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Arabic Language Program Management at Al-Izzah Leadership School Batu Islamic Boarding School

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Abstract

This study examines the management of the Arabic language learning program at Al-Izzah Leadership School Islamic Boarding School, Batu, focusing on the core managerial functions of planning, organizing, implementation, and evaluation. Employing a qualitative case study approach, data were collected through observations, semi-structured interviews, and document analysis, and analyzed using data condensation, data display, and conclusion drawing. The findings reveal that program planning is systematically structured through short-, medium-, and long-term activities and is aligned with the Muadalah Madinah curriculum and Islamic studies framework. Organizationally, the program is supported by a clear division of roles involving school leaders, language coordinators, teachers, and student organizations, which facilitates effective coordination and language discipline. Program implementation integrates formal classroom instruction with contextual language habituation through daily, weekly, and annual activities that promote active Arabic use. Evaluation is conducted continuously through formative and summative assessments, encompassing daily language monitoring, weekly skill reinforcement, and semester-based competency testing. This study contributes to the field of Arabic language education management by presenting an integrative and context-based program management model within an Islamic boarding school setting. The novelty of this research lies in its documentation of Arabic language program management grounded in an internationally recognized curriculum and sustained language cultivation practices, which remain underexplored in existing studies.

Keywords: *Program Management, Education Program, Arabic Language*

Abstrak

Penelitian ini mengkaji manajemen program pembelajaran bahasa Arab di Pondok Pesantren Al-Izzah Leadership School Batu dengan menitikberatkan pada fungsi manajerial utama, yaitu perencanaan, pengorganisasian, pelaksanaan, dan evaluasi. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Data dikumpulkan melalui observasi, wawancara semi-terstruktur, dan dokumentasi, kemudian dianalisis menggunakan tahapan kondensasi data, penyajian data, serta penarikan dan verifikasi kesimpulan. Hasil penelitian menunjukkan bahwa perencanaan program pembelajaran bahasa Arab disusun secara sistematis dalam kerangka kegiatan harian, mingguan, dan tahunan, serta selaras dengan kurikulum Muadalah Madinah dan kerangka studi keislaman. Dari

aspek pengorganisasian, program didukung oleh pembagian peran yang jelas antara pimpinan pesantren, koordinator bahasa, guru, dan organisasi santri, sehingga tercipta koordinasi yang efektif dan disiplin berbahasa. Pelaksanaan program mengintegrasikan pembelajaran formal di kelas dengan pembiasaan bahasa secara kontekstual melalui berbagai aktivitas kebahasaan yang mendorong penggunaan bahasa Arab secara aktif. Evaluasi dilakukan secara berkelanjutan melalui penilaian formatif dan sumatif, mencakup pemantauan harian penggunaan bahasa, penguatan keterampilan mingguan, serta pengujian kompetensi pada akhir semester. Penelitian ini berkontribusi pada pengembangan kajian manajemen pendidikan bahasa Arab dengan menyajikan model pengelolaan program yang integratif dan berbasis konteks pesantren. Kebaruan penelitian ini terletak pada pengungkapan praktik manajemen pembelajaran bahasa Arab yang berlandaskan kurikulum berstandar internasional dan pembudayaan bahasa yang berkelanjutan, yang masih jarang dikaji secara mendalam.

Kata Kunci: *Manajemen Program, Program Pendidikan, Bahasa Arab*

INTRODUCTION

Language is a basic need for humans as a tool to convey ideas, thoughts and ideas in oral or written form so that they can be understood by others.[1]Learning a foreign language, especially Arabic, is crucial as a tool for fostering intercultural dialogue and understanding. Arabic is not only a spoken language but also a written language that has fostered a scholarly tradition among Muslim communities. This is due to its role as the language of the Quran, the holy book that serves as a reference for Muslims worldwide. Islamic boarding schools (pesantren) play a significant role in educating the nation's young generation.[2]

In the context of Islamic education, mastery of Arabic has strategic value as a key to understanding primary Islamic sources as well as a 21st-century skill that strengthens the competitiveness of Islamic boarding school graduates.[3] This is where educational institutions, particularly Islamic boarding schools, need to design Arabic language learning in a planned and systematic manner. However, achieving this goal is largely determined by how the learning program itself is managed comprehensively.[4] Islamic boarding schools (pesantren) in Indonesia are the oldest

[1] Novita Sari Nasution and Lahmuddin Lubis, "The Urgency of Learning Arabic in Islamic Education," Jurnal Simki Pedagogia 6, no. 1 (2023): 181–91.

