goals in accordance with the planning that has been made (Nurindriani & Prakoso, 2021). Then, controlling is measuring program results against organisational goals and then taking corrective action if needed. If the organisation fails to implement one of these management functions, it will not run well. Therefore, it is important for all organisations, including educational institutions, to pay attention to these functions.

With the development of Arabic as a means of communication, many Arabic language learning institutions employ a communicative approach in their instruction. Thus, Arabic language teaching is no longer only considered as teaching vocabulary and

grammar, but also how to achieve the ability to use Arabic as a means of communication, both oral and written (Tur'aeni, 2019). This approach focuses on strengthening communication skills among students, which helps them use the language in real-life situations. In addition, the communicative approach contributes to the integrated development of language skills (Miccoli, 2020).

In Arabic language learning models, the communicative approach commonly uses experiential learning to combine in-class instruction with real-life language practice (Rifa'i, 2021). With the development of Arabic as a global means of communication, many institutions have adopted this approach to make Arabic learning more functional and contextual. At Darussalam Gontor Modern Islamic Boarding School, this is realised through a systematic integration of classroom-based learning and language environment activities, ensuring that Arabic is used not merely as a subject of study but as a living medium of interaction. In-class learning is conducted through explanation and listening (Badi'ah, 2021). While teaching through the language environment outside the classroom is done by utilising the language environment Rochmat et al. (2024) and daily activities (Hamdan, 2019). The more frequently students engage with their environment, the richer their linguistic experience becomes, allowing them to acquire new knowledge, strengthen existing understanding, and process new information more effectively (Huwaida et al., 2023). Therefore, it is important to ensure the success of this integration so that there is a reciprocal link between the two.

Referring to the position of experiential learning in the research above, this model has an important role in improving learning outcomes. This is because this model is a form of active learning (Anggreni, 2020). Based on Edgar Dale's theory of the cone of experience, learning through experience has the most real and significant impact on learning outcomes (Sary, 2019). Learning Arabic using an experiential learning model can increase the effectiveness of Arabic language teaching. Rochmat et al. (2024) further support this argument by demonstrating that experiential Arabic teaching through the surrounding environment is both practical and engaging. This model plays an important role in improving learning outcomes.

From the above, the experiential learning model requires good management to achieve its function in improving learning outcomes. It requires a supportive learning environment. In addition, lesson planning that suits students' needs is also necessary. Attention also needs to be paid to the provision of activities that aid the understanding and application of Arabic. Good management of this process will ensure greater engagement from students as well as maximum utilisation of the learning experience, which in turn will significantly improve Arabic learning outcomes.

However, in many educational institutions across the country, poor management remains a significant obstacle to achieving the goals of Arabic language education. The institution reflects this problem through the absence of a clear vision, weak planning, and disorganised implementation of learning activities (Rahman & Akbar, 2021). As a result, many institutions lack professional teachers and adequate infrastructure to support effective language learning. These conditions underscore the pressing need for studies that explore effective management models in Arabic language learning. In contrast to these challenges, Darussalam Gontor Modern Islamic Boarding School stands out as an institution that has successfully applied experiential learning management through systematic planning, organisation, action, and control (Cahyani,

2019). This success demonstrates that proper management can significantly improve learning outcomes and student engagement.

One of the educational institutions that has dedicated itself to Arabic language teaching and has good institutional management is the Modern Islamic Institution Darussalam Gontor. The role of the Modern Islamic Institution Darussalam Gontor is not only limited to this field, but has also succeeded in producing graduates who excel in Arabic (Rochmat et al., 2022). In the application of Arabic language learning, this cottage uses classroom learning with a curriculum known as "*Kuliyatul Mu'allimin Al-Islamiyyah/KMI*" (Pratama et al., 2022). Learning in the classroom is carried out with direct methods that characterise this institution in language learning. In addition, educators support Arabic language teaching by creating a supportive language environment (Rochmat et al., 2023).

