



## Management of Planning, Organizing, and Implementation of Arabic Language Learning at the Al-Jauharen Islamic Boarding School Course Institute

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### ABSTRACT

#### Keywords:

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Learning.

This study aims to examine the implementation of Arabic language learning management at the Al-Jauharen course institution, highlighting its advantages and potential as a model for other institutions seeking to improve Arabic language education quality. The study employs a descriptive qualitative field research approach, focusing on the Al-Jauharen course institution. Data collection methods include observations at the institution, interviews with the head and teachers, and document review. Data analysis follows the Miles and Huberman model, which involves data collection, reduction, presentation, and conclusion drawing. The findings reveal that the Arabic language learning program planning at the Al-Jauharen institution begins with determining the program, preparing learning materials, selecting media, and choosing appropriate methods and approaches. Organizationally, the program involves task division, lesson scheduling, evaluation and improvement planning, student activity scheduling, and provision of necessary facilities. The implementation process consists of three stages: introduction, core activities, and closing. These structured steps contribute to the effective learning management at the institution.

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## INTRODUCTION

Learning Arabic plays a crucial role as a platform that enables students to communicate actively, accurately, and effectively in Arabic, allowing them to meet broader societal needs (Hasanoglu, 2024; Ritonga et al., 2022). The emphasis on the importance of a supportive language environment is valid, as such an environment is essential for developing strong and comprehensive language competence (Devi, 2024; Finders et al., 2023). This forms the basis for the Al-Jauharen Islamic Boarding School's initiative to establish a foreign-language

dormitory as a dedicated Arabic learning environment, particularly for students who aspire to become competent Arabic language teachers (Chang et al., 2023). However, the effectiveness of this initiative requires deeper evaluation. A language environment can only function optimally if it is supported by consistent supervision, adequate guidance from competent educators, and a structured, sustainable program (Ameli et al., 2024; Ategwu, 2024). Without these components, the language environment risks becoming merely symbolic and may not have a significant impact on students' Arabic language development (Yusuf et al., 2023; Muttaqin et al., 2024). Therefore, achieving the goal of producing competent Arabic language teachers heavily depends on the quality of the implementation and management of this language environment.

The language course at the Al-Jauharen Islamic Boarding School is a language environment initially established independently by a community of foreign language enthusiasts. It was inaugurated in 2005 by the Al-Jauharen Islamic Boarding School administrators. In 2005, the dormitory was designated as mandatory for students majoring in language education, whether Arabic or English. The course institution at the Al-Jauharen Islamic Boarding School is similar to other courses in general, in that it manages Arabic language learning. However, according to researchers, the Arabic language learning management implemented by the course institution at the Al-Jauharen Islamic Boarding School has many advantages, as evidenced by the academic and non-academic achievements of the students living there: Many graduates from the dormitory passed the scholarship selection test to continue their studies in the Middle East, majoring in Arabic. Many students living in the neighborhood have won language competitions. Some seniors living in the neighborhood are also able to serve as translators for international visitors ( Zhang et al., 2024; Bani, 2023).

A good language environment must have supporting elements such as learning management. Program management is essential for coordinating various interrelated projects and activities to effectively and efficiently achieve the organization's strategic goals (Hindarto, 2023; Nwulu et al., 2023). In educational institutions such as Islamic boarding schools, it ensures operational efficiency, achievement of educational goals, appropriate resource allocation, improvement of educational quality, continuous monitoring and evaluation, adaptation to change, and effective coordination and collaboration. With good management, Islamic boarding school programs can run smoothly, achieve desired results, and be able to respond to the challenges of the times and the evolving needs of students (Gemnafle & Batlolona, 2021).

Considering this, it is important to conduct research to explain Arabic language learning management which includes three prominent stages that researchers found based on field observations which include The planning,

organization, and implementation carried out at the course institution at the Al-Jauharen Islamic Boarding School are detailed and in-depth. The differences between this study and other studies are as follows:

The study conducted by Abdurrahman shows that Arabic language learning management at Islamic Senior High Schools (Madrasah Aliyah) in Tapung Hilir District, Kampar Regency, encompasses five stages: planning, organizing, implementing, supervising, and evaluating (Pratama et al., 2024). However, the research conducted by the researcher only covered three components of learning management: planning, organizing, and implementing, without discussing learning evaluation.

