



MANAGEMENT OF ARABIC LANGUAGE LEARNING AT MUSLIM CENDEKIA PRIMARY SCHOOL BATU

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Abstract

This study aims to analyze the management of organizing Arabic language learning at Muslim Cendekia Primary School Batu. The research method used is qualitative descriptive, focusing on the management of Arabic teaching and learning activities. Data were obtained through in-depth interviews, participatory observation, and document analysis. The results showed that Muslim Cendekia Primary School Batu has successfully implemented the management of organizing Arabic language learning through three main stages, namely the existence of learning planning, learning implementation, and learning evaluation. In the planning stage, the Arabic curriculum and lesson plans are prepared based on the needs of students and adjusted to the vision and mission of the school as well as teaching materials used to assist teachers. Learning implementation is supported by varied and interactive teaching methods to increase student interest and motivation. Evaluation is conducted periodically and continuously to measure students' progress and achievement. This study concludes that the main challenge in learning Arabic is to increase students' motivation. Recommendations include the use of creative and interactive teaching methods and linking learning materials with students' interests and daily lives.

Keywords: Management, Learning, Arabic Language

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INTRODUCTION

مقدمة

In the world of education, there is a lot of management that plays an important role as a component to run and drive various educational activities. Management certainly holds many functions/roles and even becomes the main function, namely, planning, organizing, leadership, and also monitoring or evaluation (Fattah, 2009). Therefore, management is defined as the process of planning, organizing, leading, and controlling in an organization with all its aspects, so that the organization's goals can be achieved effectively.

Every educational institution, both formal and non-formal, certainly has a plan that will not be achieved and successful without the organizing function. In addition, organizing cannot work without human resources as the implementer. Organizing means creating a structure with various parts that are integrated in such a way that they can have a relationship with each other (Hasibuan, 2007). Therefore, management is needed in an educational institution to determine the tasks that need to be carried out, who will handle them, and who will make various decisions related to these tasks. This aims to create a good and correct division of labor in a coordination system.

Several studies have highlighted the importance of effective management in achieving quality education, particularly in Arabic language learning. Research indicates that schools with well-structured management strategies tend to excel in organizing and delivering Arabic learning programs. For instance, previous studies have emphasized the significance of integrating clear planning with multiple learning programs that cater to students' future needs. This aligns with the focus on structured approaches in Arabic language management, such as the development of targeted curriculums, varied teaching methods, and comprehensive evaluation systems, which are pivotal in enhancing students' mastery of the language and supporting their academic and professional goals. These findings reinforce the relevance of exploring management practices within educational institutions as a critical factor in achieving learning success. (Fariz & Agustini, 2020).

Previous research has demonstrated that effective management in the implementation of Arabic language learning programs significantly enhances student outcomes. For example, studies show that well-managed programs, characterized by structured planning, effective teaching strategies, and focused evaluations, enable students to achieve proficiency in Arabic within a relatively short period, sometimes as little as three months. This highlights how good management fosters a conducive learning environment, ensuring that resources, methods, and objectives are aligned to optimize learning success. These findings align with the importance of examining management practices in Arabic language education to ensure sustainable and impactful learning outcomes. (Hasan & Hilmi, 2022). Meanwhile, research conducted by Jessica Noer Amaliashows that schools that apply all aspects of management to Arabic language learning programs and are structured are able to bring Arabic language programs to run effectively and efficiently (Jessica et al., 2024)

Therefore, good management is needed in Arabic language learning (Roviin, 2018), including in the Arabic language learning program at SD Muslim Cendikia BATU as a process of organizing and supervising to achieve certain goals. Management is an activity of coordinating all resources through the process of planning (Usman, 2013), organizing, assigning work (Stevenson, 2010), directing and supervising to achieve goals that have been set in advance (Purwanto, 2007; Lee., 2010).

