



Arabic Language Learning Management in the Qur'ani Cendikia Program (PCQ) Based on George R. Terry's Theory at the Asy-Syadzili 2 Salafiyah Qur'ani Islamic Boarding School

Arya Wahyu Pratama^{*1}, Nurhidayati², Hanik Mahliatussikhah³,
Wildana Wargadinata⁴, Ibnu Samsul Huda⁵

^{1,2,3,5}Arabic Language Education Universitas Negeri Malang, Indonesia.

⁴Arabic Language and Literature Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia.

Correspondence Address: aryawahyup22@gmail.com

Received: 27-05-2024

Revised: 28-07-2024

Accepted: 31-07-2024

Abstract

This research discusses the management of Arabic language learning through the Qur'ani Cendikia Program (PCQ) based on George R. Terry's theory which was implemented at the Asy-Syadzili 2 Salaf Qur'ani Islamic Boarding School, with a focus on program management and the problems faced. This research used a qualitative descriptive method, carried out at the Salaf Qur'ani Asy-Syadzili 2 Islamic Boarding School in Malang, in 2024. The research subjects were Arabic Language Teachers. The informants were Islamic boarding school administrators, teachers and students. Data collection was carried out using observation, interviews and documents methods. Meanwhile, data analysis uses the Miles and Huberman analysis technique which consists of data collection, data presentation, data reduction, and drawing conclusions. The results of this research reveal that Arabic language learning management is in accordance with George R. Terry's theory which includes planning, organizing, actuating and controlling. The research results show that the implementation of the Cendikia Qur'ani Program (PCQ) is in accordance with George R. Terry's management theory. Apart from that, there are also supporting factors such as support from Islamic boarding schools and the quality of teachers. Research on a program with management theory is still rare, it is hoped that this research can be developed by future researchers.

Keywords: Arabic Language Learning, George R. Terry's Theory, Management, Qur'ani Cendikia Program

ملخص

يناقش هذا البحث إدارة تعلم اللغة العربية من خلال برنامج القرآن الكريم بناءً على نظرية جورج ر. تيري الذي عقد في المعهد الإسلامي السلفي القرآني الشاذلي الثاني مع التركيز على إدارة البرامج و المشاكل التي تواجهها. قام الباحثون باستخدام المنهج الوصفي النوعي الذي تم إجراؤه في المعهد الإسلامي السلفي القرآني الشاذلي الثاني مالانج في عام ٢٠٢٤. وكان موضوع البحث معلمي اللغة العربية ومدير المعهد والطلاب. جمع البيانات باستخدام أساليب الملاحظة والمقابلات والتوثيق. تحليل البيانات باستخدام تقنية تحليل مايلز وهوبرمان التي تتكون من جمع البيانات وعرض البيانات وتقليل البيانات واستخلاص النتائج. أظهرت نتائج البحث أن تنفيذ برنامج المتخصص القرآني يتوافق مع نظرية الإدارة لجورج آر تيري. وبجانب ذلك، هناك عوامل داعمة مثل الدعم المقدم من المعهد الإسلامي وجودة المعلمين. الأبحاث حول برنامج معين بنظرية الإدارة لا تزال نادرة فمن المأمول أن يتم تطوير هذا البحث من قبل الباحثين في المستقبل.

الكلمات المفتاحية: الإدارة، برنامج المتخصص القرآني، تعلم اللغة العربية، نظرية جورج ر. تيري



Introduction

Learning Arabic has a very important role in Islamic education, especially in Indonesia, where the majority of the population is Muslim.¹ Good learning management is the main key in increasing the effectiveness of education, including in Arabic language learning.² Arabic has a very significant role in the context of religion, culture and international communication.³ Arabic is not only the language of the Koran but also the key to understanding the rich Islamic literature and scientific tradition.⁴ In the world of education, mastery of Arabic is not only important for those who want to deepen religious studies, but also for those who want to develop communication skills in this language which is used by more than 300 million people in various countries.⁵

However, learning Arabic often faces various challenges, ranging from dialect differences, grammatical complexity, to a lack of resources and effective teaching methods.⁶ In this context, good learning management is very necessary to overcome these challenges and ensure the learning process runs optimally.

Learning management includes planning, implementing and evaluating teaching and learning activities.⁷ In Arabic language learning, good management involves developing an appropriate curriculum, selecting effective teaching methods, using appropriate educational technology, and providing constructive feedback to students.⁸ Without good management, the learning process can become less structured, ineffective, and not provide optimal results. Therefore, studies on Arabic language learning management are very crucial. The Salafiyah Qur'ani Islamic Boarding School Asy-Syadzili 2 has implemented the Qur'ani Cendikia Program (PCQ) which focuses on learning Arabic as part of its main curriculum.

The theoretical basis of management according to George R. Terry emphasizes that management is a unique process, consisting of planning, organizing, implementing and controlling, which is carried out to determine and achieve predetermined targets through the use of human

¹ Akhiril Pane, "Urgensi Bahasa Arab; Bahasa Arab Sebagai Alat Komunikasi Agama Islam," *Komunikologi: Jurnal Pengembangan Ilmu Komunikasi dan Sosial* 2, no. 1 (June 30, 2018): 156-162. DOI: <https://doi.org/10.30829/komunikologi.v2i1.5452>

² I Iskandar and S Widyastri, "Analisis Manajemen Lembaga Bahasa Arab dalam Meningkatkan Kualitas Pembelajaran," *An Naba*, Vol 4. Issue 2. (2020): 52-65. <https://ejurnal.darulfattah.ac.id/index.php/Annaba/article/view/60>

³ Cahya Edi Setyawan and Khairul Anwar, "Peran Bahasa Arab dalam Pendidikan Islam Sebagai Urgensi Menghadapi Revolusi Industri 4.0," *LahjahArabiyah: Jurnal Bahasa Arab dan Pendidikan Bahasa Arab* 1, no. 1 (January 5, 2020): 11–19. DOI: <https://doi.org/10.35316/lahjah.v1i1.571>

⁴ Shyfa Yostiroh and S. E. I. Rachmad Risqy Kurniawan, "Urgensi Bahasa Arab dalam Memahami al-Quran," *Arabiyat: Jurnal Pendidikan Bahasa Arab*, Vol 8. Issue 10. (OSF, May 17, 2022): 120-132. DOI: <https://doi.org/10.31219/osf.io/5dmfw>

