MANAGEMENT OF ARAB LANGUAGE LEARNING PROGRAMME
(Study of Case in Al fikri IT High School)

Rika Noverma[1] **, Hakmi Wahyudi**[2]**, Agustiar**[3]
[123]Universitas Islam Negeri Sultan Syarif Riau, Indosensia
[1]rikanoverma85@gmail.com.[2]midarelhakim1983@uin-suska.ac.id,
[3]agustiar@uin-suska.ac.id

Abstract

Learning programme management is a very important part for every institution in starting and running programmes in the institution because the success of the Arabic language programme depends on the strength of programme management in the institution. Arabic language learning programme management includes elements of planning, organisation, implementation, assessment and supervision. All are organised and designed as well as possible to match the Arabic language learning objectives that the institution already wants. However, in this article, the researcher is more focused on examining the management of planning and implementation as well as the factors that hinder and support it. This study aims to describe the process of planning and implementing the Arabic language learning programme that is currently running at SMAIT AL Fikri school as well as the factors that support and hinder the processof running Arabic language learning at the school. This research uses descriptive qualitative research method. Data collection was done by interview and direct observation techniques to the principal, teachers, language team and students studying at SMAIT AL Fikri Pekanbaru. The results of this researchare1) The school has made a good Arabic learning plan, 2) the implementation of ongoing learning isgood but not optimal because it is still not supported by adequate facilities and infrastructure.
Keywords: Learning Programme Management, Planning, Implementation, Research

INTRODUCTION

In the current era of globalisation of education, effective and efficient management is needed in managing a programme. Management is a regulator or manager of all resources consisting of several processes, starting from planning, organising, directing or implementing, and supervising as stated by Sisk (1969, p. 10) in the book Principles of Management, *"management is the coordination of all resources through the processes of planning, organising, directing, and controlling in order to attain stated objectives." In* addition, the definition of programme according to Arikunto (1998) is a series of planned activities that will be implemented to achieve certain activities. From both

It can be concluded that programme management is a management process in an

educational programme that includes the process of planning, organising, mobilising or implementing, and supervising by using the available facilities and infrastructure in order to make education more effective and efficient.

In the last decade, Arabic language learning programme management is a very important part of both the implementing institution and the teacher who teaches Arabic. Therefore, the academics of Arabic language education have begun to conduct in-depth studies on good Arabic language programme management in order to improve the quality of language learning invarious schools that teach Arabic to their students. Because Arabic language learning management is currently the main concern for Arabic language academics to measure the success rate of learning in an institution. Good programme management will produce good programme objectives, on the other hand, less than optimal programme management will produce unsatisfactory objectives.

Although a lot of research has been done on programme management, it has not produced a complete understanding of how programme management can produce good Arabic language teaching objectives. This can be seen from the previous articles that mostly conducted researchon institutions under the ministry of religion where the ministry of religion has provided a standard curriculum for Arabic language learning. The researcher views that the implementers ofArabic language education have not paid special attention to examining the ongoing programme management in integrated Islamic schools where integrated Islamic schools are part of educational institutions that produce students who will preach Islam even though integrated Islamic schools are not under the auspices of the ministry of religion.

The purpose of this study is to find out and describe the management of Arabic language learning programmes at SMAIT Al Fikri.

There are several previous studies that discuss Arabic language programme management, namely: 1) the implications of Arabic language program management in producing superior graduates(Shobirin & Hilmi, 2021), 2) management of the organisation of Arabic language courses in Pare Kediri (Rahmawati, 2018),3) management of the organisation of Arabic language programs in salaf Islamic boarding schools(Hidayati et al., 2019), 4) management of Arabic language program planning at Mayantara School Malang(Aliyah et al., 2019), 5) management of language program implementation Arabic at boarding school sunan kalijogo Surabaya. Based on articles that have been researched previously, researchers see that most research is still focused on pesantren schools and non-formal institutions that make Arabic a compulsory curriculum.