[2] Gusti Katon et al., "The Role of Modern Islamic Boarding Schools in the Formation of Student Leadership Character," Al-Adabiyah: Journal of Islamic Religious Education 1, no. 2 (2020): 77–89.

[3] Neng Silvia et al., "Manajemen Perencanaan Dan Pengorganisasian Pembelajaran Bahasa Arab," *Alibbaa': Jurnal Pendidikan Bahasa Arab* 4, no. 1 (2023): 108–23.

[4] Rz Ricky Satria Wiranata, "Tantangan, Prospek Dan Peran Pesantren Dalam Pendidikan Karakter Di Era Revolusi Industri 4.0," *AL-MANAR: Jurnal Komunikasi Dan Pendidikan Islam* 8, no. 1 (2019): 61–92.

educational institutions and have contributed significantly to the development of Islamic knowledge. Arabic has long been an integral part of the pesantren curriculum. However, in the era of global competition and the 4.0 industrial revolution, pesantren are required not only to preserve Arabic language teaching but also to manage it in a modern and professional manner. Therefore, Arabic language learning in pesantren requires a managerial approach that encompasses program planning, organization, implementation, and evaluation.[5]

Unfortunately, despite Arabic's central position in Islamic boarding school education, studies specifically and comprehensively examining the management of Arabic language learning programs through the lens of modern educational administration are still very limited. This research aims to fill this gap. By examining managerial practices in the field, it is hoped that a management model can be identified that can be replicated by other institutions. Al-Izzah Leadership School is one of the Islamic boarding schools that implements a boarding school system. Students are required to actively use Arabic in their daily lives within the boarding school environment, while English is used within the school environment. The principal of the Ma'had requires the use of both foreign languages in various activities, both academic and non-academic, as an effort to cultivate and train effective language skills.

This program is a managerial strategy that reflects the planning and organization of teaching staff, the implementation of language activities, and the evaluation of student achievement. With a muadalah system recognized by the Islamic University of Madinah, Al-Izzah Islamic Boarding School demonstrates its commitment to improving the quality of education and the competence of its students, both in religious and intellectual aspects, as well as in language skills.

This study aims to describe and analyze the Arabic language learning program management process at the Al-Izzah Batu Islamic Boarding School. The research focuses on four main aspects of educational management: program planning, organization, activity implementation, and learning evaluation. The results are expected to serve as a reference for Islamic boarding schools and other Islamic

[5] Dian Ahmad Jufrih, Abdul Wahab Rosyidi, and Usfiyatur Rusuli, "Manajemen Program Bahasa Arab Di Pondok Pesantren Daarul Ukhuwwah Putri 2 Malang," *Jurnal Mu'allim* 5, no. 1 (2023): 172–93.

educational institutions in designing and managing effective Arabic language learning that is adaptive to the challenges of the times.

In the context of educational management in general, it is an activity carried out by organizing all existing potential in order to achieve the goals to be achieved.[6] Researchers have outlined indicators related to educational management, including: Educational management is a series of activities carried out by coordinating all available potentials to achieve predetermined educational goals. Based on the scope of its work area, educational management can be divided into five levels: (1) national level educational management, (2) provincial level, (3) district or city level, (4) specific work unit level, and (5) classroom level learning management.[7]

In the context of classrooms and educational units such as Islamic boarding schools, learning management is highly urgent. This involves a thorough planning process, appropriate resource allocation, systematic program implementation, and ongoing evaluation. Therefore, management is understood not merely as administrative governance, but as a strategy for achieving learning goals efficiently and effectively.

Learning management can be defined as a series of activities focused on maximizing the achievement of learning objectives. These activities encompass planning, implementation, and assessment. In Arabic language learning, management plays a prominent role, particularly in curriculum development, teacher recruitment and training, and creating a learning environment that supports active language use.

The educational management approach used in this study draws on the views of experts such as Fayol, Allen, Terry, and Gullick, who posit that management consists of the basic functions of planning, organizing, actuating, and controlling. However, within the context of Islamic boarding school education, these functions need to be adapted to the specific framework of Islamic boarding schools, such as integrating the formal curriculum with independence programs, as well as incorporating religious nuances into the approach.

