

Management of the Arabic Language Learning Program at the Arabic Language Center of As-Salafiyah Islamic Boarding School, Pamekasan Madura

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ABSTRACT

As-Salafiyah Islamic Boarding School in Pamekasan, Madura, is one of the pesantren that teaches its students in Arabic through the implementation of Arabic language instruction. The institution has produced many graduates who go on to teach Arabic. The effectiveness and success of its instruction are possibly due to Arabic being taught according to its original function, namely mutual communication. Arabic is therefore used as the medium of instruction, with teachers explaining and presenting learning materials in Arabic. Based on this, the researcher conducted a scientific study titled "Management of the Arabic Language Learning Program at As-Salafiyah Islamic Boarding School, Pamekasan, Madura." The study aims to: (1) understand the management of the language program, encompassing planning, organizing, actuating, and controlling; and (2) identify the supporting and inhibiting factors of the program. The researcher used a qualitative approach with a case study design. Data were collected through interviews, observation, and documentation, and analyzed using the Miles and Huberman model. The findings show that: (a) planning consists of setting objectives, determining learning activities, and selecting learning materials; (b) organizing includes establishing the organizational structure and appointing administrators and officials; (c) actuating consists of classroom management, implementing the learning process, and providing guidance to teachers; and (d) controlling is conducted through two types of monitoring, namely direct supervision and monitoring through evaluation. These four managerial functions align with the general principles and elements of management. Supporting factors include the prohibition of using Indonesian, the execution of the Arabic learning program, and continuous monitoring and mentoring. Inhibiting factors mainly include a shortage of teachers and fluctuating student motivation.

Keywords : Management, Arabic Language Learning Program, Arabic Language Center, Islamic Boarding School.

INTRODUCTION

Education at the individual level is a factor for human development and a tool for guidance and maturity. Through education, human beings can reach the pinnacle of beauty and perfection, and develop thoughtful, well-managed, innovative, productive, and transformative individuals at both national and international levels. Education at the collective level is a factor for coexistence and social understanding accompanied by peace, happiness, and life under the preservation and observation of laws. It is an essential necessity for the continuation of all societies (Al-Qasimi, 1995).

The success or failure of education depends on various matters, among which are the quality of the educational process and the curriculum used for that process. Most importantly, however, is how this process and curriculum are managed. Management is extremely vital for societies in general and essential in both the public and private sectors. As Peter Drucker points out, effective management has rapidly become a key element in developing countries and the most pressing necessity in developed nations (Al-Duailij, 2009). Management refers to a set of interconnected processes that integrate within an educational organization or between it and itself to achieve the desired goals of education (Muhammad Lashin and Qarni, 2012).

As previously stated, the most crucial role of management in education lies in its being the process to reach and obtain educational objectives established by a school, institution, or institute. In short, the criterion for whether an educational body is successful can be observed through its management of the educational process. A successful school achieves success due to good management, because good management is what leads to the attainment of intended educational goals. When management is good, the institution thrives; and when management is good, pre-desired objectives are achieved.

Among the most prominent problems in the administration of Arabic language education is that educational goals are not fully achieved. In fact, it is not uncommon for the implementation process to mismatch the intended goals. This occurs due to poor management of the Arabic language learning process, such as a mismatch between the teaching materials and the methods applied (Tumaji, n.d.). Management possesses various functions interrelated with one another according to management scholars. To focus on a specific theory, the researcher has selected George R. Terry's management theory because it has been widely studied by school and university students, and because he is a prominent management scholar. According to Terry, management functions consist of four elements: planning, organizing, actuating, and controlling. He views management as a distinct process comprising planning, organizing, actuating, and controlling to achieve predetermined goals with the help of human beings and available resources. (Herujito, 2001).

One of the Islamic boarding schools (*pesantren*) in Madura that teaches its students in Arabic through the implementation of Arabic language instruction is *As-Salaftiyyah* Islamic Boarding School. This institution has produced numerous graduates who teach the Arabic language after graduating from this school. Perhaps what makes the instruction effective and successful is that Arabic is taught according to its original function, which is for mutual communication. Thus, Arabic is used as the medium of instruction during the learning process, where teachers explain and present learning materials in Arabic.