Therefore, researchers are interested in examining the management of Arabic language learning programmes that have been used and are currently running in integrated Islamic schools where the object of research focuses on the management of Arabic language learning programmes at SMAIT Pekanbaru concerning 3 aspects, namely: Planning, implementation and organisation. And the researcher asked several study questions: 1) has

the Arabic language teacher team and the parties involved made Arabic language learning programme planning? 2) Isthe implementation of Arabic language learning that is being implemented in the school in accordance with the standards of good Arabic language learning implementation?

THEORETICAL OVERVIEW

So far, as language enthusiasts or language education practitioners, we have generally only positioned the management of Arabic language learning programs only as a legalisation toolbefore starting Arabic language learning and has not been fully used as an important measurement tool that needs to be developed. That is why this study is not maximally mastered by academics of language education, especially Arabic, because according to them, language learning is more focused on how to teach good language but not maximally in the preparation of the programme. Over time, academics have begun to direct their attention to managing learning programmes because basically management is the process of determining the goals or targets to be achieved and determining the roads and resources used to achieve the desired goals(Mubarok, 2021, p. 29).

This can be seen from the emergence of scientific studies related to the management of Arabic language learning programmes. Most of the theories that emerge focus on explaining the management of Arabic language learning in institutions that have excelled in Arabic language development, such as madrasah and Islamic boarding schools.

There are three theoretical frameworks to explain the measure of success of programme management of an educational institution including: 1) the strength of the institution in designing the programme plan, 2) how committed the institution is to implementing the plan that has been set, 3) how the institution responds to factors that support and hinder the running of the learning plan that has been set. This theoretical framework has gradually been developed as an important concept in determining the objectives of a programme. Because according to Ronald, management is the skill to produce something in an effort to achieve goals through group programmes with other people(Siregar et al., 2023, p. 206).

This article considers the area of programme management as a very important part of running a programme. The programme management process has implications for the good name of the institution and its graduates because the management functions are properly considered. Implication in language means involvement(Shobirin & Hilmi, 2021, p. 18) as the main objectof study is planning, implementation and factors that support or hinder the process of running theprogramme.

Lesson Planning
Every programme will start with a plan, therefore, before making a programme, you

need to make a plan. In order to establish a plan, programme implementers must truly understand the meaning of planning. Learning planning is a decision-making on various options that will be implemented to achieve predetermined goals, where planning contains a series of decisions and explanations of goals, determination of policies, determination of programmes, determination of certain methods and procedures and determination of activities to be carried out(Widyanto & Wahyuni, 2020, p. 19) Careful planning will result in a mature programme, conversely, less than optimal planning will result in an unsatisfactory programme because one of the main topics to be investigated in this article is how implementers start programme planning.

The implementation of management begins with plans that involve human efforts with the help of other humans and other resources to achieve the specified goals using efficient and effective methods(Shobirin & Hilmi, 2021, p. 18). Therefore, based on the information obtained by researchers, there are several stages of the planning process that must be carried out by teachers or programme implementers, namely: 1) a teacher thinks carefully in advance of goals and actions based on several methods, plans or logic and not feelings, 2) directs the goals of the institution and establishes the best procedures for achieving them, 3) guidelines for the organisation to obtain and use the resources needed to achieve goals and implement.

In compiling a mature plan, a teacher must really pay attention to the important aspects of students toachieve learning goals, not just cheating on previous plans. According to Sulkipani, in planning, in-depth analysis is needed to design learning plans. So that a learning plan is obtained that accommodates thethree expected competencies, namely cognitive, affective, and psychomotor aspects (Kurnia et al., 2021, p. 35).

Learning implementation

Planning in a management is an advanced stage of planning. Implementation can be interpreted as direction, namely the movement carried out by superiors towards subordinates, in the movement there is guidance, direction and rules of each task to be carried out by all members(Zulqarnain et al., 2019, p. 31).Tumaji (2018) said that the implementation of Arabic language learning is a continuous teaching and learning process in the classroom which is the core of school activities. In carrying out the teaching and learning process, teachers usually have different methods. The more varied the methods used by the teacher, the better the quality of student learning outcomes and it can be guaranteed that students will be able to achieve their goals optimally. The implementation of learning includes 3 things, namely the class management function, the motivation function, and the facilitation function(Sa'diyah, 2021, p. 606)

The process of implementing learning is inseparable from the teacher's efforts to create an environment that allows students to learn actively. In an effort to create a learning atmosphere that Conducive learning requires good classroom management skills. These skills are teacher skills to create, maintain and control optimal learning conditions(Siregar et

al., 2023, p. 318)(Siregar et al., 2023, p. 318).

