



ANALYSIS THE DEVELOPMENT OF *TAKALLAM* PROGRAM MANAGEMENT AT AL-AZHAR PARE KEDIRI COURSE INSTITUTE

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Abstract

Takallam program of Al-Azhar Pare Kediri is one of the most popular programs. This program has 3 levels in the learning process which each level has a target achievement that has been arranged systematically. The purpose of this study is to analyze the history of the development of the *Takallam* program of Al-Azhar Pare Kediri Course Institute from the beginning of the emergence of the program until this current time. This research uses descriptive qualitative research methods and data collection techniques through interviews and documentation. The analysis technique used through 3 stages, namely data reduction, data exposure, and conclusions. The data sources in this study are primary and secondary data sources. Primary data sources are *mudir* (director) and teachers of Al-Azhar Pare Kediri Course Institute, while secondary sources are books, journal houses, articles and proceedings to support the necessary theory and analysis. The results of the analysis found are that there are two phases in the development of the *Takallam* class at Al-Azhar Pare Kediri course institution, namely the initial phase and the development phase. The initial phase began in 2013 and the development phase began in 2022. Then three things that become the challenges of Al-Azhar Pare Kediri course institution are first, the awareness of Arabic-speaking participants or members in Al-Azhar Pare Arabic village varies, such as teachers who allow participants to speak Indonesian or speak directly to participants. Second, updating modules or materials which of course takes a long time. Third, arousing and increasing participants' interest in speaking Arabic.

Keywords: Al-Azhar Pare Kediri, Arabic, Course Institution, Development, Program Management

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INTRODUCTION

مقدمة

In the field of education, management is very important to run educational rotations. Management has several functions, namely: Planning, organising, leading and controlling (Umam et al., 2019). Thus, management can be defined as a process of planning, organising, leading, and controlling the efforts of an organisation in various aspects and factors so that the goals of the organisation can be achieved efficiently and effectively.

The term "management" also referred to as "to manage" means to organize. An arrangement that implements a process that runs according to the sequence of the management process. Therefore, management is a process to achieve a goal (Akbar & Prasetyo, 2022). Therefore, management is responsible for organizing the components in it, such as people, money, methods, materials, machines, markets, and everything that is produced during the management process managed by a leader with his leadership authority through coordination instructions to achieve the goals to be achieved optimally (Silvia et al., 2023).

Planning is the initial function of management and can be described as a process of directing an activity to achieve a goal in terms of preparation and procedures. Therefore, every program must begin with planning or preparation to achieve the expected goals, as happens in learning management. Good planning is needed for effective and targeted learning implementation (Rosyid et al., 2019).

Management is the art and science of planning, placing employees, organizing, giving orders and supervising human and natural resources, especially human resources to achieve predetermined goals (Suprihanto, 2018). Management is something important that touches, affects and even permeates almost all aspects of human life (Hidayati et al., 2021).

A program is a plan of activities that are prepared and directed to be carried out with the aim of achieving a predetermined vision, mission, and objectives (Pakpahan & Habibah, 2021). There are several elements that must be contained in a program in order to support its success. The types of programs consist of annual programs, semester programs, and daily or weekly programs (Arikunto, 1988).

The success of Al-Azhar course in planning, managing and developing into a large and well-known institution in Pare is very interesting to study. The ability to speak in Arabic so as to communicate actively. These skills include listening, speaking, reading and writing skills. Non-formal education aims to provide knowledge about proficiency, proficiency, and skills in the form of products and services, as well as to meet current and future functional needs (Umam et al., 2019).

Language courses are a type of training that also falls under non-formal schooling. Language courses are also a platform for language learning that can help people learn and improve their language skills. With many models, strategies and materials available, language courses can help learners improve their skills both offline and online in an innovative, effective and educational way (Islam, 2015). A course is a language learning platform that hones one's language skills. With various models, strategies, materials and learning activities that hone language skills creatively and effective (Rahmawati, 2018). One of the largest and most famous course locations in Indonesia is in Pare District, Kediri Regency, known as "*Kampung Inggris Pare*". *Kampung Inggris Pare* not only attracts language enthusiasts in Indonesia but also abroad. Along with the development of *Kampung Inggris Pare*, now not only English Course Institutions are opened but other foreign language Course Institutions have also begun to emerge, such as Arabic, Mandarin Chinese, Japanese, etc. One of the famous Arabic Language Course Institutions is Al-Azhar Course Institution Pare Kediri.