Research by (Mar & Hilmi, 2021) This research focuses on the implementation of Arabic language learning management in extracurricular programs, which only covers two stages: planning and implementation, and does not address organization and evaluation. This research, however, will discuss the three main stages of management: planning, organization, and implementation.

This research aimed to understand the process of implementing Arabic language learning management at the Al-Jauharen Islamic Boarding School (PPS), a course institution, so that it can serve as a model for other institutions in improving the quality of Arabic language learning. Given this context, the researcher is interested in further examining the Arabic language learning management process at the PPS at the PPS.

## **METHOD**

This type of research is descriptive qualitative field research, namely research that attempts to provide a description of the advantages and conditions that occur in the research area based on the typical conditions (characteristics of the setting) of the research project (Jayanti et al., 2022). This research is field research that relies on information from objective conditions occurring in the field or research in a particular area (Hamzani et al., 2023; Bacon et al., 2023). The information collection strategies used are documentation and perception. The witnesses interviewed by the research consisted of two informants: Ustadz Jamsuri, the head of the foreign language dormitory, and Ustadz Ridoyansyah, the coordinator of education in the foreign language dormitory at the Al-Jauharen Islamic Boarding School.

The data analysis strategy employed by the research follows the triangulation concept of Miles & Huberman (1994), namely data reduction, data presentation, and data conclusions. After information was obtained from interviews and documentation, the researchers reviewed the existing field notes and then reduced the information by selecting and sorting between information relevant to the research objectives and information that was less relevant (Laila,

2024). This is expected to reduce the researcher's demands on presenting information. After the information has been reduced, the information essential for implementing the learning program at the Al-Jauharen course institution is then presented by compiling it according to each point in the research objectives to provide meaning for understanding the existing hypotheses. The final step is to summarize the research results by category.

## **FINDING AND DISCUSSION**

The topic to be studied in this article is the management of Arabic language learning at the Al-Jauharen Islamic Boarding School course institution. The Al-Jauharen Islamic Boarding School course institution was officially opened in 2005. The vision of Arabic language learning at the Al-Jauharen Islamic Boarding School course institution is to become a center for Arabic language education, a driving force in creating quality human resources in the field. Its mission is: 1) Organizing Arabic language learning using advanced strategies that are important in learning preparation. 2) Developing Arabic language skills (listening, listening, speaking, reading carefully and writing). 3) Producing Mutakhassis or experts in the field of Arabic.

### **Planning**

Learning planning has various definitions, experts have not yet reached an agreement in defining the term learning planning according to Abdul Majid, in the context of teaching planning can be interpreted as the process of preparing lesson materials, using teaching media, and assessment in a time allocation that will be carried out at a certain time to achieve predetermined goals. curriculum preparation (Putro & Nidhom, 2021).

Based on the research results, the researcher found that the planning of the Arabic language learning program at the Al-Jauharen course institute is in line with the theory put forward by William H and Abdul Majid above (Agus, 2023) The following are some of the activities implemented at the Al-Jauharen course institution.

**Determination of the Learning Program:** The Arabic language learning program at the Al-Jauharen course institution adopts the learning program from the Gontor Modern Islamic Boarding School in Ponorogo, as seen in the books used as reference sources in the learning process.

**Compilation of Learning Materials:** The Arabic language learning program at the Al-Jauharen course institution is determined based on grade level, starting with the first grade. The topics covered include: Introductions and Greetings, Day, Date, Month, and Year, Numbers and Figures, Time and Clock, Directions, Places and Demonstrations, and thematic topics: at school, in the dormitory, in the bathroom, and at the market. For the whusto level, the materials

studied include: Adawatul istifham, Muftada' khobar, Fi'il fail, Maful bih, Dhorof, Jer majrur, Dhomir, Sifat mausuf, Idhofah, Adad ma'dud, and for the 'ulya level, the materials studied include: Translation: oral and written, Free and bound stories (oral and written) / insha', Description (oral and written) / ta'bir, Summarizing texts and utterances orally and in writing (Istintaj), Teaching practice (Mumarosatut Ta'lim).