Experts have an opinion about classroom management or classroom management, namely "efforts made by teachers in creating and maintaining and developing learning motivation to achieve the goals that have been set"(Rofiq, 2009, p. 3). Classroom management needs to create a happy or pleasant atmosphere in the classroom by establishing closeness between teachers and students, teachers can direct students more easily to encourage and motivate students' enthusiasm in learning(Minsih & D, 2018, p. 3).

The implementation of the Arabic language learning programme in the classroom will be more productive if supported by additional activities (extracurricular). The more supporting activities, the learning objectives are achieved well. For example, Arabic speech activities, telling stories in Arabic, Arabic debates and others. Supporting / extracurricular activities for each school are usually different depending on the needs and learning objectives that have been set in the planning.

SMAIT Al Fikri sets the goal of learning Arabic as to understand the Qur'an and be able to speak Arabic. To support the achievement of these goals, the principal and language team use Arabic language book sources as teaching materials in Arabic language learning. As a school incorporated under the auspices of an integrated Islamic school network, SMAIT al fikri does notyet have a special Arabic language learning book set by the central JSIT so that the school still uses the curriculum and books under the direction of the Ministry of Religion. Among the books that teachers refer to in teaching Arabic is the Madrasah Aliyah Arabic language book published by the Ministry of Religion of the Republic of Indonesia. Arabic language learning activities thatare running there are 2 ways, namely:

1) regular learning activities where the duration of learning is 2 hours of lessons each week, 2) language team activities where every Friday students are required to use Arabic for a need to the teacher's room. 3) The learning evaluation that takes place in this school is only the end-of- learning evaluation, while the initial evaluation and the learning process have not yet been applied.

Based on the results of the author's observations, the author found several things related to classroom management at SMAIT Al Fikri:

*1)	The classroom is in accordance with the comfort standards of educators and students because theroom uses air conditioning so that students do not feel hot when learning, 2) teachers who teach Arabic are in accordance with the standards of Arabic language teachers, namely graduates of Arabic language education and alumni from boarding schools, 3) researchers saw that the teacher was very enthusiastic inteaching with maximum voice strength but the author saw that the teacher still used the lecture method a lot, 4) the readiness of students in learning is good but there needs to be habituation of discipline becauseArabic is part of the subjects that are less attractive to students, 5) the head in collaboration withteachers has set firm rules but still relaxed considering the teenage age of high school students, 6) Arabicteachers are skilled in arousing students before starting learning, 7) as a new school this school does not yet have enough media to support foreign language learning, especially Arabic.*

Based on the results of the researcher's interview with informant HP.

In general, Arabic teachers use 2 methods alternately, namely: the qawi'id method with the aim that students understand the Arabic script in the Arabic text being taught and the direct method, which is the teacher using an oral introduction to Arabic without having to read and write with the aim that students are skilled in speaking Arabic orally and actively respond to any drill given by the teacher.

The programme that has been designed by the language team, especially Arabic, which acts as a supportfor students in Arabic language development is as follows:

LANGUAGE FIELD WORK PROGRAMME

NO	Programme Name	Activities	Destination	Target	Imple mentatio nTime
Semester 1					
1	Deposit	Students deposit	Improve students' knowledge of vocabulary used in everyday life.	Students	August
2	Month Language	Students communicate	Train students to be skilful	Teacher d Students	September-December
SEMESTER 2					

3	English/ Arabic Zone	Students communicate using English on Mondays and Arabic on Fridaysin certain zones (still within the school).	• *Improve* students' ability to use foreign language • Launching *speaking skills* Students	Teachers and Students	Start of second semester learning - end of second semester learning

Implementation

The following are some of the activities that are being and have been carried out at SMAIT Al Fikri.