⁵ Rohmatun Lukluk Isnaini, "Revitalisasi Peran Bahasa Arab untuk Mengatasi Konflik dalam Perspektif Multikultural," *Jurnal Pembangunan Pendidikan: Fondasi dan Aplikasi* 6, no. 1 (2018): 15–26. DOI: <https://doi.org/10.21831/jppfa.v6i1.22554>

⁶ R Riki, "Problematisasi Manajemen Pembelajaran Bahasa Arab di STAIN Majene," *Al-MUALLAQAT*, Vol 5. Issue 6. (2023): 32-43. <https://www.jurnal.stainmajene.ac.id/index.php/almuallaqat/article/view/626>

⁷ A Syakir, "Manajemen Kurikulum dan Pembelajaran Bahasa Arab," *Core.Ac.Uk*, Vol 4. Issue 6. (2019): 90-102. <https://core.ac.uk/download/pdf/148613241.pdf>

⁸ R Hanifah, *Implementasi Manajemen Pembelajaran Bahasa Arab di SMK Muhammadiyah 1 Patuk Gunungkidul Tahun Ajaran 2014/2015*, Thesis, (digilib.uin-suka.ac.id, 2015). <https://digilib.uin-suka.ac.id/id/eprint/16702/>

resources and other sources.⁹ Terry underlined the importance of the management function in coordinating various activities to achieve organizational goals effectively and efficiently. In his view, planning is a critical first step to determine a clear direction and strategy, organizing functions to organize structures and resources, implementation refers to implementing plans, and controlling is a mechanism to ensure everything goes according to plan and make corrections if necessary. This approach provides a systematic framework for managers in carrying out their duties and achieving organizational success.¹⁰

However, even though there are many similar programs that have been implemented in various Islamic boarding schools, research on the effectiveness and management of Arabic language learning in the PCQ context at the Salafiyah Qur'ani Asy-Syadzili 2 Islamic Boarding School is still limited. Most of the existing literature focuses more on general teaching methodologies without looking specifically at the management models implemented in the program.¹¹ This creates a significant research gap, especially related to how Arabic language learning management is integrated and implemented in the PCQ program to achieve optimal learning outcomes.

Several studies related to Arabic language learning strategies that have been carried out have not explained learning management comprehensively. Among them is research conducted by Lailatun et al with the title "Management of Arabic Language Learning at Madrasah Tsanawiyah in Karanganyar Regency". The results of this research explain that management of class VII Arabic learning in Karanganyar Regency starts from the preparation, implementation and evaluation stages.¹² Research conducted by Agnia et al with the title "Curriculum Management Strategies and Learning Methods in Improving Student Achievement at MTs Nashirul As'adiyah Pepara Tanah Grogot" also does not explain the challenges faced in learning.¹³

The next research was conducted by Tamaji with the title "Management of Arabic Language Learning in Islamic Education". The results of this research explain that learning Arabic should be able to realize true Islamic education, namely forming a complete Muslim person.¹⁴ On the other hand, the challenges faced in Arabic language learning management, such as limited resources, readiness of teaching staff, and students' learning motivation, also require further exploration. The research conducted by Habibah with the title "Cultivating Love for Arabic with Bi'ah 'Arabiyyah in Islamic Boarding Schools" has not discussed this matter¹⁵.

⁹ Ayang Aji Putra and Hj Siti Patimah, "Management of T'Alim Mubadatsab Activities in Improving Arabic and English Ability for Students Gontor Campus 7: Using the Management Model of George R. Terry," *Jurnal Multidisiplin Indonesia* 2, no. 11 (November 30, 2023): 3534–39. DOI: <https://doi.org/10.58344/jmi.v2i11.831>

¹⁰ Ahmad Fauzun Karim, "Idaratu Barnamij Ta'lim al-Lughah al-Arabiyyah 'Ala Dhani Nadzariyat George R Terry," *ICoIS: International Conference on Islamic Studies* 2, no. 1 (November 16, 2021): 65–73. <https://ejournal.iaforis.or.id/index.php/icois/article/view/16/15>

¹¹ D Ramdhani, "Manajemen Kurikulum dan Pembelajaran Bahasa Arab," *Cordova Journal Language and Culture*, Vol 8. Issue 4. (2020): 120-132. <https://journal.uinmataram.ac.id/index.php/cordova/article/view/2227>

¹² Lailatun Ni'mah Imtikhany and Maslamah, "Manajemen Pembelajaran Bahasa Arab pada Madrasah Tsanawiyah di Kabupaten Karanganyar," *Rayah Al-Islam* 6, no. 2 (October 28, 2022): 163–73. DOI: <https://doi.org/10.37274/rais.v6i2.616>

¹³ Adiyono Adiyono, Ana Satia Agnia, and Tuhfah Maulidah, "Strategi Manajemen Kurikulum dan Metode Pembelajaran dalam Meningkatkan Prestasi Belajar Siswa di MTs Nashirul As'adiyah Pepara Tanah Grogot," *El-Idare: Jurnal Manajemen Pendidikan Islam* 9, no. 1 (June 14, 2023): 115–21. DOI: <https://doi.org/10.19109/elidare.v9i1.18216>

¹⁴ Sampiril Taurus Tamaji, "Manajemen Pembelajaran Bahasa Arab dalam Pendidikan Islam," *EDU-RELIGIA: Jurnal Keagamaan dan Pembelajarannya* 4, no. 2 (September 13, 2021): 86–93. <https://ejournal.unisda.ac.id/index.php/edureg/article/view/6055>

¹⁵ Aizzatin Habibah, Syihabuddin Syihabuddin, and Yayan Nurbayan, "Menumbuhkan Cinta Bahasa Arab dengan Bi'ah 'Arabiyyah di Pondok Pesantren," *Arabi: Journal of Arabic Studies* 7, no. 2 (December 21, 2022): 251–62. DOI: <https://doi.org/10.24865/ajas.v7i2.332>

In addition, research conducted by Sanah et al. also highlighted various methods and strategies for teaching Arabic in Islamic boarding schools, including the use of technology, communicative approaches, and integration with other religious subjects.¹⁶ However, managerial aspects such as curriculum planning, program implementation, supervision and evaluation¹⁷ have not yet been discussed in depth in the context of traditional Islamic boarding schools such as the Salafiyah Qur'ani Asy-Syadzili 2 Islamic Boarding School.

