Tsaqofiya : Jurnal Pendidikan Bahasa dan Sastra Arab
Vol. 7 No. 1 Januari 2025, 250-268
P-ISSN : 2685-7022, E-ISSN : 2685-7103
DOI: https://doi.org/10.21154/yj10r226

Management of the Tahadduts Program to Improve Speaking Skills for UMY Students

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Abstract

This study aims to describe the management of the Tahadduts program in improving speaking skills for UMY students. This research method uses a descriptive qualitative approach with research subjects including 95 UMY students who participated in the Tahadduts program. The data collection techniques were through observation, interviews, documentation, and questionnaires, which were then analyzed using interactive qualitative analysis from Miles and Huberman, which consisted of three steps: data reduction, data presentation, and drawing conclusions. The results of this study indicate that the Tahadduts program is run by implementing a management system that includes: 1) planning, including coordination meetings and classification of student and educator classes; 2) organizing, involving class divisions adjusted to class levels, namely beginners, intermediate, and advanced; 3) implementation of learning activities every Wednesday and Saturday; and 4) evaluation at the end of each month in the form of final semester exams and language level increases. In addition, the Tahadduts program has a positive impact on improving the speaking skills of UMY students, with an average questionnaire calculation result of 74.57%.

Keywords: *Program Management, Tahadduts, Speaking Skills, students*

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan manajemen program Tahadduts dalam meningkatkan keterampilan berbicara bagi mahasiswa UMY. Metode penelitian ini menggunakan pendekatan kualitatif deskriptif dengan subyek penelitian meliputi 95 mahasiswa UMY yang mengikuti program tahaddust. Adapun teknik pengumpulan data melalui observasi, wawancara, dokumentasi dan angket, yang selanjutnya dianalisis dengan analisis kualitatif interaktif dari Miles dan Huberman yang terdiri dari 3 langkah, yaitu reduksi data, penyajian data dan penarikan kesimpulan. Hasil penelitian ini menunjukkan bahwa program tahadduts dijalankan dengan menerapkan sistem manajemen yang meliputi: 1) perencanaan meliputi rapat koordinasi, klasifikasi kelas peserta didik dan tenaga pendidik, 2) pengorganisasian melibatkan pembagian kelas yang disesuaikan dengan tingkatan kelas yaitu pemula, menengah, dan lanjutan, 3) pelaksanaan kegiatan

pembelajaran setiap hari Rabu dan Sabtu, dan 4) evaluasi setiap akhir bulan berupa ujian akhir semester dan kenaikan level bahasa. Selain itu, program tahadduts memberikan dampak yang positif terhadap peningkatan keterampilan berbicara mahasiswa UNY, dengan rata-rata hasil perhitungan angket sebesar 74,57%.
Kata kunci: *Manajemen Program, Tahadduts, Ketrampilan Berbicara, mahasiswa*

INTRODUCTION

Organizations or educational institutions need management science to help the process of teaching and learning activities and the running of the organization.[1] In the context of learning, learning management is an activity that starts from planning, organizing, planning and evaluating, where management is needed to achieve or complete a certain goal.[2] In the educational process, learning is the most important activity, so that the successful achievement of educational goals depends on a good learning process. One of the factors that support the success of the learning process is good academic management and also the synergy between the institution's vision and mission, curriculum, and learning plan.[3]

In the field of management education also has a function in carrying out its duties in accordance with the desired goals. Likewise with Arabic language learning, considering that Arabic is an international language, then in the teaching and learning process it must use good management so that it can be carried out and achieve the desired goals. In the Arabic language learning process, management provides a great opportunity to manage according to its objectives. The learning process will run well and in accordance with the procedure if it uses management.[4] A good learning process is a process that uses management in this case starting from planning or design, implementing learning, and evaluating the learning process.[5]

One of the campuses in Yogyakarta that focuses on the management of Arabic language learning programs is Muhammadiyah University of Yogyakarta. Based on the researcher's observations, the researcher found a special program called Tahadduts.

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[1] Rusdiana, *Sistem Informasi Manajemen Pendidikan: Konsep, Prinsip, Dan Aplikasi* (Bandung: Fitrah Ilhami, 2021), 64.

[2] Hasrian Rudi Setiawan, *Manajemen Peserta Didik: (Upaya Peningkatan Kualitas Lulusan*, 1 (Medan: umsu press, 2021), 148.

[3] Euis Ernawati, "Perencanaan Pembelajaran Bahasa Arab Di Perguruan Tinggi Pariwisata," *Arabiyat : Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban* 5, no. 1 (June 3, 2018): 15–37.