By combining experiential learning in the classroom and the language environment created by Modern Islamic Institution Darussalam Gontor, students can practice listening, speaking, reading and writing skills in Arabic (Najib, 2025). Thus, Arabic language learning at Gontor serves not only to transfer linguistic knowledge but also to cultivate Arabic as a functional means of communication in daily life. Therefore, this study aims to analyse and describe the management of experiential learning in Arabic language education at Darussalam Gontor, focusing on its structure, implementation, and impact on the development of students' speaking proficiency (Cinganotto, 2017). The significance of this research lies in its contribution to positioning Gontor's experience-based Arabic learning management as a model for other educational institutions seeking to integrate practical learning management with experiential and communicative approaches.

## II. METHOD

This study employs a qualitative research design with a case study approach. Qualitative research is a method used to explore natural phenomena in which the researcher acts as the key instrument (Sugiyono, 2019). Specifically, qualitative research in the field of management aims to explore the lived experiences of participants, particularly managers, in performing management functions, making decisions, implementing supervision systems, and executing leadership models (Putra, 2013). This study adopted a case study approach to gain an in-depth understanding of the management of experiential Arabic language learning at Darussalam Gontor Modern Islamic Boarding School within its real-life context.

This study drew data from both primary and secondary sources. This study collected primary data through interviews and observations with boarding school managers, Arabic language coordinators, teachers, and students directly involved in experiential Arabic language learning activities. Secondary data consisted of institutional documents such as curriculum frameworks, lesson plans, language activity schedules, program evaluations, and reports related to Arabic language learning management (Sugiyono, 2019). These documents were used to strengthen and validate the primary data. The participants were selected using a purposive sampling technique, considering their involvement and experience in managing or implementing experiential Arabic language learning, while additional participants were identified through snowball sampling to ensure data saturation. The final group of informants included boarding school managers responsible for policy and program implementation, Arabic language teachers

who directly applied experiential learning, and students who participated actively in the Arabic-speaking environment (Yin, 2018).

Data were collected through observation, in-depth interviews, and document analysis. Observations were conducted to identify how experiential learning principles were applied in both classroom and extracurricular settings. Semi-structured interviews were used to allow flexibility in exploring managerial and experiential aspects of Arabic language learning. Interview questions for managers included how experiential learning was implemented in Arabic language education at Gontor, what institutional policies or flagship programs supported it, and how the sustainability of Arabic use was maintained in the school environment (Huang & Ma, 2025). For teachers, the interviews explored what strategies were most frequently used in experiential learning, what challenges were encountered, the involvement of students in practical language activities, and the evaluation and training of teachers to apply this model. Meanwhile, interviews with students focused on their experiences of learning Arabic through experiential activities, the types of activities that most improved their speaking skills, the difficulties they faced in using Arabic, and the extent of their use of Arabic outside the classroom (Sugiyono, 2019). In addition, document analysis was conducted on Arabic curriculum guidelines, course syllabi, lesson schedules, and student performance reports to provide institutional context and verify the findings.

To ensure the validity of the data, this research employed triangulation of sources and methods by comparing information from interviews, observations, and documentation. The researcher also conducted member checking by confirming the interpretation of data with key participants to guarantee credibility and accuracy (Wallwey & Kajfez, 2023). The data were used in Creswell & Poth (2017) interactive model, which includes several interconnected stages, namely organising and preparing data for analysis, reviewing all data to obtain a general sense, coding and categorising significant statements, and describing themes related to the four management functions: planning, organising, actuating, and controlling. Interpreting the findings to explain how experiential learning management contributes to improving students' Arabic speaking proficiency. Through this approach, the researcher was able to obtain a comprehensive understanding of how experiential learning management operates within Gontor's educational system and its impact on the effectiveness of Arabic language education.

### III. RESULT AND DISCUSSION

Experiential learning-based Arabic language learning at Modern Islamic Institution Darussalam Gontor is carried out through learning inside and outside the classroom. Experiential learning-based Arabic learning in the classroom is carried out using direct methods for vocabulary learning and inductive methods for learning Arabic rules. It is also supported by the delivery of *dirosah Islamiyyah* material delivered in Arabic, which indirectly becomes a forum for strengthening the students' language. While outside the classroom, experiential learning-based Arabic learning is carried out by creating a language environment that is equipped with daily, weekly, semi-annual, and annual activities. An extreme disciplinary milieu also strengthens it to familiarise students with using Arabic in everyday life (Maggin, 2021).

