Arabic Language Program Management at Islamic Boarding School Nawaina of Islamic Junior High School 2 Malang

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Abstract

The Arabic language is an essential part of Islamic education, as it is the language of the Quran and a key tool for understanding Islamic teachings. Many Islamic educational institutions offer specialized programs to teach the Arabic language to their students. Understanding the management processes involved in these Arabic language programs is important to ensure their effectiveness and continuous improvement. The aims of this study are to describe of the management of Arabic Language Program at Islamic Boarding School Nawaina Islamic Junior High School 2 Malang, with particular emphasis on the planning, organising, implementation and evaluation aspects. In this study, researchers employed a descriptive qualitative methodology. The data collection techniques are interviews and field observations which are then analyzed with 3 steps, namely data reduction, data presentation and conclusion drawing. The findings of this study indicate that in the planning management of the Islamic Boarding School Nawaina Arabic language program, a coordination meeting is held every semester between the head of the Islamic boarding school, teachers and santri assistants. As for the organizing stage, class classification of students and teachers is carried out. While at the implementation stage it is carried out in 3 Arabic language learning programs, including: Takhossus Kitab, Ta'lim Kitab, Muhadloroh and Compulsory Arabic Extracurricular. And at the evaluation stage, the assessment of student results is carried out through the final semester exam. Researchers propose that future research should prioritize investigating the impact of the Arabic language program on student learning outcomes and Islamic knowledge acquisition.

Keywords: Arabic Language Program, Islamic Boarding School Nawaina, Management

ملخص

اللغة العربية جزء أساسي من التعليم الإسلامي، فهي لغة القرآن الكريم وأداة رئيسية لفهم التعاليم الإسلامية. تقدم العديد من المؤسسات التعليمية الإسلامية برامج متخصصة لتعليم اللغة العربية لطلابها. ومن المهم فهم العمليات الإدارية التي تنطوي عليها برامج اللغة العربية هذه لضمان فعاليتها وتحسينها المستمر. يهدف هذا البحث إلى وصف شامل لإدارة برنامج اللغة العربية في المدرسة المتوسطة الإسلامية الحكومية بمعهد نوينا مالانج، مع التركيز على شكل جوانب التخطيط والتنظيم والتنفيذ والتقييم. استخدم الباحثون في هذا البحث المنهج الوصفي النوعي. وتقنيات جمع البيانات بالمقابلات والملاحظات الميدانية التي تم تحليلها بعد ذلك من خلال ٣ خطوات، وهي عرض البيانات، وتحليل البيانات، واستخلاص النتائج. ونتائج هذا البحث أن إدارة التخطيط لبرنامج تعليم اللغة العربية في معهد نوينا يتم عقد اجتماع تنسيقي كل فصل دراسي بين رئيس المعهد والمعلمين والمشرفين. أما في إدارة التنظيم، فيتم تصنيف الطلاب والمعلمين في الفصول الدراسية. أما في إدارة التنفيذ فيتم تنفيذها في ٣ برامج لتعليم اللغة العربية منها: تخصص الكتاب، وتعليم الكتاب، والمحاضرة، وبرنامج اللغة العربية لتعليم الإضافي. أما في إدارة التقييم، فيتم تقييم

نتائج الطلاب من خلال امتحان الفصل الدراسي النهائي. يقترح الباحثون أن تعطي الأبحاث المستقبلية الأولوية لدراسة تأثير برنامج اللغة العربية على نتائج تعلم الطلاب واكتسابهم للمعارف الإسلامية.

الكلمات المفتاحية: إدارة البرنامج، اللغة العربية، معهد نوينا

Introduction

Program management plays a very important role in education, especially in Arabic language learning. The management of Arabic in education includes the development of an appropriate curriculum, the determination of effective teaching methods, and the evaluation of student learning progress.[1] In addition, Arabic language management also involves training teachers and lecturers in innovative and adaptive Arabic language teaching skills.[2] Arabic language management also involves training teachers and lecturers in innovative and adaptive Arabic language teaching skills, ensuring that pedagogical approaches are student-centered and culturally responsive.[3] Hence, an educational institution can create a learning environment that supports students to better understand and improve Arabic language skills, thus creating an active, effective and fun learning process.[4]

Learning is more readily accepted by learners when _it is meaningful to them. And to achieve that meaningfulness, learning management must be aligned with learning.[5] William et al.[6] said that this alignment allows the design, delivery, and assessment of the learning experience to effectively support and enable meaningful learning for the students. Effective management of Arabic language learning can improve the understanding and use of Arabic among students, thereby strengthening their cultural and religious identity and facilitating their access to Islamic scholarly sources and