Al-Azhar Course Institute Pare Kediri was established in early 2013 founded by Mr. Rohmanuddin, M.Pd. The first location of the Al-Azhar Course Institute was on Jl. Cempaka No. 22, Tulungrejo Village, Pare District, Kediri Regency which is also the location of its current center. The number of courses opened in this institution consists of *Takallam*, *Tamyiz*, *Al-Miftah*, and *Manhajy*. Al-Azhar Course Institute provides various learning durations ranging from two weeks, one month, two months, and so on. In the beginning, this institution was established with the aim of developing the Arabic language, known as the language of Islam, the Qur'an, and hadith.

Many alumni of Al-Azhar courses have shown success all over the pyramid country. This attracts the attention of many people and makes them want to become course participants at Al-Azhar Course Institute Pare Kediri to prepare themselves for the scholarship program to study at Middle Eastern Universities. They hope to realize their dreams from Al-Azhar Pare to Al-Azhar Cairo, Egypt (Najihah et al., 2022). The Arabic language course institution, Al-Azhar, aims to

improve a person's Arabic language skills so that they can communicate both passively and actively, including the ability to listen, speak, read, and write.

This research discusses more about the development of the *Takallam* program at the Al Azhar Institute, because this program is designed for students who want to learn Arabic for beginners. In this program students are taught how to learn Arabic from the basics, where students are expected to master conversation or *muhadatsah* which starts from everyday conversation. So that students are easier in learning Arabic.

There are several studies that have been written previously related to this research. Among them are first, research on the management of organizing Arabic language course programs at the Al-Azhar Pare Kediri Course Institution which is considered still weak due to the unclear organizational structure, the manager who is the leader of the institution only provides a verbal division of tasks to members without clarity of superiors and subordinates of members' positions in the organization (Rahmawati, 2018). Second, research on active learning planning management at the Al-Azhar Pare Kediri Course Institution written by which was made by the director of the institution in the short term then wrapped in varied learning models and strategies (Rosyid et al., 2019b). From some of the previous studies above, researchers found that from the beginning of the establishment of the Al-Azhar Course Institution until several years of operation, there were still weaknesses in the internal managerial of the Institute which also resulted in the programs it offered. Then the researcher found a gap between this research and previous research which in this study will not focus on organizational management but on program management.

In line with the information obtained above, this research will focus on the history of the development of *Takallam* program management at Al-Azhar Pare Kediri Course Institute which has never been done before. This research was conducted to find out the history of the development of the *Takallam* Al-Azhar Pare Kediri program from the beginning of the formation of the program until now and to find out the improvement of the *Takallam* program from time to time.

METHOD

منهج

The type of research in this study is descriptive qualitative. Moleong (Moleong, 2019) states that qualitative research is research that intends to understand the phenomenon of what is experienced by the research subject. Qualitative research is a research method used to examine natural object conditions.

This research data was obtained by an interview process. Interview is an oral question and answer process either directly or indirectly through face-to-face between the researcher and the data source (respondent) (Shobirin & Hilmi, 2021). The data collected are the results of interviews with one *Mudir* (director) and one teacher from Al-Azhar Pare Kediri Course Institution related to the *Takallam* program.

There are 2 data sources used in this study, namely, primary data sources and secondary data sources. The primary data sources of this research are *mudir* (director) and teachers of Al-Azhar Pare Kediri Course Institution which are conducted by interviewing directly to related participants via Whatsapp. While secondary data sources in this study are books, journal houses, articles and proceedings to support the necessary theory and analysis.

Miles and Huberman (Sugiyono, 2015) state that there are 3 stages in the process of analyzing data, namely: 1) data reduction, namely classifying, directing and discarding unnecessary and organizing data; 2) data presentation (data display), namely finding patterns of meaningful relationships and providing the possibility of drawing conclusions, and 3) conclusion drawing/verification. Data analysis was carried out simultaneously with the data collection process, where the data analysis activities of this study were also carried out during and after data collection.

RESULT | نتائج

Results should be clear and concise. The results should summarize (scientific) findings rather than providing data in great detail. Highlight the differences between the results or findings and the previous publications by other researchers.