Furthermore, what makes the institution distinctive—aside from the fact that most of its learning materials are classical (*salaf*) while being presented to students using modern methods, connected and linked to contemporary events, and supported by modern technological tools to ensure the learning program succeeds to the maximum extent possible—is its communicative approach to language teaching. Arabic is taught according to its original function, which is for mutual communication. The primary function of language is to express the thoughts, feelings, and emotions of the speaker to the listener. Language is a medium of

understanding among humans and an indispensable tool for an individual in everyday dealings and life; it is the specific tool for managing the affairs of human society (Abdul Majid, 1982). One of the advantages of this approach compared to other teaching methods is that it makes Arabic the communicative language throughout the students' days and nights. Consequently, this approach builds students' capacity to use Arabic according to its original function.

This study aims to: 1. Understand the management of the Arabic language learning program at the Arabic Language Center of *As-Salafiyah* Islamic Boarding School, Pamekasan, Madura. 2. Identify the supporting and inhibiting factors of the Arabic language learning program at the Arabic Language Center of *As-Salafiyah* Islamic Boarding School, Pamekasan, Madura.

METHOD

The researcher utilized the case study approach for this study, through which the researcher preserves the holistic and meaningful characteristics of real-life events, such as individual life cycles, organizational and managerial processes, social environmental change, scientific communications, and industrial maturation (Robert K. Yin, 2014). The researcher applied the descriptive-analytical method for this research. Descriptive research involves data collection to test theories and answer questions regarding the current status of the subjects under study. A common type of study in this category is that which investigates attitudes or opinions toward institutions, individuals, and events, where information can be obtained through interviews, observations, or questionnaires (Al-Dhamin, 2008).

The presence of the researcher in this study is essential to determine research sites, select data sources, collect information, measure and analyze data quality, interpret data, and summarize the collected and analyzed information. Furthermore, the presence of the researcher in qualitative research is crucial, given their function of playing a primary role throughout all procedures and stages of the research process as a key research instrument. Therefore, the researcher must possess a deep understanding of qualitative methodology. In this study, the researcher's presence focuses on examining the managerial functions and management principles of the Arabic language learning program at the Arabic Language Center of *As-Salafiyah* Islamic Boarding School, Pamekasan, Madura.

The sources consulted by the researcher for data collection are divided into two categories: 1. Primary data sources, which include the director of the institution, the head of administrators, the education department, and the Arabic language teachers. 2. Secondary data sources (documentary data), which consist of existing documents at the institution, such as lesson plans for the instructional process, textbooks used, curriculum reports, syllabi, and similar materials.

The researcher utilized three methods to collect data and information in this study: observation, interviews, and documentation. The researcher utilized data analysis based on the theory of Miles and Huberman. They stated that the process of qualitative data analysis is conducted interactively and continuously until the researcher obtains deep and comprehensive data. The Miles and Huberman model consists of four steps: data collection, data reduction (data condensation), data display, and drawing conclusions (Sugiyono, 2017).

RESULTS AND DISCUSSION

In this Section, the researcher presents the data concerning the management of the Arabic language learning program at the Arabic Language Center of *As-Salafiyah* Islamic

Boarding School, Pamekasan, Madura, followed by its analysis and discussion. This study covers: (a) The planning of the Arabic language learning program at the Arabic Language Center of As-Salafiyah Islamic Boarding School, Pamekasan, Madura. (b) The organizing of the program. (c) The actuating (implementation) of the program. (d) The controlling (monitoring) of the program. (e) The supporting and inhibiting factors of the program.

1. Management of the Arabic Language Teaching Program at the Arabic Language Center of Salafiyah Islamic Boarding School, Pamekasan, Madura

A. Planning of the Arabic Language Teaching Program at the Arabic Language Center of Salafiyah Islamic Boarding School, Pamekasan, Madura

In general, planning is a term widely used in the context of management science. Naturally, planning takes place at the very beginning, as it serves as the blueprint for activities or programs to be implemented within a specific period. Planning is a systematic and explicit process of determining what, how, and when activities should be conducted to achieve specific goals (Terry, 2012)). The planning of the Arabic language teaching program at the Language and Islamic Studies Center consists of the following :

Determining Objectives

The Arabic language teaching program is a comprehensive set of planning and organization regarding objectives, content, and instructional materials, along with the teaching methods used as a guide for conducting learning activities to achieve the predetermined goals. Objectives dictate the direction of the required activities; thus, when objectives are clearly defined and well-established, the necessary activities to reach those goals become evident, leading to successful management.