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[1] Khambali Khambali, Nur Ali, and Sutaman Sutaman, "*Tashmîm Manhaj Ta'lîm al-Lughah al-'Arabiyah Fî Qism al-Mashrafiyah al-Islâmiyah Fî Jâmi'Ah STEBANK al-Islâmiyah*," Arabiyat : Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban 9, no. 2 (December 31, 2022): 231–45. DOI: https://doi.org/10.15408/a.v9i2.27031

[2] Ahmad Nahidl Silmy dkk., "*Urgensi Metode Belajar dalam Pembelajaran Bahasa Arab (Bagi Penutur Non-Arab),*" Mantiqu Tayr: Journal of Arabic Language 4, no. 2 (2024): 368–81. DOI: https://doi.org/10.25217/mantiqutayr.v4i2.4423

[3] Ela Isnani Munawwaroh dkk., "*Pedagogical Competences of Arabic Language Teachers at Madrasah Tsanawiyah in Pangkalpinang (Implementation and Obstacles),*" Mantiqu Tayr: Journal of Arabic Language 4, no. 2 (2024): 445–59. DOI: https://doi.org/10.25217/mantiqutayr.v4i2.4514

[4] Lilis Dwi Andarwati dan Sulthan Syahril, "*Learning Arabic Using Moodle Application Based E-Learning for Madrasah Aliyah│Pembelajaran Bahasa Arab dengan Menggunakan E-Learning Berbasis Aplikasi Moodle untuk Madrasah Aliyah,*" Mantiqu Tayr: Journal of Arabic Language 3, no. 2 (2023): 102–19. DOI: https://doi.org/10.25217/mantiqutayr.v3i2.3396

[5] Ahmad Fikri Amrullah and S Hum, *Manajemen Kurikulum Pembelajaran Bahasa Arab,* (Jakarta: Prenada Media, 2021), hlm. 3-4.

[6] William Villegas-Ch, Milton Román-Cañizares, and Xavier Palacios-Pacheco, "*Improvement of an Online Education Model with the Integration of Machine Learning and Data Analysis in an LMS,*" Applied Sciences 10, no. 15 (August 4, 2020): 5371. DOI: https://doi.org/10.3390/app10155371

literature.[7] In addition, in the business world, the ability to communicate in Arabic can open doors to employment opportunities and business partnerships in the vast Arabic-speaking market.[8]

Good Arabic learning management enables an educational institution to build strong relationships with the Arabic-speaking community and develop a positive brand image among them. In the cultural aspect, good Arabic language management helps in preserving Arab cultural heritage and promoting deeper cross-cultural understanding in an increasingly connected global society.[9] Thus, effective Arabic language management not only provides practical benefits, but also supports a mutually enriching cross-cultural exchange of knowledge and experience in an increasingly globally connected world.

In the scope of education, Arabic is a subject that is in great demand in various educational institutions, both formal and non-formal. Many educational institutions, including Islamic boarding schools, are competing to make Arabic as a superior subject. Islamic boarding schools are known as the foremost institutions in deepening Arabic knowledge, because they not only teach Arabic as a means of communication, but also as a means to understand the teachings of Islam more deeply.[10]

Islamic boarding schools are institutions with a long history of providing education, having existed prior to the formation of the Indonesian state.[11] The boarding school curriculum is based on strong Islamic religious education that emphasizes morals and manners. It is mandatory for every islamic dormitory to teach Arabic because all the literature uses Arabic.[12] The emphasis on Islamic values and Arabic language instruction is intended to immerse students in the religious and cultural foundations of the faith.[13] The students in the islamic dormitory are required to master Arabic through several subjects taught such as *Nahwu, Shorof, Balaghoh, Arudh, Khitobah, Muhadatsah, Munadzarah* and others. The success of the boarding school in achieving this goal certainly requires good management starting from planning, organizing, implementing and evaluating.[14]

Islamic Boarding School Nawaina is a supporting educational institution that has a superior program at Islamic Junior High School 2 Malang as an effort to integrate islamic dormitory

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[7] Mohammad Soleh, Muhammad Farid, and Mualim Wijaya, "*Manajemen Pembelajaran Bahasa Arab di Lenguage Intensif Program (LIP) SMP Nurul Jadid Paiton Probolinggo,*" Al Qodiri: Jurnal Pendidikan, Sosial dan Keagamaan 19, no. 2 (2021): 554–65. DOI: https://doi.org/10.53515/al%20qodiri.v19i2.4402

[8] Meidias Abror Wicaksono and Wa Muna, "*Taṭwīr Mawād Ta'līm Mahārah al-Kalām Li as-Siyāḥah FīḌaual-Ma'āyir al-Waṭaniyyah Li al-Kafāah al-Mihniyyah,*" LISANIA: Journal of Arabic Education and Literature 7, no. 1 (2023): 62–78. DOI: https://doi.org/10.18326/lisania.v7i1.62-78