[4] Anna-Maija Hietajärvi, Kirsi Aaltonen, and Harri Haapasalo, "Opportunity Management in Large Projects: A Case Study of an Infrastructure Alliance Project," *Construction Innovation* 17, no. 3 (July 10, 2017): 340–62.

[5] Suci Ramadhanti Febriani dkk., "Design of Arabic Learning for Senior High School in the 21st Century," *Jurnal Al-Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 12, no. 1 (31 Mei 2020): 1–21.

This *tahadduts* program is a work program that focuses on Arabic speaking skills which aims to improve Arabic language skills in daily communication and create a learning environment that supports and motivates participants to actively participate in various activities to improve their Arabic language proficiency.[6] The main objective of this program is to improve the ability to communicate in Arabic in new UMY students.

Based on the researcher's interview with the head of the UMY Arabic Language Education study program, the tahadduts program was held to answer the problem of different Arabic language skills in PBA UMY students. Not all UMY students come from a pesantren background and have proficient Arabic language skills. With a variety of backgrounds and different abilities, it becomes a challenge in itself. The differences that each student has can affect the process of learning Arabic in each semester. This should be a special concern for study programs as managers to identify student needs so that students continue to move forward and have Arabic language skills that continue to develop.

With this problem, the Arabic language education study program has the initiative to implement the Tahaddust program (language class) for new first semester students. By requiring first semester students to take part in the Tahaddust program, students will have a strong foundation in understanding Arabic. One of the objectives of this program is to train students in speaking skills, and the resulting output is in accordance with the vision and mission of the UMY Arabic language study program. According to Irvansyah[7] language learning, especially speaking skills, must be practiced intensively often and create a language environment that can support speaking skills. The tahaduts program is divided into three levels, namely mubtadi, mutawasit and mutaqaddim. Each level has a different Arabic language learning system, especially in speaking skills. So with the division of classes according to their level, making this program run according to the management that has been determined.

[6] Muh. Abrar and Asriani, "Bimbingan Bahasa Arab Tingkat Dasar Pada Masyarakat Kelurahan Benteng Ciampea Bogor," *Mafaza : Jurnal Pengabdian Masyarakat* 3, no. 1 (June 6, 2023): 35–51.

[7] Nur Cholis Irvansyah, Nurul Ainiy, and Zakiyah Arifa, "Implementation of Arabic Week Program to Improve Speaking Skills at Darussalam Gontor Modern Islamic Institution 1st/ تنفيذ برنامج الأسبوع العربي لترقية مهارة الكلام في معهد دار السلام كونتور الإسلامي الحديث الأول," *Al-Arabi: Journal of Teaching Arabic as a Foreign Language* 6, no. 1 (June 10, 2022): 58.

There are several previous studies that discuss the management of Arabic language learning programs, such as research conducted Farah[8], halaqoh management in Daarul Lughoh Wadda'wah Islamic boarding school has a positive impact, this is evidenced by the existence of effective halaqoh management, which can help new students in improving their maharah kalam, because of the structured and focused learning system. In addition, there is also research related to the management of Arabic language course programs by Utama[9], where the results of the study show that the Arabic language course program provides an effective and efficient influence with the yaumul arabiyah program. The teachers and employees of the cottage have motivation and ability to speak Arabic, this can be proven through the results of the post-test on Arabic language skills with an average score of 92.8 as well as by the results of direct interviews using Arabic.

Another study mentioned that to improve speaking skills, it is necessary to use strategies in the learning process including at the first level using face-to-face, discussion, and conversation strategies, and at the second level using face-to-face strategies by providing topics to be used in conversation.[10] Other researchers mentioned that there are several factors that affect the success of speaking skills education in elementary schools consisting of strong funding factors, the environment, reliable human resource management and organized school management.[11] The results of other research also show that better teacher preparation, diverse teaching methods, and more effective assessment strategies to improve teaching quality in speaking skill learning.[12] Meanwhile, according to that to support the success of learning speaking skills, a special body is needed to monitor students who do not use Arabic and will be given warnings, punishments in

[8] Julisa Farah and Nuril Mufidah, "Manajemen Halaqoh Bahasa Untuk Meningkatkan Maharaoh Kalam Di Pondok Pesantren," May 1, 2022.

[9] Fajar Tresna Utama, Siti Maheran, and Muhammad Safarudin, "Pelatihan Keterampilan Berbicara Bahasa Arab (Maharah Kalam) Melalui Program Yaumul 'Arabiyah bagi Guru dan Karyawan di Pondok Pesantren Adzkiya Tanjungpinang" 3, no. 1 (2023).