George R. Terry stated in his book, *Principles of Management*, that objectives are of paramount importance in management because they provide direction and a target to aim for, enabling management to produce a meaningful impact. Furthermore, objectives must be well-defined and clearly communicated so that they can serve as a standard by which success or failure is measured (Terry, 2006).

Determining Learning Activities

Following the determination of objectives, it is necessary to specify the learning activities required to achieve the previously defined Arabic language learning goals. As previously mentioned, one of the primary objectives is to enhance Arabic language skills—specifically speaking and conversation skills. Through observation, the researcher noted that the Arabic language learning activities at the Arabic Language Center of As-Salafiyah Islamic Boarding School mostly lean toward and focus on enhancing students' Arabic conversation and reading competencies. This is also aligned with the goal of preparing students to pursue further studies in the Middle East. This focus is evident in practices such as communicative Arabic language teaching and extensive conversational practice after each lesson. Furthermore, outside of formal class hours, there are conversation learning activities conducted after every congregational prayer. This aligns with the concept of planning mentioned earlier, which involves selecting and connecting facts, as well as making assumptions regarding the future, in order to visualize and formulate the necessary activities to achieve the desired goals (Sukarna, 1992).

Determining Instructional Materials

Instructional materials are indispensable in the learning process, making their presence essential. Once the learning objectives and activities are clearly defined, the next step is

determining the instructional materials. As previously established, the goal of Arabic language learning at the Islamic boarding school is to achieve proficiency in Arabic, particularly in speaking skills. Therefore, instructional materials from books that heavily emphasize teaching conversation and dialogue are required. Through observation, the researcher found that most of the books used are specifically dedicated to teaching Arabic conversation and dialogue.

Determining instructional materials answers the second question—"what"—which reveals the proposed activities and necessary tools to achieve the Arabic language learning objectives. Consequently, the planning of the learning program at the As-Salafiyah Islamic Boarding School aligns with George R. Terry's concept, as it includes planning for the selection of instructional materials (Munir, 2017).

B. Organization of the Arabic Language Teaching Program at the Arabic Language Center of As-Salafiyah Islamic Boarding School, Pamekasan, Madura

Organization is an essential function of management. The process of organizing involves unifying basic resources in a systematic manner and managing human resources in a specific way, enabling them to execute activities and tasks required to achieve the predetermined goals. Furthermore, organizing unites individuals with their respective related roles. The organization of the Arabic language teaching program at the Arabic Language Center of As-Salafiyah Islamic Boarding School includes the following:

Administrative Structure

The organizational or administrative structure is considered an indispensable element in George R. Terry's management theory. It serves as the framework in which different individuals are positioned and through which their interconnected roles and responsibilities are integrated. Through this structure, individuals come together, and the division of labor and duties becomes clear to achieve a single direction. Accordingly, the organization within the Islamic boarding school aligns with the theory, as it encompasses the establishment of an administrative structure, division of work or duties, and delegation of responsibility. A more precise explanation will be presented in the discussion of research findings chapter. This is consistent with George R. Terry's explanation that organizing is the effort to establish effective working relationships among individuals so that they can work together effectively and achieve personal and psychological satisfaction in carrying out specific tasks within a given environment to attain specific goals and objectives (Terry, 2012).

Here is the translation of the section header in an academic context:

Appointment of Administrators and Officers

The organization of the program at the Islamic boarding school begins with establishing the institution's administrative structure. This structure consists of the Director of the Institute, followed by the Chief Administrator, Secretary, Treasurer, and beneath them, the Administrative Board. The board is divided into several divisions, such as the Education and Instruction Division, the Language Discipline Division, the Worship Division, the Security Division, the Facilities and Supplies Division, and the Cleanliness Division.

The appointment of personnel to this administrative structure is carried out through specific steps: nominating outstanding students, holding meetings and consultations among administrators and teachers, reaching a consensus, and presenting the nominees to the Director

of the Institute for approval. However, in some instances, individuals are appointed directly by the Director without prior nomination by the administrators.

This aligns with George R. Terry's assertion that the process of organizing or an organization can be characterized as such when it encompasses four key features: the division of work or duties, the individuals assigned to perform these divided tasks, the environment in which the work is executed, and the relationships among individuals within a team as well as between different teams (Terry, 2012).