[9] Muqarramah Sulaiman Kurdi, "*Dampak Globalisasi pada Konten dan Mata Pelajaran pada Kurikulum di Madrasah Ibtidaiyah: Tantangan dan Peluang,*" CENDEKIA: Jurnal Ilmu Sosial, Bahasa dan Pendidikan 1, no. 4 (2021): 32–59. DOI: https://doi.org/10.55606/cendikia.v1i4.1316

[10] Lailatul Badriyah, "*Telaah Kritis Eksistensi Pesantren Sebagai Refleksi Pendidikan Islam Holistik dalam Membentuk Generasi Muslim Berkarakter,*" JoIEM (Journal of Islamic Education Management) 1, no. 1 (2020): 1–19. DOI: https://doi.org/10.30762/joiem.v1i1.1998

[11] Eisya Nautika Rahmi et al., "*A Phenomenological Study of Arabic Language Environment to Improve Students' Speaking Skills at Modern Islamic Boarding School,*" Mantiqu Tayr: Journal of Arabic Language 4, no. 1 (January 14, 2024): 232–56. DOI: https://doi.org/10.25217/mantiqutayr.v4i1.4085

[12] Slamet Daroini and Mohammad Atmim Aisyi, "*Curriculum of Kitab Kuning Learning Base on Integrative Approach/* منهج تعليم كتب التراث على ضوء المدخل التكاملي," Ijaz Arabi Journal of Arabic Learning 5, no. 3 (October 28, 2022): 57. DOI: https://doi.org/10.18860/ijazarabi.v5i3.16463

[13] Rohaeti Rohaeti et al., "*Management of Islamic Religious Education in Developing the Noble Ability of Santries Through the Tahfidz Approach,*" Journal of Social Science 2, no. 4 (July 25, 2021): 483–501. DOI: https://doi.org/10.46799/jss.v2i4.180

[14] Khambali Khambali, Nur Ali, and Sutaman Sutaman, "*Tashmîm Manhaj Ta'lîm al-Lughah al-'Arabiyah Fî Qism al-Mashrafiyah al-Islâmiyah Fî Jâmi'Ah STEBANK al-Islâmiyah,*" Arabiyat : Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban 9, no. 2 (December 31, 2022): 231–45. DOI: https://doi.org/10.15408/a.v9i2.27031

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traditions with modern education.[15] The students learn with intensive guidance from experienced *ustadz* and *ustadzah* and *musyrif/musyrifah* as well as a conducive environment with islamic dormitory nuances and superior islamic dormitory programs, especially Arabic as a means of understanding Islamic studies. Islamic Boarding School Nawaina continues to experience an advanced development process since it was built starting in 2021 through SBSB (State Sharia Securities) of the Ministry of Religion.[16] Islamic Boarding School Nawaina has a capacity of 120 students with details of 60 male and 60 female students who apply active Arabic language learning through various Arabic language programs, including: *Takhossus Kitab, Ta'lim Kitab, Muhadloroh* and extra compulsory Arabic. The program is in order to train students to be able to read Arabic books and make simple Arabic conversations.

The author is engaged in research into the management of Arabic language learning programs at Islamic Boarding School Nawaina as one of the Islamic boarding school that continues to innovate and make various kinds of breakthroughs in Arabic language learning as a reference for other boarding schools that manage Arabic language learning programs as superior programs. In order to obtain maximum results in Arabic language learning, of course, it must implement good program management. In accordance with the definition of management, which stipulates that management is a procedure that coordinates the sources of the process, including program planning, program organization, program implementation and program evaluation.[17]

Some previous studies have discussed the management of Arabic language learning programs in Islamic boarding schools including research written by Dian Ahmad Jufrih, et al. about "Arabic Language Program Management at Daarul Ukhuwwah 2 Malang". The results indicated that the planning management of the Arabic language learning program at Daarul Ukhuwwah adopted the curriculum of Pondok Modern Darussalam Gontor, Ponorogo. At the organizing management stage, an organizational structure is formed, at the implementation stage there are various Arabic language programs and at the evaluation stage consists of daily, weekly, monthly and annual evaluations.[18] Similar research was also conducted by Miftakhul Fariz & Agustini with the title "Organizing Management of Arabic Learning at MAN 1 Malang". The results described that the Arabic language learning system at MAN 1 Malang has 4 programs. However, there is no structured organization in organizational management which is indicated by the absence of an organizational structure such as a chart and division of tasks of the members involved in the program.[19] On the other hand, research with the title "Arabic Language Program Management at MTs Nurul Islam Bukit Kemuning, Riau" by Rahmah Effendi and Hasrian Rudi Setiawan also produced findings that program planning begins with the establishment of an Arabic language learning program. In implementing the program, it also goes through several stages, and in evaluating the program, it also

