MANAGEMENT OF *TADRIS AL-ARABIYYAH AL-MUKATSSAF (TAM)* PROGRAM FOR ARABIC FRESHMEN AT THE STATE ISLAMIC INSTITUTE OF KEDIRI

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Abstract

This study aims to analyze the management of the Tadris Al-Arabiyah Al-Mukstssaf (TAM) program for new students of Arabic Language Education at the Kediri State Islamic Institute. This research method uses descriptive qualitative method. Data collection techniques using interviews and documentation, so as to obtain primary and secondary data which are then analyzed to obtain conclusions. The key informants are the secretary and lecturers and students of the Arabic Language Education study program. Data were analyzed through several stages, namely data reduction, data presentation, and conclusion drawing. The results of this study are (1) planning the TAM program contains objectives, preparation of learning materials, and learning media used, (2) organizing the TAM program contains the division of teaching duties, preparation of course schedules, and provision of learning facilities, (3) Implementation of the TAM program model, methods, media, and learning strategies used by lecturers, program implementation time, (4) Evaluation of the TAM program contains exercises at the end of each material, midterm and final semester exams, and Arabic week competitions conducted between classes.

Keywords: Arabic Language, Management, Tadris Al-Arabiyah Al-Mukatssaf.

INTRODUCTION | مقدمة

Every educational institution in Indonesia, whether formal or non-formal, will realize quality educational output and optimize management functions properly. Management is a very basic step in the activities of a particular agency or organization so that it can run effectively and efficiently. In addition, there are management functions that regulate the course of education. Management has functions as planning, organizing, implementing, supervising and evaluating (Wahyuningsih et al., 2021). Through good management, a goal that has been planned will run well too, otherwise if management is not good, a planned goal will be difficult to achieve properly.

The proof of the success of a management is how to bring the achievement of the quality of education. Good management implementation can lead to good learning. The application of good management in the Arabic language program is able to bring students in approximately three months to master Arabic properly and correctly (Sholeh et al., 2021). In addition, the management of the Arabic language program can minimize the gap between the goals and competence of students in learning languages.

The Arabic language education study program at IAIN Kediri is one of the college-level

Arabic language education institutions that applies management in its management process. One of the Arabic language learning programs that apply the management system is the Tadris Al-Arabiyyah Al-Mukatssaf (TAM) program. TAM is an intensive Arabic language learning program which is then converted into a compulsory program and applied to early semester students to focus on improving Arabic language learning (Afyuddin et al., 2023). TAM is a special program that is applied intensively for new students of the Arabic language education study program at IAIN Kediri and is designated as a compulsory course by the Study Program. The purpose of this TAM program is to equip students with standard language skills since the early semesters in order to be able to follow Arabic language courses in the following semesters. Furthermore, classes will be applied in accordance with the standard ability of students according to the final results of the evaluation carried out at the end of program learning.

The level of success in the educational process is influenced by the achievement of lecturer performance where if the performance of lecturers is good it will greatly affect the learning outcomes and the teaching and learning process. Based on this, it is concluded that the performance of the Organizational Citizenship (OCB) concept was first discussed in arguing that OCB is part of formal job obligations. OCB is an independent individual behavior that is explicit in the reward system and promotes effective organizational operations. In other words, performance plays a crucial role in achieving the optimization of instructional goals. Increased educator performance makes educators will perform tasks / work more than the principal and exceeds providing performance expectations.

In today's dynamic world of work, where more and more tasks are done in teams, flexibility is essential. Organizations want speakers who are willing to take on tasks that are not listed in their job description. According to Robbins, such behaviors are not required in certain roles or job descriptions. Educators with high OCB are strongly influenced by their commitment to the institution (Adiyono, Agnia, and Maulidah 2023). So it can be concluded that the existence of commitment and integrity to an organization, agency and any institution in this case the campus of IAIN Kediri greatly determines the level of success of a program that is being run such as the Tadris Al-Arabiyyah Al-Mukatssaf (TAM) program. Thus, the existence of good management will greatly determine the achievement of the goals of a program that each agency and institution wants to achieve.