[10] Muhammad 'Ainul Yaqin, "Strategi Pengajaran Bahasa Arab Untuk Non Arab Untuk Meningkatkan Keterampilan Berbicara Mahasiswa Non Arab Pada Program Intensif Jurusan Bahasa Arab dan Budaya Universitas King Saud Riyadh," *Alsinatuna: Journal of Arabic Linguistics and Education* 10, no. 1 (25 Juni 2020): 204–15.

[11] Abdul Wahab Rasyidi dan Suci Ramadhanti Febriani, "Teknik Pengajaran Keterampilan Berbicara Berbasis Kecerdasan Majemuk Pada Tingkat Ibtidaiyyah," *Arabiyatuna : Jurnal Bahasa Arab* 4, no. 2 (17 November 2020): 193–210.

[12] Albarra Sarbaini dan Novita Rahmi, "Enhancing Arabic Speaking Skills: A Study on Instructional Design, Implementation, and Assessment," *Arabiyatuna: Jurnal Bahasa Arab* 8, no. 2 (22 Oktober 2024): 641–62.

accordance with applicable consequences.[13] The results of the other study stated the need to analyze student difficulties in the learning process of speaking skills because it affects the achievement of goals and the study produced findings that in the process of learning to speak, students experienced two difficulties, namely in linguistic and non-linguistic aspects. In the linguistic aspect, it can be seen in the difficulty of understanding vocabulary, stringing sentences, and difficulty capturing information from the interlocutor. While from the non-linguistic side, it can be seen from the students' lack of confidence in communicating.[14]

To achieve the goal of learning Arabic in accordance with the goals that have been planned by an institution, a good learning management is needed and according to the needs of the students and the institution which includes planning, organizing, implementing and evaluating, so that with management, Arabic learning objectives can be achieved optimally.[15] Likewise, the tahadduts program organized by the UMY Arabic Language Education study program is in accordance with the objectives, namely to motivate and train students' Arabic speaking skills. In this case, management is needed, because by following the steps that have been determined, so that this program can run effectively and efficiently.[16]

Based on this background, the researcher's focus in this study is to analyze the management of the Tahadduts program at Muhammadiyah University of Yogyakarta which aims to improve students' Arabic speaking skills. This research includes a study of the aspects of planning, organizing, implementing, and evaluating the Tahadduts program.

METHOD

This research is descriptive qualitative that is oriented towards natural phenomena or subject conditions and cannot be done in a laboratory but in the

[13] Muhammad Rifqi Maulana, Zein Ridha, dan Bakri Mohammed Bkheet Ahmed, "Language Environment on Speaking Skills Training in Islamic Middle School," *Arabiyatuna: Jurnal Bahasa Arab* 8, no. 2 (1 Oktober 2024): 617–40.

[14] Sugirma Sugirma, M. Abdul Hamid, dan Agustang K., "Analysis of Speaking Skill Learning Difficulties in Students of the Arabic Language Education Study Program at State Islamic Institute," *Arabiyatuna: Jurnal Bahasa Arab* 8, no. 2 (30 September 2024): 579–96.

[15] Annisa Mayasari, Yuli Supriani, and Opan Arifudin, "Implementasi Sistem Informasi Manajemen Akademik Berbasis Teknologi Informasi Dalam Meningkatkan Mutu Pelayanan Pembelajaran Di SMK," *JIIP - Jurnal Ilmiah Ilmu Pendidikan* 4, no. 5 (September 11, 2021): 340–45.

[16] Nusi Nurstalis, Tatang Ibrahim, and Nandang Abdurrohim, "Peran Manajemen Sarana Dan Prasarana Dalam Meningkatkan Mutu Pembelajaran Di Smp Islam Cendekia Cianjur," *Jurnal Isema : Islamic Educational Management* 6, no. 1 (June 30, 2021): 63–76.

field.[17] The presentation is in descriptive form in the form of data analysis results on the processes that occur in the field. This research is used to obtain information about the management of the tahadduts program which focuses on student speaking skills.

The data collection methods are through observation, interview documentation and questionnaire techniques. Observation by observing the Tahadduts program, while the interview was conducted directly to one of the educators to obtain information about the management and organization of the Tahadduts program that focuses on speaking skills, and documentation in the form of archives as supporting data.