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[15] "Visi dan Misi Islamic Boarding School Nawaina," *Islamic Boarding School Nawaina* (blog), accessed April 24, 2024. https://nawaina.mtsn2kotamalang.sch.id/

[16] "Monitoring SBSN oleh Kasi Kelembagaan dan Sistem Informasi Pendma Kanwil Kemenag Jatim pada MTsN 2 Kota Malang," *MTsN 2 Kota Malang* (blog), diakses 24 April 2024, https://www.mtsn2kotamalang.sch.id/berita/11/2021/monitoring-sbsn-oleh-kasi-kelembagaan-dan-sistem-informasi-pendma-kanwil-kemenag-jatim-pada-mtsn-2-kota-malang/

[17] Amiruddin Tumanggor et al., *Manajemen Pendidikan,* (Yogyakarta: Penerbit K-Media, 2021), hlm. 11.

[18] Dian Ahmad Jufrih, Abdul Wahab Rosyidi, and Usfiyatur Rusul, "*Manajemen Program Bahasa Arab di Pondok Pesantren Daarul Ukhuwwah Putri 2 Malang,*" Jurnal Mu'allim 5, no. 1 (January 20, 2023): 172–88. DOI: https://doi.org/10.35891/muallim.v5i1.3474

[19] Miftakhul Fariz and Agustini Agustini, "*I Manajemen Pengorganisasian Pembelajaran Bahasa Arab di MAN 1 Kota Malang,*" Lisanul Arab: Journal of Arabic Learning and Teaching 9, no. 2 (2020): 89–94. DOI: https://doi.org/10.15294/la.v9i2.42649

includes several stages such as setting assessment standards.[20] From some of the research above, it can be seen that organizing management in each institution is different and existing management does not always run well in accordance with the specified objectives.

The research on the management of the Arabic language program at Islamic Boarding School Nawaina Islamic Junior High School 2 Malang builds on and expands the existing literature on Arabic language education in Islamic institutions in Indonesia. It takes a comparative and comprehensive approach, positioning Islamic Boarding School Nawaina as an institution that continues to innovate and make breakthroughs in its program management practices. Unlike prior studies that focused on specific aspects like organizational management, this research examines the complete management process, including planning, organizing, implementation, and evaluation stages. The study aims to identify best practices and challenges in achieving maximum results in Arabic language learning, with the goal of establishing Islamic Boarding School Nawaina's program as a model that can be referenced by other Islamic boarding schools managing similar language learning initiatives. So, in this article the author will focus on describing the ongoing management of program planning, program organization, program implementation and evaluation of Arabic language programs at Islamic Boarding School Nawaina Islamic Junior High School 2 Malang.

Method

In this study, researchers employed a descriptive qualitative methodology. Qualitative research is a type of scientific research focused on holistic inquiry.[21] Johnson et al. added that it seeks to understand and describe phenomena in their natural, real-world contexts rather than in controlled experimental settings.[22] It involves a vast and complex area of methodology that is used to describe phenomena from the participant's viewpoint, with rich, descriptive detail of the human context. Ideally, it is conducted by observing subjects in their natural setting.[23] The objective is not to count, but rather to gain a comprehensive understanding of the phenomenon under study.

The research design follows a systematic approach that involves observing the Subjects observed in their natural settings to ensure the authenticity of the data. In the Arabic language program management research at Islamic Boarding School Nawaina, the data were analyzed through the Miles and Huberman model in three steps as follows[24]; Data Reduction: Data that has been collected through observation and interviews are reduced to focus on the most relevant and significant information pertaining to the Arabic language program at Islamic Boarding School Nawaina. Data Presentation: The reduced data is presented in the form of narratives and key points to make it easier for researchers to understand and organize the information relevant to the Arabic

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[20] Rahmah Effendi and Hasrian Rudi Setiawan, "*Manajemen Program Bahasa Arab di MTs Nurul Islam Bukit Kemuning, Riau,*" Edumaniora : Jurnal Pendidikan dan Humaniora 1 no. 2 (2022): 139-150. https://journal.cdfpublisher.org/index.php/edumaniora/article/view/37

[21] Drishti Yadav, "*Criteria for Good Qualitative Research: A Comprehensive Review,*" The Asia-Pacific Education Researcher 31, no. 6 (December 2022): 679–89. DOI: https://doi.org/10.1007/s40299-021-00619-0

[22] Jessica L. Johnson, Donna Adkins, and Sheila Chauvin, "*A Review of the Quality Indicators of Rigor in Qualitative Research,*" American Journal of Pharmaceutical Education 84, no. 1 (January 2020): 7120. DOI: https://doi.org/10.5688/ajpe7120

[23] Edward Groenland and Léo-Paul Dana, *Qualitative Methodologies and Data Collection Methods: Toward Increased Rigour in Management Research*, vol. 01, New Teaching Resources for Management in a Globalised World (WORLD SCIENTIFIC, 2019): 15. DOI: https://doi.org/10.1142/11449