Against the massive experiential learning-based Arabic language learning program, Modern Islamic Institution Darussalam Gontor also pays attention to learning management very well. Experiential learning-based Arabic learning management at

Modern Islamic Institution Darussalam Gontor includes structured planning, organising, actuating, and controlling to support the achievement of institutional goals as a centre for Arabic language knowledge (McCrocklin, 2020). Planning is done by setting clear goals, compiling a schedule of activities, and designing materials and supporting facilities. Organising includes appointing managers and managing resources to optimise learning inside and outside the classroom. Program implementation involves assigning tasks, directing, and supporting the implementers. Control is done through regular evaluations to ensure conformity of implementation with the set educational goals, creating effective and efficient learning (LI et al., 2018). With this management, the Arabic language learning that has been programmed can achieve the predetermined goals.

### **Planning Management in Arabic Language Learning Based on Experiential Learning**

The planning of Arabic language learning based on experiential learning at Modern Islamic Institution Darussalam Gontor is carried out by establishing learning objectives that align with one of the key points in the Institution's Modern Endowment Charter, that Modern Islamic Institution Darussalam Gontor must become a source of knowledge of the language of the Qur'an (Arabic) (Sulistyo, 2024). This point is stated in the section outlining the conditions of the endowment, which reads:

“That Institution Modern must become a source of Islamic religious knowledge, the language of the Qur'an/Arabic, general sciences, and the spirit of the institution (boarding school)” (Tim Gontor, 1997).

The determination of these learning objectives reinforces Modern Islamic Institution Darussalam Gontor's commitment to realising its vision as a centre of Arabic linguistic scholarship in accordance with its endowment values. Thus, the planning of experiential learning-based Arabic instruction at Gontor focuses not only on language mastery but also on developing the institution's spirit and holistic intellectual growth.

The general objectives are then broken down into measurable indicators within the KMI curriculum (Sulistyo, 2024). Furthermore, experiential learning-based Arabic instruction, which is also implemented through extracurricular activities, includes specifically defined objectives for each activity (Sabila, 2024). Students are encouraged to deepen their understanding of Arabic in real-life contexts, making their language comprehension more practical and applicable. Through these objectives, Modern Islamic Institution Darussalam Gontor serves not only as a place of study but also as a centre of excellence in Arabic language education.

In addition to setting objectives, planning experiential learning-based Arabic instruction also involves preparing activity schedules. The Arabic language learning schedule at Modern Islamic Institution Darussalam Gontor is determined every semester before the beginning of the academic year. The Guidance and Counselling Department Staff responsible for the activity calendar drafts the overall calendar of events (Maulana, 2024). The scheduling process takes into account several factors, such as readiness, needs, and supporting programs. During the validation process, the KMI and the Language Advisory Council (LAC), as the implementing bodies of Arabic language learning and experiential activities, are also involved (Maulana, 2024). This ensures mutual agreement and readiness among the activity organisers regarding the proposed plans. With the approval of the implementers, all parties involved can prepare the activities optimally. In addition to the learning and linguistic activity schedules, plans

for evaluating both in-class and out-of-class language programs, through oral and written examinations, are also established.

From these scheduled activities, the language program coordinators then prepare derivative plans to ensure the effective execution of each event. These derivative plans include Standard Operating Procedures (SOPs), budgets, and partnership plans when necessary (Sabila, 2024). Experiential learning-based Arabic education at Modern Islamic Institution Darussalam Gontor, both inside and outside the classroom, is reinforced by disciplinary regulations that must be followed by all students. All campuses adhere to the SOPs and discipline standards set by the Central Guidance and Counselling Department Staff of Gontor (Maulana, 2024). With structured derivative plans, program organisers can ensure that each activity runs smoothly and that the learning objectives are achieved optimally.

### **Organizational Management in Arabic Language Learning Based on Experiential Learning**

Organisational management in the learning process at Modern Islamic Institution Darussalam Gontor is carried out by managing all available resources to support Arabic language learning based on experiential learning. The organisation of resources encompasses both human resources, teachers and students, and non-human resources, such as materials and supporting facilities. The management of human resources involves a clear division of responsibilities among teachers, student administrators, and learners to ensure the smooth implementation of the teaching and learning process. Meanwhile, supporting facilities such as language laboratories and instructional materials are also managed optimally. All these resources are well-coordinated to ensure that the objectives of Arabic language learning can be achieved effectively.