Use of Learning Media, Learning media used by teachers, especially in the Arabic language learning program at the Al-Jauharen course institution, include whiteboards and textbooks. In addition, students in the Arabic language learning program also have access to use the library, language laboratory, and computer laboratory. The learning approach and methods applied at the Al-Jauharen course institute use three learning methods which are the best in the dormitory, namely the mujadalah method, the ta'bir method, and the muhadasah method.

### **Organizing**

Organizing is a step-by-step process toward implementing a previously prepared plan. The implementation of this organizing must produce an organization that can operate with a unified whole. According to (Rachman, 2015), as quoted by Husaini Usman, organizing is:

Determining the resources and activities needed to achieve organizational goals, the process of designing and developing an organization that will bring these goals to fruition, assigning specific responsibilities, and delegating the necessary authority to individuals to perform their tasks. (Rachman, 2015).

Based on the research results, the researcher found that the organization of the Arabic language learning program at the Al-Jauharen Islamic Boarding School aligns with the theory proposed by Usman Husaini mentioned above. The following are some of the organizational activities of the Arabic language learning program conducted at the Al-Jauharen Islamic Boarding School.

Distribution of Teaching Duties: The distribution of teaching duties in the Arabic language learning program at the Al-Jauharen Islamic Boarding School. Generally, the educational qualifications are currently pursuing a bachelor's degree, and some of the teachers have varying experiences gained from training or Arabic language courses at other institutions outside the Al-Jauharen Islamic Boarding School Arabic language dormitory.

Preparation of the Lesson Schedule: The Arabic language learning program at the Al-Jauharen Islamic Boarding School is conducted four days a week: Friday, Saturday, Tuesday, and Wednesday, starting at 8:00 PM - 9:00 PM WIB. The subjects in the Al-Jauharen Islamic Boarding School Arabic language learning program are determined according to the following levels: first, The primary level includes the following subjects: Istima'ul Hiwar (recitation of the

Islamic teachings), Qowa'idullughoh (recitation of the Islamic teachings), and Al-Hiwar wal Khutbah (recitation of the Islamic teachings). These subjects are the main subjects studied by students at the primary level. Second, The secondary level includes the following subjects: Istim'a'ul Kreachar (sermon), Attarkibul Lhughowiyah (recitation of the Islamic teachings), Qowa'idul Lhughoh (recitation of the Islamic teachings), and Al-Istim'a' wal Insha' (recitation of the Islamic teachings). These subjects are the main subjects studied by students at the primary level. Each subject is studied once a week. Third, The secondary level includes subjects that focus on developing language skills, including writing, reading, speaking, and listening. Each subject is studied once a week.

Schedule Development and Improvement Evaluation. In general, the Arabic language learning program evaluation at the Al-Jauharen course institution is conducted once a semester, covering all materials. The evaluation models used are Oral (Syafawi) and Written (Tahriri) tests. For the oral test, students are generally required to be able to master the materials taught by the teaching staff, including the ability to muhadatsah or conversation in Arabic. While for the written test, students are required to be able to answer multiple-choice and essay questions on all materials taught by the teaching staff, with a standard score or score that must be achieved by students is 70. Provision of Facilities and Equipment, To support the Arabic language learning program at the Al-Jauharen course institution. Adequate facilities and infrastructure are available, including a living room, a tutor's room, a bathroom or toilet, a library, a language lab, a computer lab, and a mosque.