[24] Esubalew Aman Mezmir, "*Qualitative Data Analysis: An Overview of Data Reduction, Data Display, and Interpretation,*" Research on Humanities and Social Sciences 10, no. 21 (2020): 15–27. DOI: https://doi.org/10.7176/RHSS/10-21-02

language program. Conclusion Drawings: Based on the presented data, the researcher draws conclusions regarding the effectiveness and efficiency of the management of the Arabic language program at Islamic Boarding School Nawaina. These conclusions are then used to provide recommendations for future program improvements.[25]

Result and Discussion

Arabic Program Planning Management

According to Roger A. Kaufman, planning is the cognitive process of determining the specific, measurable goals or objectives to be achieved, and then determining the optimal pathway and resources required to achieve these objectives in the most efficient and effective manner possible.[26] The first thing in Arabic program planning is to establish a learning program. This process is carried out in order to achieve learning objectives well in accordance with what is expected. Conversely, in the process of planning, it is also necessary to establish a set of plans and arrangements regarding the objectives, content and learning materials as well as the methods used.[27]

In this planning, Islamic Boarding School Nawaina conducts a coordination meeting at the beginning of each learning semester to discuss and determine plans, objectives and learning outcomes. This coordination is carried out by the head of the Islamic boarding school, teachers and companions of Islamic boarding school students (*musyrif/musyrifah*). In accordance with what has been conveyed by Hakiki Rikza Irnaini Al Badri, M.Pd, as *musyrifah* Islamic boarding school:

> *"At the beginning of each semester there is a coordination meeting with the head of the Islamic Boarding School and all teaching teachers. In the meeting, various plans are discussed for one semester such as santri activities, the learning process, facilities and infrastructure to support learning, and learning evaluation, so that the standard learning process can run well."*

The results of the interview show that coordination meetings are very important for implementing islamic dormitory programs including teaching and learning activities, daily, weekly, and monthly activities of students for one semester from the vision and mission and objectives of the Islamic boarding school. In addition, planning activities are also important to determine the use of technology and media in the teaching and learning process, determine teaching materials that are in accordance with the context, and determine the evaluation process.[28]

In observation activities, researchers saw that the activities of students at Islamic Boarding School Nawaina were organized and there was a schedule of activities for each day. With a regular and orderly schedule, students can be disciplined and still be able to do their schoolwork well. On the other hand, the methods and approaches in the Arabic language program at Islamic Boarding School Nawaina are teacher-centered learning in *Takhossus Kitab* and *Ta'lim Kitab*, and student-centered in *Muhadloroh* and Arabic Extracurricular.

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[25] Lili Sururi Asipi, Utami Rosalina, and Dwi Nopiyadi, "*The Analysis of Reading Habits Using Miles and Huberman Interactive Model to Empower Students' Literacy at IPB Cirebon*," International Journal of Education and Humanities 2, no. 3 (2022): 117–25. DOI: https://doi.org/10.58557/ijeh.v2i3.98

[26] R.A. Kaufman, *Educational System Planning*, Prentice-Hall Educational Administration Series (Prentice-Hall, 1972), hlm. 100. https://books.google.co.id/books?id=1IMWyhQ2X7kC

[27] Euis Ernawati, "*Perencanaan Pembelajaran Bahasa Arab di Perguruan Tinggi Pariwisata*," Arabiyat : Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban 5, no. 1 (June 3, 2018): 28. DOI: https://doi.org/10.15408/a.v5i1.7515

[28] Suci Ramadhanti Febriani et al., "*Design of Arabic Learning for Senior High School in the 21st Century*," Jurnal Al-Bayan: Jurnal Jurusan Pendidikan Bahasa Arab 12, no. 1 (2020): 1–21. DOI: https://doi.org/10.24042/albayan.v12i1.5886

Arabic Program Organizing Management

Once the curriculum at the planning management has been established, it is essential to create an effective learning environment in order to ensure the successful implementation of the planned Arabic language programme. Organizing comes from the word organize which means creating a structure with parts that are integrated in such a way that there is a relationship with each other bound together.[29] Therefore, organizational management is needed in a program in order to determine what tasks need to be carried out and who will be responsible for these tasks so as to create a good division of labor in a coordination system.