A learning institution, whether formal or non-formal, must experience a development. Development for the better must be done in order to create a stable institution. This development is passed because of the dynamics in the life of a society that continues to change demanding us to continue to adapt. Likewise, Al-Azhar Pare Kediri course institution has experienced the development of its programs from the beginning of its establishment in 2013 until now. Researchers categorized the development of this *Takallam* program into several phases as follows:

Beginning Phase

Through the Arabic language learning opportunities seen by the founder of the Al-Azhar Course foundation of Arabic language course enthusiasts in Pare which began to increase, the Al-Azhar course was formed on the basis of these opportunities by of course looking at the conditions in other Arabic language courses such as Ocean which focused on advanced Arabic language courses, the Al-Azhar Arabic course was initially formed as a special place made for basic level Arabic language enthusiasts or *mubtadi*. Continuing this, one of the interviewees, Ardiyansah, who is one of the teachers at Al-Azhar Course, stated that:

"To support the initial purpose of the Al-Azhar Course, which is as a forum for learning Arabic specifically for basic level students or mubtadi, Al-Azhar education is always formed so that education is in accordance with the conditions of mubtadi, both in terms of learning materials and methods and methods of education for each student of the Al-Azhar course, with learning that integrates this mubtadi, Al-Azhar initially has muqorror and educational methods oriented to daily activities or alhaya al-yaumiyyah and coupled with games and ice breaking that make learning more interesting and away from the word bored or boring."

Along with the development of the Al-Azhar course, classes or levels began to be formed which became one of the attractions of the Al-Azhar course, these levels and learning classes were of course formed looking at the needs of participants or registrants which were found to be diverse and not only from the basic class, but there were also from the intermediate class named "*Mutawassit*" or even the advanced class named "*Mutaqoddim*". Among the levels or classes formed in line with the development of Al-Azhar course management today is the *Takallam* class.

At the beginning of the Al-Azhar course itself, the *Takallam* class did not exist because the main goal was to equalize students in the basic class, so that all students really learned Arabic from the basics using material oriented to everyday life, be it reading (*Nash*), Conversation (*Muhadatsah*), and vocabulary (*Mufrodat*). Along with its development, in 2017 one of the classes was opened, namely the Full-Time class, which focuses on student speaking skills with fairly strict rules and more learning time as well as field practice and conversation exercises formed to achieve its target, namely the participants' proficiency in speaking Arabic. Adding to this, Ardiansyah argued that learning in this full-time era contains *Muhadatsah*, *Mufrodat*, and *Qoidah Lughoh* which are interconnected to support participants' fluency in speaking Arabic.

Development Phase

At the beginning of 2022, the full-time class evolved into the *Takallam* class, which in its evolution the *Takallam* class is now divided into 3 main levels, namely; *Takallam 1*, *Takallam 2*, and *Takallam 3*. The division of the *Takallam* class is of course done after looking at the conditions of enthusiasts where in every understanding of new registrants of the Al-Azhar course, in particular speaking ability is different, so the *Takallam* class becomes an invasion that is given with an evaluation of both the addition or subtraction of learning materials, as well as learning methods tailored to the level of participants. This is of course to attract more interest from participants who come to Pare to learn Arabic. this is in line with the results of the interview with Ardiansyah who stated that

"Of course all students who come to Pare when they set foot in Pare the city of this language, the main goal of most students is so that they can speak the language either Arabic or English fluently, well, and correctly."

This is a common demand because language learning will be seen from the ability to speak the language being learned and not on the ability to write or understand the deepest aspects of the language. In line with this, Hermawan argues that teaching speaking is more important than writing, because speaking reflects language (Mutmainah & Marlina, 2020).

The advantage of this *Takallam* class itself lies in the level of learning that is adjusted to the conditions of the registrant, so that the results that can be obtained by members or participants will feel more and proven real. In addition, the material that combines this level adjustment with the main objective of fluency in speaking Arabic, has been neatly arranged through a student or participant handbook, in which there is *Muhadatsah* which will be in line with the level chosen, There are also *mufrodat* about *muhadatsah* that will strengthen the participant's understanding of the *Muhadatsah* and also *Qowaid Lughowiyah* in line with the grammar of *muhadatsah*, which will open the participant's understanding of Arabic grammar and is expected to be able to spark the participant's development more through understanding the *qowaid lughowiyah* learned. Both regular development when participants are in the Al-Azhar environment, or independent development when participants have completed their courses at Al-Azhar

Adding to this, the Director of Al-Azhar Arabic Village Pare, Rohmanuddin, stated that:

"The division of levels that we provide aims to provide more pronounced results for enthusiasts of Al-Azhar Arabic Village Pare, this is because each level that we prepare has its own specialty both in terms of material and methods or ways of teaching. At the Takallam 1 level, the practice of muhadatsah and the use of Arabic in learning sessions is 50%, so the teacher or ustadz /ah who guides is still combining Arabic and

Indonesian. As for Takallam 2, the practice and use of Arabic increased to 75%, so that the use of Indonesian or translated language began to decrease. While in Takallam 3 the practice and use of Arabic used in the classroom reached 99%, so it can be ascertained that the class will be full of Arabic ".