C. Implementation of the Arabic Language Teaching Program at the Arabic Language Center of As-Salafiyah Islamic Boarding School, Pamekasan, Madura

The implementation of instruction in an educational institution cannot be separated from the role of the teacher, as the teacher is the primary executor in implementing the educational program. The implementation of the Arabic language teaching program consists of the following:

Berikut adalah terjemahan teks tersebut ke dalam bahasa Inggris yang akurat dan bergaya akademis:

Classroom Management

Regarding the arrangement of the classroom environment, a suitable location was selected to render the learning process enjoyable and effective. A prayer hall (*mushalla*) was chosen for its cool atmosphere, equipped with three doors, numerous windows, and four ceiling fans. Acoustically, it is quiet and situated away from noise, alongside the provision of a sound system.

Classroom management is of utmost importance in the learning process, as instruction represents a positive interaction between teacher and student. Learning cannot take place as intended unless a conducive atmosphere is established. Classroom management fosters this environment by providing appropriate conditions for learning. In smoothly and collaboratively managed classrooms, students acquire positive attitudes such as self-discipline, maintaining order, taking responsibility, self-confidence, cooperative work habits, methods of collaborating with others, and respect for the opinions and feelings of others (Ahmad, 2010).

Teacher Guidance and Directing

In addition to prioritizing teachers with superior instructional and linguistic competence during recruitment—specifically graduates from Middle Eastern universities or alumni of the As-Salafiyah Islamic Boarding School who possess mastery over classical Islamic texts and strong Arabic language skills—the institution also conducts orientation and guidance sessions for teachers on how to teach Arabic effectively within the boarding school. This aims to enhance their teaching competencies and resolve instructional challenges faced during classroom delivery.

Directing is an activity that coordinates the efforts of group members to achieve both individual and collective goals through their respective roles. All efforts made by team members through directing are intended to ensure success in reaching the final objectives of the organization. Furthermore, every member of an organization must possess the necessary information to complete their assigned duties. Consequently, previously formulated plans are communicated to members in the form of official directives and orders (Terry, 2012).

D. Monitoring/Controlling the Arabic Language Teaching Program at the Arabic Language Center of As-Salafiyah Islamic Boarding School, Pamekasan, Madura

Controlling (or monitoring) is the fourth function among George R. Terry's four management functions. The role of controlling clearly manifests as a step to measure the execution of the program—in this context, the Arabic language teaching program—in accordance with the standards previously planned. Furthermore, it serves as a tool to assess whether the program is running and being implemented properly or not. Monitoring of the Arabic language teaching program at the Islamic boarding school is carried out by the Director of the Institute, the administrators, and the teachers.

Direct Controlling / Supervision

Direct controlling of the Arabic language teaching program at the Islamic boarding school is conducted by the Director of the Institute, the administrators, and the teachers. This direct supervision takes place during the learning process and program execution, where the implementation of the program and student progress are continuously monitored at all times. George R. Terry stated that the principle of controlling dictates that effective control assists efforts in managing planned activities to ensure that their execution aligns with the intended objectives (Terry, 2012).

Controlling through Evaluation

There is no doubt that evaluation is an essential element in the learning process, as it serves as a measure of learning success. Through evaluation, teachers can gauge students' understanding of the material taught. In the Arabic language teaching program, evaluation is conducted on a daily basis after every session. Its implementation typically involves the teacher asking questions related to the lesson previously learned—for instance, asking about grammar rules in syntax/morphology classes (*Qawā'id*), or instructing students to practice dialogues in pairs for conversation classes (*Muḥādathah*). Additionally, controlling through evaluation is carried out during meetings and consultations between teachers and administrators held every month. In these sessions, attendees discuss the execution of the Arabic language program over the past month, the development of students' competencies, and the obstacles faced by teachers. George R. Terry stated that controlling is the determination of what has been accomplished—that is, evaluating work performance—and, if necessary, applying corrective measures so that performance results align with previous planning. Controlling is thus considered a process of identifying critical errors and rectifying them within the outcomes achieved from predetermined activities (Terry, 2012).

2. Supporting and Inhibiting Factors of the Arabic Language Teaching Program at the Arabic Language Center of As-Salafiyah Islamic Boarding School, Pamekasan, Madura

The key supporting factors for the Arabic language teaching program identified by the researcher at the Center for Language and Islamic Studies are as follows:

A. Supporting Factors of the Arabic Language Teaching Program

Non-Use of the Indonesian Language

When delivering and explaining learning material, the Sheikh and other teachers do not speak Indonesian, but rather Arabic. This practice applies generally across all student levels, although translation into Indonesian is occasionally needed for the beginner level. As previously

mentioned, the instructional approach adopted by the institution is the communicative approach—that is, utilizing Arabic as the medium of instruction for teaching materials.