To support the effectiveness of Arabic language learning, an integrative thematic approach is a relevant strategy. Brown, in Wachyu Sundayana, explains that

[6] Imam Makruf, "Manajemen Integrasi Pembelajaran Bahasa Arab Di Madrasah Berbasis Pondok Pesantren," *Cendekia: Jurnal Kependidikan Dan Kemasyarakatan* 14, no. 2 (2016): 265–80.

[7] Suharsimi Arikunto and Lia Yuliana, "Manajemen Pendidikan," *Yogyakarta: Aditya Media* 11 (2008).

theme-based instruction is a form of content-based instruction that unites the four language skills into a unified whole. Listening, speaking, reading, and writing skills are integrated through specific themes to create contextual learning.

Richards and Rogers (2015) stated that content-based language learning allows students to develop holistic skills because, in practice, language skills are interconnected and inseparable. Therefore, a thematic approach is relevant in Arabic language learning management, especially when applied in Islamic boarding school settings that require the application of language in real-life contexts.[8]

By combining educational management concepts and a content-based pedagogical approach, this study seeks to formulate how managerial strategies are actually applied at Al-Izzah Islamic Boarding School in managing Arabic language learning. These theories serve as the basis for examining program planning, resource organization, learning implementation, and the evaluation system used.

METHOD

This study adopts a qualitative research design aimed at achieving an in-depth understanding of Arabic language learning management within an Islamic boarding school context. Qualitative inquiry is employed to explore participants' experiences, perceptions, and practices related to program planning, organization, implementation, and evaluation. [9] The research was conducted as fieldwork at the Al-Izzah Leadership School Islamic Boarding School in Batu, where data were collected directly from the natural research setting. The analytical framework draws on classical and contemporary educational management theories, particularly those proposed by Henri Fayol and Henry Mintzberg, to examine managerial functions in the management of Arabic language learning.

Participants were selected using purposive sampling based on two criteria: (1) direct involvement in the management of the Arabic language program and (2) comprehensive understanding of the program's structure and implementation. Primary data were obtained from key informants, including the head of the Islamic boarding school, the head of the language division, and representatives of the Student Leadership Culture (SLC) language division, all of whom hold strategic roles in

[8] Makruf, "Manajemen Integrasi Pembelajaran Bahasa Arab Di Madrasah Berbasis Pondok Pesantren."

[9] Lexy J Moleong, "Metodologi Penelitian Kualitatif Edisi Revisi," 2007.

program planning and execution. Secondary data were collected from institutional documents and relevant records to support and contextualize the primary findings.

Data collection methods included semi-structured interviews, participant observation, and document analysis. Interviews allowed for focused yet flexible exploration of managerial practices, while observations captured everyday learning activities, student interactions, and the use of Arabic in both formal and informal settings. To ensure data trustworthiness, source triangulation and member checking were applied, alongside peer debriefing to enhance analytical rigor. Ethical considerations were observed by informing participants of the study's objectives, obtaining verbal consent, and maintaining confidentiality throughout the research process.

Once the data is collected, the next step is data analysis. The data analysis technique used refers to the Miles and Huberman model, which includes three main stages: Data reduction: the process of sorting and filtering information from field notes, compiling relevant data, and eliminating irrelevant items. Data presentation (data display): arranging data in narrative, matrix or visual form to make it easier for researchers to see patterns and relationships between data elements. Conclusion drawing and verification: interpretation of the meaning of data and reconfirmation of findings to ensure consistency and validity..[10]

DISCUSSION

Arabic Language Program Planning Management

A learning program is a structured plan and organization that encompasses objectives, materials, lesson content, and methods used as a reference in implementing teaching and learning activities. Its primary objective is to achieve predetermined educational goals, in this context, the objectives of Arabic language learning at the Al-Izzah Leadership School Batu Islamic Boarding School. According to Wahjosumidjo, educational program planning must be systematic, goal-oriented, and flexible to changes and student needs.[11]

[10] Pendidikan Pendekatan Kuantitatif, "Metode Penelitian Kunatitatif Kualitatif Dan R&D," *Alfabeta, Bandung*, 2016.

[11] Ali Mashar, "Manajemen Strategik Kepala Madrasah Dalam Peningkatan Mutu Lembaga Pendidikan," *Jurnal Isema: Islamic Educational Management* 4, no. 1 (2019): 39–54.