Based on the results of interviews with several students of the TAM program, researchers found the advantages and uniqueness of this program with language programs in other campuses, including this activity is carried out intensively every Monday to Thursday in the morning and afternoon, making it easier for educators and students to achieve TAM learning objectives. Furthermore, students are asked to memorize 1000 vocabularies as a provision for the final evaluation material. This evaluation is carried out in the form of written and oral tests to test the language skills that each student has. In addition, TAM also presents native speakers who have collaborated with institutions in Pare Kediri to motivate students to be eager to deepen the Arabic language. The TAM program is closed by holding language competitions such as Arabic speeches, singing Arabic songs, Arabic dramas specifically for TAM students so that students' Arabic language skills and abilities increase. In addition, students are also trained to be confident in using Arabic. With these various advantages, TAM is a very attractive program for new students of Arabic language education.

As stated in the discussion above, researchers found several relevant studies related to the management function, namely about "Management of Organizing Arabic Learning in Man 1 Malang City" the results of the research obtained are: The implementation of learner

management has an organizing function to coordinate the learning process so that it runs in accordance with the objectives to be achieved so that the learning process can run well (Fariz & Agustini, 2016). And in another study explaining about "Arabic Language Learning Management at Qur'an Darul Fattah Junior High School (SQDF) Bandar Lampung" states the results of the research obtained, namely "Arabic Language Learning at Qur'an Darul Fattah Junior High School at the Planning stage is carried out by making Curriculum designs and Vol. 1, No. 2, December 2023 https://attractivejournal.com/index.php/al 48 Masterplan, then in its implementation it is carried out with 4 methods and in the use of media, the media used is powerpoint media then at the Evaluation Stage it is carried out with Two Evaluation Models, namely the oral test model and written tests with 4 aspects of basic competency standards that must be mastered and for the assessment standard which is 35, and if there are learners who have not met this number then remedial will be carried out to achieve assessment standards "(Fitriani et al., 2023).

From the above studies, it can be seen that the implementation of management in each agency is different and the importance of management functions is applied comprehensively so that its implementation, which does not always go well, can be evaluated in accordance with the predetermined objectives. This shows that management is something central and needs attention. To achieve this, the management function must be carried out in accordance with its stages. Starting from the planning stage which includes a comprehensive concept design, creating a clear organizational structure, implementing an ideal program and an evaluation stage which contains assessments, suggestions and improvements to develop learning programs to be better and more directed.

In this article, the author focuses on discussing how the management of Tadris Al-Arabiyah Al-Mukatssaf in the Arabic language learning process at IAIN Kediri. The learning process contains the achievement of organizational targets and objectives involved to determine the work ability of all components involved in management, especially in human resources that determine the achievement of targets and objectives in accordance with learning objectives.

METHOD | منهج

This research uses descriptive qualitative research methods. This research explains the management of planning, organizing, implementing and evaluating the TAM program for new Arabic language students at the Kediri State Islamic Institute. Data collection techniques in this research are interviews and documentation. Interviews were conducted with 2 TAM lecturers and PBA students of Arabic Language Education IAIN Kediri. And documentation is used to obtain accurate data from written materials relevant to the research problem. The required document data includes the history of its establishment, organizational structure, condition of facilities and infrastructure, and other relevant information.(Sahiri & Faturahman, 2022).

After the researcher gets the data needed, the researcher analyzes the data using the Miles and Huberman descriptive data analysis technique by taking steps including: 1) Data reduction: researchers classify, direct, discard unnecessary data, and organize data; 2) Presentation of data: researchers try to find patterns of meaningful relationships between data and provide the possibility of drawing conclusions; 3) Drawing conclusions: researchers draw conclusions from data that has been patterned and connected to one another (Rokim, Muhlis, and Fathih 2023).