This aligns with the core principle of language teaching through a communicative approach, which is grounded in communication theory and the functional role of language. This approach aims to train students to use the language spontaneously and creatively, rather than merely mastering its grammatical rules (Tu'aimah, 1989).

Continuous Supervision and Accompaniment

While residing at the Islamic boarding school (*pesantren*) and observing students' activities outside formal instruction, the researcher noted that the students' daily routines—both day and night—were consistently accompanied and supervised by teachers. Because the teachers reside alongside the students within the institution, they are able to monitor the development of students' Arabic language proficiency, assess their practical application of the language, and identify violations regarding mandatory Arabic communication.

Supervision/controlling is undeniably essential in the administrative process. An individual cannot direct operations without maintaining control over the driving forces and related factors behind them. According to another reference, control (*al-riqabah*) refers to the continuous monitoring of activities to ensure their alignment with established plans and to correct deviations should they occur. Administrations often employ what is known as preliminary (proactive) control and feedback (post) control within the organization (al-Du'aylij, 2008). George R. Terry stated that controlling is fundamentally considered a process of detecting and rectifying significant deviations in the outcomes achieved from previously planned activities (Terry, 2012).

B. Inhibiting Factors of the Arabic Language Teaching Program

Just as everything has its counterpart, the factors supporting the Arabic language teaching program are accompanied by factors that hinder it. Regarding the inhibiting factors of the Arabic language teaching program at the Center for Language and Islamic Studies, as discovered by the researcher during the data collection process, they are as follows:

Shortage of Teachers

Some of the teachers at the institution are concurrently university students. Consequently, when their teaching schedule at the boarding school conflicts with their university classes, the teaching process is disrupted or hindered. Furthermore, disruptions occur when a teacher is unable to attend due to a valid reason, such as pressing personal needs and urgent occupations.

George R. Terry stated that human resources for management members are acquired through various methods. One approach is internal promotion—filling administrative positions by promoting individuals from lower to higher levels within the organization. Such promotion must be supported by data demonstrating success and achievement in previous roles. In this context, the teaching capacity is partly drawn from promoting advanced, high-achieving students who assist in teaching other students. Alternatively, recruitment can be conducted from outside the organization if the need arises. In this context, hiring teachers from outside is done when there is an urgent need for specific competencies unavailable within the organization—such as a new specialized science—or by employing graduates from universities or specific schools possessing particular expertise and knowledge, or through other methods such as

sequential advertisements and announcements. While these methods have unique characteristics, it is not uncommon for them to occasionally attract unqualified personnel (Terry, 2012).

Fluctuations and Shifts in Students' Motivation to Learn Arabic

The Director of the Institute, teachers, and administrators have made continuous efforts aimed at encouraging students to remain enthusiastic and active in learning this noble language. However, it is well known that motivation and enthusiasm tend to decline and fluctuate over time and with changing seasons—a pattern commonly observed among learners everywhere.

Motivation relates to human behavior and constitutes an essential element of management. Motivation or encouragement can be translated as an individual's effort to perform work enthusiastically because it is something they desire to do. The manager's role is to create working conditions that stimulate and sustain the appetite for enthusiasm at work. Therefore, the manager must understand the personalities of the members and possess the skill and competence to comprehend their behavior. Humans possess diverse motivations influenced by numerous factors, including personality, enthusiasm, education, and age. Furthermore, a manager who lacks the drive for progress and success will encounter difficulty in motivating others (Terry, 2012).

CONCLUSION

The conclusions regarding the management of the Arabic language teaching program at the Center for Language and Islamic Studies, As-Salafiyah Islamic Boarding School, Pamekasan, Madura, are as follows:

1. The management of the Arabic language teaching program at the Center for Language and Islamic Studies, As-Salafiyah Islamic Boarding School, Pamekasan, Madura, comprises planning, organizing, actuating/implementing, and controlling. These four functions fully align and correspond with George R. Terry's management theory.
2. The primary supporting factors notably include the non-use of the Indonesian language and the continuous supervision or accompaniment by the Director, administrators, and teachers at all times. Meanwhile, the most prominent inhibiting factors are the shortage of teachers and the fluctuations and shifts in students' motivation to learn the Arabic language.

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