In the context of Islamic Boarding Schools, the planning approach used at Al-Izzah is not only academically oriented, but also integrative towards religious values, discipline, and the formation of an active Arabic language culture. This is in line with the theory of Richards & Rodgers, which states that language curriculum planning should consider the approach, design, and procedure as a whole to achieve efficiency in mastering the language and its cultural use.[12]

The goal of Arabic language learning at Al-Izzah Islamic Boarding School is focused on fostering a culture of Arabic language within the school environment. As stated by the Mudir of Al-Izzah Leadership School, "In addition to memorizing the Quran, children are also equipped with a basic knowledge of Arabic."*(Imron, observation, 2025)* with the main target being the internalization of Arabic language habits in everyday life.

Curriculum planning at Al-Izzah uses two main paths, namely:

1. The National Education Curriculum used in formal school units (Junior High School, Senior High School),
2. Diniyyah (Mujadi) curriculum which is applied in Islamic boarding school activities.

The Islamic religious curriculum covers core subjects such as *Nahwu Wadih* (Islamic grammar), *Shorof* (Short form), Arabic, Hadith, Fiqh (Islamic jurisprudence), and Aqidah and Akhlak (creed), developed based on the *muadalah* standards of the Islamic University of Madinah (UIM). Based on interviews and curriculum documentation, 80% of the Islamic religious content meets UIM criteria, allowing graduates to continue their studies directly at UIM.

In addition to content, Al-Izzah also clearly demonstrates a comprehensive approach to Arabic language learning time and activity planning. Arabic language activities are structured in the short-term (daily), medium-term (weekly and monthly), and long-term (annual) frameworks, as follows:

Table 1. Arabic language activities in Al-Izzah Leadership School Batu Islamic Boarding School[13]

Type of activity	**Activity**

[12] Mamluatul Hasanah et al., "Arabic Performance Curriculum Development: Reconstruction Based On ACTFL And Douglas Brown Perspective/Rekonstruksi Kurikulum Bahasa Arab: Berdasarkan Perspektif ACTFL Dan Douglas Brown," *Ijaz Arabi Journal of Arabic Learning* 4, no. 3 (2021).

[13]Table of student activities

Daily	Daily vocabulary, conversations between students, Arabic language instructions
Weekly	Thematic *Muhadatsah*, talaqqi vocabulary and structure
Monthly	Arabic speech contest, Arabic quiz
Annual	Arabic Camp, Arabic Language Festival.

This program planning also considers the individual needs of students through the classification of ability levels (beginner–intermediate–advanced), with the number of active participants in the weekly program reaching an average of 95% of the total 720 students based on odd semester attendance data for the 2024/2025 junior high school level.

Learning media used in this program include:

- The book *Durusul Lughah Al-'Arabiyah, Al-'Arabiyah Baina Yadaik*, and several classical texts.
- Visual aids according to the material.
- Whiteboard, audio-video, and access to the Arabic language library.

The selection of materials and methods has also been designed based on the principles of "language use and language experience" from the communicative approach, where the emphasis is on actual practice in communication, not just grammatical understanding. This aligns with the "design" component of Richards & Rodgers' theory, which requires clarity in the formulation of learning objectives, content selection, and the roles of teachers and students in the language classroom.[14].

In addition, Mahad Al-Izzah has established a mutual partnership with the Islamic University of Madinah, so that the pesantren's diploma and curriculum are internationally recognized. This encourages more global program planning and encourages administrators to ensure the quality of their curriculum, media, and human resources. Managerially, the Arabic language planning is carried out by the Language Coordinator in collaboration with the Diniyah Curriculum Team, the results of which are approved by the Pesantren Supervisor. This process is carried out in a participatory manner at the end of each semester, taking into account:

- Evaluation of previous learning achievements,
- Results of observations of the language of students,
- Suggestions from subject teachers and homeroom teachers,

[14] Tri Wahyudi Ramdhan and Zainal Hakim, "DESAIN DAN PERENCANAAN PEMBELAJARAN," *Press STAI Darul Hikmah Bangkalan* 1, no. 1 (2025): 1–203.

The involvement of all stakeholders reflects the participatory planning model in educational management, as stated by Terry (1977), that good planning must involve all implementing elements in order to respond to actual needs and obtain joint commitment.[15]

Arabic Language Program Organization Management

Organizational management is a crucial pillar in the management of learning programs. At the Al-Izzah Leadership School Batu Islamic Boarding School, the Arabic language learning program is structured and participatory, encompassing task allocation, coordination, and oversight mechanisms for implementing Arabic language use within the Islamic boarding school.