The Qur'an Cendikia Program (PCQ) is a new program that integrates Arabic language learning with al-Qur'an learning. There are not many Islamic boarding schools in Indonesia that have similar programs. This is what underlies researchers to conduct research with the title "Management of Arabic Language Learning in the Qur'ani Cendikia Program (PCQ) Based on George R. Terry's Theory at the Salafiyah Qur'ani Islamic Boarding School Asy-Syadzili 2". Through this research, it is hoped that we can dig deeper into learning management practices in Islamic boarding schools and provide more comprehensive insight into the factors that support program success.

Method

This research uses a qualitative descriptive research method with field research. Field research aims to observe, interact and understand humans while in the environment.¹⁸ In this case, the researcher will describe the management of Arabic language learning activities in the Qur'ani Cendikia Program (PCQ) which is implemented at the Asy-Syadzili 2 Salaf Qur'ani Islamic Boarding School.

Data collection techniques use 3 methods: observation, interviews, and documentation. Data was collected through in-depth interviews with program managers, teachers and students, as well as direct observation of the learning process to collect data related to the implementation of Arabic language learning from planning to evaluation. Apart from that, analysis of documents related to the curriculum, evaluation reports and Islamic boarding school management policies was also carried out to strengthen the research findings.

The data analysis technique uses analytical descriptive theory according to Miles and Huberman which consists of 4 stages: 1) data collection, 2) data presentation, 3) data reduction, and 4) drawing conclusions.¹⁹ Data reduction is the process of selecting, focusing, simplifying, and transforming coarse data that emerges from interview transcripts, field notes, and other documents. This step aims to group data that is relevant to the research objectives. Data presentation is the process of organizing data that has been reduced into an easy-to-understand format, such as matrices, graphs, networks, and charts, which allows researchers to see patterns and relationships between data. The final step is drawing conclusions and verification, where the researcher looks for meaning from the data that has been presented by identifying the main themes, patterns and

¹⁶ Siti Sanah, Odang Odang, and Yuni Lutfiyani, "Model Pengembangan Keterampilan Berbahasa Arab di Pesantren," *Ta'lim al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab & Kebahasaaraban* 6, no. 2 (December 1, 2022): 271–93. DOI: <https://doi.org/10.15575/jpba.v6i2.20164>

¹⁷ Imron Ichwani, et.al., *Analisis Manajemen Program Bahasa Arab Metode Mustaqili di Lembaga Kursus Pondok Pesantren Miftahul Huda Gading Malang*. Al Maghazi : Arabic Language in Higher Education, 1, 2 (2023): 77–87. DOI: <https://doi.org/10.51278/al.v1i2.964>

¹⁸ Robert G. Burgess, *Field Research: A Sourcebook and Field Manual*, (London: Routledge, 2003), hlm. 27.

¹⁹ Michael Huberman and Matthew B. Miles, *The Qualitative Researcher's Companion*, (London: SAGE, 2002), hlm. 33.

propositions that emerge. The verification process is carried out by checking the validity of the data through triangulation and re-checking the data sources to ensure the consistency and accuracy of the analysis results.

Result and Discussion

The Qur'ani Cendikia Program (PCQ) is one of the superior programs at the Salafiyah Al-Qur'an Islamic Boarding School (PPSQ) Asy-Syadzili 2. This program aims to equip students with various abilities such as Arabic, English, Madrasah Diniyah, to improving students' soft skills. This program is held every day from 08:30 WIB to 11:00 WIB with different material every day. Arabic language learning is held every Saturday and Monday. Participants in this program are 30 students who have registered themselves with the Islamic boarding school administrators.²⁰



Figure 1. George R. Terry's Management Theory

Based on the figure 1, it can be understood that George R. Terry's management theory is one of the basic frameworks in management science which emphasizes the importance of planning, organizing, activating and controlling (Planning, Organizing, Actuating, Controlling - POAC). According to Terry, management is a different process and consists of fundamental functions that must be carried out by a manager to achieve organizational goals. Planning involves setting goals and determining the best way to achieve them, organizing relates to arranging resources and activities so that goals can be achieved efficiently, mobilization or implementation refers to efforts to motivate and direct people to carry out the plans that have been made, while controlling is the process of monitoring and evaluation to ensure that the plans that have been set can run according to the objectives. This theory provides a systematic and logical framework for managers to carry out their duties and responsibilities in achieving organizational effectiveness and efficiency.

Implementation of George R. Terry's Theory in Arabic Language Learning Management

There are 4 implementation principles in program management as presented by George R. Terry in his book *Principles of Management*. The four principles are: 1) Planning, 2) Organizing, 3) Actuating, 4) Controlling.²¹ The implementation of these four principles in implementing Arabic language learning through the Cendikia Qur'ani (PCQ) program at the Salaf Qur'ani Islamic Boarding School Asy-Syadzili 2 is as follows:²²

Planning in PCQ is carried out by setting short-term and long-term goals for Arabic language learning. The main goal is to develop students' abilities in reading, writing, listening and speaking in Arabic, with an emphasis on understanding the texts of the Koran and classical Islamic literature. The curriculum is prepared comprehensively by dividing subject matter into several levels of ability,

²⁰ Interview with Mufid Moh, Coordinator of the Qur'ani Cendikia Program (PCQ) Dr. Moh Mufid: PCQ Management, May 21, 2024, Asy-Syadzili Salafiyah Qur'ani Islamic Boarding School 2. Time 11.00 WIB - End.

²¹ Syahputra, R. D., & Aslami, N, Prinsip-Prinsip Utama Manajemen George R. Terry. *Manajemen Kreatif Jurnal*, 1, 3 (2023): 51-61. <https://ejurnal.stie-trianandra.ac.id/index.php/makreju/article/view/1615>

²² Interview with Mufid Moh, Coordinator of the Qur'ani Cendikia Program (PCQ) Dr. Moh Mufid: PCQ Management, May 22, 2024, Asy-Syadzili Salafiyah Qur'ani Islamic Boarding School 2. Time 09.00 WIB - End.

from basic to advanced. Learning plans include daily, weekly and monthly schedules, designed to ensure students can make significant progress according to their abilities. Learning planning is an absolute thing to do before the learning process, especially learning Arabic at Islamic boarding schools.²³

Organization in PCQ involves clearly dividing tasks and responsibilities among teachers and support staff. Each teacher is given responsibility for teaching a certain level, and they are provided with the necessary resources, such as textbooks, audio-visual materials, and other learning aids. The organizational structure also includes the appointment of a program coordinator who is responsible for ensuring that all activities run according to plan. Apart from that, organizing also involves setting up a classroom that is conducive to learning, with adequate facilities to support the learning process. To create an effective language environment, it is necessary to have a structured and good organization of activities.²⁴