The organization of the Arabic language program at Islamic Boarding School Nawaina is carried out at the beginning of the semester before learning is carried out. In it, the teaching schedule is arranged and determined as well as the distribution of tasks to the *ustadz/ustadzah* teaching Islamic boarding school. On the other hand, organizing is also done to new students who register for Islamic boarding school. They will be classified into class levels, namely *Ula* and *Wustho* based on their ability to follow Arabic language learning. This is done so that students can feel comfortable in learning because it is in accordance with their abilities, and so that the *ustadz* can maximize the potentials that already exist in the students. In accordance with the results of interviews from *musyrifah* Islamic boarding school:

> "*These new students will have to take a placement test at the beginning of their entry, so that later they will know whether they are in the Ula or Wustho class. The tests include religious questions, reading the Qur'an, reading the book and Arabic language tests.*"

The organizational structure at Islamic Boarding School Nawaina is interrelated and mutually supportive of the Arabic language learning program for students. Starting from the top level, namely the *mudir* or head of the Islamic boarding school to the lowest, namely the *santri*. *Ustadz/ustadzah* where also taken from Islamic Junior High School 2 Malang teachers play a role in improving Arabic language skills by at the *Wustho* level sometimes using Arabic in the learning process. *Musyrif/musyrifah* plays a role in accompanying and monitoring all students, not infrequently they also become substitute teachers when there are *ustadz* who are unable to attend Arabic language learning.

Arabic Program Implementation Management

Implementation is an effort made to carry out all plans and policies that have been formulated and determined by completing all the needs of the necessary tools, who will carry out, where the place of implementation and when the time starts.[30] Based on the results of observations, researchers found that the implementation of the Arabic language program at Islamic Boarding School Nawaina is divided into 4 programs, namely *Takhossus Kitab*, *Ta'lim Kitab*, *Muhadloroh* and Compulsory Arabic Extracurricular.

1. *Takhossus Kitab*

Takhossus Kitab is an activity to study Arabic Islamic religious books such as the *Aqidatul Awam*, *Mabadi Fiqh*, and so on. This activity is carried out every morning by Islamic Boarding School Nawaina students who are selected in a test at the beginning of the semester. In this activity,

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[29] Ade Rafika Aisyah Ritonga, Emilda Sulasmi, and Faisal Rahman Dongoran, "*Manajemen Kepala Sekolah Dalam Pembinaan Profesionalisme Guru di MTs Swasta Al-Washliyah Sigambal,*" Jurnal Pendidikan Tambusai 7, no. 2 (2023): 9820–30. DOI: https://doi.org/10.31004/jptam.v7i2.7896

[30] Asep Rifqi Abdul Mughni, Asep Dudi Suhardini, and Nurul Afrianti, "*The Analisis Manajemen Program Kafana di Rumah Tahfidz Khoiru Ummah,*" Bandung Conference Series: Islamic Education, vol. 2, no. 1 (2022): 147–55. DOI: https://doi.org/10.29313/bcsied.v2i1.2411

approximately 20 male and female students were selected. Meanwhile, other students who are not selected in the *takhossus kitab* every day deposit their memorization of juz 30 of Qur'an. The existence of this *takhossus kitab* program is to facilitate students who already have more understanding in the field of religion and memorization to be able to further explore religious sciences.

2. *Ta'lim Kitab*

Ta'lim Kitab activities are carried out every day by Islamic Boarding School Nawaina students after Maghrib prayer in congregation. In it, students learn books in various fields, such as *Akhlak, Fiqh, Tarikh* and Arabic. In this *ta'lim kitab* activity, the *santri* class is classified into 2, namely the *Ula* and *Wustho* classes. In the *Ula* class, the students are introduced to Arabic books. While in the *Wustho* class, the students begin to be taught how to read and give meaning to the books being studied. As for when in Arabic language material, the *Ula* class focuses on simple *hiwar* (conversation) and the *Wustho* class focuses on deepening Arabic language rules such as *Nahwu* and *Shorof*.

3. *Muhadloroh*

Muhadloroh activities or lectures according to Syukir are a technique or method of da'wah that is colored by the characteristics of the speech of a preacher or preacher in a da'wah activity. This lecture can be a speech (rhetoric), sermon, teaching speech and so on.[31] Muhadharah is a concrete form of learning in modern huts in training the oration and public speaking skills of the students. In the systematics of its activities, the students are not only required to deliver the material, but also required to be able to lead the course of the activity as the host in the activity. The objectives of this activity are threefold: firstly, to foster self-confidence in students; secondly, to increase fluency in Arabic; and thirdly, to encourage students to think more critically.

4. Compulsory Arabic Extracurricular

This compulsory Arabic extracurricular program is carried out by Islamic Boarding School Nawaina every Saturday in the morning. This program is a supporting program to improve the ability of students in the field of Arabic, especially in *maharah kalam* (Arabic speaking skills). What distinguishes this program from others is the learning atmosphere built by the teacher. In this extracurricular learning process, the learning atmosphere is made as fun as possible so that students can feel more free, active and happy without any pressure in participating in learning. Usually, this extracurricular learning is carried out outside the classroom and mingles with nature.