According to Mulyasa (2022), organization in educational institutions includes establishing an organizational structure, a clear division of tasks and responsibilities, and the formation of a work team capable of working synergistically. A good organizational structure not only ensures the orderliness of program implementation but also supports the creation of a productive and professional work culture. In Islamic boarding school-based education, organization must be aligned with Islamic boarding school values, including the integration of formal (school) and informal (boarding) functions.[16]

Based on the results of an interview with the Head of the Islamic Boarding School, Ustadz Sholeh Ridho Pambudi M.Pd., information was obtained that the organizational structure of the Arabic language program consists of three main layers, namely: (1) the Head of the Islamic Boarding School as the main policy maker, (2) the Language Team consisting of teachers and musyrifah, and (3) the Santri as implementers and evaluative partners. He explained:

> *"We clearly divide roles. The language team is responsible for overseeing the daily program, including weekly evaluations. We also involve students as language coordinators to maintain discipline in language practice."*(Interview, April 12, 2025)

This structure demonstrates an effective command and communication system between program implementing elements. The Islamic boarding school's internal guidelines (Document: Al-Izzah Language SOP, 2024) state that the language

[15] N I M Taufik, "Manajemen Pendidikan Islam Di Mi Ma'Arif Nu 2 Pengadegan Purbalingga" (IAINU Kebumen, 2022).

[16] H Enco Mulyasa, *Manajemen Dan Kepemimpinan Kepala Sekolah* (Bumi Aksara, 2022).

team holds weekly evaluation meetings to review the effectiveness of students' Arabic use and to develop a weekly agenda that includes targets for vocabulary use, expressions, and oral practice.

Furthermore, field observations revealed that the Islamic boarding school environment supports the successful implementation of this organization. Arabic posters are available in public areas, daily announcements are in Arabic, and weekly agendas such as Hiwar and Muhādatsah are available. The musyrif is tasked with assisting and directly reprimanding students who do not use Arabic. Fatih, a ninth-grade student, explained:

> *"We're used to speaking Arabic, especially in the dormitory. Any violations will be noted and reported to the language discipline department."*(Interview, April 14, 2025)

Furthermore, a reward and punishment system is consistently implemented. Students who use Arabic disciplinedly will be rewarded with additional points or announced as the "Best Language Student." Conversely, violations will result in point deductions and special guidance from the instructor.

From the data collected, the organization carried out by the Islamic boarding school not only focuses on structural aspects, but also forms a language community that motivates students to actively use Arabic naturally. This shows that organization in the context of this program is not merely administrative, but also cultural and affective. The above findings are in line with the theory of George R. Terry (2010), which states that organization in management includes establishing a work structure that facilitates the achievement of goals. In this context, the structure implemented at Al-Izzah has been running optimally, because it is able to create synergy between structural authority and student participation as active subjects of language learning.[17]

[17] George R Terry, "Prinsip-Prinsip Manajemen," 2008.

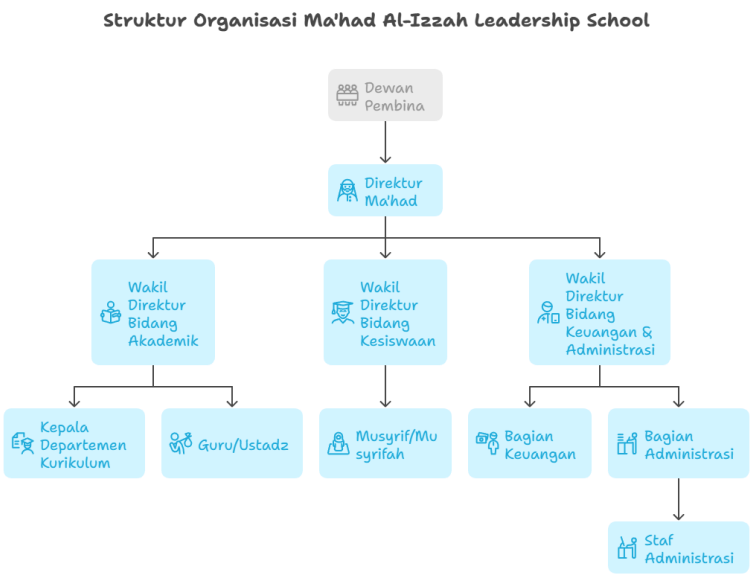

Figure 1. Organizational Structure of Al Izzah Leadership School

The organizational model implemented by Al-Izzah Islamic Boarding School demonstrates a harmony between a top-down approach (supervision by leaders and musyrifah) and a bottom-up approach (initiative and responsibility of students). This is one of the unique features of the Islamic boarding school's managerial approach that can be replicated.