Actuating in PCQ focuses on implementing the plans that have been made and motivating students and teachers to achieve the set goals. Teachers use a variety of interactive and engaging teaching methods, such as group discussions, language games, and the use of technology, to make learning more effective and enjoyable. In addition, teachers provide personal guidance to students who need additional help. Implementation also includes extracurricular activities that support the development of the Arabic language, such as speech competitions or writing essays in Arabic. Implementing the program requires support from all parties, from teaching administrators to students.²⁵

Control in PCQ is carried out through continuous evaluation of the performance of students and teachers. This evaluation includes regular written and oral exams to measure students' progress in various aspects of the Arabic language. In addition, classroom observations are carried out to monitor the effectiveness of teaching methods and the involvement of students. Feedback from students is also collected to determine their satisfaction with the learning process. The results of this evaluation are used to make adjustments and improvements to the program, ensuring that PCQ continues to develop and achieve its goals. Apart from that, good and measurable evaluation also has an important role in evaluating the quality of learning.²⁶

²³ Farid, E. K., & Rodhiyah, A, *The Strategy of Teaching Arabic Composition in The Arabic Language Development Center at PondokPesantren Darul Lughah Wal KaromahKraKsaanProbolinggo Indonesia | IstirotiyyahTa'lim al-Insha' fi Markaz Tababbur al-Lughah al-'Arabiyah bi Ma'had Darul L: إستراتيجية تعليم الإنشاء في مركز تبحر اللغة العربية بمعهد دار اللغة والكرامة كركسان* بروبولنجو إندونيسيا. Mantiq Tayr: Journal of Arabic Language, 2, 2 (2022): 132–145. DOI: <https://doi.org/10.25217/mantiqutayr.v2i2.2370>

²⁴ Ulya, N. H., Astina, C., & El Qorny, A, *Implementation of Bi'ah Lughawiyah in Improving Maharab Kalam at Modern Pondok Az-Zahra al-Gontory Purwokerto | Implementasi Bi'ah Lughawiyah dalam Peningkatan Maharab Kalam di Pondok Modern Az-Zahra al-Gontory Purwokerto*, Mantiq Tayr: Journal of Arabic Language, 2, 2 (2022): 174–184. <https://doi.org/10.25217/mantiqutayr.v2i2.2511>

²⁵ Farid, E. K., Ni'mah, M., & Arifah, N, *The Teaching of The Speaking Skill Using The Audio-Oral Method for The Students of Islamic Senior High School of Zainul Hasan Genggong Probolinggo*, MantiqTayr: Journal of Arabic Language, 1, 1 (2021): 1–10. DOI: <https://doi.org/10.25217/mantiqutayr.v1i1.1197>

²⁶ Rahmawati, A. E., Zulhannan, Hijriyyah, U., Erlina, & Koderi, *Development of the Quizizz Application-Based Evaluation Tool for Learning Arabic for MTs | Pengembangan Alat Evaluasi Berbasis Aplikasi Quizizz pada Pembelajaran Bahasa Arab untuk MTs*. Mantiq Tayr: Journal of Arabic Language, 3, 2 (2023): 135–150. DOI: <https://doi.org/10.25217/mantiqutayr.v3i2.3484>

Supporting and Inhibiting Factors for Running the PCQ Program

Table 1. Supporting Factors and Obstacle Factorsfor Running the PCQ Program

No	Supporting Factors	Obstacle Factor
1	Quality of Teaching Staff	Variations in Students' Abilities
2	Learning Facilities and Resources	Time Limitations
3	Islamic Boarding School Management Support	Limited Access to Technology
4	Supportive Learning Environment	Limited Learning Resources
5	Motivation and Enthusiasm of Santri	Fluctuating Motivation of Santri

Based on the table 1, the successful implementation of the PCQ program is influenced by several supporting and obstacle factors. Key supporting factors include the quality of teaching staff, the availability of learning facilities and resources, the management support from Islamic boarding schools, a supportive learning environment, and the motivation and enthusiasm of the santri. These elements collectively contribute to an enriching educational experience. However, the program also faces significant obstacles such as variations in students' abilities, time limitations, limited access to technology, restricted learning resources, and fluctuating motivation among the santri. Addressing these challenges is crucial to enhancing the effectiveness and sustainability of the PCQ program. The quality of good teacher pedagogy will improve the quality of learning.²⁷

Based on the results of observations and interviews with Arabic language program teachers,²⁸ there are several supporting and inhibiting factors that occur as follows:

1. Supporting Factors

The teachers at the Salaf Qur'ani Asy-Syadzili 2 Islamic Boarding School have a strong educational background in Arabic and sufficient teaching experience. They are also trained to use a variety of effective and interactive teaching methods, which help improve students' understanding and Arabic language skills. Regular training and workshops are also held to ensure teachers stay up-to-date with the latest teaching techniques and approaches. The quality of teaching staff is the main supporting factor in the course of learning activities.²⁹

This Islamic boarding school is equipped with complete and modern learning facilities, including comfortable classrooms, a library with a collection of Arabic books, as well as audio-visual materials that support the learning process. Having access to technological devices such as computers and projectors also makes it easier to implement innovative and interesting learning methods for students. With good facilities, learning can run optimally.³⁰

Islamic boarding school management provides full support for the PCQ program, both in terms of budget provision, supporting policies, and special attention to program development and evaluation. Flexible and supportive management policies enable the PCQ program to run smoothly

²⁷ Munawwaroh, E. I., Sholihah, N., Kholilullah, A., & Larhzizer, F, *Pedagogical Competences of Arabic Language Teachers at Madrasah Tsanawiyah in Pangkalpinang (Implementation and Obstacles)*, Mantiqutayr: Journal of Arabic Language, 4, 2 (2024): 445–459. DOI: <https://doi.org/10.25217/mantiqutayr.v4i2.4514>

²⁸ Interview with Aqidatul Meladia, Arabic Language Teacher Mrs. Mela: Implementation of Arabic Language Learning, May 22, 2024 at the Asy-Syadzili Islamic Boarding School at 09:00 WIB.