The population in this study are all students involved in the learning process of the tahadduts program. While the sample is amounts to 95 new semester students at Muhammadiyah University of Yogyakarta majoring in Arabic language education. The process of presenting data and drawing conclusions where researchers will analyze the data, in this study was carried out during the data collection process, while this data analysis refers to Miles and Huberman which includes three stages, namely data reduction, data presentation, and conclusion drawing.[18] In the data reduction stage, researchers reduced data related to the implementation of the tahadduts program.

RESULT AND DISCUSSION

This research was conducted at the University of Muhammadiyah Yogyakarta (UMY). The purpose of this study is to obtain information about the management of the tahadduts program which focuses on student speaking skills. This program is carried out regularly, namely twice a week which is carried out on Wednesdays and Saturdays in campus classrooms and is attended by first semester students. The management program implemented includes:

1. Planning of the Tahadduts program

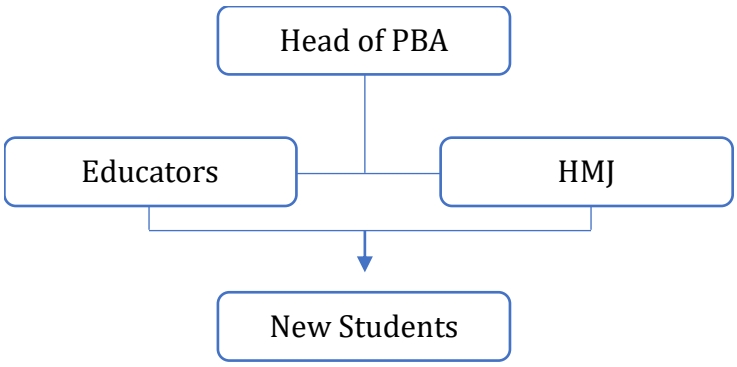
Planning is an essential part of program or organizational management, and it plays an important role in determining the direction and success of objectives. This function also helps carry out other management tasks, such as organizing, directing, and supervising, which are essentially the implementation of decisions that have been

[17] Muhammad Rijal Fadli, "Memahami desain metode penelitian kualitatif" Humanika, Kajian Ilmiah Mata Kuliah Umum, ISSN: 1412-1271 (p); 2579-4248 (e). Vol. 21. No. 1. (2021). pp. 33-54 doi: 10.21831/hum.v21i1. 38075. 33-54 21, no. 1 (2021).

[18] Dila Erlianti et al., *Metodologi Penelitian : Teori Dan Perkembangannya* (Jambi: PT. Sonpedia Publishing Indonesia, 2024), 61.

made during the planning process. In addition, planning is an activity process that systematically prepares activities that will be carried out to achieve certain goals.[19] Planning cannot be separated from the elements of implementation, supervision, and evaluation. One of the purposes of planning is to find obstacles and difficulties that will be faced to avoid possible mistakes in achieving the goal stage.[20]

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.[21] The planning stages contained in the tahadduts program are as follows; The study program conducts a coordination meeting at the beginning of the semester to discuss and determine plans, objectives and learning outcomes. This coordination was carried out by the head of the arabic language education study program, tahaduts program educators and HMJ (departmental student association) who were chosen to take care of this tahadduts program.



Picture1. Coordination structure of the tahadduts program

Based on the coordination structure of the tahadduts program above, it involves various parties for the running of this program, while the main person in charge of planning and this program is the Head of PBA Study Program, who is assisted by educators from Arabic language lecturers to be responsible as teachers and direct students in carrying out this activity. Apart from the teaching staff, HMJ (departmental student association) students help to be responsible for the

[19] Moh. Arifudin, Fathma Zahara Sholeha, and Lilis Fikriya Umami, "PLANNING (PERENCANAAN) DALAM MANAJEMEN PENDIDIKAN ISLAM," *MA'ALIM: Jurnal Pendidikan Islam* 2, no. 02 (December 11, 2021).

[20] M. Fathan Mubiina Munief, Cahya Ayu Kamila, and Rangga Abdul Firman, "Manajemen Pengembangan Kemampuan Bahasa Arab Pada Madrasah," *Jurnal Pendidikan Indonesia* 2, no. 09 (September 25, 2021): 1563–71.

[21] Andri Irmanto and Muannif Ridwan, "Analisis Tentang Pentingnya Rencana Strategis Organisasi," *Jurnal Indragiri Penelitian Multidisiplin* 1, no. 1 (2021).

administrative and technical management of the tahadduts program. All parties involved in the tahadduts program are responsible for ensuring this program is successful and ensuring that new students from the Arabic language education department follow the activities properly, in accordance with the objectives and learning outcomes.