RESULT | نتائج

Tadris Al-Arabiyyah Al-Mukatssaf (TAM) Program Planning

In the planning stage of the TAM program, IAIN Kediri Arabic Language Study Program designed several important things starting with the establishment of program objectives, preparation of learning materials, placement of ta'bir al-shurah, and preparation of media and learning methods. Based on the results of the interview with the manager of the TAM program, the background of the creation of this program is based on the factor of equalizing the ability of students in the field of Arabic, because new students who have significant differences caused by different educational backgrounds either from SMA / SMK, MAN, or Pondok Pesantren so that the impact on the gap in language skills among PBA students in the first semester. So it is hoped that this program can have an adequate effect in improving students' Arabic language skills (Rasyid, 2023). This is in accordance with the main objective of the TAM program, which is to equip students with standard language skills from the beginning, so that they can better follow the maharah courses in the following semester.
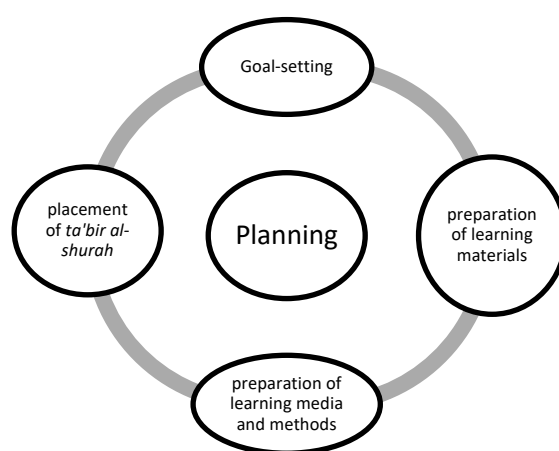

Figure 1: Planning program In Tadris Al-Arabiyyah Al-Mukatssaf (TAM)

The figure 1 is an overview and part of TAM planning, the materials used in the TAM program are the use of Al-Arabiyyah Baina Yadaik volumes one and two and the Al-Arabiyyah Al-Muatssiroh book. In this book, it usually contains material components that can support the ability of the four maharahs of Arabic, namely starting from istima', kalam, qira'ah, kitabah, and language elements such as qawaid and introduction to mufradat. Each material contains up to twenty-one dars where in one dars theme consists of several materials such as ta'biru suroh, hiwar and mufradat, qira'ah, and qawaid. The material is so complete that it contains a variety of very varied themes such as at-ta'aruf, fi al-jami'ah, al-usroh, fi al-bayti, al-mihnah wa al-'amal, 'uthlah, al-salat, tasawwuq, al-ayyam wa al-syuhur, hiwayah, al-ansyithah al-yaumiyah, riyadhah, fi al-maktabah, al-hajj wa al-'umroh, shihhat al-jism, wasail al-ittishal, al-hayah al-zaujiyah, al-tha'am wa al-syarab, wasail al-naql, al-tiknolojiyah, and wasail al-tawaashul al-ijtima'iy (Rindawan et al., 2023). Furthermore, the material in the TAM program is specially designed by the study program team and Arabic Language Education lecturers who have been adjusted to the needs to support the ability of new students to master Arabic language material.

The steps for implementing the material in the book above such as the theme Ta'bir al-shurah which contains a task to describe an activity in a picture. First, students are asked to compile perfect sentences related to the picture by utilizing the mufrodat they have mastered. Then students are asked to create hiwar material made in the example of question-and-answer dialogues between two people and raise themes according to the context of student life, such as new student dialogues on campus, group study activities at home, migrating to work, dialogues

about vacations to the island of Bali, dialogues on transactions in traditional markets, and other themes according to the context of student age. Furthermore, in this material, there is an initial stage of qiraah scripts that are arranged with complete harakat as an aid so that students can read and only focus on understanding the meaning of the reading. However, the help of the harakat gradually began to be reduced in the next few themes until finally the qiraah text was not accompanied by harakat at all.

In basic qawaid material, the material is presented deductively, namely presenting the theory first and then followed by examples of its use (W. N. Putri, 2022). In the observation stage, researchers found that the learning media used during the teaching and learning process is usually adjusted to the material being taught in class, namely in the form of power points, projectors, projector screens, audio visuals, whiteboards, markers, laptops, modules, textbooks, active speakers, and so on.