²⁹ Sri Haryanto, “Program Peningkatan Kualitas Pengajaran Hadits pada Pondok Pesantren di Kabupaten Wonosobo,” Jurnal Pengabdian Masyarakat Mandiri Cendikia 3, no. 1 (January 28, 2024): 424–30. <https://journal-mandiracendikia.com/index.php/pkm/article/view/935>

³⁰ Ridwan Idris and Hamsiah Djafar, “Analisis Kepuasan Mahasiswa Ditinjau dari Kinerja Dosen dan Fasilitas Pembelajaran,” Idaarah 3, no. 2 (December 31, 2019): 301–12. DOI: <https://doi.org/10.24252/idaarah.v3i2.10014>

and adapt to the educational needs of students. With good management support, learning goals will be easily achieved.³¹

The Islamic boarding school environment which is religious and rich in religious activities helps students to continue to be exposed to Arabic. The use of Arabic in prayers, recitations and other daily activities provides opportunities for students to practice directly and deepen their understanding. This conducive atmosphere supports learning Arabic naturally and continuously. A good learning environment will shape students into individuals with good personalities.³²

Students' motivation to learn Arabic is very high, both due to religious encouragement and a personal desire to master this language. This enthusiasm is the main driver in the learning process, making students more enthusiastic in taking lessons and actively participating in various learning activities. Student learning motivation influences the course of the learning process.³³

2. Obstacle Factor

Differences in Arabic language proficiency levels among santri can be a challenge in managing classes. Some students may already have a strong foundation, while others are just starting from scratch. This requires more diverse teaching strategies and instructional differentiation to ensure that all students can participate in learning well.

The activity schedule at Islamic boarding schools is very busy with various religious and other academic activities which can limit the time available to focus on learning Arabic. Santri often have to divide their time between studying Arabic with other subjects and Islamic boarding school activities, which can hinder the consistency and intensity of learning Arabic.

Even though basic facilities are available, limited access to advanced technology such as computers, the internet and multimedia devices in some parts of Islamic boarding schools can reduce the effectiveness of the use of technology-based learning methods. These constraints can influence the variations and innovations in teaching methods that can be applied by teachers.

Even though Islamic boarding schools already have basic facilities, limitations in additional resources such as current reading materials, interactive learning applications, and continuously developing educational materials can limit the quality of learning. Insufficient access to these resources can hinder the learning process which should be more dynamic and current.

Obstacles that Occur and Solutions to Overcome Them

Table 2. Obstacles and Solutionsto Overcome Them

No	Obstacles	Solutions
1	Variations in Students' Abilities	Differentiation Approach in Teaching
2	Time Limitations	Optimizing Schedules and Time Management
3	Limited Access to Technology	Increased Access to Technology
4	Limited Learning Resources	Providing Richer Learning Resources
5	Fluctuating Motivation of Santri	Motivation Increasing Strategy

³¹ D Darajat, *Desain Pembelajaran Bahasa Arab di Sekolah Tinggi Ilmu Ekonomi dan Manajemen Bisnis Islam STEMBI Bandung: Analisis Deskriptif Pembelajaran Bahasa Arab*, (etheses.uinsgd.ac.id, 2020). <https://etheses.uinsgd.ac.id/49024/>

³² Yoni Hermawan, Heti Suherti, and Rendra Gumilar, "Pengaruh Lingkungan Belajar (Lingkungan Keluarga, Lingkungan Kampus, Lingkungan Masyarakat) Terhadap Prestasi Belajar Mahasiswa," *Jurnal Edukasi (Ekonomi, Pendidikan dan Akuntansi)* 8, no. 1 (June 1, 2020): 51–58. DOI: <https://doi.org/10.25157/je.v8i1.3317>

³³ Sunarti Rahman, "Pentingnya Motivasi Belajar dalam Meningkatkan Hasil Belajar," *Prosiding Seminar Nasional Pendidikan Dasar*, Vol. 8, Issue 6, (January 22, 2022): 165-178. <https://ejurnal.pps.ung.ac.id/index.php/PSNPD/article/view/1076>

Based on the table 2, addressing the obstacles faced by the PCQ program requires targeted solutions. To manage variations in students' abilities, a differentiation approach in teaching is essential. Time limitations can be mitigated by optimizing schedules and implementing effective time management strategies. Enhancing access to technology is crucial for overcoming the barrier of limited technological resources. Providing richer learning resources will address the issue of inadequate learning materials. Finally, implementing motivation-increasing strategies is vital to counteract the fluctuating motivation of santri. These solutions, if effectively implemented, can significantly enhance the program's overall effectiveness and sustainability.

Based on the results of observations and interviews with Arabic language teachers in the PCQ program,³⁴ there are several obstacles that occur and researchers offer solutions to overcome them as follows:

1. Obstacles

Some students may have a strong background in Arabic, while others may have just started learning. This variation makes it difficult for teachers to prepare material that is suitable for all students in one class. The activity schedule at Islamic boarding schools is very busy, with various religious and academic activities that students must participate in. This often limits the time available to focus on learning Arabic.

Limited access to technology such as computers, the internet, and multimedia devices reduces the ability to use more innovative and interactive learning methods. Even though Islamic boarding schools have basic facilities, limitations in additional resources such as current reading materials, interactive learning applications, and continuously developing educational materials can limit the quality of learning.³⁵

Students' motivation to learn Arabic can change, especially if they find it difficult or do not immediately see the desired results. This can influence their involvement and participation in the learning process.

2. Solution

To overcome variations in student abilities, teachers can apply a differentiation approach by dividing the class into small groups based on ability level.³⁶ Each group can be given material and assignments appropriate to their ability level. In addition, the use of project-based learning can enable students to learn at their own pace.

To overcome time constraints, Islamic boarding school management can review the activity schedule and allocate special time for Arabic language learning that is not disturbed by other activities.³⁷ Creating a more flexible schedule and adding study sessions outside regular class hours, such as evening classes or special tutoring, can help maximize study time.

³⁴ Interview with Usmaul Choir, Arabic Language Teacher Mrs. Choir: Obstacles to Learning Arabic, May 22, 2024 at the Asy-Syadzili Islamic Boarding School at 09:00 WIB.