In addition to having a clear coordination structure at the planning stage, the tahadduts program also develops a systematic learning system that is applied in the classroom. In the planning stage, the main materials to be taught include vocabulary, grammar, and speaking practice, as well as the division of classes according to the level of ability and understanding of each student.[22] This program must be followed by first semester students of Arabic Education UMY, although it is required for new students from the Arabic Education Department, students from other study programs have the opportunity to take part in the tahadduts program to improve their Arabic speaking skills.

Thus, to ensure that the tahadduts program runs in accordance with the objectives set as well as the planning stage, the learning schedule is carried out systematically. The learning schedule at this stage is compiled based on the time agreed upon by the head of study program as the person in charge by considering the availability of facilities and student needs as follows:

Table 1. Planning of the UMY Tahadduts Program

Class	Learning Materials	JP	Learning Resources
E	السكن - العمل	60 minutes	ABY J.1 H. 55-189
D	السكن - العمل	60 minutes	ABY J.1 H. 55-189
C	الوحدة الأولى – الوحدة الثامنة	60 minutes	ABY J.2 H. 1-170
B	الوحدة الأولى – الوحدة الثامنة	60 minutes	ABY J.2 H. 1-170
A	الجملة الفعلية - الجملة الاسمية	60 minutes	علم النحو المقرر للفصل الثاني

The tahadduts program schedule is designed according to the class division and structured learning materials. In the first week, classes E and D at the mubtadi level studied the material السكن (الحوار الأول) + السكن - العمل, each with a duration of 60 minutes using learning resources from Al Arabiyah Baina Yadaik volume 1 pages 56 to 189 and so on until completion of volume one. Furthermore, classes C and B at the Mutawassith level study the material السكن (الحوار الأول) + الوحدة الأولى - الوحدة الثامنة, each

[22] Muhammad Nashrullah and Mirwan Akhmad Taufiq, "Analisis Buku Bahasa Arab Pegangan Guru Dan Siswa Kelas XI Kurikulum 2013," *TSAQOFIYA: Jurnal Pendidikan Bahasa Dan Sastra Arab* 3, no. 1 (2021): 16–25.

with a duration of 60 minutes using learning resources from Al Arabiyah Baina Yadaik volume 2 pages 1-170. And in class A which level Mutaqoddim learn material الجملة الفعلية - الجملة الاسمية each with a duration of 60 minutes using learning resources from the book nahwu علم النحو المقرر لفصل الثاني until completion, so that this program runs gradually and all the planned material is delivered well.

2. Organizing of the Tahadduts Program

Organizing of the the tahadduts program is an important process in management that aims to create a clear and directed structure. 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.[23] Organizing gives an idea that this teaching and learning activity has a clear direction and purpose.[24] Organizing not only involves the division of tasks, but also involves individuals and groups to achieve predetermined goals. Thus organizing to ensure that each program functions properly.

In organizing, grouping each learner is very important because it is to separate and distinguish based on their respective abilities, because each student has a different background and ability, therefore it must be adjusted so that the program objectives are achieved. This is in line with Wulandari, according to him by grouping students based on their individual characteristics, the learning process becomes more effective and efficient because each student will receive material according to their abilities and needs.[25] In addition, appropriate grouping can maximize the achievement of learning objectives because students can learn in groups that match their level of understanding.

Based on the results of an interview with one of the administrators of the HMJ student association who is responsible for the tahadduts program, it was found that the organization of tahadduts study groups at UMY is tailored to the abilities of students, as the following interview results:

> "The grouping of the tahadduts program is very important because the aim is to separate students based on their respective abilities. This is very important

[23] Ibadullah Malawi, Ani Kadarwati, and Dian Permatasari Kusuma Dayu, *Teori Dan Aplikasi Pembelajaran Terpadu* (Cv. Ae media grafika, 2019), 56.

[24] Alifa Audy Angelya et al., "Pengorganisasian Dalam Manajemen Pendidikan," *Jurnal Riset Manajemen Dan Akuntansi* 2, no. 3 (December 19, 2022): 97–105.

[25] Ahmad Faishal et al., *Model Pembelajaran Bahasa Indonesia Generasi Alpha* (Semarang: Cahya Ghani Recovery, 2024), 2.

> because some students have different backgrounds and skills in learning Arabic, therefore we divide them into three levels, namely Mubtadi beginner level, mutawasith intermediate level, and mutaqodim advanced level. This class division is so that the learning process is more focused and in accordance with the needs and abilities of each student."