Documentation of Arabic-related activities

Language activities on Friday	*Turjuman Al Qur'an*	*Mufrod at deposit arabic*

Arabic language habituation activities and mufrodat deposit according to informant HP are:

Arabic language habituation activities (figure 1) begins with planting the concept of how to pronounce Arabic mufrodat by Arabic language teachers and then followed by students together in the classroom. This activity is carried out by the language team once a month and this activityis coordinated by the language coordinator (Arabic and English) but in practice for Arabic language directly led by the Arabic language teacher HP. After students are trained to pronounce each mufrodat that has been targeted to be memorised, students will be asked to memorise and deposit to friends in pairs and then deposit to the Arabic teacher (figure 3).

Another supporting activity of the Arabic language programme is the Qur'an turjuman activity. according to S this activity is :

Turjuman activity is the activity of translating the Qur'an per word and per

sentence *accordingto Arabic rules. the teacher who teaches this activity is a Qur'an teacher who has an Arabic language education background. this Qur'an turjuman activity is carried out every day 4 times face to face in a week with an allocation of 2 lesson hours per face to face.*

Supporting Factors for Planning, Implementing and Organising the Arabic Learning Program at SMAIT AL Fikri.

After conducting observations and interviews with the principal, Arabic teacher and language mobilisation team, in managing learning starting from planning, implementing to organising Arabic at SMAIT Al Fikri, the author sees several factors that support and some that hinder this management, namely:

Environmental Factors

The environment is the most important factor in the success of Arabic learning objectives at SMAIT AL Fikri. A conducive environment will produce students with good Arabic language quality in accordance with the objectives and standards set. The environment has an important role in determining the development of learning. In learning Arabic if the goal set is for students to be able to understand Arabic texts and be able to speak Arabic well but the environment such as friends, teachers and other employees does not support then students will not be able to speak Arabic because students only interact with Arabic language teachers with a duration of only 2 hours of lessons each week. SMAIT alfikri is a school known for its good tahsin and tahfidz Al Qur'an skills so that fluency in reading the Qur'an and thehabit of memorising the Qur'an make it easier for students to understand Arabic. This is evidenced by the number of hours of Qur'an lessons at SMA IT al Fikri 8 hours every week and the existence of tasmi' al Qur'an activities every morning for 15 minutes by assigning students in turn. This can be seen from the lesson schedule that has been made by the curriculum section of SMAIT Al Fikri as follows:

SMAIT AL FIKRI LESSON SCHEDULE
TP. 2023 / 2024

Class XHasyimAsy'ari (Science)

No	Time	Monday	Tuesday	Monday	Thursday	Time	Friday
	04.00 - 04.45	**Qiyamul lail**					
	04.45 - 05.30	Fajr prayer (Ikhwan: in congregation at the mosque)					
	05.30 - 06.00	**Morning Dhikr**					
	06.00 -	Cleaning and tidying the bedroom, showering, breakfast and study preparation					

	06.30						
	07.15 - 07.55	Ceremony	Healthy Together	Language Literacy	Numeracy Literacy	07.15 - 07.55	Chemistry
1	07.55 - 08.35	Qur'an	Qur'an	Qur'an	Qur'an	07.55 - 08.35	Chemistry
2	08.35 - 09.15	Qur'an	Qur'an	Qur'an	Qur'an	08.35 - 09.35	IFC
	09.15 - 09.35	TAKE A BREAK				09.35 - 09.45	ISTIRAHAT
3	09.35 - 10.15	BMR	PJOK	PAI	MTK (Specialisation)	09.45 - 10.25	PKN
4	10.15 - 10.55	English Language & Literature	PJOK	PAI	MTK (Specialisation)	10.25 - 11.05	MTK
5	10.55 - 11.35	Informatics	Physics	Integreted Curiculum	Arabic	11.05 - 11.45	MTK
6	11.35 - 12.15	Informatics	Physics	Integreted Curiculum	Arabic language	11.45 - 13.15	ISHOMA
	12.15 - 13.15	ISHOMA					
7	13.15 - 13.55	Workshop & Kwu	PKN	Cultural Arts	Research	13.15 - 13.55	MTK
8	13.55 - 14.35	English	History of Indonesia	Bahasa Indonesia	Scouts	13.55 - 14.35	Biology
9	14.35 - 15.15	English	History of Indonesia	Bahasa Indonesia	Scouts	14.35 - 15.15	Biology
	15.15 - 15.25	CLOSING AND AFTERNOON DHIKR PRAYER					
	15.25 - 15.30	WALAS EVALUATION AND ASR PRAYER PREPARATION					
	15.30 - 16.00	SHOLAT ASAR (Ikhwan: In congregation at the mosque)					
	16.00 - 17.00	HELPING PARENTS					

