ARABIC LANGUAGE LEARNING PROGRAM MANAGEMENT AT DARUSSALAM GONTOR MODERN ISLAMIC BOARDING SCHOOL

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Abstract

This study aims to deeply examine the management of Arabic language learning programs at Darussalam Gontor Modern Islamic Boarding School, based on management theory's stages of planning, organizing, implementing, and supervising. The research reveals a systematic and comprehensive approach to managing these programs, which includes a structured curriculum, daily use of Arabic, an immersive language environment, quality books and teaching materials, competent teachers, extracurricular activities, evaluations, examinations, and alumni involvement. Using qualitative methods, data were collected through observation, interviews, and documentation, and analyzed with the Miles and Huberman approach involving data reduction, presentation, and conclusion drawing. Triangulation ensured data validity and credibility. The study concludes that the management of Arabic language learning at Darussalam Gontor is highly effective and well-structured. Key supporting factors include intensive Arabic activities, the use of learning media, and the active involvement of teachers and students. However, the study also identifies inhibiting factors that need addressing to further enhance the program's effectiveness and efficiency.

INTRODUCTION | مقدمة

In the current era of globalization of education, effective and efficient management is very important in managing certain programs. Management can be explained as the process of organizing and managing various resources, which includes the stages of planning, organizing, implementing, and supervising, as described by Sisk (1969) in the book Principles of Management, "Management is the coordination of all resources through the processes of planning, organizing, directing, and controlling in order to attain stated objectives." In addition, the definition of a program according to (Arikunto, 1998) is a series of planned activities that will be carried out to achieve certain activities. From these definitions, it can be concluded that program management is a management process in the context of an educational program that includes the stages of planning, organizing, implementing, and supervising. The main objective is to achieve effectiveness and efficiency in the implementation of education by utilizing all available resources.

As an institution, educational institutions have an important responsibility in promoting the life of the nation in accordance with the vision of national development. According to Law

No. 20 of 2003, the educational path consists of three parts: formal, non-formal and informal, which complement and enrich each other. Formal education is a structured and graded educational system, while non-formal education includes activities such as training, tutoring or courses of a certain duration. Therefore, Islamic boarding schools fall under the category of formal education and must be managed with appropriate management principles. The general management concept used is the same as the management concept in boarding schools in general, which is an effort to systematically organize, manage, and direct the educational interactions that take place between students (children), teachers, and the environment, both schools and communities, in order to achieve the desired educational goals.

Ibrahim (Bafadal, 2012) argues that learning management is all efforts to organize the teaching and learning process in order to create an effective and efficient teaching and learning process. Learning program management, also known as curriculum and learning management, is the process of organizing all learning activities, including those related to the core and support curriculum, according to the curriculum previously established by the Ministry of National Education or other institutions.

A boarding school in Indonesia is an educational institution that existed long before the country's independence. So it is not surprising that Arabic was so familiar to our people at that time (Faridah, 2019)**.** In this modern era, Islamic boarding schools are competing to be at the forefront in all fields. Especially in learning Arabic which characterizes a boarding school (Hasanuddin & Sudirman, 2020). Students' language proficiency is an important asset that needs to be improved continuously. To achieve this, effective management is needed which includes planning, organizing, implementing, and evaluating.

Darussalam Gontor Modern Islamic Boarding School is an Islamic educational institution located in Gontor, Mlarak, Ponorogo, East Java. Based on initial interviews conducted by researchers, it was revealed that this institution has an Arabic language learning program with the aims of improving the Arabic language skills of the students. In addition to the core Arabic language learning program, there are also daily, weekly and even annual learning programs. All of these programs have been well planned and organized. Even so, the implementation of the program has factors that support and hinder. Therefore, researchers are interested in examining how the management of Arabic learning programs at Darussalam Gontor Modern Islamic Boarding School.

