



# Arabic Language Program Management at Al-Hidayah Islamic Boarding School, Batu City

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## ABSTRACT

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This study aims to describe the management of the Arabic language learning program at the Al-Hidayah Batu Islamic Boarding School, which includes aspects of planning, organization, implementation, and evaluation. This study uses a qualitative approach with field research. Data were collected through observation, in-depth interviews with the program head and Arabic language teachers, and documentation of learning activities. Data analysis used the Miles and Huberman model which includes data reduction, data presentation, and conclusion drawing. The results show that the program planning is carried out systematically by the *asatidz* council through the preparation of a *pesantren*-based curriculum with the *Takhotub* and *Al-Muhawwaroh* books as the main sources. Organization is carried out by implementing a line and staff structure to clarify the division of tasks and responsibilities among members. Learning is carried out every morning after the dawn prayer using various methods such as the *mubasyarah thariqah* and *ta'bir thariqah*, which emphasize the active involvement of students. Evaluation is carried out periodically through oral and written exams and follow-up assessments to improve the quality of learning. The research findings are expected to be a reference for other Islamic boarding schools in developing an adaptive, professional, and sustainable Arabic language program management model.

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## INTRODUCTION

The development of Islamic education in Indonesia cannot be separated from the strategic role of Islamic boarding schools (*pesantren*) as institutions that integrate spiritual, moral, and intellectual aspects. In the 21st-century context, Islamic boarding schools are faced with the challenge of not only being centers of religious education but also institutions capable of managing educational

programs professionally and with a quality focus (Ayumiati et al., 2024; Basori et al., 2023; Nuriyah, 2024). This is where program management becomes crucial, as it coordinates all activities, projects, and resources to ensure they run effectively, efficiently, and in line with the institution's strategic objectives (Ataman et al., 2024; Hidayah, 2021; Suyadi et al., 2022). Through good program management, Islamic boarding schools can ensure operational sustainability, improve the quality of learning, and achieve the vision of Islamic education that is adaptive to changing times.

The transformation of Islamic boarding schools (*pesantren*) over the past two decades has demonstrated a significant paradigm shift. While previously synonymous with a traditional education system that emphasized memorization of Islamic texts and direct guidance from religious leaders (*kiai*), many have now adopted an integrated curriculum that combines religious and general education (Jusubaidi et al., 2024; Munawwar, 2020; Thoha, 2024). This integration includes the introduction of information technology, foreign languages, and vocational skills, in response to the need for global competency (Assa'idi, 2021; Nabila & Auliya, 2023). This modernization has not only occurred in the curriculum but also in management, which is now more structured, transparent, and technology-based (Andić et al., 2023; Kultsum et al., 2022). However, the challenge that arises is how Islamic boarding schools can maintain their essential values, such as morality, spirituality, and discipline, while effectively managing modern educational programs.

One social phenomenon that reinforces the importance of this discussion is the increasing trend of people choosing modern Islamic boarding schools (*pesantren*). In recent years, boarding schools or Islamic boarding schools (*pesantren*) that offer foreign language-based learning (particularly Arabic and English) have become increasingly popular with parents (Budiharso et al., 2023; Kosim et al., 2023; Muthoifin et al., 2024). They view *pesantren* not only as places for religious guidance but also as institutions capable of developing students' language skills and global character. This phenomenon has led to the emergence of various new educational institutions offering similar flagship programs, including the Al-Hidayah Islamic Boarding School in Batu, East Java, the focus of this research. This Islamic boarding school is known for combining a modern education system with the strengthening of Islamic values through a structured Arabic language program.

The Arabic language program at the Al-Hidayah Islamic Boarding School in Batu is a key instrument in shaping the character and competence of students. Arabic is positioned not only as a means of communication but also as a means of directly understanding the sources of Islamic teachings. Therefore, the effectiveness of this program depends heavily on how professionally the

planning, organization, implementation, and evaluation processes are carried out. Within this framework, the concept of Bloom's taxonomy becomes relevant because it provides a systematic approach to setting learning objectives, across the cognitive, affective, and psychomotor domains (Marzuki, 2023; Nikolopoulou, 2020; Purwanto & Wafa, 2023). Thus, Arabic language program management in Islamic boarding schools should not only emphasize academic aspects but also measure the extent to which learning impacts students' attitudes and skills in their daily lives.

