



Management of the Implementation of the Arabic Language Learning Program

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DOI: <https://doi.org/10.61987/jemr.v4i2.1216>

ABSTRACT

Keywords:

Arabic Learning
Management, Actuating
Function, Islamic
Education

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This study aims to analyse the management of the implementation of the Arabic language learning program. The research focuses on how the actuating function of educational management is applied in planning, organising, and implementing the learning process. Using a qualitative descriptive approach through observation, interviews, and documentation, the study involves two key informants: the head of the Arabic program and an Arabic language teacher. Data analysis follows the Miles and Huberman model through data reduction, presentation, and conclusion drawing. The results show that the Arabic language learning program, initiated in 2020, is conducted daily after the dawn prayer with structured stages—introduction, core activities, and closing—using the *thariqah mubasyarah* and *thariqah ta'bir* methods. Learners are grouped into two levels — *Ula* and *Wustho* — based on their linguistic abilities, with a focus on four language skills: listening, speaking, reading, and writing. The implementation demonstrates effective management of learning activities despite limitations in teaching staff and learning facilities. This study concludes that Arabic language learning management at Al-Hidayah Batu has been effectively implemented through motivational leadership, adaptive strategies, and the contextual application of educational management principles. The findings provide a practical model for other Islamic boarding schools to improve the quality of Arabic learning through efficient management and pedagogical integration.

Article History:

Received: April 2025; Revised: May 2025; Accepted: June 2025

Please cite this article in APA style as:

Sulistiyo, D., Aminudin, M., Maksun, M. S., & Fitri, Y. N. (2025). Management of the Implementation of the Arabic Language Learning Program. *Journal of Educational Management Research*, 4(2), 804-819.

INTRODUCTION

Arabic has a critical role in the Islamic education system because it is the key to understanding the primary sources of teaching, namely the Qur'an and Hadith (Bela & Santosa, 2023; Gojali et al., 2024; Utama & Akbar, 2023). In Islamic boarding schools, Arabic language learning serves not only as a subject but also as a means of internalising Islamic values and developing students' character (Munawwar, 2020; Qur'ani et al., 2024). However, at the implementation level,

the effectiveness of Arabic language learning in many Islamic boarding schools in Indonesia still faces challenges, particularly related to the management of the learning program (Azhar et al., 2022; Ritonga et al., 2021). This phenomenon is evident in the large number of students who, after years of education, are unable to communicate actively or understand Arabic texts in depth. This situation indicates a gap between the ideal goals of Arabic language learning and the outcomes achieved in practice.

Al-Hidayah Batu Islamic Boarding School is one of the Islamic educational institutions striving to introduce innovation in the implementation of its Arabic language learning program. This program is designed to produce students who are not only able to read and translate but also possess strong Arabic communication skills. However, based on initial observations, obstacles remain, including limited teaching staff, inadequate learning facilities, and diverse student backgrounds. These factors can impact the quality of learning program management across planning, organisation, implementation, and evaluation.

Conceptually, learning implementation management is a crucial part of the educational management function, encompassing activities that motivate all learning components to achieve predetermined goals effectively and efficiently (Maisuroh & Aisyah, 2024; Prayogi et al., 2021; Ridlo & Yanti, 2024). The effectiveness of learning depends heavily on how teachers act as managers, capable of systematically managing resources, methods, and the learning environment (Purwanto & Wafa, 2023; Sanjani et al., 2024). In the context of Islamic boarding schools, this role is not only academic but also spiritual and social, as it concerns the formation of students' morals and discipline.

Previous studies have extensively discussed learning management in Islamic boarding schools, such as research Rahman et al. (2021) and Athoillah et al. (2024), which highlight the importance of planning Arabic language programs in Islamic educational institutions. Teachers' pedagogical competence in managing Arabic language learning (Al-Issa, 2020). However, most of this research focuses on the planning and teaching strategies; few have explored the implementation management (actuation) aspect, namely, how policies and strategies are implemented in daily learning practices and how interactions between teachers, students, and the environment are managed to achieve optimal results.

This is where the research gap that this study aims to address arises: the lack of empirical studies specifically examining the implementation of Arabic language learning program management in Islamic boarding schools (pesantren), especially those that combine formal and non-formal approaches, such as at Al-Hidayah Batu Islamic Boarding School.