From the results of the researchers' observations of the implementation of the Arabic language learning program at Islamic Boarding School Nawaina, the Arabic language learning process at Islamic Boarding School Nawaina is conducted in both the classroom and outside the classroom. This is to avoid boredom of students when the learning process is carried out only in the classroom, where students also study in class when studying school lessons. In addition, the implementation of good Arabic language learning is when the learning process is combined between in the classroom and outside the classroom.[32]

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[31] Mutia Insani, Wagino Hamid Hamdani, and Asep Sopian, "*Upaya Peningkatan Maharah Kalam Melalui Kegiatan Intrakurikuler Muhadharah,*" An Nabighoh 23, no. 1 (2021): 51–66. DOI: https://doi.org/10.32332/an-nabighoh.v23i1.2281

[32] Agung Muttaqien et al., "*Tanfiidz Al-Barnaamaj al-Taktsiifi Li al-Thullaab Bi Islamic Boarding School al-Ridha al-Islaami al-Hadiits Sentul Bogor,*" LUGAWIYYAT 5, no. 2 (November 30, 2023): 85–98. DOI: https://doi.org/10.18860/lg.v5i2.22221

Arabic Program Evaluation Management

To determine the level of success in a program, of course, it is mandatory to evaluate the program. The evaluation carried out in the Arabic language learning program at Islamic Boarding School Nawaina is carried out at the end of the semester along with the final semester exams at school. Evaluation is carried out through written exams by working on the questions provided and oral exams by memorizing *mufrodat* (Arabic vocabulary), *kalam* (speaking Arabic), and *tarkib* (Arabic rules). With this evaluation, Islamic Boarding School Nawaina can identify the strengths and weaknesses of the learning program, and take the necessary corrective measures to improve the quality of Arabic learning at Islamic Boarding School Nawaina. This evaluation also aims to determine whether the planning process is in accordance with the implementation and whether the language environment in Islamic boarding school has been created and running well.[33]

In addition, program evaluation also provides an opportunity for students to evaluate themselves in learning Arabic.[34] Students can see the development of their abilities from the beginning of the semester to the end of the semester, as well as knowing the extent to which they have achieved the learning objectives that have been set. In this evaluation process, students are also given constructive feedback to help them improve their weaknesses and develop their potential in learning Arabic. Thus, program evaluation is not only a tool to measure the success of the program, but also as a means of continuous learning for students.

The evaluation conducted at Islamic Boarding School Nawaina includes several types of exams to measure various aspects of students' ability to speak Arabic.

1. Weekly Exams
    Weekly exams are held regularly to measure students' understanding of the material that has been delivered during the week. This evaluation aims to ensure that students follow and understand each topic taught on a regular basis.

2. Skills Test
    In addition to weekly exams, skills tests such as speech (*khitobah*) and writing (*kitabah*) are conducted once a month. This evaluation aims to ensure that students not only understand the material theoretically but are also skilled in speaking and writing Arabic. Through the khitobah exam, students' ability to deliver speeches and speak in public is tested. Meanwhile, through the kitabah exam, students' ability to write well and correctly in Arabic is assessed.

3. Final Semester Exams
    At the end of each semester, students at Islamic Boarding School Nawaina must take a final exam. This exam is designed to know, assess, and measure students' ability to speak Arabic comprehensively. The results of this semester's final exam are used to assess student progress and determine areas that need further improvement in the learning process.

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[33] Faizal Pikri, "*The Role of the Language Environment in Improving Arabic Learning Abilities*," International Journal of Science and Society 4, no. 2 (2022): 346–54. DOI: https://doi.org/10.54783/ijsoc.v4i2.478

[34] Edi Kurniawan Farid dan Aisyatur Rodhiyah, "*The Strategy of Teaching Arabic Composition in The Arabic Language Development Center at Pondok Pesantren Darul Lughah Wal Karomah Kraksaan Probolinggo Indonesia| Istirotijiyah Ta'lim al-Insya'fiy Markaz Tabahhur al-Lughah al-'Arabiyah bi Ma'had Darul L*: إستراتيجية تعليم الإنشاء في مركز تبحر اللغة العربية بمعهد دار اللغة والكرامة كركسأن بروبولنجو إندونيسيا," Mantiqu Tayr: Journal of Arabic Language 2, no. 2 (2022): 132–45. DOI: https://doi.org/10.25217/mantiqutayr.v2i2.2370

4. Annual Report Cards

    At the end of the semester of the school year, students will receive a report card summarizing their learning outcomes for one year. This report card contains assessments of all types of exams achievements in learning Arabic. The results of this report card will be reported to the parents of the students to provide information about their child's academic development.