Specifically, the organisation of human resources within the institutional environment is carried out by appointing language activity managers who meet predetermined criteria. These managers are selected based on their language proficiency, ability to guide and supervise activities, and level of confidence (Maulana, 2024). The selection process for Arabic language activity managers involves various stakeholders, including the chairman of the Student Organisation of Institution Modern, Guidance and Counselling Department Staff, KMI Staff, language activity supervisors, class teachers, senior teachers, the guidance, and the director (Maulana, 2024). This multi-party selection process ensures that the chosen managers are capable of performing their duties professionally and effectively, thereby contributing to the achievement of Arabic language learning objectives at Modern Islamic Institution Darussalam Gontor.

The appointed language activity managers are given authority and hold important responsibilities in fostering the use of Arabic within the institution environment (Maulana, 2024). They are responsible for supervising and directing all linguistic activities, as well as motivating students to actively use Arabic in every aspect of daily life, both inside and outside the classroom. Additionally, language managers collaborate with the entire institution community to create an environment conducive to Arabic language acquisition, so that the language becomes an integral part of the institution's daily culture.

In addition, the organisation of non-human resources, including learning materials and supporting facilities, is also carried out systematically. The organisation of materials is managed through the allocation of learning time according to the subject load in Arabic language courses (Documentation of KMI). The Arabic learning materials are structured

systematically and progressively from basic mastery to more complex skills according to the learners' levels of proficiency. Furthermore, supporting facilities such as language laboratories and libraries are utilised optimally to enrich students' learning experiences and strengthen their comprehension of the materials being taught.

The language laboratory is equipped with audio-visual devices that enable students to practice listening and speaking skills interactively, thereby enhancing their communicative competence in Arabic. Moreover, a specialised language library is available, providing a wide range of Arabic-language resources, including textbooks, supplementary references, and storybooks that students can access to deepen their vocabulary and understanding of linguistic structures (Sabila, 2024). These facilities complement each other, creating a learning environment that holistically supports the development of Arabic language competence.

### **Implementation of Management in Arabic Language Learning Based on Experimental Learning**

The implementation of Arabic language learning management based on experiential learning at Modern Islamic Institution Darussalam Gontor is carried out through the delegation of tasks, direction, motivation, and activation of language learning managers and instructors. Tasks related to experiential learning-based Arabic instruction are well-distributed among the managers, both inside and outside the classroom, ensuring that each individual understands their roles and responsibilities in supporting the program. The managers are also provided with proper guidance to ensure that language programs run in accordance with predetermined objectives. In addition, continuous motivation—through periodic evaluations and recognition of achievements—is provided to maintain enthusiasm and commitment among all parties involved in improving the quality of Arabic learning.

The language activity managers, appointed by the Guidance and Counselling Department Staff and *Kuliyyatul Mu'allimin Al-Islamiyyah* Staff with the approval of the guidance director, are then formally inaugurated (Maulana, 2024). The inauguration of class teachers and their assistants is conducted in conjunction with the distribution of teaching schedules and class timetables during the first teachers' meeting at the beginning of the academic year. Similarly, the LAC staff are inaugurated at this time. Meanwhile, the Central Language Improvement division is inaugurated together with other departments under the Student Organisation of Institution Modern during the beginning of the second semester, whereas the Branch Language Improvement division is inaugurated alongside the induction of branch administrators at the start of the year (Documentation of Modern Islamic Institution Darussalam Gontor for Girls Campus 2). This structured inauguration process ensures that every individual involved in language-related activities has a clear role and ready-to-implement responsibilities from the outset of the academic year. Thus, all elements supporting the development of Arabic language learning at Modern Islamic Institution Darussalam Gontor can work synergistically—both at the central and branch levels—to create an effective and sustainable learning environment.