Previous studies that are relevant to support this research are research with the title "Arabic Learning Management at LPQ Tahfidzul Qur'an Ar-Rahman" (Azmi, 2022)**.** The study shows that the management of Arabic learning at LPQ Tahfidzul Qur'an Ar-Rahman runs very well. With findings that include aspects of planning, organizing, implementing, supervising, and evaluating. The next previous research entitled "Arabic Language Program Management at Daarul Ukhuwwah Islamic Boarding School for Girls 2 Malang" (Jufrih,(et al) 2023)**,** stated that the planning of the Arabic language learning program at Daarul Ukhuwwah adopted the *Kuliiyatul Muallimin Al Islamiyah* Curriculum of Darussalam Gontor Modern Islamic Boarding School Ponorogo. And the third previous study, namely about "Management of Arabic learning programs in pre-school children of the Sultan Qaimuddin Pre School Foundation in Kendari" (Mar & Hilmi, 2021), revealed that the foundation used the functions of program management studies in implementing Arabic learning programs in preschool children so that this program runs effectively and efficiently. However, there are differences between this research and these three studies. The difference lies in the subject and object of research. Khairul Azmi focused on LPQ Tahfidzul Qur'an Ar-Rahman as the subject of his research and the research conducted by Nur

Azaliah focused on the Sultan Qaimuddin Pre School Foundation. While this research focuses on Darussalam Gontor Modern Islamic Boarding School. Meanwhile, research by Dian and her colleagues focuses on the management of Arabic language programs in Islamic boarding schools, while this study emphasizes more on Arabic language learning management. This research has shed light on various aspects of this management, emphasizing the importance of structured programs, qualified instructors, and immersive language environments. This literature review aims to provide an overview of existing research on the subject, discuss the methodologies and findings of previous studies, and explain the specific type of Arabic that is the focus of this research.

Based on this description, the purpose of this study is to investigate in depth how the management of Arabic language learning program takes place, as well as to identify the factors that support and hinder its implementation at Darussalam Gontor Modern Islamic Boarding School. With the mentioned objectives, it is expected to evaluate to what extent the management of Arabic language learning programs is implemented at Darussalam Gontor Modern Islamic Boarding School, as well as to find out the supporting and inhibiting factors for the implementation of Arabic language learning programs at Darussalam Gontor Modern Islamic Boarding School.

METHOD | منهج

The method applied in this research is a qualitative method. (Sugiyono, 2022)**.** In qualitative research, data collection is not guided by theory, but guided by facts found during research in the field. Therefore, the data analysis carried out is inductive based on the facts found and can then be constructed into hypotheses or theories. So, qualitative research analyzes data to build hypotheses. Also known as the ethnographic method, because it was originally widely used in the field of cultural anthropology and is referred to as a qualitative method because the data collected and analyzed are more descriptive and qualitative. In other words, according to Sutopo (Mantja, 2007), ethnography is a descriptive analytical understanding of cultures and groups as a whole.

Identify Subsections

Data collection techniques in this study include observation, interviews, and documentation. The data analysis technique uses the Miles and Huberman theoretical approach, in which the analysis process is carried out interactively and continuously until the data is considered to reach the point of saturation. (Sugiyono, 2022)**.** The stages of data analysis include data reduction, data presentation, and data conclusion drawing and verification (Harsono, 2007)**.**

Participant (Subject) Characteristics

The data validity and credibility test technique in this study uses the triangulation method. Moleong explained that triangulation is an approach to checking the validity of data by comparing it with other sources outside the data (Moleong, 2019). Triangulation is defined as the process of checking data from various sources using different methods, techniques, and time (Sugiyono, 2022). Therefore, in this study, source triangulation, triangulation of data collection techniques, and time triangulation were conducted to test the credibility of the data. Primary data sources in this study came from: 1) Senior teachers of Darussalam Gontor Modern Islamic Boarding School, 2) KMI Section of Darussalam Gontor Modern Islamic Boarding School for Girls Campus 3, Ngawi. 3) Language Section of SOPM (Students Organization of Pondok Modern) Gontor for Girls Campus 3, Ngawi. Meanwhile, secondary data is data obtained and collected by researchers from existing

data sources. The function is as a supporter and can enrich data from primary data (Arikunto, 2013)**.** Secondary data intended in this study is in the form of documentation of learning program activities at Darussalam Gontor Modern Islamic Boarding School.