Management of Arabic Language Program Implementation

The implementation of the Arabic language program at the Al-Izzah Leadership School Batu Islamic Boarding School demonstrates structured management through the integration of formal classroom learning and student life in the dormitory. Based on observations and documentary data, implementation activities are divided into three time scales: daily, weekly, and yearly, encompassing various language skills-based activities (maharah lughawiyyah). The implementation details can be organized into the following sub-themes:

a. Program Implementation Structure

The organizational structure of the implementing agency includes the involvement of various divisions, such as the student coordinator, language coordinator, and Student Leader Community (SLC). The student coordinator acts as a learning manager in a teaching-as-management approach, meaning the student not only delivers material but also manages the learning environment dynamically and contextually. Meanwhile, the SLC serves as the daily implementing agent for language familiarization in the dormitory. Of the total

710 active students, 95% participate in daily activities, and around 85% regularly participate in weekly and annual programs (ALS Language internal data, 2025).

In this context, Richards & Rodgers' content-based instruction (CBI) approach is highly relevant. This model emphasizes that language is taught through meaningful content related to students' real lives, not simply linguistic structures[18].

b. Arabic Language Learning in Class

Formal learning takes place 4–6 hours per week using a communicative and contextual approach. The material focuses on four basic skills: listening (*istima'*), speaking (*kalam*), reading (*qira'ah*), and writing (*kitabah*). Teachers use a combination of textbooks such as Durūs al-Lughah and in-house modules tailored to the local needs of the Islamic boarding school. A full Arabic instruction approach is consistently applied. Participatory methods such as roleplay, dialogue simulations, and group discussions have been shown to increase students' speaking skills.

c. Daily Program: Language Habits and Language Discipline

The daily program includes two main activities: vocabulary distribution and language court.

- Vocabulary Distribution: Every morning after memorization, students receive three new vocabulary words. The vocabulary words are compiled by the language team based on grade level and then distributed by teachers in strategic locations. Students are asked to write and construct sentences from the vocabulary words. Vocabulary posters are also available in the kitchen, mosque, and dormitory office for visual reinforcement.
- Language Court: Students caught using Indonesian or regional languages will be reprimanded and given guidance. Evaluations are conducted by the SLC Language Department and supervising teachers, fostering strong linguistic discipline.

The Court was proven to increase compliance in using Arabic by up to 40% in one semester (SLC daily report, 2025).

d. Weekly Program: *Muhadatsah*, *Imla'*, and Muhadhoroh

[18] Lalu Mahsar, "Pembelajaran Bahasa Inggris Menggunakan Content-Based Instruction (Cbi) Dalam Meningkatkan Kemampuan Berbahasa Di Sekolah Tinggi Pariwisata Mataram," *Media Bina Ilmiah* 16, no. 12 (2022): 7853–68.

- *Muhadatsah* (conversation) is held every Sunday morning and evening. Students are trained in two-way dialogue based on a specific theme. At the planning stage is the most important process because without careful planning, other management operations cannot run effectively and purposefully, which makes achieving organizational or program success.[19] This activity has been shown to significantly improve students' speaking skills—80% of 9th-grade students were able to sustain a conversation for at least 3 minutes after participating in the activity for one semester (practical exam data, 2024).
- Dictation (*imla'*) takes place every Sunday evening. The teacher reads the sentences, the students write, and then a group correction session takes place. Dictation not only hones writing but also reinforces understanding of sentence structure and the vocabulary taught. The most important aspect in teaching *Imla'* (dictation) is the teacher's fluency in pronouncing each word, sentence, or text. This is because the teacher's lack of fluency or fluency will directly affect the outcomes of students who listen to the words, sentences, or texts being dictated.[20]
- Speeches are held every Friday night. Each week, six students take turns performing. In the first semester, students only learn the opening and closing. In subsequent semesters, they compose an i'dad (text) that is validated by a religious teacher.