## **Implementation**

Directing or implementation is an action, effort or attempt by a leader to provide motivation and encouragement to the individuals being led in directing the work and actions carried out by using the potential within themselves in order to achieve a predetermined goal (Sadikin et al., 2024). This motivation problem is basically closely related to the human element so that its success is also determined by the leadership's ability to relate to teachers, therefore, it requires leadership ability in communicating, high creativity and initiative and being able to encourage the enthusiasm of the teachers (Asrin, 2021)

In implementing the Arabic language learning course program, learning activities are carried out in class which are divided into three stages as follows:

## **Introduction**

The research results show that in the preliminary stage, the teacher took attendance and provided motivation. As a stimulus, the teacher asked questions

about the material that had been studied to check students' understanding. Then, the teacher explained the material to be studied at that time and conveyed the learning objectives, allowing students to focus on the skills they would gain from the learning itself. This activity only took about 10–15 minutes. At this stage, the teacher could explore students' experiences with the material to be presented. Informants explained that (Alfitry et al., 2020):

“Opening a lesson is an activity carried out by teachers to create mental readiness and attract the attention of students optimally, so that they can focus completely on the lesson that will be presented.” (S.07.10.2025).

### **Core Activities**

The research results show that teachers provide information on the strategies or learning steps to be used, with the aim of ensuring students are more focused on the desired objectives. When delivering the learning material, teachers employ question-and-answer, demonstration, and translation methods. The material taught relates to four language skills related to language components. There are two forms of core learning activities: individual learning and group learning . (Syaharani et al., 2024).

In the Arabic language learning program at Al-Jauharen, various core activities are implemented in each lesson using an alternating technique, aiming to diversify learning and eliminate boredom. This type of learning is tailored to the circumstances of the course participants and the current situation. Core activities are essentially designed to achieve the learning process or the process of developing competencies. They are conducted interactively, inspiringly, engagingly, enjoyably, challengingly, and motivate students to actively participate.

They also provide sufficient space for initiative, creativity, and independence, in accordance with students' talents, interests, and physical and psychological development. These activities employ methods appropriate to the characteristics of the students and the subject matter. In these activities, teachers administer tests to students to determine their ability to understand the material presented. This ensures that Arabic language course students truly understand the material they are learning (Yul et al., 2023; Siregar, 2025).

### **Conclusion**

The results of the study show that at the end of the lesson, the teacher gives assignments to review the material taught and draws conclusions together with the students. Closing activities in learning are not only interpreted as activities that end the lesson, but also as activities to evaluate student learning outcomes and conduct follow-up activities. Follow-up activities must be based

on the process and results of student learning. Closing activities are carried out by the teacher to determine students' understanding of the material studied and to properly end the learning session.

## CONCLUSION

Based on the explanation above, several conclusions can be drawn. Planning the Arabic language learning program at the Al-Jauharen course begins with establishing a learning program that adopts a combination of experiences gained by the administrators in deepening their Arabic skills. The next step is compiling the learning materials. Broadly speaking, the Arabic language learning program consists of ten lessons: Nahwu, Shorof, Al-Mutholaah Al-Hadithah, Durus Al-Lughoh, Al-Qiraah Ar-Rosyidah, Al-Insya' and Al-Mahfudot, Al-Idhof, Al-Imla' Khot, and Al-Insya'. The program also involves the use of Arabic learning media, including whiteboards, textbooks, and access to a library, language laboratory, and computer laboratory. Additionally, the learning process uses two approaches: a student-centered approach and a teacher-centered approach.

In terms of organizing the Arabic language learning program, the Al-Jauharen course institute applies several steps, including the division of teaching tasks, the preparation of lesson schedules, the preparation of evaluation and improvement schedules, the arrangement of student activity schedules, and the provision of necessary facilities. Overall, the organization of the Arabic language learning program at the Al-Jauharen course institute is well-structured, with clear organizational hierarchies, teaching divisions, authority distribution, and coordination lines.

Regarding learning implementation, students at the Arabic language course institute are divided into two groups, Ula and Whustho, based on their initial abilities in Arabic. Learning activities are conducted in class and follow three stages: introduction, core activities, and closing. Through this structured system, the institute aims to ensure that students receive comprehensive and effective Arabic language learning.

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