This study focuses on the unique management of planning, implementation, and evaluation of Arabic language learning at Muslim Cendekia Primary School Batu, which combines religious and academic curricula. Unlike previous research that examines general management practices, this study highlights the challenges specific to the school, such as motivating young learners and integrating Arabic with their daily lives. The school was chosen as a case study due to its structured approach and emphasis on language education, making it an ideal setting for analyzing the application of management principles in Arabic learning. The significance of this research lies in its contribution to understanding how effective management can address practical challenges in primary education, particularly for a language like Arabic. By examining the obstacles and tailored solutions implemented at the school, this study offers valuable insights and recommendations for other institutions seeking to enhance their language programs. This makes it a meaningful addition to the broader discourse on educational management and Arabic language instruction.

This study employs a qualitative descriptive method to explore the management of Arabic language learning at Muslim Cendekia Primary School Batu. The study aims to describe and analyze the processes and practices within the context of the school's Arabic language learning management (Komara E., 2023). The data analysis process includes data reduction, data presentation, and conclusion drawing, validated through data triangulation. Key informants, including the principal, Arabic language teachers, students, and parents, were purposively selected for their direct roles in the Arabic learning program. This ensures comprehensive insights into the planning, implementation, and evaluation processes (Miles & Huberman, 1994). Data validity is also ensured through source triangulation, member checks, and audit trails, guaranteeing the accuracy and reliability of the collected data (Lincoln & Guba, 1985).

The research procedures include preparation, data collection, data analysis, and reporting of results (Creswell, 2012). Preparation involves obtaining permission from the school and arranging the data collection schedule. Data collection is conducted according to predetermined techniques, while data analysis is carried out qualitatively following the established stages. The research findings are reported in the form of a scientific article that includes research findings and recommendations for improving the management of Arabic language learning organization at Muslim Cendekia Primary School Batu (Moleong, 2019).

The research results will be disseminated to the school and related stakeholders, accompanied by recommendations aimed at improving the management of Arabic language learning organization at Muslim Cendekia Primary School Batu. Thus, this study is expected to significantly contribute to enhancing the quality of Arabic language learning at the school, creating a more effective and efficient learning environment. The implementation of the recommendations is expected to address challenges faced in teaching Arabic and improve students' learning outcomes.

RESULT | نتائج

Management is a critical component of the learning process because it ensures that learning activities are carried out effectively and efficiently. Without proper management, achieving optimal learning outcomes becomes challenging. Therefore, learning management plays a vital role in planning, organizing, supervising, and utilizing resources to align the implementation of education with its intended objectives.

Organization carries two essential meanings: as an institution or functional group, and as a process of organizing work to achieve goals effectively. The formation of an organization is based on key elements, including shared objectives, membership consisting of at least two individuals, a clear division of tasks, and effective collaboration. These foundational aspects are integral to understanding how organizations operate and will serve as the focal point for further discussion in this study.

The research shows that Muslim Cendekia Primary School Batu has implemented the management of organizing Arabic language learning well, through the stages of planning, implementation, and evaluation of learning.

- a. Learning Planning: The focus of learning planning emphasizes the management strategies applied, such as how the curriculum and syllabus are designed to support the specific objectives of the school, for example, in Arabic language learning. Planning also involves task allocation among teachers and evaluating the effectiveness of learning aids and media.

- b. Learning Implementation: Emphasis is placed on the implementation of the program based on the approaches used in the Arabic language learning process. The study can explore how methods such as communicative approaches and the integration of digital media contribute to the program's success.
- c. Learning Evaluation: Focus on evaluation management, such as collecting data through learning journals, observations, and interviews to measure the effectiveness of Arabic language learning. Evaluation includes providing feedback on the program's objectives' achievement and comprehensive monitoring of student progress

To address the relevance and depth of research findings in the provided text, here is a revised version aligned with a more focused and substantial discussion: One of the main challenges in managing Arabic language learning at Muslim Cendekia Primary School Batu is enhancing student motivation. This challenge arises from the diversity of student backgrounds and varying levels of initial interest in the subject. To address this, the management emphasizes integrating innovative teaching strategies, such as problem-solving methods and contextual approaches that link Arabic learning with students' daily activities and cultural experiences.

Moreover, the organizational management of Arabic learning highlights that planning, implementation, and evaluation are structured systematically. Planning involves tailoring the curriculum to suit students' needs, while implementation incorporates interactive activities supported by relevant media. Evaluation focuses on regular formative assessments and feedback loops to monitor progress effectively.