³⁵ Fitriani, et.al., *Manajemen Pembelajaran Bahasa Arab di SMP Qur'an Darul Fattah (SQDF) Bandar Lampung*. Al Maghazi : Arabic Language in Higher Education, 1, 2 (2023): 47–60. DOI: <https://doi.org/10.51278/al.v1i2.786>

³⁶ Arsy Permatasari Zahara, R. Deni Muhammad Danial, and Acep Samsudin, "Strategi Diferensiasi Sebagai Upaya Mewujudkan Keunggulan Bersaing pada UKM Furniture," *Ekuitas: Jurnal Pendidikan Ekonomi* 8, no. 1 (June 29, 2020): 20–27. DOI: <https://doi.org/10.23887/ekuitas.v8i1.24410>

³⁷ MA Akbari and S Satriadi, "Manajemen Perencanaan Pembelajaran Bahasa Arab di MTSN 4 Tanjung Jabung Timur Jambi," *Jurnal Shaut Al-Arabiyyah*, vol. 2 no. 3 (2021): 115-128. <http://journal.uin-alauddin.ac.id/index.php/Shautul-Arabiyyah/article/view/24174>

Efforts to increase access to technology can be done by applying for additional funding or seeking sponsors to procure the necessary technological equipment.³⁸ Apart from that, Islamic boarding schools can collaborate with institutions or communities that provide educational technology resources, such as digital libraries or online Arabic learning applications.

To overcome limited resources, Islamic boarding schools can collaborate with book publishers, educational institutions and language communities to obtain more varied and up-to-date learning materials.³⁹ Developing internal teaching materials tailored to the needs of students can also be a long-term solution.

To maintain and increase student motivation, teachers need to adopt a more personal and supportive approach. Providing awards and recognition for achievements, both small and large, can motivate students to continue learning.⁴⁰ Apart from that, teachers can also use more interesting and relevant teaching methods, such as using daily life contexts or relating material to students' interests and hobbies.

In this study, we explored the Arabic language learning management within the Qur'ani Cendikia Program (PCQ) at the Asy-Syadzili 2 Salafiyah Qur'ani Islamic Boarding School, utilizing George R. Terry's theory of management. Terry's theory emphasizes four key management functions: planning, organizing, actuating, and controlling. These functions were analyzed in the context of the PCQ program to determine how effectively they were implemented and what impact they had on the learning outcomes.

The findings indicate that the PCQ program has successfully integrated Terry's management principles, leading to several positive outcomes. In terms of planning, the program exhibited clear goals and objectives aligned with the broader educational mission of the boarding school. Organizing efforts were evident in the structured curriculum and the allocation of resources, which ensured that teaching staff and learning materials were adequately provided. Actuating, or the implementation of the planned activities, was effectively carried out through engaging teaching methods and supportive classroom environments. Finally, the controlling function, which involves monitoring and evaluation, was reflected in regular assessments and feedback mechanisms that helped in maintaining the quality of education.

The study also identified some challenges that need to be addressed to further improve the program. Variations in students' abilities and fluctuating motivation levels were significant obstacles. However, by adopting differentiated teaching approaches and implementing strategies to boost student motivation, these challenges can be mitigated. Additionally, enhancing access to technology and providing richer learning resources were recommended to overcome the limitations identified. Overall, the application of George R. Terry's management theory has provided a robust framework for the effective management of Arabic language learning in the PCQ program, highlighting both its strengths and areas for improvement.

³⁸ S Mu'alifah, "Manajemen Sarana dan Prasarana Pembelajaran Bahasa Arab di MAN 3 Tulungagung," *Akademika: Jurnal Manajemen Pendidikan*, vol. 10 no. 2 (2021): 98-112. <https://ejournal.iaiskjmalang.ac.id/index.php/akad/article/view/300>

³⁹ ARS Putri and Z Azizah, "Optimalisasi Manajemen Sarana dan Prasarana dalam Pembelajaran Bahasa Arab di Madrasah Ibtidaiyah Ma'arif Bendosari Sapuran," *Pendas: Jurnal Ilmiah Pendidikan Dasar*, vol. 8 no.3 (2023): 76-90. <https://journal.unpas.ac.id/index.php/pendas/article/view/10892>

⁴⁰ ER Rangkuti, *Manajemen Pembelajaran Bahasa Arab untuk Meningkatkan Motivasi Belajar Siswa di Madrasah Aliyah Se-Kecamatan Tapung Hilir Kabupaten Kampar.*, (repository.uin-suska.ac.id, 2019). <https://repository.uin-suska.ac.id/22070/>

Closing

The implementation of the Qur'ani Cendikia Program (PCQ) at the Asy-Syadzili 2 Salaf Qur'ani Islamic Boarding School shows the application of George R. Terry's management principles—planning, organizing, implementing and controlling—systematically. Support from quality teaching staff, adequate learning facilities and resources, support from Islamic boarding school management, a supportive learning environment, as well as student motivation and enthusiasm are the main supporting factors that drive the success of this program. However, the obstacles faced include variations in students' abilities, limited time, limited access to technology, limited learning resources, and fluctuating student motivation.

Solutions that have been implemented to overcome these obstacles include a differentiation approach in teaching, optimizing schedules and time management, increasing access to technology, providing richer learning resources, as well as strategies for increasing student motivation. The implementation of these solutions aims to ensure that all students can learn effectively according to their level of ability, maximize available study time, and improve the quality and variety of learning methods used.

In the future, it is recommended that Islamic boarding schools continue to develop and evaluate programs on an ongoing basis, including conducting regular training for teachers, expanding collaboration with external institutions to obtain additional resources, and strengthening motivational support for students. In this way, the Qur'ani Cendikia Program can continue to be improved and provide more optimal results in learning Arabic at the Asy-Syadzili 2 Salaf Qur'ani Islamic Boarding School.

Acknowledgment

The research team would like to express its deepest thanks to the Master of Arabic Language Teacher Study Program, Faculty of Letters, State University of Malang, which has provided many lessons for researchers to be able to complete the writing of this article. Also to the Indonesian Education Scholarship (BPI) Higher Education Financing Center of the Indonesian Ministry of Education and Culture which has provided financial support during the researcher's studies. The researchers also thank the administrators of the Salafiyah Qur'ani Islamic Boarding School Asy-Syadzili 2 who have helped a lot during the research process.

Bibliografi

- Adiyono, Adiyono., Ana Satia Agnia, and Tuhfah Maulidah. “*Strategi Manajemen Kurikulum dan Metode Pembelajaran dalam Meningkatkan Prestasi Belajar Siswa di MTs Nashirul As’adiyah Pepara Tanah Grogot.*” *El-Idare: Jurnal Manajemen Pendidikan Islam* 9, no. 1 (June 14, 2023): 115–21. DOI: <https://doi.org/10.19109/elidare.v9i1.18216>
- Akbari, MA., and S Satriadi. “*Manajemen Perencanaan Pembelajaran Bahasa Arab di MTSN 4 Tanjung Jabung Timur Jambi.*” *Jurnal Shaut Al-Arabiyah*, vol. 2 no. 3 (2021): 115-128. <http://journal.uin-alauddin.ac.id/index.php/Shautul-Arabiyah/article/view/24174>
- Burgess, Robert G. *Field Research: A Sourcebook and Field Manual*. London: Routledge, 2003.