Research Design

Data collection techniques in this study were interviews and observations. Direct interviews are conducted by meeting the interviewer, in this case the researcher with the data source (Sanjaya, 2013)**.** The intended interview is a dialogue conducted by the interviewer to the source directly through an interview using the Goggle Meet application, namely between researchers Senior Teacher Gontor Modern Islamic Boarding School and using and intermediary phone with the KMI Section of Gontor Modern Islamic Boarding School for Girls Campus 3, Ngawi, and the Language Section of SOPM (Student Organization of Pondok Modern) Gontor for Girls Campus 3, Ngawi. Meanwhile, what is meant by observation is the involvement of researchers in observing every series of daily activities of the people who are being observed as data sources in research (Wijaya, 2016)**.**

RESULT | نتائج

Arabic language learning is an important subject in every Islamic school. The schools in question are elementary schools, junior high schools, and senior high schools (Hamzah & Fikri, 2022). The results of research on Arabic learning programs at Darussalam Gontor Modern Islamic Boarding School show some important findings that include planning, organizing, implementing, monitoring and evaluating. In planning the Arabic learning program, Darussalam Gontor Modern Islamic Boarding School has a vision that is consistent with the changing times and the educational goals of the boarding school. The vision of the Darussalam Gontor Modern Islamic Boarding School (Pondok Modern Darussalam Gontor) is universal outlook, balanced education, leadership development, modernization and tradition, and self-reliance and independence. These vision statements reflect Darussalam Gontor's commitment to producing well-rounded individuals who are capable of adapting to the changing times while staying true to their Islamic faith and values. They combine formal, informal, and non-formal education with a balance between religious and general knowledge. At the beginning of each school year, the language curriculum is compiled by involving the entire language section concerned, and the program is adjusted to the needs of the times. The structure of Arabic learning at Darussalam Gontor Modern Islamic Boarding School is very well organized, starting from the leadership of the cottage to the language section at the central and hostel levels. Organizations such as Language Advisory Council (LAC) and Student Organization of Pondok Modern (SOPM) play an important role in supporting language learning.

Arabic language learning at Darussalam Gontor Modern Islamic Boarding School is implemented through various activities, including intracurricular, extracurricular, and co-curricular learning. There are also activities such as *Darsul Masa'*, drama competitions, speech presentation, and others. Language learning is not only limited to the classroom, but is also implemented in the dormitories and through various additional activities. Supervision of the language learning program is carried out on an ongoing basis to ensure conformity with the educational objectives and curriculum. Evaluation is carried out both formatively and summatively, using written and oral exams as a measure of the students' language skills. Supporting factors such as Arabic language activities, the use of learning media, and the involvement of teachers and students are recognized as important elements in improving the quality of learning.

Overall, the results show that the Arabic language learning program at Darussalam Gontor Modern Islamic Boarding School is very structured and comprehensive, with a focus on developing students language skills in accordance with the demands of the times and religious needs.

DISCUSSION | مناقشة

The background of Arabic language learning at Darussalam Gontor Modern Islamic Boarding School begins with the establishment of Darussalam Gontor Modern Islamic Boarding School on September 20, 1926 or coinciding with 12 Rabiul Awwal 1345 H. It was motivated when one of the Trimurti (KH. Ahmad Sahal, KH. Zainudin Fananie, and KH. Imam Zarkasyi), namely when KH. Ahmad Sahal became a delegation of Madiun area Muslims to the Indonesian Muslim Ummah Congress in Surabaya at 1926. At that time, only one person made a speech in Arabic and English at the congress. Therefore, he took the initiative to establish a modern boarding school that taught Arabic and English equally. He also said that Arabic is the key to religious knowledge. In addition, the advice was reinforced by KH. Imam Zarkasyi by quoting one of the words of Umar bin Khattab "*Taallamul Lughataal Arabiyyah Fainnahu Min Diinikum*". This is in accordance with the objectives of learning Arabic according to Mulyanto Sumardi the purpose of learning Arabic is divided into two, namely: 1) As a tool to understand and study Islam from its original sources, the Qur'an and Hadith of the Prophet Muhammad Saw. and Arabic language Islamic science books and 2) As Arabic language experts or scholars in the field of Arabic language science.