Following the inauguration, the Arabic language learning managers receive orientation regarding organisational values and objectives (Maulana, 2024). The orientation for student-level language managers specifically from the Central Language Improvement division is formally conducted during the orientation week of the Student Organisation of the Institution Modern. Meanwhile, orientations for other managers are conducted

informally in a familial setting after their inauguration (Maulana, 2024). However, guidance does not stop there; it continues throughout the learning process to ensure alignment with institutional goals.

During the implementation of their duties, the Arabic language learning managers are monitored through daily, weekly, and incidental inspections (Maulana, 2024). Daily inspections are conducted to observe the execution of scheduled language programs and identify challenges that arise during implementation. Weekly inspections allow managers and supervisors to evaluate progress and identify issues requiring immediate improvement. Additionally, incidental inspections are carried out unexpectedly to directly assess how activities are conducted without prior preparation from the observed parties, thus providing a more objective picture of program implementation. This continuous supervision aims to ensure the effectiveness of experiential learning-based Arabic instruction and maintain consistency across all levels of the institution.

In addition to monitoring, the student-level Arabic language managers also receive humane support through ongoing guidance and motivation (Maulana, 2024). The Guidance and Counselling Department Staff regularly conducts weekly counselling forums to encourage and empower Arabic language managers at Modern Islamic Institution Darussalam Gontor, who are based on experiential learning (Maulana, 2024). This supportive approach fosters a positive working environment in which managers feel emotionally and professionally supported in overcoming challenges. With consistent counselling sessions and sustained guidance, it is expected that the managers remain motivated to perform their roles with dedication and innovation, contributing to the success of experiential learning-based Arabic education at Modern Islamic Institution Darussalam Gontor.

Apart from mobilising student-level managers, similar efforts are also applied to teacher-level managers, including class teachers and members of the Language Advisory Council. The implementation management for teacher-level managers is conducted through weekly evaluation forums led directly by the guidance and director, known as *Kemisan* (Maulana, 2024). In this forum, class teachers and Language Advisory Council Staff receive direct evaluations and directions to ensure that language programs are aligned with the institution's educational goals. The weekly evaluations also provide an opportunity for teacher-level managers to present reports on achievements and challenges in implementing Arabic language programs.

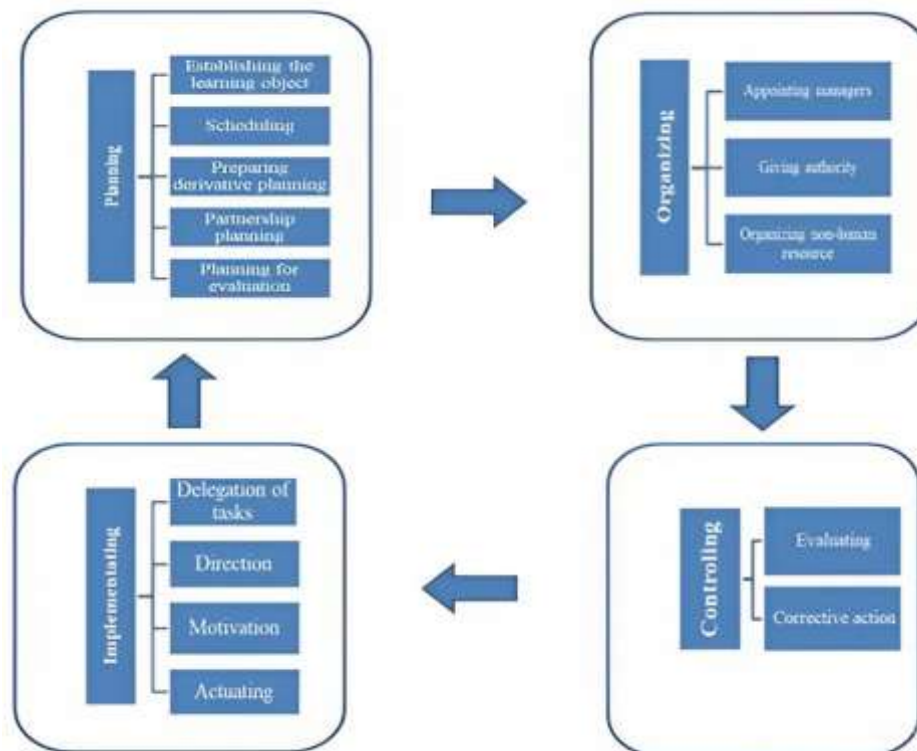
### **Control Management in Arabic Language Learning Based on Experiential Learning**