However, a review of various previous studies indicates a research gap in the study of Arabic language program management in Islamic boarding schools. Most studies focus more on the administrative and organizational aspects of Arabic language learning management (Sali & Marasigan, 2020; Samara et al., 2024). Their studies tend to emphasize management structures, teaching strategies, and evaluation methods without fully explaining the integration of program management components, from strategic planning to student performance-based evaluation (El Ouahabi et al., 2024; Sali, 2020). Furthermore, there is little research examining the implementation of Bloom's taxonomy as a reference for evaluating Arabic language programs in Islamic boarding schools. However, the integration of this pedagogical framework can strengthen management quality and the relevance of learning outcomes to the needs of students in the global era.

Practically, many modern Islamic boarding schools face challenges in managing Arabic language programs, such as a lack of consistency in curriculum planning, limited learning media, and weak monitoring of learning outcomes. This impacts students' low Arabic communication skills, even those who have been participating in the program for a long time. Therefore, program management is needed that is not only administrative but also strategic and results-oriented. In this context, Al-Hidayah Batu Islamic Boarding School is interesting to study because it has implemented innovations in the use of learning technology, the implementation of periodic evaluations, and curriculum adjustments based on student needs.

Therefore, this research is novel in two main aspects. First, this study not only captures the implementation of Arabic language program management descriptively but also explores the integration of the four management functions (planning, organizing, actuating, and controlling) using an evaluation approach based on Bloom's taxonomy. Second, this study offers a conceptual model for Arabic language program management in modern Islamic boarding schools that emphasizes the balance between Islamic spiritual values and managerial professionalism. The results are expected to provide an empirical contribution to the development of an effective, efficient, and adaptive Islamic boarding school

education management system to meet the demands of the times.

Thus, research on Arabic language program management at Al-Hidayah Batu Islamic Boarding School is relevant and important. In addition to providing an understanding of how an Islamic boarding school manages an integrated Arabic language program, this research can also serve as a reference for other Islamic boarding schools in designing higher-quality, results-oriented learning management systems.

## RESEARCH METHOD

This type of research is field research which is descriptive qualitative, namely research which attempts to provide a description of the phenomena and conditions which occur at the research location based on the natural conditions (natural setting) of the research object (Mulisa, 2022). This research is field research that relies on data from objective conditions that occur in the field or research location. Data collection methods used: documentation, observation, and interviews (Matta, 2022). The informants interviewed by the researcher consisted of two informants: *Ustadz* Fattah Kahairun, S.Pd., the head of the Arabic language program at the Al-Hidayah Islamic Boarding School, and *Ustadz* Defrianto, S.Pd., a teacher in the Arabic language program at the Al-Hidayah Islamic Boarding School.

The data analysis technique used by the researcher followed the triangulation concept of Miles & Huberman (1994), namely data reduction, data presentation, and data conclusion. After collecting data from interviews and documentation, the researcher re-examined existing field notes and then reduced the data by selecting and sorting data that was relevant to the research objectives from data that was less relevant (Wood et al., 2020). This is intended to facilitate data presentation by researchers. After data reduction, data relevant to the management of the Arabic language learning program at the Al Hidayah Islamic Boarding School is then presented by grouping them according to their respective points within the research objectives, to be interpreted in accordance with existing theory. The final step is to summarize the research results based on their categories.

## RESULT AND DISCUSSION

### Learning Program Planning

Planning is a crucial initial stage in learning program management. This stage involves determining learning objectives, developing a curriculum, selecting teaching methods, and providing teaching materials appropriate to the needs and ability levels of the students. At Al Hidayah Islamic Boarding School, the planning stage encompasses several steps, including: curriculum

development by the council of teachers (*Asatidz*), development of learning materials, use of learning media, and learning approaches and methods. Data obtained from interviews with informant 1 illustrates the following:

"In the planning stage, we usually take several steps, starting with developing a curriculum directly by the council of teachers at Al Hidayah Islamic Boarding School, followed by development of learning materials and use of learning media. Finally, we determine the approaches and learning methods to be used by the teachers in our course." (S. 06.10.2005).