Method and Teacher Factors

One of the success factors in learning Arabic is the learning method. No matter how good the material to be delivered if it is not delivered by creative teachers and varied delivery methods, the results are not achieved properly. Based on the results of the author's research,

the teacher is in accordance with good Arabic teaching standards but has not been supported by complete media. Teachers are always eager to convey material and combined with communication activities during the teaching process in the classroom. This is based on the results of the author's interviews with Arabic language teachers and oneof the students at SMAIT Al Fikri:

CONCLUSIONS

Based on the results of the author's observations, the authors found several things related to classroommanagement at SMAIT Al fikri: 1) the classroom is in accordance with the comfort standards of educators and students because the room uses air conditioning so that students do not feel hot when learning, 3) the teaching method used by the teacher, the author sees that the teacher is very enthusiastic in teaching with maximum voice power but the author sees that the teacher still uses the lecture method alot, 4) the readiness of students in learning is good but there needs to be habituation of discipline because Arabic is part of a subject that students are less interested in. 5) the head in collaboration with the teacher has set firm rules but still relaxed considering the teenage age of high school students, 6) the Arabic teacher has been skilled in arousing students before starting learning, 7) as a new school this school does not yet haveenough media, 5) the head in collaboration with teachers has set firm rules but still relaxed considering the teenage age of high school students, 6) Arabic language teachers have been skilled in arousing students before starting learning, 7) as a new school this school does not yet have enough media to support foreign language learning, especially Arabic.

In Arabic language learning if the goal set is for students to be able to understand Arabic textsand be able to speak Arabic well but the environment such as friends, teachers and other employees are not supportive then students will not be able to speak Arabic because students only interact with Arabic language teachers with a duration of only 2 hours of lessons each week.

Language Activities

Language activities are activities outside of regular learning. SMAIT AL Fikri has made Arabiccompulsory every Friday.

Inhibiting Factors:

Students

a. The majority of SMAIT Al Fikri students are junior high school alumni, with very few alumni from madrasah tsanawiyah or Islamic boarding schools. This factor makes it difficult for them to accept Arabic lessons. For them, Arabic is one of the lessons that is difficult to understand and practice so that teachers must start from the basics and provide maximum

motivation so that students love and actively learn Arabic. this is based on the author's interview with informant (S) SMAIT Al Fikri:

The majority of SMAIT Al Fikri students are graduates of public junior high schools, only 3 out of 53 students are graduates of Islamic boarding schools. This shows that 94 per cent of SMAIT Al Fikri students are not boarding school alumni (interview 05 October 2023).

b. Because the lack of interest makes students lazy to memorise Arabic vocabulary. this is based on the results of interviews with SMAIT Al Fikri students (F):

In general, students find it difficult to memorise Arabic vocabulary because it is hard to memorise, the pronunciation is often wrong so they lack confidence to pronounce Arabic vocabulary (interview 05 October 2023).

It is not uncommon that fear of being wrong is a factor inhibiting students from being able to express Arabic sentences. Whereas we know that repeated failure will result in success. Students in this school still do not dare to try (shy) because fear of being wrong in pronouncing Arabic sentences. this is based on the results of the author's interviewwith Arabic language teacher H :

SMAIT Al Fikri students are still shy (not brave) to speak in Arabic for fear of being wrong even though Arabic vocabulary books have been given and have often been provoked with Arabic when speaking bothin class and in class. They only want to speak when asked during the Arabic learning process in the classroom (Interview 03 October 2023).
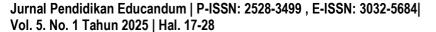
Bi'ah Arobiyah

Students in the pesantren and madrasah environment are able to speak good Arabic both orally and in writing because they are supported by an active bi'ah arobiyah (Arabic speaking environment). Based on observations, the author sees that the language activator team has made a bi'ah arobiyah programmebut in practice in the field it is still not running optimally because of the fear of being wrong to speak Arabic so that 2-way communication in Arabic has not been created.