Despite these structured efforts, ongoing improvements are required to overcome challenges like limited resources and the need for teacher training in advanced methodologies. This study underscores the importance of consistent innovation and collaboration among teachers, administrators, and the community to enhance the overall quality of Arabic language education.

DISCUSSION

مناقشة

The research highlights the significant role of management in achieving effective Arabic language learning at Muslim Cendekia Primary School Batu. The findings show that planning aligns Arabic learning objectives with institutional goals, implementation incorporates interactive The results of this study reveal that effective management significantly impacts the success of Arabic language learning at Muslim Cendekia Primary School Batu. The school demonstrates strong organizational practices, including planning, implementation, and evaluation of learning. For example, planning involves aligning Arabic language objectives with institutional goals, while implementation uses varied teaching methods and learning media. Evaluation employs structured assessments to ensure continuous improvement in student outcomes.

These findings align with Rukayah & Ismanto (2016), who highlight that management is essential for achieving optimal learning outcomes by organizing and leading resources effectively (Rukayah & Ismanto, 2016). Similarly, Nanang (Fatah, 2004) emphasizes that organizations function as systems where work is structured and coordinated to achieve common goals. The structured approach at Muslim Cendekia reflects Saefrudin's (Saefrudin, 2017) concept of organizing, where tasks and resources are allocated efficiently to achieve educational objectives. This synergy between practical findings and theoretical frameworks underscores the critical role of management in enhancing Arabic learning outcomes

From the research that has been done, the researchers concluded that Muslim Cendekia Primary School Batu has achieved the organizing process well. The management of organizing Arabic language learning at Muslim Cendekia Primary School Batu has gone through several stages of the process, including

1. Arabic Language Learning Planning

To achieve learning objectives, good learning planning is definitely needed. Planning is one of the absolute requirements for any management activity. Without planning, the implementation of an activity will experience difficulties and even failure in achieving the desired goals (Sobry, 2009). Planning is a crucial first step in learning management at Muslim Cendekia Primary School Batu, Arabic language learning planning is done carefully to ensure learning runs effectively and efficiently. Some aspects of planning include:

- a. Preparation of Curriculum and Syllabus: The curriculum is a set of subjects that have these objectives through learning experiences, taught in certain ways and methods and evaluated (Winarso, 2015). The Arabic curriculum at Muslim Cendekia Primary School Batu is designed according to the national standards of education and the specific needs of the students. The curriculum covers important aspects such as grammar, vocabulary, listening, speaking, reading and writing skills. The syllabus is also structured to ensure each aspect of Arabic is taught systematically and gradually.
- b. Development of lesson plans (RPP): The lesson plan is a more specialized planning tool than the syllabus. These lesson plans are designed to guide teachers in teaching so that they are not far from the educational objectives of the school (Aguss et al., 2021). The lesson plans at Muslim Cendekia Primary School Batu are prepared by Arabic teachers by considering the learning objectives, materials to be taught, teaching methods, learning media, and evaluation. This lesson plan is used as a guide in the implementation of daily learning.
- c. Procurement of Teaching Materials: Teaching materials are all forms of materials used to assist teachers in carrying out teaching and learning activities in the classroom. The material in question can be written or unwritten material. In other words, teaching materials are tools or means of learning that contain material, methods, boundaries, and ways to evaluate which are systematically designed and attractive to achieve the expected competencies. Teaching materials will reduce the burden on teachers in presenting material (face-to-face), so that teachers have more time to guide and assist students in the learning process. (Nurdyansyah & others, 2018). The teaching materials provided at Muslim Cendekia Primary School Batu are books, modules and additional materials prepared to support the learning process. Teachers also create their own teaching materials that are tailored to the needs of students.