Control management is implemented to ensure that Arabic language learning based on experiential learning at Modern Islamic Institution Darussalam Gontor aligns with the institution's objectives and established SOPs. When discrepancies or deviations are identified during implementation, corrective measures are promptly taken (Jannah, 2024). This control process is carried out through routine evaluations, including direct observations and reviews of program implementation reports prepared by language learning managers. Any findings that indicate inconsistencies with the goals or SOPs are immediately followed up with appropriate guidance and corrective actions to ensure that the learning process continues to meet institutional standards. Through this approach, the quality of experiential learning-based Arabic instruction can be continuously improved and adapted to the needs of the institution and the development of its students.

The control mechanism for experiential learning-based Arabic instruction at Modern Islamic Institution Darussalam Gontor follows a total quality control approach, focusing on maintaining and assuring the quality of Arabic language learning (Maulana, 2024). In this process, the managers focus on monitoring the quality of teaching as well as student engagement during learning activities. The control process also involves collecting feedback from both students and teachers, which is then used to identify areas requiring improvement. In this way, the system ensures consistent maintenance and enhancement of learning quality.

The results of evaluations conducted during the control process are reported to relevant parties as references for improvement. Evaluations related to teaching performance are presented in the weekly teachers' meeting forum known as *Kemisan* (Jannah, 2024). In this forum, evaluation results derived from the control process are communicated transparently to all teachers, allowing each educator to understand specific areas for improvement in their teaching practices. This evaluative approach enables continuous and effective enhancement of Arabic language learning at the institution.

In addition to evaluating individual performance in experiential learning-based Arabic education, program-level evaluations are also conducted for Arabic language activities at Modern Islamic Institution Darussalam Gontor (Maulana, 2024). These program evaluations take place through coordination meetings involving program implementers, the Guidance and Counselling Department Staff, *Kuliyyatul Mu'allimin Al-Islamiyyah* Staff, and the guidance director. These meetings aim to review the success of existing language programs and identify areas that require adjustment. Furthermore, the meetings serve as a platform for planning future program improvements to ensure the sustainability and advancement of Arabic language learning quality at Modern Islamic Institution Darussalam Gontor.



**Figure 1.** The management cycle of experiential learning in Arabic language education

The picture visualises the four fundamental management functions—planning, organising, implementing, and controlling. The planning stage involves setting learning objectives, scheduling, preparing derivative plans, establishing partnerships, and designing evaluation strategies. The organising stage focuses on appointing managers, delegating authority, and managing non-human resources. The implementing stage highlights the delegation of tasks, direction, motivation, and the actual execution of experiential learning activities. Finally, the controlling stage includes evaluating program effectiveness and applying corrective measures to ensure continuous improvement. Overall, the diagram depicts a systematic and cyclical process of managing experiential learning to enhance the quality and sustainability of Arabic language education within the *pesantren* environment.

#### IV. CONCLUSION

In conclusion, experiential learning-based Arabic language learning management at Darussalam Gontor Modern Islamic Boarding School plays a vital role in achieving Arabic language learning objectives effectively. The management process, which includes planning, organising, actuating, and controlling, has been shown to create a structured and dynamic learning environment that supports students' active engagement. Through experiential learning, students not only master Arabic linguistics theoretically but are also able to use the language communicatively in their daily interactions. This implementation demonstrates that systematic management and continuous supervision are key factors in improving the quality and sustainability of Arabic language learning within the *pesantren* education system. However, this study has certain limitations. The research focused primarily on the management aspect of

experiential learning at one institution, without comparing it to other learning management models or *pesantren* contexts. In addition, several external factors, such as teachers' pedagogical competence, students' motivation, and environmental variations, were not explored in depth. Therefore, future research is recommended to conduct comparative studies between different models of Arabic learning management or to expand the scope by examining how experiential learning management can be applied across diverse educational settings. Further investigation into the long-term impact of experiential learning management on students' language proficiency and character development would also provide valuable insights for both researchers and practitioners.

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