Evaluation shows that 80% of middle and upper class students are able to deliver speeches with standard sentence structures and logical content (Muhadhoroh weekly evaluation, 2025).

e. Annual Program: Internalization of Language Culture

The annual program includes:

- Projadi (Student Identity Program): Orientation period for new students to get to know language culture.
- Eid al-Adha Event: Wall magazine competition, singing Arabic songs, and guessing words.

[19] Sri Wahyuni et al., "Management of the Tahadduts Program to Improve Speaking Skills for UMY Students," *Tsaqofiya: Jurnal Pendidikan Bahasa Dan Sastra Arab* 7, no. 1 (2025): 250–68.z

[20] Firdaus Atmajaya, Anggit Husniati, and Aisyahrani Arifin, "Optimalisasi Kefasihan Pelafalan Kosa Kata Untuk Meningkatkan Keterampilan Menulis Santri Pondok Pesantren Islamic Center Limbangan," *Tsaqofiya: Jurnal Pendidikan Bahasa Dan Sastra Arab* 6, no. 1 (2024): 279–94.

- Drama Contest (*Masrohiyah*): An Arabic-language drama with an Islamic theme held every Muharram. This event aims to foster courage in performing and integrate Arabic into the performing arts.

Student involvement in the annual program reached 70%, and students who were active in drama showed a 20% increase in speaking test scores compared to those who did not participate (Language Report data, 2025).

f. Stakeholder Role

The following table summarizes the division of stakeholder roles in the implementation of the Arabic language program at ALS:

Table 2. the division of stakeholder roles

Stakeholder	Roles and Responsibilities
Arabic Language Teacher	Teaching in class, evaluating, compiling language materials and projects
Asatidz Language Coordinator	Compiling vocabulary, designing weekly and annual schedules, compiling coaching SOPs
Student Leader Community	Supervise language use, lead language courts, accompany muhadhoroh activities
Principal & Vice Principal	Policy maker, budget facilitator and activity support
Students	Activity implementers, active participants in daily, weekly and annual activities

From a managerial perspective, the implementation of the Arabic language program at Al-Izzah exemplifies the application of a bottom-up planning approach, empowering direct implementers (teachers and students) with general direction from the leadership. This strategy is effective because it directly addresses the students' real needs and aligns with the institution's resource capabilities.

From a pedagogical perspective, the applied learning strategies—particularly the use of a communicative approach, curriculum integration, and contextual familiarization—align with the principles of content-based instruction as explained by Richards & Rodgers. In this approach, language is learned as a medium for conveying meaning, not simply as a means of memorizing linguistic structures.

However, systematic monitoring of student achievement is necessary using standardized instruments, such as rubrics for *kalam* (literacy) and *istima'*

(literacy). Regular training is also needed for teachers to develop project-based activities and contextual and innovative language culture activities.

Arabic Language Program Evaluation Management

Evaluation is a crucial part of the learning program management cycle, assessing the effectiveness of implementation, the success of achieving objectives, and providing a basis for future program improvements. At the Al-Izzah Leadership School Islamic Boarding School, Arabic language program evaluation is conducted in stages, including daily, weekly, and annual assessments. These evaluations assess not only cognitive aspects but also affective aspects and students' habits of using Arabic in their daily lives.

From a managerial perspective, this evaluation system reflects the principles of structured and integrated formative and summative evaluation. Evaluation also serves as a decision-making tool for improving learning strategies, as Ngalim stated. Evaluation aims to determine students' overall progress and learning success.

a. Daily Evaluation: Language Court as Disciplinary Control

Daily evaluations are conducted by the Student Leader Community (SLC) language division. The primary focus is on instilling Arabic into the students' lives, which is monitored through language court activities. Students who violate these rules (e.g., speaking Indonesian or a regional language) are subject to educational punishments, such as:

- Become a "*jasus*" (language violation observer), with the task of recording language violations by other students the next day.
- Shouting out the violated vocabulary, while walking around the hut to strengthen memory and shame as an educational deterrent effect.

According to internal data from the ALS language department, the daily violation rate decreased by 33% after the court program was consistently implemented for one semester (July–December 2024). This demonstrates the success of the formative evaluation-based disciplinary approach.

b. Weekly Evaluation: Vocabulary Recapitulation and Linguistic Improvement

Weekly evaluations are conducted every Sunday morning. The focus is on:

- Re-memorize all the vocabulary (*mufrodat*) that has been given in one week.
- Writing simple sentences from each vocabulary.