From the interview with informant 1, the researcher found that the planning stage of the Arabic language learning program at the Islamic boarding school is as follows:

### ***Curriculum development***

Regarding the curriculum in the course program at the Al Hidayah Islamic Boarding School, it uses a pesantren-based curriculum independently compiled by the council of *asatidz*. The books used are the *Takhotub* and *Al-Muhawaroh* books from beginning to end. These *Takhotub* and *Al-Muhawaroh* books teach students proper and correct Arabic, and also include questions and examples of everyday conversations. Before learning refers to the *Takhotub* and *Al-Muhawaroh* books, they use books in accordance with the government curriculum.

### ***Preparation of Learning Materials***

The Arabic language learning program material at the Al-Hidayah Islamic Boarding School in Batu City includes 4 *maharah*, at the first semester *mubtadi'* level, namely about *Ta'aruf* (introducing oneself and others), *al sakan* (place), *al ansyitah al yaumiyyah* (daily activities), *al malabis* (clothing), *Fi dauroh al ilmiyyah* (Course), *al a'do jism* (body parts) *al ayyam wa al syuhur* (days and months), *al arqom 1* (ordinary numbers 1-100, addition, subtraction, division, etc.), *fi al suuq* (market), *fi al masjid* (mosque) with *qowaid Fi'il madhi* and *mudhori'*, *al istifham*, *isim maushul*. Meanwhile, in the second semester, the topics are about *Alhiwayat* (hobbies), *al'amal* (work), *fi almaktabah* (libraries), *fi almat'am* (restaurants), *alushrah* (family), *alfawakih* (fruits), *alkhodrowat* (vegetables), *alhayawan* (animals), *alarqam 2* (nested numbers), *alsa'ah* (hours) with the *qowaid Isim isyarah*, *dzaraf zaman* and *dzaraf makan*, *jama' mudzakar* and *jama' muannats salim*.

The same is true at the *mutawassith* level (semesters 3 & 4). For semester 3, the materials used are *Fi alma'had addini* (Islamic boarding schools), *al alwan* (colors), *al arqam 3* (fractions and percentages), *alsifat* (properties), *al fushul* (classes) with the content of *qowaid Fiil biasa* and *mutaaddi*, *idhafi*, *isim kaana* and

*inna, isim tafdhil and taajub*. And in semester 4 with the material *Al munasabat* (celebration), *fi mal'ab* (playground), *fi al mustasyfa* (hospital), *al muwasholat wa al siyasah* (vehicles and politics) with the material content of *qowaid Na'at* and *man'ut, athof* and *ma'thuf, jawazim, 'adad ma'dud*.

### **Use of Learning Media**

The media used by teachers in Arabic language learning at the Al-Hidayah Islamic Boarding School in Batu City include projectors and laptops, and Student Worksheets adapted to the content of the four skills (*maharah*). Visual aids are sometimes presented physically when needed or displayed on a projector in visual form.

### **Learning Approaches and Methods**

The Arabic language learning approach and methods at the Al-Hidayah Islamic Boarding School in Batu City are highly dynamic, adapting to the material and abilities of the students. These include the use of direct methods for *qiraah* (recitation), *istima'* (recitation), and *kalam* (recitation). Qawa'id and other topics utilize the qawa'id wa tarjamah method. The approach is contextual and student-centered, with students as the subject of learning and directing them to apply the material to their environment. For example, they use vocabulary and perfect sentences that students frequently use in their daily lives.