- Darojat, D. *Desain Pembelajaran Bahasa Arab di Sekolah Tinggi Ilmu Ekonomi dan Manajemen Bisnis Islam STEMBI Bandung: Analisis Deskriptif Pembelajaran Bahasa Arab*. (etheses.uinsgd.ac.id, 2020). <https://etheses.uinsgd.ac.id/49024/>
- Farid, E. K., & Rodhiyah, A. *The Strategy of Teaching Arabic Composition in The Arabic Language Development Center at PondokPesantren Darul Lughah Wal Karomah Kraksaan Probolinggo Indonesia | Istirotiyyah Ta'lim al-Insya' fiy Markaz Tababbur al-Lughah al-'Arabiyah bi Ma'had Darul L: إستراتيجية تعليم الإنشاء في مركز تبهر اللغة العربية بمعهد دار اللغة والكرامة كركسان بروبونجو*. Mantiqutayr: Journal of Arabic Language. 2, 2 (2022): 132–145. DOI: <https://doi.org/10.25217/mantiqutayr.v2i2.2370>
- Farid, E. K., Ni'mah, M., & Arifah, N. *The Teaching of The Speaking Skill Using The Audio-Oral Method for The Students of Islamic Senior High School of Zainul Hasan Genggong Probolinggo*. Mantiqutayr: Journal of Arabic Language. 1, 1 (2021): 1–10. DOI: <https://doi.org/10.25217/mantiqutayr.v1i1.1197>
- Fitriani, F., Akmansyah, M., Basyori, A., Erlina, E., & Koderi, K. *Manajemen Pembelajaran Bahasa Arab di SMP Qur'an Darul Fattah (SQDF) Bandar Lampung*. Al Maghazi : Arabic Language in Higher Education, 1, 2 (2023): 47–60. DOI: <https://doi.org/10.51278/al.v1i2.786>
- Habibah, Aizzatin., Syihabuddin Syihabuddin, and Yayan Nurbayan. “Menumbuhkan Cinta Bahasa Arab dengan Bi'ah ‘Arabiyah di Pondok Pesantren.” Arabi : Journal of Arabic Studies 7, no. 2 (December 21, 2022): 251–62. DOI: <https://doi.org/10.24865/ajas.v7i2.332>
- Hanifah, R. *Implementasi Manajemen Pembelajaran Bahasa Arab di SMK Muhammadiyah 1 Patuk Gunungkidul Tahun Ajaran 2014/2015*. Thesis (digilib.uin-suka.ac.id, 2015). <https://digilib.uin-suka.ac.id/id/eprint/16702/>
- Haryanto, Sri. “Program Peningkatan Kualitas Pengajaran Hadits pada Pondok Pesantren di Kabupaten Wonosobo.” Jurnal Pengabdian Masyarakat Mandira Cendikia 3, no. 1 (January 28, 2024): 424–30. <https://journal-mandiracendikia.com/index.php/pkm/article/view/935>
- Hermawan, Yoni., Heti Suherti, and Rendra Gumilar. “Pengaruh Lingkungan Belajar (Lingkungan Keluarga, Lingkungan Kampus, Lingkungan Masyarakat) Terhadap Prestasi Belajar Mahasiswa.” Jurnal Edukasi (Ekonomi, Pendidikan dan Akuntansi) 8, no. 1 (June 1, 2020): 51–58. DOI: <https://doi.org/10.25157/je.v8i1.3317>
- Huberman, Michael., and Matthew B. Miles. *The Qualitative Researcher's Companion*. London: SAGE, 2002.
- Ichwani, I., Rahmayanti, I., Kholid, N., & Arifa, Z. *Analisis Manajemen Program Bahasa Arab Metode Mustaqili di Lembaga Kursus Pondok Pesantren Miftabul Huda Gading Malang*. Al Maghazi : Arabic Language in Higher Education, 1, 2 (2023): 77–87. DOI: <https://doi.org/10.51278/al.v1i2.964>
- Imtikhany, Lailatun Ni'mah., and Maslamah. “Manajemen Pembelajaran Bahasa Arab pada Madrasah Tsanawiyah di Kabupaten Karanganyar.” Rayah Al-Islam 6, no. 2 (October 28, 2022): 163–73. DOI: <https://doi.org/10.37274/rais.v6i2.616>