The novelty of this research lies in its approach, which comprehensively examines the Arabic language program implementation process through the functions of Islamic education management, particularly at the stages of mobilising and implementing learning activities. This research not only describes learning activities but also analyses how implementation management is carried out under limited resources and how these strategies impact students' language competency. The results of this study are expected to serve as a model for developing more applicable Arabic language learning management for other Islamic boarding schools in Indonesia.

RESEARCH METHOD

This type of research is descriptive qualitative field research, which seeks to describe the phenomena and conditions occurring at the research location based on the natural setting of the research object. This research relies on data from objective conditions occurring in the field or research location (Younas et al., 2023). The data collection methods used were documentation, observation, and interviews. The researcher interviewed two informants: Ustadz Hasanudin, M.Pd., the head of the Arabic language program at the Al-Hidayah Islamic Boarding School, and Ustadz Adam Huri, S.Pd., an Arabic language teacher.

The data analysis technique used by the researcher followed the triangulation concept outlined by Huberman (1992) (Truman, 2023), namely data reduction, data presentation, and data conclusion. After collecting data from interviews and documentation, the researcher reviewed existing field notes and reduced the data by selecting and sorting relevant data from less relevant data to meet the research objectives. This is intended to facilitate researchers' data presentation. After data reduction, data relevant to the management of the Arabic language learning program at the Al Hidayah Islamic Boarding School are presented, grouped according to their respective points within the research objectives, to be interpreted in accordance with existing theory. The final step is to summarise the research results based on their categories.

RESULT AND DISCUSSION

Result

Overview and Implementation of Learning Programs

The Arabic language learning program at Al-Hidayah Batu Islamic Boarding School began in 2020. The program is managed by *ustadz* (Islamic teachers), most of whom are currently pursuing postgraduate studies at UIN Maulana Malik Ibrahim Malang, East Java. The primary objective of the program is to equip students with the skills to translate and communicate in Arabic. Additionally, the program aims to develop students who are capable of

spreading Arabic within the community.

The program's vision is to become a leading centre for Arabic language education, producing high-quality human resources in Arabic, grounded in practical scientific theory and methodology. The mission includes conducting learning using modern, relevant methods, developing the four key language skills (listening, speaking, reading, and writing), and producing *mutakhassis* (experts) in Arabic.

The program follows a fixed schedule, with classes held daily after the morning prayer. According to interviews with *Ustadz* Hasanudin, M.Pd., Head of the Arabic Language Study Program at Al-Hidayah Islamic Boarding School, the learning process is service-oriented, emphasising communicative learning to help students improve their language skills. The materials and methods used are varied, and evaluations are typically carried out at the end of each month. Level promotions occur every six months.

Based on an interview with the Informant, it was concluded that the school's Arabic language learning program aims to help students master Arabic skills in a communicative and accessible way. The teaching materials cover the four language skills—listening, speaking, reading, and writing—and are tailored to students' levels. The teaching methods include both *thariqah mubasyarah* and *thariqah ta'bir* (biblical and *syafawi* methods), which create an interactive and enjoyable learning experience. Evaluations take place at the end of each month, while level promotions are held every six months.

Grouping of Students

Based on the researcher's observations, the Arabic language learning program at Al-Hidayah Islamic Boarding School is divided into two levels, each corresponding to the students' ability levels. This grouping was implemented using a difference function, which tailors the program to meet the varied needs of the students. *Ustadz* Adam Huri, S.Pd. Explained,

"The Arabic language learning program at our Islamic boarding school has several levels: the *mubtadi'* class for semesters 1 and 2, and the *muthawashit* class for semesters 3 and 4. For these two classes, the learning system uses direct classroom instruction, with the *Takhatub* textbook for the *mubtadi'* level and the *Muhawarah Juz'u al-Awal* for the *muthawashit* level."

From the interview with another Informant, it became clear that the Arabic language learning program at Al-Hidayah Islamic Boarding School is structured into two primary levels: *Ula* and *Whustho*. The *Ula* level is designed for participants with limited Arabic experience who have not yet mastered basic language skills or the language's fundamental rules. At this level, participants are

guided and trained to enhance their existing skills and provided with additional materials to complement their Arabic language knowledge. The goal is to help them develop and master the basics of the language.