The UMY Tahadduts program divides students according to their ability level. This grouping and determination is divided into five classes based on the ability of each student as follows: class A for mutaqoddim, class B and C for mutawassith, and class D and E for mubtadi. The purpose of this class division is to ensure that each student receives material that matches their ability level, so that the Arabic learning process can take place more effectively and efficiently. With the right class division, it is expected that students can improve their Arabic speaking skills according to their individual needs and level of understanding. The division based on the table is as follows:

Table 2. Composition of students in the tahadduts program

Class	Level	Number Of Students
A	Advanced level.	15 students
B	Intermediate level	15 students
C	Intermediate level	20 students
D	Beginner level	25 students
E	Beginner level	20 students

Each level that has been grouped as above has target abilities and achievements that improve Arabic speaking skills, ranging from basic to advanced levels. By combining these levels, it is hoped that students can develop their Arabic language skills according to their level of ability.

3. Implementation of the Tahaddust Program

Implementation is an action to ensure that each member of the group tries to achieve goals in accordance with management planning and organizational goals. In other words, a plan is the process of implementing all forms of plans, concepts, ideas and ideas that have been made previously to achieve the vision and mission of the organization. Often, when implementing a plan that has been prepared, there are various possibilities that do not produce the expected results or even do not work as

expected. These possibilities then arise during the evaluation and adjustment process to ensure optimal goal achievement.[26]

According to Rusman's theory, the implementation of learning in a teaching and learning activity is the implementation of the lesson plan. The implementation of learning includes preliminary, core and closing activities.[27] Implementation is also a process that can be understood as a form of a series of activities that start from a policy in order to achieve a policy goal derived in a program or project.[28]

Based on the findings of researchers regarding the management of the implementation of the tahadduts program, this program was prepared to provide solutions for students who are less proficient in terms of speaking skills due to different educational backgrounds so that there are differences in the ability of students to obtain knowledge related to Arabic, especially in speaking skills. With this tahaddust program, it is hoped that students who are active in this program will experience an increase in maharah kalam, both Arabic Language Education students or non-Arabic Language Education students. In accordance with the results of interviews with ustadzah Dr. Ana Taqwawati, M.Pd as secretary of the Arabic Language Education Department:

> "The implementation of the tahadduts program is under the auspices of the Arabic language education study program which is carried out by educators or lecturers and several 5th semester students who are competent in their fields according to their respective duties, several students who were chosen as the person in charge of the tahaddust program were given the responsibility of implementing this tahaddust program, and these students certainly meet the criteria desired by the study program. There are 5 classes in the tahadduts program, namely class A for the mutaqoddim class, class B and C for the mutawassith class, then class D and E for the mubtadi class."

The results of the interview show that the teaching staff are several lecturers and students who are competent in their fields. The tahaddust program is held twice a week, namely on Wednesdays and Saturdays in campus classrooms. There are 5 classes in the tahadduts program, namely class A for mutaqoddim classes, classes B

[26] Sinta Fajar Wati, Ade Akhmad Saputra, and Lia Efriliyanti, "Manajemen Pengelolaan Kelas dalam Menciptakan Lingkungan Positif" 2, no. 1 (2024).

[27] Lukman Hakim, "Manajemen Program Kelas Unggulan Untuk Meningkatkan Citra Madrasah Tsanawiyah 1 Kabupaten Madiun," *Southeast Asian Journal of Islamic Education Management* 2, no. 1 (May 2, 2021): 1–14.

[28] Fitrah Dinanti Massofia and Suci Ramadhanti Febriani, "Analisis Kurikulum Bahasa Arab Dengan Model Rogers Di SMP IT Insan Cendekia Boarding School Payakumbuh," *Tsaqofiya: Jurnal Pendidikan Bahasa Dan Sastra Arab* 5, no. 1 (2023): 1–18.

and C for mutawassith classes, then classes D and E for mubtadi classes. The number of students in each class is 25 people. The learning duration of each class is about 60 minutes per meeting which starts at 08:00 - 09:00. The classrooms used are equipped with facilities that support language learning, such as whiteboards, projectors, and other audiovisual devices so that the learning process is carried out well.

In addition to an optimally arranged learning schedule, there are also teaching materials used in learning the tahaddust program, namely the book of Nahwu Al-Wadhih volume 1 and the book of Al-arabiyah Baina Yadaik volumes 1 and 2. Learning materials are adjusted to the class level to ensure the continuity of the learning process. At the Beginner level using more dominant use of the book Al-arabiyah Baina Yadaik volume 1, while the intermediate level uses the book Al-arabiyah Baina Yadaik volume 2, and finally at the Advanced level which is the highest grade level using more nahwu Al-wadhih books to learn nahwu science.