The researchers at Darussalam Gontor Modern Islamic Boarding School collected data on the Arabic learning program through a combination of in-depth interviews, focus groups, and document analysis of teachers, Language Advisory Council (LAC) members and Student Organization of Pondok Modern (SOPM). The conclusions of the 3 researchers are as follows:

Planning

Planning is very important because it reflects the thoughts or goals to be achieved. The educational planning process itself is an activity carried out to produce an educational program. This program includes various aspects such as educational goals, educational policies, directions of educational activities, procedures for educational activities, and methods of educational activities that will be applied to achieve these goals. (Mubarok, 2021)**.**

The foundation in planning language programs is consistent with changing times and in line with Darussalam Gontor Modern Islamic Boarding School "As an educational institution that produces cadres of leaders of the people, becomes a place of worship *talab al-'ilmi*, and becomes a source of Islamic knowledge, the language of the Qur'an, and general science, while maintaining the spirit of boarding school". Darussalam Gontor Modern Islamic Boarding School is known for its unique and comprehensive education system, combining formal, informal, and non-formal education, namely the KMI curriculum (*Kulliyatu-l-Mu'allimin Al-Islamiyah*) with the principle of preparing the teaching curriculum at KMI is a proportional balance between religious and general knowledge, as well as integration between intra, extra and co-curricular. Through this approach, Darussalam Gontor Modern Islamic Boarding School seeks to produce graduates who have academic skills, life skills, and an Islamic personality and strong character. The foundation of the famous language program in this boarding school is "Language is Our Crown" or "*Allughatu Taajun*".

At the beginning of each school year, all relevant language sections gather to prepare the language curriculum, which is to plan programs within the next year as well as carry out evaluations for the previous year's program. The language program in this boarding school is highly adapted to the needs of the times. In the planning, the discussion that is prepared is related to the language program in the future. The language books used are the books of Darussalam Gontor Modern Islamic Boarding School itself, including *Darusullughah, Nahwu, Sharaf, Balaghah*, Conversation Book 1, Conversation Book 2, etc.

Organizing

Organizational planning is followed by the management function of organizing. Management involves the process of combining various resources, including people, machines, and money, into a single unit to achieve a common goal. Organizing is the process of coordinating individual efforts to achieve a common goal within an institution or larger organization. This is done by creating clear positions and assigning specific responsibilities to each position. In other words, organizing is the process of arranging organizational assets so that they can fulfill their responsibilities (Akbar et al., 2021).

The Arabic language learning structure at Darussalam Gontor Modern Islamic Boarding School includes a leadership team comprising KH. Hasan Abdullah Sahal, Prof. Dr. KH. Amal Fathullah Zarkasyi, and Drs. KH. M. Akrom Mariyat, Dip.LA.Ed. An advisor, H. Farid Sulistyo, Lc., provides guidance, while the school is supported by both an Advisory Council and a Language Advisory Council. The Student Organization of Pondok Modern (SOPM) plays a crucial role through its Language Section, and the hostel's supervision is managed by the Language Section of the hostel, ensuring a comprehensive and supportive environment for Arabic language learning.

The main structure is certainly held by the leadership of Pondok Modern Darussalam Gontor which consists of KH. Hasan Abdullah Sahal, Prof. Dr. K.H. Amal Fathullah Zarkasyi, and Drs. K.H. M. Akrim Mariyat, Dipl.A.Ed. and he is the one who holds full policy on language. Then under him there is a supervisor of the central language section chaired by one of the senior teachers at Darussalam Gontor Modern Islamic Boarding School, namely Ust. Farid Sulistyo, Lc and he is also the Director of KMI in Gontor. Not stopping here, under him there is also a section called LAC (Language Advisory Council) or Language Section Advisors consisting of several selected dedication teachers from the first year to the fifth year and usually chaired by one of the undergraduate teachers at Darussalam Gontor University. Then for the section below there is an organization consisting of several sections with 6th grade as the people in charge. This organization is called Student Organization of Pondok Modern (SOPM), precisely in the Language Section. From the Central Language Section, precisely below it there is a Hostel's Supervisor, namely the Language Section of Hostels. Language Section of Hostels is directly in contact with the language of the students.

Implementation

The next step, known as actuating or implementation, involves putting well-thought-out ideas into action. Actuating is the process of turning plans into actions in the real world, which ultimately helps the company achieve its goals (Abusama, (et al) 2020). In simple terms, the actuating function is the ability to motivate someone to take an action. Leadership actions included in this function are communicating with subordinates, inspiring them, and enforcing rules (Niswah & Setiawan, 2021).