The *Whustho* level, on the other hand, is intended for participants who have some experience in Arabic but have not fully mastered the language skills. These students may understand the basic rules of the language but struggle to apply them in practice. At this level, participants are trained and guided to develop their language skills further and begin applying the rules in actual language activities. This structured grouping enables a more effective learning process tailored to students' individual needs.

Arabic language material

The material taught includes various types of material that are useful in training the language skills of students, namely *maharah istima'*, *maharah kalam*, *maharah qiraah*, and *maharah kitabah*. This can be seen from the results of observations carried out by researchers at the Al-Hidayah Islamic boarding school, the teachers prepare Arabic language learning materials at each level, as the data that researchers obtained from the results of interviews with Ustadz Hasanudin, M.Pd as follows:

"The Arabic language lessons in our dormitory are quite extensive, but overall, the goal of all these materials is to develop four skills: Maharotul Kalam (Word, Speech, Recitation, and Istima'). The material is also determined based on grade level. For example, at the first level, the material studied includes: Introductions and Greetings, Days, Dates, Months, and Years, Numbers and Figures, Time and Clocks. At the second level, the material studied includes: Adawatul Istifham (Islamic Recitation), Mubtada' Khobar (Recitation of the Qur'an), and Fi'il Fail (Recitation of the Word)." (Interview with Ustadz Hasanudin, M.Pd.)

Ustadz Adam Huri, S.Pd., an Arabic language teacher at the Al-Hidayah Islamic Boarding School, echoed this sentiment:

"There are four skills we want to teach our members in this dormitory (Arabic language dormitory): Maharotul Kalam (Word, Speech, Recitation, and Istima'). Of these four skills, We teach a wide range of materials tailored to the grade levels of the students in the Arabic language dormitory. For example, at the Ula level, the material covered includes: Introductions and Greetings, Day, Date, Month, and Year, Numbers and Figures, Time and Clock. At the Wustho level, the material covered includes: Adawatul Istifham, Mubtada' Khobar, and Fi'il Fail." (Interview with Ustadz Adam Huri, S.Pd.)

Through field observations, researchers found that the Arabic language learning program at Al-Hidayah Islamic Boarding School is based on grade levels, namely the Ula and Wustho levels, and the following lesson materials are provided.

Table 1. Arabic Language Course Materials at Al-Hidayah Islamic Boarding School for The 2025/2026 Academic Year

<i>Marhalah</i>	<i>Material</i>	<i>Indicator</i>	<i>Teaching Resources</i>
Ula	Introductions and Greetings	Able to demonstrate conversations Able to pronounce and imitate, Memorize vocabulary and <i>ibaroh</i> about the material	Kitab Takhotub
	Day, Date, Month, and Year	Can recite and imitate Can ask and answer questions about the material Memorize vocabulary and recitation about the material	
	Numbers and Figures	Able to recite and imitate Able to ask and answer questions about the material Memorize vocabulary and <i>ibaroh</i> about the material	
	Time and Clock	Able to demonstrate, recite, imitate, show, reiterate, and ask and answer questions. Memorize vocabulary and proverbs about the material.	
	Directions, Places, and Pointing Words	Able to demonstrate, recite, imitate, show, reiterate, and ask and answer questions. Memorize vocabulary and proverbs about the material.	
	Thematic materials	Able to demonstrate, recite, imitate, show, reiterate, and engage in question and answer. Memorize vocabulary and proverbs about the material.	
Wustho	<i>Adawatul istifham</i>	Can demonstrate, recite, imitate, show, copy writing and re-express, memorize vocabulary and <i>ibaroh</i> regarding the material. Can create sentences containing <i>adawatul istifham</i> and know its various types.	Kitab Majmu'at
	<i>Mubtada' khobar</i>	Able to pronounce, imitate, copy writing and rephrase, Able to construct correct sentences and understand their types	
	<i>Fi'il fail</i>	Can pronounce, imitate, copy writing and express it again, Can make sentences with <i>fi'il fa'il</i> Know the various types of <i>fi'il</i> and <i>fail</i>	
	<i>Maf'ul bih</i>	Can pronounce, imitate, copy writing and rephrase, Can construct sentences containing <i>maf'ul bih</i>	