In the implementation of the tahaddust program, learning uses the book Al-arabiyah Baina Yadaik and Nahwu volume 1 as fixed teaching materials. Al-arabiyah Baina Yadaik is published by Maktabah Al-Ranis Al-Arabiyah Lil Jami' as teaching material prepared and designed for non-Arabic students. This book contains a lot of interesting content introducing Islamic culture that students may not have previously known about Islamic history. This book has undergone modernization that has followed the development of modern Arabic culture so that it is not boring for Arabic learners.[29]

In addition to the book of Al-arabiyah Baina Yadaik volumes 1 and 2, there is the book of nahwu Al-wadhih volume 1 as a learning resource. Kitab nahwu Al-wadhih is one of the phenomenal books used by beginner Arabic learners, this book consists of two levels, namely for ibtidaiyah and tsanawiyah consisting of three volumes. The content in the book is organized in a systematic way. Each chapter discussion begins with an example of a rule sentence that is easy to learn then begins by mentioning the rules of the chapter and then proceeds with systematic exercises. In the book of nahwu Al-wadih volume 1, the material is presented in tabular form to make it clearer and more detailed to read. systematically, this book presents the study

[29] Irsal Amin, "Buku Al-Arabiyah Baina Yadaik Pada Program Intensif Language Learning Pusat Pengembangan Bahasa IAIN Padangsidimpuan," *Tazkir : Jurnal Penelitian Ilmu-Ilmu Sosial Dan Keislaman* 7, no. 1 (June 2, 2021): 61–74.

of nahwu with an inductive method, namely a method that begins with examples first to make it easier to understand and then ends with explanations and rules.[30]

4. Evaluating of the Tahaddust Program

The final stage in an activity or learning program is evaluation. Evaluation is carried out to see the achievement of the objectives of the plan that has been prepared, evaluation is a process of activities that are systematically arranged to determine and make decisions on the extent to which learning objectives have been achieved by students.[31] The evaluation function in management is a systematic effort to set performance standards with planning goals designing information feedback systems comparing actual performance with predetermined standards then determining whether there are deviations and taking the necessary corrective actions to ensure that company resources that are being used can be more efficient and effective in achieving goals.[32] If applied in the field of education, there are three efforts that must be passed in management, namely setting standards, assessing learning evaluation procurement and improvement.[33]

In the evaluation stage of the tahaddust learning program, researchers saw that there were several stages carried out in the evaluation, the first stage was the determination of assessment standards in the form of minimum completeness criteria and graduate competency standards.[34] Evaluation and assessment of learning is obtained through a test mechanism that is carried out once in 2 weeks to find out whether the learning material is conveyed and can be understood properly by students. The test is conducted with a written exam. If the test results from students have not reached KKM, it means that the learning material has not been conveyed properly, then the next step is to make improvements both in terms of learning models or methods used in learning.

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[30] Andi Holilulloh, Mujawir Sayyid Mujawir Sakran, and Wail As-Sayyid, "Analisis Materi Dan Metode Sintaksis Arab Dalam Kitab An-Nahwu Al-Wadhih," *Al-Fathin: Jurnal Bahasa Dan Sastra Arab* 3, no. 02 (February 27, 2021): 125.

[31] Abdullah Sungkar, "Evaluasi Peran Dan Kontribusi Organisasi HMJ PBA UIN Raden Intan Lampung Dalam Meningkatkan Kemampuan Bahasa Arab Mahasiswa," *Tsaqofiya: Jurnal Pendidikan Bahasa Dan Sastra Arab* 4, no. 2 (2022): 174–87.

[32] Sungkar.

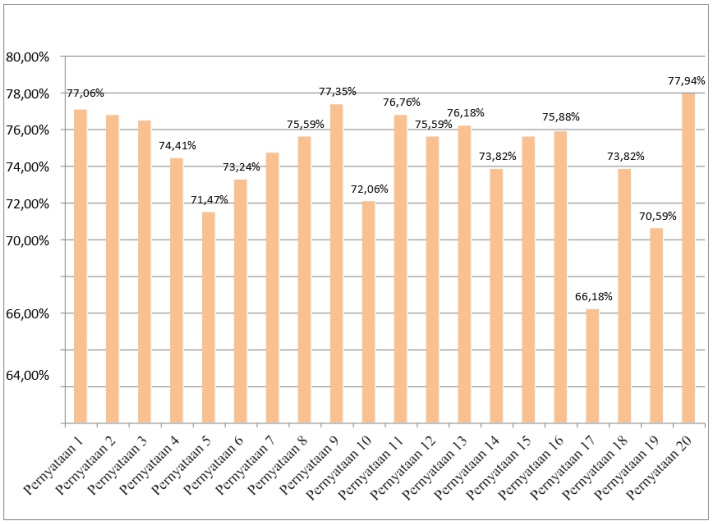
[33] Abd. Wahib, "Manajemen Evaluasi Program Supervisi Pendidikan Dalam Meningkatkan Mutu Pendidikan," *Auladuna : Jurnal Prodi Pendidikan Guru Madrasah Ibtidaiyah* 3, no. 1 (July 3, 2021): 91–104.