2. Learning Implementation

Learning planning is a systematic process carried out by teachers in guiding, assisting and directing students to have learning experiences and achieve predetermined learning objectives with steps for preparing learning materials, using learning media, using approaches and learning methods and assessing in an allocation of time to be carried out at a certain time (Widiyanto & Wahyuni, 2020). The implementation of Arabic language learning at SD Muslim Cendekia Batu is carried out through various varied and interactive methods to increase student interest and motivation. Some of the methods used include:

- a. Communicative Method: This method emphasizes students' ability to communicate in Arabic effectively. Students are invited to actively speak and listen through dialog, role play, and group discussions.
- b. Contextual Approach: Teachers relate learning materials to the context of students' daily lives. For example, a lesson on vocabulary is done by associating new words with objects or situations that are familiar to students.
- c. Use of Learning Media: Various learning media are used to support the teaching and learning process. Textbooks, audio visuals, digital applications and flashcards are some examples of media used. These media help to make learning more interesting and interactive.

3. Learning Evaluation

Learning evaluation is the activity of collecting data and information about students' learning abilities, to assess the extent to which the learning program has been running, and also as a tool to determine whether the educational objectives and learning process in developing knowledge have taken place as it is. In addition, evaluation also aims to determine the level of student achievement in a learning process, as well as to understand the extent to which students can provide assistance for student deficiencies, by placing students in learning situations that are more in line with ability levels (Phafiandita et al., 2022). Evaluation of Arabic learning at SD Muslim Cendekia Batu is carried out on an ongoing basis to measure student progress and achievement. Some forms of evaluation used include:

- a. Formative Assessment: Formative assessment can help students take ownership of their learning when they understand its purpose is to improve learning, not improve final grades (Trumbull & Lash, 2013). This assessment is conducted continuously throughout the learning process. Teachers give daily tests, quizzes and assignments to measure students' understanding of the material taught. The results of formative assessment are used to provide feedback to students and improve teaching methods if needed.
- b. Summative Assessment: According to Scriven (1967) summative evaluation is a method for assessing the curriculum at the end of the syllabus where the focus is on outcomes (Selegi, 2018). Summative assessment at SD Muslim Cendekia is conducted at the middle and end of each semester or school year to measure students' overall achievement. End-of-semester exams, project assignments, and oral evaluations are some examples of summative assessments used.
- c. Feedback: Feedback is given periodically to help students improve and develop their skills. Teachers provide constructive comments and suggestions to improve student performance.

Muslim Cendekia Primary School Batu has two Arabic language educators who always teach in class every day, namely in grades 5 and 6. Both educators are teachers who have the status of NPT (Non-Permanent Teacher) and PT (Permanent Teacher). These teachers are under the auspices of the Darus Sa'adah Batu Foundation. The Arabic Language Coordinator at SD Muslim Cendekia Batu is Mrs. KNF, she is also the teacher who makes the Arabic textbooks at SD Muslim Cendekia. The 5th grade Arabic teacher has the initials Miss. JNA who is a teacher with NPT (Non-Permanent Teacher) status.

Arabic language learning at Muslim Cendekia Primary School Batu faces challenges that need to be overcome to improve learning effectiveness. The challenge is student motivation. Increasing students' motivation in learning Arabic is a challenge in itself. To overcome this, teachers use creative and interactive teaching methods and relate learning materials to students' interests and daily lives. Thus, the Arabic curriculum used in this school is the Contextual Curriculum.

CONCLUSSION | خاتمة

In conclusion, this study highlights the effective management of Arabic language learning at Muslim Cendekia Primary School Batu through three key stages: planning, implementation, and evaluation. The planning stage involves aligning the Arabic curriculum and lesson plans with student needs and the school's vision and mission, supported by structured teaching materials. Implementation incorporates varied and interactive methods to foster student interest and motivation. Evaluation is conducted regularly to track and enhance student progress. Despite these successes, the primary challenge lies in increasing student motivation. To address this, the study recommends the use of creative teaching approaches and the integration of learning materials with students' interests and daily experiences to improve engagement and learning outcomes.

The researchers identified challenges in the management of Arabic language learning at Muslim Cendekia Primary School Batu, particularly in maintaining and increasing students' motivation. These challenges were addressed through the integration of interactive and student-centered teaching methods, as well as the alignment of learning materials with students' interests and everyday experiences. The findings indicate that the school's organizational management has been implemented effectively, focusing on structured planning, consistent implementation, and systematic evaluation. Efforts to enhance the quality of learning continue, particularly through innovative teaching strategies and the optimal use of learning media, ensuring that the program aligns with the school's educational objectives and student needs.

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