Source: Data processed 2025

Table 1 presents the Arabic language course materials for the 2025/2026 academic year at Al-Hidayah Islamic Boarding School, structured according to two levels: *Ula* and *Wustho*. The materials for the *Ula* level focus on foundational topics such as introductions and greetings, days, dates, months, numbers, time, directions, and thematic topics like school, dormitory, bathroom, and market-related vocabulary. The main goal at this level is to enable students to demonstrate basic conversational skills, memorize vocabulary, and engage in question-and-answer activities. Teaching resources used for this level include the *Kitab Takhotub*. In contrast, the *Wustho* level introduces more advanced topics, such as *Adawatul Istifham* (interrogative tools), *Mubtada' Khobar* (subject-predicate structure), *Fi'il Fail* (verb types), and *Maf'ul Bih* (object of the verb). At this level, students are expected to not only understand and memorize vocabulary but also construct and manipulate more complex sentences, demonstrating a deeper understanding of grammar and sentence structure. The teaching resources for the *Wustho* level include the *Kitab Majmu'at*. The course materials are designed to progressively build students' Arabic language skills from basic communication to more advanced grammatical structures.

Implementation

Directing is an action, effort, or endeavor by a leader to motivate and encourage individuals to direct their work and actions, utilizing their inherent potential to achieve a predetermined goal. This motivational aspect is fundamentally related to the human element, so its success is also determined by the leader's ability to relate to teachers. Therefore, leadership skills, creativity, and initiative are required, as well as the ability to motivate teachers. In implementing the Arabic language learning program, learning activities are conducted in the classroom, divided into three stages, as stated in an interview with Ustadz Adam Huri, S.Pd., as follows:

"We divide Arabic language learning into three stages: first, the introductory stage, where the teacher takes attendance and provides motivation. This serves as a stimulus. Second, the core activity in this stage, the teacher informs the learning strategies or steps to be used, with the aim of ensuring students' focus on the desired goals. Third, the closing stage, where the teacher assigns assignments to review the material taught and draws conclusions from the teacher and students."
(Interview with Ustadz Adam Huri, S.Pd.)

From the researcher's interview with informant 2, it was discovered that the Arabic language learning program at Al-Hidayah Islamic Boarding School has three stages in its implementation, as follows:

Introduction

The research results show that in the preliminary stage, teachers take attendance and provide motivation. As a stimulus, teachers ask questions about the material studied to check students' understanding. Then, teachers explain the material to be studied and convey the learning objectives, allowing students to focus on the skills they will gain from the lesson. This activity only takes approximately 10-15 minutes. At this stage, teachers can explore students' experiences with the material being presented. Ustadz Adam Huri, S.Pd., explained that:

"Opening a lesson is an activity carried out by teachers to create mental readiness and optimally attract students' attention, so they can fully concentrate on the lesson being presented" (interview with Ustadz Adam Huri, S.Pd.).

From the results of the researcher's interview with informant 2, it was revealed that in the preliminary stage, teachers take attendance and provide motivation. As a stimulus, teachers ask questions about the material studied to check students' understanding.

Core activities

The results of the study indicate that teachers provide information on the strategies or learning steps to be used, with the aim of making students more focused on the objectives to be achieved. In delivering learning materials, teachers apply question and answer methods, demonstrations, and translation. The material taught relates to four language skills related to language components. There are two forms of core learning activities, namely individual learning and group learning. In the Arabic language learning program at Al-Hidayah, all forms of core activities are applied in each lesson with alternating techniques that aim to make learning more diverse so as to eliminate boredom in learning. The use of this type of learning is adjusted to the conditions of the learning participants and the current situation.

Core activities are basically activities designed to achieve the learning process or the process of realizing competencies, carried out interactively, inspiring, interesting, fun, challenging, and motivating students to participate actively, as well as providing sufficient space for initiative, creativity, and independence according to the talents, interests and physical and psychological development of students, by adopting methods that are suitable to the characteristics of students or learners and the learning material. In this activity, the teacher administers a test to students to determine their ability to understand the material presented. This ensures that students in the Arabic language learning program truly understand the material they are studying. With Ustadz Hasanudin, M.Pd explained that:

"Core activities are essentially activities designed to achieve the learning process or the process of developing competencies. They are conducted interactively, inspiringly, interestingly, enjoyably, challengingly, and motivate students to actively participate." (Interview with Ustadz Hasanudin, M.Pd)

From the results of the researcher's interview with informant 1, it was revealed that during the core activities stage, the teacher provides information on the strategies or learning steps to be used, with the aim of ensuring students' focus on the desired objectives.