LITERATURE

Aliyah, V. H., Maghfur, A. 'Ali, & Hilmi, D. (2019). Manajemen Perencanaan Program Bahasa Arab Di Mayantara School Malang. *Arabia*, *11*(1), 175. https://doi.org/10.21043/arabia.v11i1.5214

Andriana, K. (2015). Urgensi perencanaan pembelajaran bahasa Arab dalam pendidikan di sekolah. *Prosiding Konferensi Nasional Bahasa Arab*, *1*(1).

Hidayati, F., Arifa, Z., Jariyah, A., & Zahriyah, S. (2019). Manajemen Pengorganisasian Program Bahasa Arab di Pondok Pesantren Salaf. In *Journal of Language Education*

(Vol. 3, Issue 1). http://ejournal.iainpurwokerto.ac.id/index.php/tarling/index

Hidayati, F., Arifah, Z., Jariyah, A., & Zahriyah, S. (2019). Manajemen Pengorganisasian Program Bahasa Arab di Pondok Pesantren Salaf. *Tarling: Journal of Language Education*, *3*(1), 115–133.

JSIT, T. (2023). Visi dan Misi. *Jaringan Sekolah Islam Terpadu (JSIT) Indonesia*, 1. http://www.jpkk.edu.my/jpkk/index.php/maklumat-kami/visi-dan-misi.html

Kasus, S., Madrasah, D., Al, A., & Bogor, K. (2021). MANAJEMEN PEMBELAJARAN BAHASA ARAB. In *Rayah Al-Islam* (Vol. 5, Issue 2).

Kurnia, H., Bowo, A. N. A., & Nuryati, N. (2021). Model Perencanaan Pembelajaran PPKn Berbasis Literasi. *Jurnal Basicedu*, *5*(2), 733–740. https://doi.org/10.31004/basicedu.v5i2.794

Minsih, M., & D, A. G. (2018). PERAN GURU DALAM PENGELOLAAN KELAS. *Profesi Pendidikan Dasar*, *1*(1), 20. https://doi.org/10.23917/ppd.v1i1.6144

Mubarok, R. (2021). Pelaksanaan Fungsi-Fungsi Manajemen Dalam Peningkatan Mutu Lembaga Pendidikan Islam. *Al-Rabwah*, *13*(01), 27–44. https://doi.org/10.55799/jalr.v13i01.11

Rahmawati, A. D. (2018). Manajemen Pengorganisasian Program Kursus Bahasa Arab Di Pare Kediri. *Arabi : Journal of Arabic Studies*, *3*(1), 52. https://doi.org/10.24865/ajas.v3i1.71

Rofiq, D. M. A. (2009). *PENGELOLAAN KELAS*.

Sa'diyah, M. (2021). Manajemen Pembelajaran Bahasa Arab (Studi Kasus di Madrasah Aliyah Al Kahfi Bogor). *Rayah Al-Islam*, *5*(02), 600–614.

Shobirin, A., & Hilmi, D. (2021). Implikasi Manajemen Program Bahasa Arab dalam Mencetak Lulusan Unggul. *Tarbiyatuna: Jurnal Pendidikan Ilmiah*, *6*(1), 15–26. https://doi.org/10.55187/tarjpi.v6i1.4308

Siregar, N. S., Ramadina, R., Tantri, A., Zulna, R. F., Maulana, M. R., & Akmalia, R. (2023). Implementasi perencanaan pembelajaran untuk meningktkan mutu pendidikan. *Jurnal Edukasi Nonformal*, *4*(1), 10–27.

Widyanto, I. P., & Wahyuni, E. T. (2020). Implementasi Perencanaan Pembelajaran. *Satya Sastraharing*, *04*(02), 16–35.

Zulqarnain, I., Rohman, M. M., Maftuhah, M., & Arifa, Z. (2019). Model Pembelajaran Program Ekstrakurikuler Bahasa Arab dan Implementasinya di Madrasah Aliyah Pesantren. *Arabiyatuna : Jurnal Bahasa Arab*, *3*(1), 29. https://doi.org/10.29240/jba.v3i1.629