### **Program Organization**

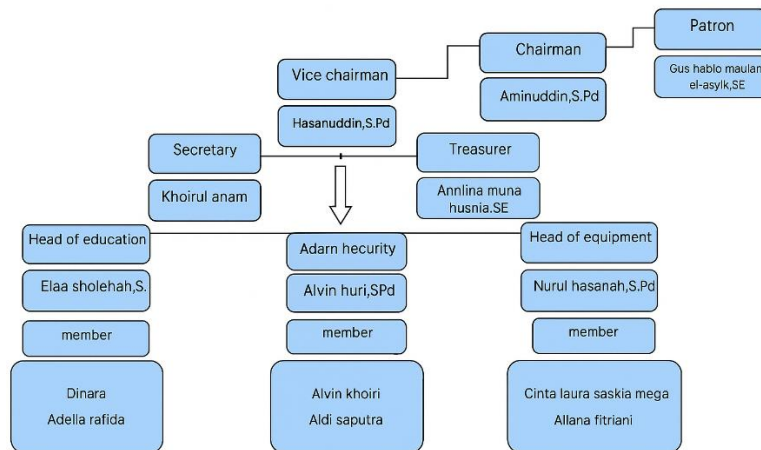
Organization is the second step in management. While the first step is thorough planning, it won't run smoothly without someone to implement and motivate it. Without clarity on the tasks and who will carry them out, the Arabic language program at Al Hidayah Batu Islamic Boarding School consists of several stages. The first is establishing an organizational structure and the second is dividing individual and group work tasks. As the researcher obtained data from an interview with informant 1, as follows:

"In the organizational stage, our Islamic boarding school established two things to ensure the learning process runs smoothly. First, we established an organizational structure: a line and staff structure, where the leadership collaborates with members to carry out activities. The second stage is the division of individual and group work tasks. These tasks are clearly divided, encompassing roles such as protector, advisor, chairperson, vice chairperson, and education coordinator, who are responsible for developing teaching programs and improving educational quality." (S.06.10.2005)

From the results of the researcher's interview with informant 1, it can be seen that the organizational stage of the Arabic language learning program at the Al-Hidayah Islamic Boarding School in Batu City is as follows:

### Organizational Structure

From the results of research and observations that researchers conducted on the Arabic language program at the Al Hidayah Islamic Boarding School, it has organizational management. This can be seen from the existence of a management structure created by Arabic language teachers at the Al Hidayah Islamic Boarding School. This was done to form working relationships between individuals in the institution in order to achieve the specified goals. The following is the management structure of the Arabic language program at the Al Hidayah Islamic Boarding School,



**Figure 1. Structural organization of the Arabic language program 2023-2024**

Based on Figure 1, it can be seen that the type of organization in the course program at the Al Hidayah Islamic Boarding School has a line and staff structure model, namely a type that can directly connect superiors and subordinates. From the definition explained above, it can be understood that within an institution, there must be organizational management to carry out all its activities. The leader of the institution is the main actor, also can be called a manager who in every activity is inseparable from cooperation with each of its members, so that a mutually related interaction can be formed.

### Division of Individual or Group Work Tasks

The division of duties of the members of the Arabic language program management at the Al-Hidayah Islamic Boarding School in Batu City is as follows: as a protector and advisor, namely Agus Habib Maulana El-Asyik, SE.

Whose duties are 1) maintaining and ensuring the implementation of the institution's work and activities in accordance with the vision, mission and objectives. 2) Providing input to the general chairman in determining the institution's program. 3) Providing input to the general chairman in implementing the institution's program. The chairman, namely Ustadz Aminudin, S.Pd., is tasked with: 1) Supervising, directing, and coaching the implementation of the institution's program 2) Preventing and taking action against anything that is not in accordance with the institution's disciplinary rules. The deputy chairman, namely Ustad Hasanuddin, S.Pd., is tasked with 1) assisting all programs of the chairman of the institution 2) Supervising, directing, and coaching the implementation of the institution's program 3) Preventing and taking action against anything that is not in accordance with the institution's disciplinary rules. Meanwhile, the education coordinator who plays a crucial role in the Arabic language course program at the Al Hidayah Islamic Boarding School is Ustazah Elaa Sholeha, S.Pd., with two members, whose duties are: 1) Preparing teaching programs, 2) Continually improving the stability and quality of education, 3) Preparing teaching personnel, and 4) Planning, coordinating, and supervising language activities and compulsory education for students.

### **Implementation of Learning Programs**

Implementation is the stage where the developed plan is implemented in daily learning activities. Implementation at the Al-Hidayah Batu Islamic Boarding School involves the use of interactive and communicative teaching methods, aligned with language learning theory. Teachers are expected to effectively manage the classroom, deliver materials effectively, and motivate students to actively participate in the learning process. The Arabic language learning program at the Al-Hidayah Islamic Boarding School is attended by students from various educational backgrounds. Therefore, the Arabic language learning program at the Al-Hidayah Islamic Boarding School involves several steps, as evidenced by the following data obtained from interviews with informant 2:

"The Arabic language learning program at our Islamic boarding school is service-oriented, and learning activities are conducted only after the morning prayer. The material is varied and the methods used are also varied. Evaluations are usually conducted at the end of each month, and grade promotions are held every six months" (R.08.10.2025).