Conclusion

The research results show that at the end of the lesson, teachers assign tasks to review the material taught and draw conclusions between the teacher and students. Closing activities in learning are not only interpreted as activities that conclude the lesson, but also as activities to evaluate student learning outcomes and follow-up activities. Follow-up activities must be based on the student learning process and outcomes. Closing activities are activities carried out by the teacher, aimed at determining the student's understanding of the material learned and concluding the learning activity. with Ustadz Hasanudin, M.Pd explained that:

"In closing activities, teachers usually assign tasks to review the material taught and draw conclusions between the teacher and students." (Interview with Ustadz Hasanudin, M.Pd)

From the results of interviews between the researcher and informant 1, it was revealed that the core activities include evaluating student learning outcomes and follow-up activities.

The research highlights the structured and systematic approach to implementing the Arabic language learning program at Al-Hidayah Islamic Boarding School. The three stages—introduction, core activities, and conclusion—are designed to ensure effective learning and student engagement. In the introductory stage, teachers focus on creating mental readiness and motivating students to engage with the material. This initial phase allows teachers to assess prior knowledge and set the stage for the lesson. The core activities, which apply teaching strategies such as questioning, demonstration, and translation, emphasise active student participation, making learning interactive, fun, and diverse. These activities are tailored to individual and group learning needs, fostering an environment that nurtures creativity and independence. Finally, the conclusion phase serves not only to wrap up the lesson but also as an opportunity for evaluation and reflection on student learning. The teacher's role in assigning tasks and guiding students in reviewing the material helps solidify their understanding, ensures that learning objectives

are met, and lays a foundation for future lessons. This approach reflects a well-balanced strategy that integrates motivation, active learning, and assessment to foster students' development in mastering Arabic.

Problems

After conducting observations and interviews with informant 1, the head of the Arabic language learning program at the Al-Hidayah Islamic Boarding School, it was discovered that the problems and obstacles in the Arabic language learning program at the Al-Hidayah Islamic Boarding School were primarily focused on the teaching staff. He stated:

"Because the Arabic language learning program has only been running for four years, there are certainly many shortcomings and things that need to be improved and evaluated going forward. Alhamdulillah, the program has run well for the past four years, although there have been some obstacles from the teaching staff or teachers. This is because the teaching staff are recruited from the boarding school who are still active as students, so their focus is divided. Furthermore, regarding the facilities and infrastructure that are a key part of this learning program, including the learning media facilities, which are inadequate," (interview with Ustadz Hasanudin, M.Pd)

Thus, from the interview results, the researcher can conclude that the problems or obstacles encountered in the Arabic language learning program at the Alhidayah Islamic Boarding School are primarily a shortage of teaching staff, inadequate language facilities, and a lack of support staff to ensure the success of the Arabic language learning program.

Discussion

The research results indicate that the management of the Arabic language learning program at Al-Hidayah Batu Islamic Boarding School has been generally successful, despite several limitations. The implementation of the Arabic language learning program reflects a well-structured and strategic approach to language acquisition. The actuating function in Islamic education management is crucial in motivating all educational components to work harmoniously toward achieving predetermined goals (Gojali et al., 2024; Zuhdi et al., 2024). In this case, the program leader plays an instrumental role in motivating and guiding teachers, ensuring that the program continues to function effectively, even in the face of resource constraints (Ataman et al., 2024; Faiz et al., 2023). The implementation of this function is key to ensuring that learning activities remain relevant, engaging, and effective despite challenges with teaching materials and other resources.

One notable strategy in the Arabic language learning program is scheduling lessons after dawn on Sundays. This strategic use of Time optimises the learning environment within the Islamic boarding school and underscores a commitment to maximising available resources (Safuan et al., 2024; Saharani & Diana, 2024). The timing aligns with the institution's religious and cultural practices, allowing students to focus on their studies without the usual distractions of the day. Additionally, the use of *thariqah mubasyarah* (recitation of Arabic) and *ta'bir* (recitation) reflects a communicative approach to language learning. These methods emphasise direct practice and interaction in Arabic, promoting active language use. This approach aligns with modern language acquisition theories (Sabariah et al., 2023), which emphasise the centrality of communicative skills in mastering a new language, ensuring that students not only learn Arabic theoretically but also gain practical skills for everyday communication.