All students in the boarding school always take part in the implementation of all learning, especially related to the language. In order for the program to be carried out as expected, every day students are required to use the language according to the predetermined language week. Every two weeks, the Language Section of SOPM announces a language change, from English to Arabic and vice versa.

Predetermined teaching and learning activities that are applied in accordance with the learning schedule at school are called Intracurricular (Baidowi, 2020)**.** In intracurricular learning, all subjects that are diniyah in nature are not allowed to have elements of Indonesian in explaining. It can be said that if there is one mufradzat that cannot be understood by students, the teacher presents media or intermediaries related to the mufradzat. In addition, the teacher can also explain with the help of gestures to express or convey the meaning of the mufradzat that the santri do not understand. At every 13.55 to 14.45 the students get learning that really focuses on language. This learning is called *Darsul Masa'*. In this learning, students get linguistic learning such as *Kasyful Mu'jam, Al-Munjid, Durusullughah Masaiyyah*, etc.

In its extra-curricular learning, this boarding school develops the interests and talents of its students by opening the election of staff by each section in SOPM. The staff related to language are LCD which is the staff of the Language Section of SOPM and also JMK (*Jumhiriyatul Khitab*) which is under the auspices of the Instruction Section of SOPM as an effort to improve students' Arabic speech presentasion.

Co-curricular activities as additional activities are also found in this cottage. Co-curricular in the form of learning activities that function as reinforcement, deepening and enrichment of subjects learned in intracurricular activities (Shilviana & Hamami, 2020)**.** Students do not only learn in the classroom. However, additional language learning also applies in the hostels. Every morning, after the morning prayer, the students getting gather in front of their respective hostel to get material about the latest vocabulary, both in English and Arabic, a drama competition is held about Arabic stories learned in the *Muthala'ah* Book. This competition is held twice every school year. The drama uses Arabic in the first competition and uses English in the next drama competition. In addition, there are also competitions in Arabic Poetry Reading, Arabic singing, *Khitabah Mimbariyah*, etc. Not only that, on Thursday nights the students also take part in carrying out *Muhadarah* with a rotating schedule. The goal is for students to explore Arabic more deeply, be more courageous, and be able to have broad insight. On Friday morning, precisely after the morning prayer, the students are presented with various Arabic films, conversations and even Arabic songs. In addition, there is an annual activity called Drama Arena and Panggung Gembira for 5th and 6th grade students (equivalent to 2nd and 3rd grade Aliyah students) as a forum for students to develop one of their languages. For the final students, annual activities such as *Fathul Kutub, Munadharah Ilmiyyah, Bahsul Ilmiy, and A'maliyyatut Tadris* are also presented as a form of Arabic language learning program in this boarding school. No wonder if language learning in this cottage is very unique and much in demand by most people.

Supervision

Supervision (controlling) which is also called controlling. Controlling is the process of examining and supervising all educational programs. The aim is to increase the motivation and achievement of educational institutions with the entire academic community (Nurindriani & Prakoso, 2021). Controlling is an integral part of education management because it serves to ensure educational accountability and improve the quality of human resources, facilities, and educational infrastructure (Irawan, 2019)**.**

Supervision of the teaching and learning process at Darussalam Gontor Modern Islamic Boarding School is carried out by monitoring the suitability of the learning objectives of each subject matter with the applicable curriculum. Evaluation of teaching materials is carried out by reviewing and evaluating existing subject matter with the demands of students development. The condition of students and their learning activities are also monitored continuously. Teachers are also supervised in teaching preparation and teaching and learning activities in the classroom. Evaluation of learning tools and resources is carried out by identifying the need for tools during the teaching and learning process.

Under the supervision of the entire language section assisted by teachers, if there are violators of language discipline, students will be subject to various punishments for their mistakes. This is done to provide a deterrent effect to language violators as well as to increase the enthusiasm of students to comply with language discipline. Common language violations include not using language in accordance with the Language Week, speaking indecently, not carrying out punishments from the Language Section, etc. Usually, the Language Section of SOPM holds an assembly with the heads of the Language Section of Hostels either weekly or monthly. The purpose is to increase supervision as well as to remind students to realize that language is very important for each person. Of course in it there are other purposes of the association which sometimes the purpose can also be conditional.