In the next stage, TAM managers always involve the Arabic Language Education study program and lecturers to provide support, motivation, and policy advice in the implementation of the TAM program at IAIN Kediri. The involvement of these parties has a very important role in the implementation of the TAM program, such as being able to equip good Arabic language skills for new students of Arabic Language Education IAIN Kediri.

Based on this explanation, it shows that the planning of the TAM program for beginning students of Arabic Language Education IAIN Kediri has been in accordance with the theory proposed by Abdul Majid in the context of teaching planning, this means that the process of preparing subject matter, using teaching media, and assessment has been allocated in a certain schedule to achieve the goals that have been set (S. M. Putri et al., 2023).

Organization of the Tadris Al-Arabiyyah Al-Mukatssaf (TAM) program

Based on the results of interviews with lecturers of Arabic Language Education IAIN Kediri, stated that there is no systematic structure in the management of the TAM program. But in its implementation, TAM has a team of coordinators who are a lecturer in Arabic Language Education and its management under the auspices of the study program and is responsible to the head of PBA IAIN Kediri. So that the division of teaching duties is carried out by lecturers of Arabic Language Education with doctoral and master's level educational qualifications that have competence in their respective fields.
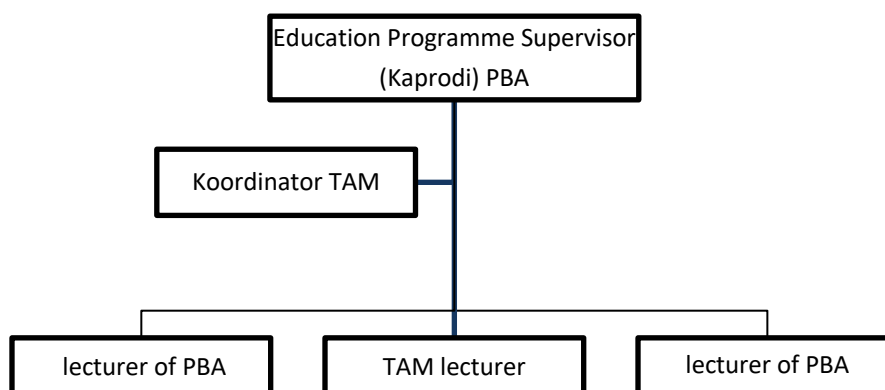

Figure 2: Structure of TAM IAIN Kediri Program

Thus, the organizational management of the TAM program for new students of Arabic Language Education IAIN Kediri has been in accordance with the theory of T. Hani Handoko. This theory states that organizing involves identifying the resources and activities needed to achieve

certain goals. The next step is to form work groups that will help realize those goals, by assigning specific responsibilities and authority to group members. Akbar and Prasetyo also added that organizational management in educational institutions can assign important tasks to each decision-maker, creating a structured and coordinated division of labour. By implementing these steps, educational institutions can achieve the planned learning objectives (Malikah et al., 2022).

Implementation of the Tadris Al-Arabiyyah Al-Mukatssaf (TAM) Program

Based on the results of interviews conducted by researchers, it shows that the implementation of this program has been adjusted to the objectives of the TAM program as described above. To achieve these goals, the implementation stage determines whether the learning design and organization that has been determined is in accordance with the needs and learning in the classroom. The TAM coordination team explained that there are several stages in the implementation of this program, such as class classification, implementation of learning time, use of media and methods and supporting activities in learning.

In the early stages of the learning process, TAM managers have begun to classify classes through simple tests to determine how far the competencies possessed by each student will then be divided according to the level of student skills. The results of the assessment determined to be divided into four classes, ranging from classes A to D with TAM teachers who have been adjusted based on class levels. Students who enter class A who have the highest score when conducting the initial stage test. Furthermore, after dividing the class, the lecturer practiced material from two teaching materials, namely Al-Arabiyyah Baina Yadaik volumes one and two which were continued with the Al-Arabiyyah Al-Muatssiroh book as explained above (Ichwani et al., 2023).