Evaluation findings at Islamic Boarding School Nawaina show the use of a variety of evaluation methods that are in line with several main theories in education. Weekly evaluations and end-of-semester exams measure students' understanding from basic level to application and analysis, in accordance with the principles of Bloom's taxonomy, ensuring gradual mastery of knowledge. Skills exams such as speech (*khitobah*) and writing (*kitabah*) prioritize active learning through interaction and real experience, in accordance with constructivist theory, developing speaking and writing skills. Skills evaluation also reflects social learning theory, which encourages learning through observation and social interaction, enhancing interpersonal and collaborative skills.

Weekly exams serve as ongoing feedback, consistent with the concept of formative evaluation, while end-of-semester exams and annual report cards assess students' final achievements, consistent with summative evaluation. Additionally, various types of evaluation pay attention to students' diverse intelligences, in accordance with Howard Gardner's theory of multiple intelligences[35], ensuring abilities are demonstrated holistically. Overall, the evaluation method at Islamic Boarding School Nawaina creates a comprehensive and effective learning system, ensuring mastery of theoretical material and practical skills in Arabic.

Closing

Based on the explanation above, the researcher concluded that there is a system of planning, organizing, implementing, and evaluating the Arabic language learning program at Islamic Boarding School Nawaina. The system is designed to ensure that all Islamic Boarding School students can actively improve their Arabic language skills and study more deeply the main sources of Islamic teachings. In addition, this system also serves as a means to overcome the challenges of the contemporary global era and build Arabic as a medium of communication in the context of economic, cultural, and technological competition.

The management of the planning of the Arabic language program at Islamic Boarding School Nawaina, which is located in Islamic Junior High School 2 Malang, is carried out through a coordination meeting every semester. This meeting involved the chairman of the Islamic Boarding School, teachers, and student assistants. During the coordination meeting, various aspects of planning are discussed and agreed upon to ensure that the program runs in accordance with the goals that have been set.

At the organizing stage, the classification of students and teachers is carried out. This process ensures that each student is placed in a class that matches their level of ability, and that each teacher is assigned responsibilities that match their skill set. Good organization helps in the implementation of effective and efficient programs.

The implementation stage of the Arabic language learning program at Islamic Boarding School Nawaina consists of four main programs. First, *Takhossus Kitab*, a special program for studying Arabic classic books. This in-depth study of seminal Arabic literature and texts is designed to

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[35] Howard E Gardner, *Intelligence reframed: Multiple Intelligences for the 21st Century,* (Hachette Uk, 2000), hlm. 95.

immerse students in the rich linguistic and cultural heritage of the language. Students engage with these works through close reading, analysis, and discussions, developing a deep appreciation for the nuances and complexities of classical Arabic. Second, *Ta'lim Kitab*, a program for teaching certain Arabic books as part of the curriculum.[36] Unlike the specialized *Takhossus Kitab* program, this initiative integrates the use of Arabic texts directly into the school's core academic offerings. This ensures that the language is not confined to a standalone subject, but is woven into the broader educational experience of the students. Third, Arabic Extracurriculars, additional activities outside of class hours that focus on developing Arabic language skills. These extracurricular programs provide students with opportunities to practice and apply their Arabic in more informal, conversational settings. Activities may include Arabic language clubs, debate teams, cultural festivals, and other initiatives that foster the practical use of the language. Fourth, *Muhadloroh*, a compulsory activity that involves practicing public speaking to improve communication skills in Arabic. This program is designed to challenge students to develop their oral proficiency and confidence in using Arabic for formal, presentational purposes. Through regular practice and feedback, students hone their abilities to articulate their thoughts, ideas, and knowledge effectively in the Arabic language.

At the evaluation stage, the evaluation conducted at Islamic Boarding School Nawaina includes several types of exams to measure various aspects of students' ability to speak Arabic. Weekly exams are held regularly to ensure that students follow and understand each topic taught on a consistent basis. This assessment aims to track students' ongoing comprehension of the material covered in the classroom. In addition to the weekly exams, the school also administers more comprehensive skills tests on a monthly basis. These include speech (*khitobah*) and writing (*kitabah*) examinations, which assess students' practical abilities to effectively communicate in Arabic through public speaking and written expression. The results of these assessments provide valuable insights into the students' applied language proficiency, beyond just their theoretical knowledge. Furthermore, the program culminates in a final semester exam that holistically evaluates each student's Arabic language capabilities. The outcome of this exam is then summarized in an annual report card, which is shared with parents to communicate the student's overall progress and achievements in their Arabic language learning journey.

Acknowledgment

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[36] Laila Faoziyah dan Nailul Izzah, "*Analysis of Arabic Language Textbooks for Madrasah Aliyah Class XI Based on the 2013 Curriculum| Analisis Buku Ajar Bahasa Arab Madrasah Aliyah Kelas XI Berdasarkan Kurikulum 2013,*" Mantiqu Tayr: Journal of Arabic Language, 21, no. 2 (2021): 117–32. DOI: https://doi.org/10.25217/mantiqutayr.v1i2.1480

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