- Iskandar and S Widyastri. “*Analisis Manajemen Lembaga Bahasa Arab dalam Meningkatkan Kualitas Pembelajaran.*” *An Naba*, Vol 4. Issue 2. (2020): 52-65. <https://ejurnal.darulfattah.ac.id/index.php/Annaba/article/view/60>
- Idris, Ridwan., and Hamsiah Djafar. “*Analisis Kepuasan Mahasiswa Ditinjau dari Kinerja Dosen dan Fasilitas Pembelajaran.*” *Idaarah* 3, no. 2 (December 31, 2019): 301–12. DOI: <https://doi.org/10.24252/idaarah.v3i2.10014>
- Isnaini, Rohmatun Lukluk. “*Revitalisasi Peran Bahasa Arab untuk Mengatasi Konflik dalam Perspektif Multikultural.*” *Jurnal Pembangunan Pendidikan: Fondasi dan Aplikasi* 6, no. 1 (2018): 15–26. DOI: <https://doi.org/10.21831/jppfa.v6i1.22554>
- Karim, Ahmad Fauzun. “*Idaratu Barnamij Ta’lim al-Lughab al-Arabiyyah ‘Ala Dhawi Nadzariyat George R Terry.*” *ICoIS: International Conference on Islamic Studies* 2, no. 1 (November 16, 2021): 65–73. <https://ejournal.iaforis.or.id/index.php/icois/article/view/16/15>
- Mu’alifah, S. “*Manajemen Sarana dan Prasarana Pembelajaran Bahasa Arab di MAN 3 Tulungagung.*” *Akademika: Jurnal Manajemen Pendidikan*, vol. 10 no. 2 (2021): 98-112. <https://ejournal.iaiskjmalang.ac.id/index.php/akad/article/view/300>
- Munawwaroh, E. I., Sholihah, N., Kholilullah, A., & Larhzizer, F. *Pedagogical Competences of Arabic Language Teachers at Madrasah Tsanawiyah in Pangkalpinang (Implementation and Obstacles)*. *Mantiqutayr: Journal of Arabic Language*, 4, 2 (2024): 445–459. DOI: <https://doi.org/10.25217/mantiqutayr.v4i2.4514>
- Pane, Akhiril. “*Urgensi Bahasa Arab; Bahasa Arab Sebagai Alat Komunikasi Agama Islam.*” *Komunikologi: Jurnal Pengembangan Ilmu Komunikasi dan Sosial* 2, no. 1 (June 30, 2018): 156-162 . DOI: <https://doi.org/10.30829/komunikologi.v2i1.5452>
- Putra, Ayang Aji., and Hj Siti Patimah. “*Management of T’alim Muhadatsah Activities in Improving Arabic and English Ability for Students Gontor Campus 7: Using the Management Model of George R, Terry.*” *Jurnal Multidisiplin Indonesia* 2, no. 11 (November 30, 2023): 3534–39. DOI: <https://doi.org/10.58344/jmi.v2i11.831>
- Putri, ARS., and Z Azizah. “*Optimalisasi Manajemen Sarana dan Prasarana dalam Pembelajaran Bahasa Arab di Madrasah Ibtidaiyah Ma’arif Bendosari Sapuran.*” *Pendas: Jurnal Ilmiah Pendidikan Dasar*, vol. 8 no. 3 (2023): 76-90. <https://journal.unpas.ac.id/index.php/pendas/article/view/10892>
- Rahman, Sunarti. “*Pentingnya Motivasi Belajar dalam Meningkatkan Hasil Belajar.*” *Prosiding Seminar Nasional Pendidikan Dasar*, Vol 8. Issue 6. (January 22, 2022): 165-178. <https://ejurnal.pps.ung.ac.id/index.php/PSNPD/article/view/1076>
- Rahmawati, A. E., Zulhannan, Hijriyyah, U., Erlina, & Koderi. *Development of the Quizizz Application-Based Evaluation Tool for Learning Arabic for MTs | Pengembangan Alat Evaluasi Berbasis Aplikasi Quizizz pada Pembelajaran Bahasa Arab untuk MTs*. *Mantiqutayr: Journal of Arabic Language*, 3, 2 (2023):135–150. DOI: <https://doi.org/10.25217/mantiqutayr.v3i2.3484>
- Ramdhani, D. “*Manajemen Kurikulum dan Pembelajaran Bahasa Arab.*” *Cordova Journal Language and Culture*, Vol 8. Issue 4. (2020): 120-132. <https://journal.uinmataram.ac.id/index.php/cordova/article/view/2227>

- Rangkuti, ER. *Manajemen Pembelajaran Bahasa Arab untuk Meningkatkan Motivasi Belajar Siswa di Madrasah Aliyah Se-Kecamatan Tapung Hilir Kabupaten Kampar*. (repository.uin-suska.ac.id, 2019). <https://repository.uin-suska.ac.id/22070/>
- Riki, R. “*Problematika Manajemen Pembelajaran Bahasa Arab di STAIN Majene*.” *Al-MUALLAQAT*, Vol 5. Issue 6. (2023): 32-43. <https://www.jurnal.stainmajene.ac.id/index.php/almuallaqat/article/view/626>
- Sanah, Siti., Odang Odang, and Yuni Lutfiyani. “*Model Pengembangan Keterampilan Berbahasa Arab di Pesantren*.” *Ta’lim al-’Arabiyah: Jurnal Pendidikan Bahasa Arab & Kebahasaaraban* 6, no. 2 (December 1, 2022): 271–93. DOI: <https://doi.org/10.15575/jpba.v6i2.20164>
- Setyawan, Cahya Edi., and Khairul Anwar. “*Peran Bahasa Arab dalam Pendidikan Islam Sebagai Urgensitas Menghadapi Revolusi Industri 4.0*.” *Lahjah Arabiyah: Jurnal Bahasa Arab dan Pendidikan Bahasa Arab* 1, no. 1 (January 5, 2020): 11–19. DOI: <https://doi.org/10.35316/lahjah.v1i1.571>
- Syahputra, R. D., & Aslami, N. *Prinsip-Prinsip Utama Manajemen George R. Terry. Manajemen Kreatif Jurnal*. 1, 3 (2023): 51-61. <https://ejurnal.stic-trianandra.ac.id/index.php/makreju/article/view/1615>
- Syakir, A. “*Manajemen Kurikulum dan Pembelajaran Bahasa Arab*.” *Core.Ac.Uk*, Vol 4. Issue 6. (2019): 90-102. <https://core.ac.uk/download/pdf/148613241.pdf>
- Tamaji, Sampiril Taurus. “*Manajemen Pembelajaran Bahasa Arab dalam Pendidikan Islam*.” *EDU-RELIGIA: Jurnal Keagamaan dan Pembelajarannya* 4, no. 2 (September 13, 2021): 86–93. <https://e-jurnal.unisda.ac.id/index.php/edureg/article/view/6055>
- Ulya, N. H., Astina, C., & El Qorny, A. *Implementation of Bi’ah Lughawiyah in Improving Maharab Kalam at Modern Pondok Az-Zabra al-Gontory Purwokerto | Implementasi Bi’ah Lughawiyah dalam Peningkatan Maharab Kalam di Pondok Modern Az-Zabra al-Gontory Purwokerto*. *Mantiqut Tayr: Journal of Arabic Language*, 2, 2 (2022): 174–184. DOI: <https://doi.org/10.25217/mantiqutayr.v2i2.2511>
- Yostiroh, Shyfa., and S. E. I. Rachmad Risqy Kurniawan. “*Urgensi Bahasa Arab dalam Memahami al-Quran*”. *Arabiyat: Jurnal Pendidikan Bahasa Arab*. Vol 8. Issue 10. (OSF, May 17, 2022): 120-132. DOI: <https://doi.org/10.31219/osf.io/5dmfw>
- Zahara, Arsy Permatasari., R. Deni Muhammad Danial, and Acep Samsudin. “*Strategi Diferensiasi Sebagai Upaya Mewujudkan Keunggulan Bersaing pada UKM Furniture*.” *Ekuitas: Jurnal Pendidikan Ekonomi* 8, no. 1 (June 29, 2020): 20–27. DOI: <https://doi.org/10.23887/ekuitas.v8i1.24410>