Nevertheless, the implementation of the TAM program in the early semesters has been converted into a learning course to maximize the learning outcomes of Arabic for early students. This course is called a maharah course which is held four times a week with details on Monday, Tuesday, Wednesday, and Thursday with a duration equivalent to a lecture with a weight of 2 credits. To support the activities of the TAM program, the campus has prepared learning facilities in the form of air-conditioned classrooms, study tables, blackboards, projectors, projector screens, and wifi in each class.

At the next stage, the learning methods used by lecturers in each TAM class are very diverse. Based on researcher observations, lecturers use learning methods tailored to the learning material being taught in each class. One of the methods that lecturers often use in delivering material in class is the direct method or mubasyarah. During the learning process, lecturers more often use Arabic as an introduction to motivate students and improve students' Arabic language skills. For example, to explain the meaning of a word or sentence, lecturers often use pictures or demonstrations rather than direct translation (Hasan & Hilmi, 2022). While the learning model applied can be based on digital content, every implementation of learning activities lecturers provide using digital-based media such as power point and projectors in accordance with the learning topics to be taught that day.

Based on this explanation, it shows that the implementation of the TAM program for beginning PBA students at IAIN Kediri is in accordance with the theory proposed by Hasan Shadily in the context of teaching implementation, this means that the process of classifying classes, determining the allocation of learning, and teaching methods implemented by each educator in his teaching becomes a determinant to achieve the goals that have been set (Blokagung & Banyuwangi, 2022).

Evaluation of the Tadris Al-Arabiyyah Al-Mukatssaf (TAM) Program

The results of the interviews show that at the evaluation stage of the learning activities of the TAM program IAIN Kediri implemented by the teaching lecturer at the end of each lesson theme. This evaluation can take the form of practice questions, memorization deposits, and tests in the form of written tests and oral tests that aim to test how far the understanding and ability of students during one semester regarding Arabic language learning that has been carried out. At the written exam stage, the lecturer asks students to write Arabic whose material is taken from the themes that have been taught in the TAM material. This written test is intended to measure students' Arabic writing skills on the vocabulary that has been memorized and the need to be developed into a sentence in the form of structured writing (insya') (Bendriyanti, Dewi, and Nurhasanah 2022). While in the oral exam stage, the lecturer tests students by asking questions and depositing 500 vocabulary words that have been taught since the beginning of TAM learning until the end of the semester.
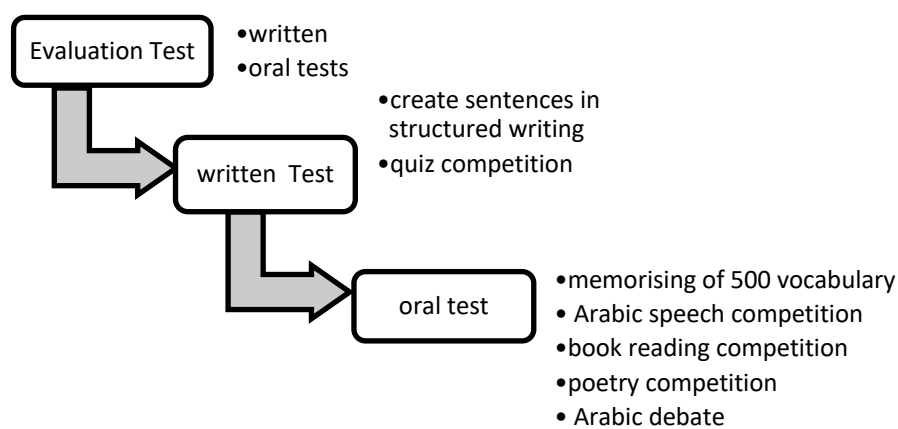

Figure 3: Evaluation Process

In addition, the manager also conducts recreational evaluations such as competitions.The competition is held at the end of the semester with the concept of musabaqah where each class sends its members to participate in the competition. The competitions held include Arabic speech competitions, book reading competitions, quiz competitions, Arabic song singing competitions, poetry competitions, Arabic language debates and others. The results of this evaluation will then be reported to the caprodi regarding how the development of students which then the results of the evaluation will be used as material for improving the implementation of the next TAM curriculum.