Another advantage of Al-Azhar Pare Arabic Village in general is the *Bi'ah Lughowiyah Sonaiyyah* or Arabic-speaking environment, where participants or members of Al-Azhar Arabic Village during their studies, get the Arabic-speaking environment facility with the obligation for participants to stay or dormitory in the Al-Azhar Pare Arabic Village environment. The advantage of other Takallam classes, especially for participants in *Takallam 2* and *3*, is the opportunity to speak directly with native Arabic directly from Middle Eastern guests or *masyayikh* who are teaching around Indonesia. Regarding the Arabic language environment, Pavlov as a pioneer of the behaviorist school, who was then followed by Edward L. Thorndike with the theory of the law of effect, and continued by B. F. Skinner with the theory of reinforcement, considered that engineering the learning environment was an effective way to achieve language proficiency (Hidayat, 2012).

Apart from the advantages of the Takallam program in Al-Azhar Pare Arabic Village, the disadvantages are also certainly something that is definitely in the Takallam program. Through interviews with Al-Azhar Pare Arabic Village teachers, researchers found that the shortcomings of several programs in Al-Azhar Pare Arabic Village, including the *Takallam* program, are the lack of continuous updates to improve the shortcomings of the programs in Al-Azhar Pare Arabic Village in terms of teaching materials or other shortcomings, so that mistakes in teaching materials or teaching methods are often repeated in the same mistakes.

In addition, the challenges in Al-Azhar's Pare course are also something that needs to be resolved. From observations and interviews, researchers found that the main challenges faced by Al-Azhar Pare Arabic Village are threefold;

First, the awareness of participants or members in speaking Arabic in the Al-Azhar Pare Arab Village environment, this happens due to several factors, both the negligence of the mentors who let participants speak Indonesian or even speak directly with participants in Indonesian, and also the different levels or levels of language skills of members or participants of the Al-Azhar Pare Arab Village. To overcome this challenge, Al-Azhar Pare Arabic Village organizes spies who are spread out in the dormitory or the Al-Azhar Pare Arabic Village environment. Furthermore, violators of these rules who are recorded by the spies will get *iqob* or punishment which is certainly educational for participants such as the obligation to memorize more *mufrodat* or memorize more *muhadtsah*.

Second, updating the modules or teaching materials in Al-Azhar Pare Arabic Village takes a long time. Therefore, in facing this challenge, Al-Azhar Pare Arabic Village formed a special curriculum team that aims to evaluate, correct, and improve teaching materials. Also improving teaching methods and methods for teachers in each level of the existing program, so that the existing programs and levels can be in accordance with the abilities of the participants (Nursaputri & Aisyah, 2024). Adding to this, Ardiansyah stated that:

"The curriculum is one of the important components of Al-Azhar Pare Arabic Village, with members who are competent in their fields, to improve the quality of teaching materials and teaching methods applied in Al-Azhar Pare Arabic Village. This aims to provide clearer and better results for the participants, but this is not easy because the

applicants who attend the Al-Azhar Pare Arabic Village vary in age and understanding of Arabic, so the homework of the curriculum team is very large".

Third is to spark and increase the interest of participants in Arabic. This is a very urgent challenge because it goes back to the personal goals or intentions of each participant who comes to Al-Azhar. In response to this, the director of Al-Azhar stated that:

"Attracting and increasing participants' interest in speaking and learning Arabic is the biggest challenge faced, not only in Al-Azhar's Arabic village but every place of learning in general. If the interest of the participants is high then the two previous problems will certainly be very easy to overcome, especially the problem of teaching materials, because no matter how good the teaching materials and methods we apply, but the interest of the participants is not there, it is difficult for us to give real results to these participants. Therefore, we always try to create learning conditions that are able to spark and increase the interest in learning and speaking Arabic from each participant."

Regarding this, Noam Chomsky (in Arif, 2019) from the cognitivism school said the importance of active learning, it is the learner who organizes and determines the learning process, the environment is not the initial and final determinant of positive or negative learning outcomes. According to the view of this school, when a person receives a stimulus from his environment, he makes a selection according to his interests and needs, interprets it, connects it with his previous experience.