[34] Nurul Oktaviana Mekawati, Herianto Herianto, and Messiono Messiono, "Evaluasi Manajemen Dalam Lembaga Pendidikan Tinggi," *Jurnal Ilmiah Universitas Batanghari Jambi* 23, no. 2 (July 26, 2023): 1348.

The next stage is the evaluation of student learning outcomes which is carried out at the end of each month in the form of oral and written exams. The written exam is held on Friday and the oral exam is held on Wednesday at the end of the month. The KKM value that must be met is 80 so that students can continue to a higher grade level, but the grade increase is carried out once in 3 months. Then hold a follow-up, namely the results of the overall evaluation will be discussed in a monthly meeting held by the study program and teaching staff.

The importance of the evaluation stage in this tahadduts program aims to determine the respondents' responses to the statement items packaged in the form of a questionnaire regarding the management of the tahadduts program for students of the Muhammadiyah University of Yogyakarta which include; the use of media in various formats and supporting media (videos, tutorials and the like), the suitability of the media used with the characteristics of the material presented, the presentation of material that can meet the needs of students such as understanding the material, the suitability of the material and the basic competencies that have been set, the suitability of the depth of the material presented in the Nahwu Al-Wadhih book volume 1 and the Al-arabiyah Baina Yadaik book with learning achievements, the suitability of the variety of objects used to the character of learning achievements, the availability of discussion triggers in the learning process, the use of communicative language, giving assignments as individual evaluation materials to determine the learning achievements of each student, the suitability of the learning strategy used for students.

The following are the results of the percentage analysis of data in the form of a questionnaire for students of the Tahadduts program, which are presented in a bar chart as follows:



Picture 2. the Satisfaction Questionnaire of the Tahadduts Program

The results of the questionnaire analysis regarding the management of the tahadduts learning program that had been distributed to respondents totaling 95 questionnaires with 20 statements showed a good category with an average calculation result of 74.57%, or it can be concluded that this management program can run well and can achieve the learning objectives that have been determined in such a way. The implementation of the tahaddust program (language class) can have a positive impact or result for students who want to develop Arabic. This program is neatly and directed starting from the facilities and the teaching and learning process is also arranged in detail to achieve the target learning objectives. Students who are involved in participating in learning look very active and directed according to the planning that has been set as it should be. Even though they have different classes, it does not prevent students from participating in the tahadduts learning process.

With the existence of the tahadduts program to improve speaking skills, it is seen that students who participate in the program get improved results, in the sense that students who come from non-Islamic boarding schools can follow this tahadduts learning well according to each class that has been determined, as well as students who come from Islamic boarding schools they can have the opportunity to explore and understand more deeply about learning Arabic through this program.

CONCULUSION

Based on the above research, the researcher concluded that in the implementation of the tahaddust program that was applied, it could provide a positive impact or result for students who want to develop their Arabic speaking

skills. From the results of the questionnaire analysis regarding the management of the tahadduts learning program that had been distributed to respondents totaling 95 questionnaires with 20 statements showed a good category with an average calculation result of 74.57%, thus this management program can run well and can achieve the learning objectives that have been determined in such a way, by implementing 4 management functions, namely: 1) Structured and systematic planning for learning that will be applied in class, 2) Organization involving class divisions that are adjusted to class levels, namely beginners, intermediate, and advanced, 3) Implementation of learning activities every Wednesday and Saturday, and 4) Evaluation at the end of each month in the form of an assessment of individual ability progress. Although the research went smoothly, it had limited time needed to obtain data in the field, with limited time it could hinder data collection more comprehensively. Recommendations for further research are to pay attention to the management of time and location of research in order to facilitate the process of further research and hope to hold promotions or innovations so that this program continues to run and the number of participants who take part in the tahadduts program increases.

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