The grouping of students into two levels—Ula and Wustho—further strengthens the program's ability to meet the varied needs of its students. This practice reflects the application of differentiation in learning, which is essential for addressing the diverse abilities and learning styles within a classroom. Learning is tailored to the students' abilities, it becomes more effective and engaging (Maulidia, 2023; White & Newby, 2024). At Al-Hidayah Batu Islamic Boarding School, this division into two levels allows teachers to deliver content that aligns with students' current proficiency levels. At the Ula level, students with limited Arabic skills focus on foundational language elements. In contrast, those in the *Wustho* level, with a higher proficiency, delve into more complex grammatical structures and vocabulary (Baharun et al., 2025; Munawwar, 2020). This system ensures that all students receive the appropriate level of instruction, maximising their learning potential and minimising the frustration that can arise from a one-size-fits-all approach.

Despite the program's positive outcomes, significant challenges remain in resource management. One of the most pressing issues faced by the school is the shortage of professional teaching staff. The lack of qualified Arabic language teachers limits the program's ability to scale and meet the growing demand for high-quality instruction. In addition, the school faces limitations in its learning facilities, which impact the overall learning experience (Friman et al., 2024; Zain & Mustofa, 2024). These resource constraints pose a threat to the program's long-term sustainability. The school must address these challenges through improved recruitment strategies, investment in teacher development, and better resource allocation to ensure the continued success of the Arabic language learning program. Moreover, management needs to develop strategies that prioritise source optimisation and long-term planning to overcome these obstacles.

Despite these challenges, the Al-Hidayah Batu Islamic Boarding School has made significant strides in adapting its Arabic-language learning management to its specific context. The school has demonstrated flexibility and resourcefulness in overcoming limitations, ensuring that the learning program remains relevant and practical. The school's adaptive strategies serve as a model for other Islamic boarding schools facing similar constraints (Suryadi et al., 2024; Zubaidah et al., 2024). Through its efforts, Al-Hidayah Batu has shown that with proper management, even schools with limited resources can provide quality education. This case demonstrates that educational institutions, regardless of resource constraints, can achieve substantial outcomes by focusing on innovative solutions, including effective Time use, teacher motivation, and the tailoring of teaching methods to students' needs.

The implications of this research suggest that other Islamic boarding schools could benefit from adopting similar strategies in managing their educational programs. It is recommended that these institutions focus on enhancing teacher competency through professional development programs, particularly in specialised areas such as Arabic language teaching. Additionally, schools should invest in creating a supportive learning environment, ensuring that both students and teachers have access to the necessary resources. Strengthening the school's planning and organisational functions is also crucial to ensuring sustainability and growth. Finally, adopting a differentiated approach to teaching, as seen in the Al-Hidayah Batu model, can significantly improve learning outcomes by addressing students' individual needs.

CONCLUSION

The research findings highlight that the management of the Arabic language learning program at Al-Hidayah Batu Islamic Boarding School has been effective, despite facing certain limitations. The implementation of the actuating function in Islamic education management is evident in the program leadership's efforts to motivate, mobilize, and guide teachers, ensuring the successful execution of the learning process, even with limited resources. The program is structured in three stages—introduction, core activities, and closing—each designed to enhance student engagement and focus, with an emphasis on communicative approaches through Thariqah Mubasyarah and Thariqah Ta'bir methods. Additionally, the division of students into two levels, Ula and Wustho, allows for ability-based differentiation, improving the learning experience and aligning with students' individual needs. However, challenges such as a shortage of professional teaching staff and inadequate learning facilities remain, necessitating improvements in planning and organizational aspects for more sustainable and high-quality program implementation. Conceptually, this study

underscores the significance of adaptive, communicative, and student-centered management in Arabic language programs at Islamic boarding schools, with Al-Hidayah Batu's success serving as a valuable model for other institutions aiming to develop effective and contextually relevant Arabic language learning management.

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