In response to this challenge, Al-Azhar Arabic Village always implements supervision of the learning process. The supervision is placed in several places such as in the classroom which is carried out every morning to ensure the running of the learning and teaching process, in addition to ensuring the results obtained in class and the implementation of the practice of learning outcomes of the participants, supervision is also carried out in the dormitory intensively carried out by the dormitory guidance. In addition to ensuring the orderly activities in the Al-Azhar Pare Arab Village, the activity supervision program is not only aimed at students but also at teaching staff or asatidz and dormitory supervisors where this is handled directly by the director of the Al-Azhar Pare Arab Village, supervision of teaching staff is carried out once a week.

To harmonize this constant supervision, evaluation is also always carried out. Evaluation is a very important and main part of every learning process because it can measure the level of progress, development, and achievement of student success (Mubaligh, 2023). In particular, the evaluation of teaching and learning activities in classrooms and dormitories is carried out directly by the director once a week, this aims to find out the obstacles faced by educators and participants, as well as obstacles that need to be addressed and needs that need to be fulfilled to facilitate the running of the program activities. Another evaluation that is carried out is an evaluation through distributing questionnaires to Al-Azhar Arabic Village participants, of course this is intended to find out the weak points that need to be addressed and the shortcomings that need to be covered in the future, evaluation through this questionnaire is carried out once a month or at the end of each class program that is run. In addition, participant achievement is also an evaluation benchmark for the method or material being run. Adding about this evaluation, Ardiansyah suggested that;

"Overall evaluation is carried out by collecting research results using questionnaire indicators and also student learning outcomes, from these two instruments, meetings and interviews are then held with related parties, be it mentors or teachers in the classroom. The results of this meeting then become the basis for developing materials

and methods in the future, but not only that. To improve learning outcomes and the quality of education in Al-Azhar Arabic Village, book review activities and comparative studies as well as training for teaching staff are carried out, this is done so that the quality of human resources in Al-Azhar Arabic Village is truly adequate to achieve the vision of Al-Azhar itself, namely as the number 1 center for education and development of Arabic language learning and the Yellow Book (*Kitab Kuning*) in Indonesia".

DISCUSSION

مناقشة

The founders of Al-Azhar Course Foundation saw an opportunity to learn Arabic that would increase the interest in taking Arabic courses in Pare, so it is only natural that Al-Azhar Course was created based on this opportunity. In the context of other Arabic language courses, such as Ocean which focuses on advanced Arabic language courses, Al-Azhar Arabic Course was initially formed as a special place for Arabic language enthusiasts at the basic level or *mubtadi*.

In the early days of Al-Azhar, there was no *Takallam* class. The main goal was to generalize the students in the basic class so that all students can really learn Arabic from the basics using materials that can be applied in everyday life. Reading (*Nash*), Conversation (*Muhadatsah*), Vocabulary (*Mufrodat*), etc. One such course, the fulltime course was launched in 2017 and focuses on speaking skills with fairly strict rules and more study time.

The *Takallam* class itself has the advantage of a level of learning that is tailored to the circumstances of the participants so that the results achieved by members or participants are clearer and more realistic. In addition, the material that integrates the adaptation of this level with the main objective to be fluent in Arabic is arranged through the handbook of *Muhadatsah* students or participants selected according to their level. There are also *Mufrodat* around *Muhadatsah* that strengthen participants' understanding of *Muhadatsah*, and also *Qowaid Lughowiyah* that corresponds to the grammar of *muhadatsah* so that it opens up participants' understanding of Arabic grammar and is expected to be able to go further. Both the development of participants' understanding of *Qowaid Lughowiyah* learning or periodic coaching if participants are in the Al-Azhar environment or independent coaching if participants have completed the course at Al-Azhar.

Based on the interview results, the researcher found that Al-Azhar Pare Arabic village faces three main challenges, namely first, the awareness of Arabic-speaking participants or members in Al-Azhar Pare Arabic village varies, such as teachers who allow participants to speak Indonesian or speak directly to participants. Second, updating the modules or materials which of course takes a long time. Third, arousing and increasing participants' interest in Arabic.

CONCLUSSION

خاتمة

The Al-Azhar Pare Kediri course institution has developed since its establishment in 2013. Initially focused on basic Arabic language learning with enjoyable, everyday activity-based methods, Al-Azhar later expanded its programs to include intermediate and advanced classes. In 2017, a Full-Time class was introduced, evolving into the *Takallam* class in 2022, which is divided into three levels emphasizing fluency in speaking. The program's strengths include tailored materials to participants' abilities and a supportive Arabic-speaking environment. However,

there are still shortcomings, such as a lack of updated teaching materials and challenges in increasing participants' interest. To address these issues, Al-Azhar conducts intensive supervision, routine evaluations, and training for teaching staff, although continuous improvements are needed.

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