Darussalam Gontor Modern Islamic Boarding School strongly emphasizes strict supervision in Arabic language learning management. Every aspect of Arabic language teaching and learning is carefully monitored to ensure quality and effectiveness. This supervision includes regular evaluation of teaching methods, monitoring of student progress, as well as the application of high standards in Arabic language competence. Experienced teachers actively supervise the learning process and provide additional guidance when necessary, so that students can achieve optimal mastery of Arabic. With this structured and closely supervised approach, Gontor ensures that students not only understand Arabic academically, but are also able to use it in everyday communication fluently and correctly.

Evaluation

Evaluating something is an activity or process. Meanwhile, M. Chabib Thoha explains assessment as a deliberate process by which the status of an item is discovered through the use of an instrument and the findings are compared with standards to draw conclusions. (Idrus, 2019). Constantly making judgments based on the data obtained and the criteria set is what we call evaluation (Alamsyah, 2023).

Learning evaluation is carried out through two types of evaluation, namely formative evaluation and summative evaluation. Formative evaluation is conducted after the completion of learning one subject matter (*Muroja'ah*), while summative evaluation is conducted at the end of the learning period to assess the overall achievement of students, while summative evaluation is conducted after the learning process is completed in one semester (*Imtihan Lii Akhiris Sanah*).

The forms of assessment/evaluation for students used are written and oral exams, the results of which can be used as a benchmark to determine the level of students' language skills. Students who are very good at following the language rules and participating in the language program, will get a prize from the Language Section of SOPM or Language Section of Hostel for their discipline. And for students who violate language rules, they will be given punishment in the form of memorizing mufradzat, memorizing *Muthala'ah*, becoming spyer, carrying

dictionaries wherever students go, shaving their hair (male students), also wearing two-color violation veils for female students.

In some sources, the supporting and inhibiting factors of the Arabic language learning program at Darussalam Gontor Modern Islamic Boarding School are seen as important elements in improving the quality of the teaching and learning process and student learning outcomes. Supporting factors such as the existence of Arabic language activities, the use of technology-based learning media, and the involvement of teachers and students in improving the quality of the teaching and learning process and student learning outcomes. Meanwhile, inhibiting factors such as the lack of students awareness of the importance of language.

CONCLUSSION | خاتمة

The background of Arabic language learning at Darussalam Gontor Modern Islamic Boarding School stems from the initiative of KH. Ahmad Sahal after the Indonesian Islamic Congress in 1926, who realized the importance of mastering Arabic and English. The establishment of this cottage on September 20, 1926, one of which aims to teach both languages in a balanced manner. In addition, KH. Imam Zarkasyi reinforced the urgency of learning Arabic by quoting the words of Umar bin Khattab, who emphasized that Arabic is part of Islam. The main purpose of learning Arabic in Gontor is to facilitate the understanding of Islam from its original sources and to produce Arabic language experts.

Research on the Darussalam Gontor Modern Islamic Boarding School learning program emphasizes the importance of planning, organizing, implementing, and supervising. Planning is done by formulating goals and policies that are in line with the vision of the cottage. Organizing involves a clear structure, starting from the leadership of the cottage to the language section at the dormitory or hostel level. The implementation of the language program is realized through the mandatory use of Arabic and English in rotation, intensive learning, as well as intra, extra, and co-curricular activities that support language mastery. Supervision is carried out strictly to ensure adherence to the program and the quality of learning, accompanied by formative and summative evaluations to assess santri achievement.

To further improve the Arabic language learning program at Darussalam Gontor Modern Islamic Boarding School, here are some suggestions, including: increasing the frequency and quality of supervision by teachers and dormitory administrators, as well as involving parents in monitoring their children's language development, as well as holding forums or surveys to get input from students regarding obstacles faced in learning Arabic and suggestions for program improvement. With the implementation of these suggestions, it is hoped that the Arabic language learning program at Darussalam Gontor Modern Islamic Boarding School can be more qualified and effective in achieving its goals.

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