From the interview with informant 2, it is clear that the implementation of the Arabic language learning program at the Islamic boarding school is as follows:

- a. The purpose of the Arabic language learning program at Al Hidayah Islamic Boarding School is service-oriented. This program aims to provide services to students who need communicative Arabic language learning. This program can help students master and understand Arabic language skills easily.
- b. Arabic language learning activities begin after the morning prayer and only meet once per day.
- c. The material taught includes a variety of materials that are useful in developing students' language skills, including maharah istima' (Islamic recitation), maharah kalam (Kalam), maharah qiraah (Qiraah), and maharah kitabah (Kitabah).
- d. The methods used in this Arabic language learning include a variety of methods employed by the instructors, with no specific requirements. However, the most frequently used are the tariqah mubasyarah (Recitation of the Quran) and tariqah ta'bir (Recitation of the Quran), both kitabi and syafawi. This helps to make learning more active and prevent students from becoming bored with Arabic.
- e. The evaluation system in this Arabic language learning is conducted once a month, and evaluations for class promotion are conducted every six months. There is no entrance test because every new student is required to attend the muftadi' class in Arabic language learning at the Al Hidayah Islamic boarding school.

### **Evaluation of Learning Programs**

Evaluation is the final stage, aimed at assessing the effectiveness of the learning program. Evaluation is conducted through various methods, such as written tests, oral exams, and direct observation of students' Arabic language skills. Evaluation results are used as feedback to make improvements and adjustments to the learning program, thereby continuously enhancing the quality of education at the Al-Hidayah Batu Islamic Boarding School. This is evidenced by the following data obtained from interviews with informant 2:

"To evaluate the learning outcomes of students participating in the Arabic language learning program at our boarding school, so that they can continue to develop, we take several steps, starting with establishing assessment standards, then determining the exam or learning evaluation system, followed by reporting the exam results, and finally, the follow-up assessment." (K.09.10.2025)

The evaluation of the Arabic language program at the Al-Hidayah Batu Islamic Boarding School consists of several stages, including:

a. Establishing Assessment Standards

The assessment standards established for the Al-Hidayah Islamic Boarding School learning program in Batu City have four criteria: graduate competency standards, class competency standards, subject competency standards, and minimum completion criteria.

b. Examination or Learning Evaluation Systematics

The Arabic language examination system at Al-Hidayah Islamic Boarding School in Batu City is similar to other schools, using only manual paper. Evaluations are conducted monthly or bimonthly after each semester's exams and evaluations.

c. Reporting of Exam Results

An Exam Results Report is a comprehensive document that summarizes the findings, strengths, weaknesses, and recommendations from an assessment process, whether for performance, a program, or a product. Its purpose is to communicate exam results to stakeholders, provide an overview of effectiveness and efficiency, and serve as a basis for decision-making and future improvements.

d. Follow-up Assessment

Following the evaluation of Arabic language learning at Al-Hidayah Islamic Boarding School in Batu City, the next stage is for teachers to conduct a follow-up evaluation to improve their teaching approaches and methods.

## DISCUSSION

The results of the study indicate that the management of the Arabic language learning program at the Al-Hidayah Batu Islamic Boarding School reflects the application of systematic educational management principles through four main functions: planning, organizing, implementing, and evaluating. These four functions operate in an integrated and complementary manner, supporting the achievement of the program's vision, Arabic language education that produces superior human resources with Islamic character. The effectiveness of program management lies in the institution's ability to integrate all managerial elements to achieve strategic educational goals efficiently and sustainably (Musaddad, 2023; Noer, 2023).