- Correction of linguistic aspects, including errors in dictation (writing), grammar (*nahwu*), and word patterns (*sharaf*).

This activity was assessed using a simple rubric by teachers and the language department. Eighty-two percent of students demonstrated consistent sentence construction skills based on the weekly vocabulary, and 68% were able to avoid basic Arabic writing errors after three months of participating in the program (weekly evaluation data, 2024).

c. Semester and Annual Evaluation: Formal Cognitive Assessment

The annual evaluation takes two forms: a written exam and an oral exam, covering all materials on vocabulary, text comprehension, and speaking skills. Exams are administered at the end of the even semester for grades 7 through 12. Evaluation components include:

- Vocabulary mastery (minimum passing score: 75/100)
- Thematic speaking practice (duration 3–5 minutes)
- Simple writing test (dictation and sentence structure)

Based on the final grade recapitulation for the 2024/2025 semester, 79% of students achieved grades above the passing standard. Students who actively participated in weekly and daily programs tended to have higher average grades (approximately 7 points better than students who were inactive). This evaluation approach aligns with the concept of competency-based evaluation integrated into content-based learning, as emphasized in the Content-Based Instruction (CBI) theory. Evaluation measures not only memorization but also students' practical Arabic language skills in their daily lives.

The evaluation system at Al-Izzah structurally reflects a continuous evaluation cycle: diagnostic, formative, and summative. Daily evaluations serve as habit checks, weekly evaluations serve as reinforcement of understanding, and annual evaluations serve as a final benchmark for learning outcomes. In terms of engagement, all students are actively involved, with participation reaching 100% for daily evaluations and 90% for weekly and semester evaluations.

However, aspects that still need strengthening are the system for documenting grades and analyzing longitudinal evaluation results. This will support data-driven decision-making and the development of differentiated learning programs. This evaluation strategy, based on institutional culture and

linguistic discipline, aligns well with the language socialization approach in content-based instruction, where evaluation is not simply a formal test but rather part of the formation of students' linguistic identity within the Islamic boarding school environment.

CONCLUSION

The Arabic Language Learning Program Management at the Al-Izzah Leadership School Batu Islamic Boarding School reflects a systematic and structured approach in the learning management cycle, from planning, implementation, to evaluation. In the planning aspect, Al-Izzah applies a short-term approach based on daily, weekly, and annual activities, with a project planning model designed to achieve the main goal of forming students who are able to speak Arabic actively. The planning pattern used is classified as bottom-up planning, where planning authority is handed over to technical implementers, while the leadership only provides strategic direction based on the vision, mission, and available resources.

In its implementation, Al-Izzah demonstrates a fairly innovative variation in Arabic language learning. *Mufrodat* learning is conducted in a guided manner, while for *mahārah kalām* (speaking skills) the method used is guided conversation and free conversation. The learning media used strongly supports the Arabic language learning process, such as whiteboards, LCDs, language laboratories, libraries, and sound systems. In the evaluation stage, three forms are used: daily, weekly, and semester, both verbally and in writing, which aim to measure the achievement of students' competency in Arabic on an ongoing basis.

The results of this study are expected to provide practical contributions to other Islamic educational institutions, particularly Islamic boarding schools (pesantren), that wish to develop a planned Arabic language learning program oriented toward the formation of a linguistic culture. Practical implications include the importance of integrating curriculum aspects, learning methods, and strengthening the language environment as a unified whole for effective educational management. Educational institutions and teachers can use the practices at Al-Izzah as a model for developing contextual, measurable Arabic language learning programs that encourage the use of Arabic in the daily lives of students.

However, this research has several limitations. It is a case study limited to a single institution, the Al-Izzah Islamic Boarding School, and does not involve comparisons from other similar institutions. Therefore, the findings cannot be used as a benchmark or general reference for all Islamic boarding schools or other Islamic educational institutions. Furthermore, time constraints and limited access to broader quantitative data mean that the program impact analysis remains descriptive and qualitative.

Further research is urgently needed to strengthen these findings. Future research could focus on developing quantitative evaluative instruments to systematically measure the impact of Arabic language learning programs on students' linguistic abilities. Furthermore, comparative studies across Islamic educational institutions that employ different approaches to Arabic language learning could provide a broader understanding of the effectiveness of Islamic boarding school-based learning management models. Therefore, more in-depth and structured studies would be highly beneficial in improving the quality of Arabic language education in various Islamic educational institutions in Indonesia.

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