The planning phase at Al-Hidayah Batu Islamic Boarding School demonstrates a clear orientation toward the needs of students and the context of Islamic boarding school learning. The curriculum was independently developed by the board of *asatidz*, referring to the *Takhotub* and *Al-Muhawwaroh* books, which focus on mastering practical communication in Arabic. This approach demonstrates the synergy between the traditions of Islamic boarding school

education and the needs of modern learning (Nwoko et al., 2024). The development of a pesantren-based curriculum simultaneously strengthens the institution's unique character, where religious and linguistic dimensions become a unified whole.

This finding aligns with the educational planning theory proposed by George Terry in *Principles of Management*, which states that planning is a primary function that determines the direction of organizational activities through the systematic establishment of goals, strategies, and work programs (Brown et al., 2022). In the context of Islamic boarding schools, adaptive curriculum planning also supports the concept of curriculum alignment proposed, namely the importance of alignment between learning objectives, materials, and evaluation strategies (Hanif et al., 2024). The contextual and student-centered learning approach implemented by Al-Hidayah Islamic Boarding School also demonstrates a transformation toward an active learning model, as suggested in Bloom's taxonomy, which demands student involvement in cognitive, affective, and psychomotor aspects.

In terms of organization, Al-Hidayah Batu Islamic Boarding School implements a line and staff organizational structure, where the working relationship between leaders and staff is direct and coordinated. This structure clarifies the division of roles, responsibilities, and communication channels between parties (Ritonga et al., 2020; Zurqoni et al., 2020). This system is effective for educational institutions like Islamic boarding schools, which have complex activities and a unique leadership hierarchy. The boarding school leader serves as the primary manager, while the *asatidz* (teacher) serves as the technical implementer and coordinator of specific areas.

These results support Fayol's theory in *General and Industrial Management*, which states that the organizing function encompasses the division of labor, coordination, and integration of resources for efficient organizational operation. Good organization in Islamic boarding schools will create a collective work system based on the values of brotherhood and moral responsibility (Jusubaidi et al., 2024). In the context of Al-Hidayah, the implementation of a line and staff structure encourages transparency and accountability between units, the organization remains informal and has not been systematically documented.

The implementation phase at Al-Hidayah Batu Islamic Boarding School demonstrates the implementation of service-oriented management. Learning is conducted routinely after the morning prayer using a variety of methods, such as the direct method (*Thariqah Mubasyarah*) and the written and oral method (*Thariqah Ta'bir*). This variety of methods aims to keep students active, prevent boredom, and enable them to apply Arabic in their daily lives. This strategy aligns with Vygotsky's constructivism theory, which emphasizes the importance

of social interaction in language learning (Rohmah et al., 2024), language is acquired more quickly through natural and meaningful communication contexts.

Effective Arabic language learning requires a combination of direct methods and communication exercises (Holubnycha et al., 2022). However, innovation at Al-Hidayah Islamic Boarding School is evident in the implementation of monthly evaluations and six-monthly grade advancements, demonstrating a continuous monitoring system for student competency development. This is not often found in similar institutions, which tend to only conduct end-of-semester evaluations.

The program evaluation at Al-Hidayah Batu Islamic Boarding School was conducted comprehensively, encompassing the establishment of assessment standards, examination systems, reporting results, and post-evaluation follow-up. This process illustrates the implementation of management by evaluation, which focuses on continuous quality improvement. Evaluations are conducted not only to assess student learning outcomes but also as a basis for improving teaching strategies and learning methods. These findings also support the educational management cycle theory proposed by Terry and Rue, which states that the controlling function (monitoring and evaluation) must serve as a feedback mechanism to improve subsequent planning and implementation. The evaluation based on graduate competency standards and minimum completion standards implemented at Al-Hidayah Batu reflects alignment with the principles of continuous quality improvement in modern educational management.

## CONCLUSION

The Arabic language learning program at Al-Hidayah Batu Islamic Boarding School exemplifies the successful integration of traditional Islamic values with modern educational management principles. The program's structured approach through the functions of planning, organizing, implementing, and evaluating ensures a comprehensive and student-centered learning environment. By tailoring the curriculum to the needs and abilities of the students, using effective organizational structures, and employing diverse teaching methods, the program fosters both academic excellence and the development of essential skills such as communication, discipline, and character. Regular evaluations and adjustments further enhance the program's quality, making it a model for other Islamic boarding schools to follow in managing their Arabic language programs professionally, adaptively, and sustainably.

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