As for curriculum evaluation, it is carried out every semester. In the curriculum evaluation process, the TAM manager analyzes the program that has been planned at the beginning of the semester and how the implementation process includes what programs have been implemented and have not been implemented. (Ardinal, 2017). Furthermore, the evaluation results will be used to improve the TAM program in the following semester. Meanwhile, the overall curriculum evaluation is carried out by the Head of Study Program with observation methods and meetings in every odd semester for new students each year.

Based on the researcher's interview with the TAM manager, the TAM program also encountered an obstacle. These obstacles arise when there is material that cannot be understood by students. Then the caprodi and lecturers will evaluate and find out the causes of these obstacles to be discussed in the TAM evaluation process. As for evaluations related to the use of

learning media, based on the observations of researchers, the TAM program has not experienced obstacles in media problems, because each lecturer has prepared learning media before entering learning material in class (Agustriani, 2023).

DISCUSSION | مناقشة

The results of this study show that the management of the Tadris Al-Arabiyyah Al-Mukatssaf (TAM) program at IAIN Kediri is running well through the implementation of management functions which include planning, organizing, implementing, and evaluating. At the planning stage, the program is designed with an emphasis on effective Arabic language learning objectives for new students. The organization is carried out by involving a team of coordinators and teachers who are competent in their fields. In its implementation, classes are divided based on students' initial abilities with adjusted materials and varied learning methods. Evaluations are carried out thoroughly, both through written and oral tests, to ensure the gradual improvement of students' Arabic language skills.

This study shows similarities with several other studies on the importance of good management in language education. The Fariz & Agustini study (2016) highlights the role of management in coordinating learning to be more effective, while Fitriani et al. (2023) emphasize the importance of careful planning in the early stages of language learning. However, this study stands out in its intensive approach that involves varied mubasyarah and evaluation methods, something that has not been found in other studies. In addition, the use of native speakers as part of the program is unique compared to related research, which focuses more on teaching methods without native speakers.

The results of this study are a sign that the success of a language learning program is greatly influenced by systematic and planned management. The consistent improvement of new students' Arabic language skills through the TAM program shows the importance of adaptive and flexible education management. TAM's success also reflects that an intensive learning approach supported by comprehensive evaluation and appropriate learning materials can close the initial competency gap of students, especially those from diverse educational backgrounds.

The implications of the results of this study show that good learning management is able to provide significant results in learning Arabic, especially in the higher education environment. Successful TAM management can be a model for similar programs in other institutions that face similar challenges in equalizing students' initial abilities. In addition, the implementation of programs such as TAM that rely on intensive teaching and collaboration with native speakers can be used as a standard in language education to achieve optimal results in a short time.

The positive results of this study are based on several factors, including the involvement of a competent teaching team and the use of intensive learning methods and comprehensive evaluation. The success of TAM is also influenced by the institution's commitment to providing appropriate support facilities and learning materials, thus enabling the effective development of Arabic language skills. The use of native speakers and the grouping of classes based on students' initial abilities provide a personalized and relevant approach for each student, which is key to the success of this program.

However, the success or failure of this program is greatly influenced by various factors, both from within the learning system itself and from students as learners. One of the main factors that determine the success of TAM is a structured and relevant curriculum. A systematically

organized curriculum will help students in understanding Arabic gradually, starting from basic to more complex levels. If the learning materials are designed progressively and in accordance with the needs of students, then they will more easily absorb and apply the knowledge gained. In addition, the learning methods used are also very influential. Interactive approaches such as communicative methods and the use of technology in learning can help students understand Arabic faster than conventional methods that only focus on memorization or theory.

No less important, the competence of the teaching staff is also a key factor in the success of this program. Lecturers and instructors who have expertise in Arabic and experience in teaching beginner students will be better able to deliver material in an interesting and easy-to-understand way. In addition, lecturers who can create a pleasant learning atmosphere will increase students' motivation to be more active in the learning process. The success of TAM also depends on the intensity and duration of learning. Since this program is intensive, consistency in the delivery of material is very important. If the learning time is sufficient and given continuously, students will be more accustomed to using Arabic in their daily lives, which in turn will significantly improve their abilities.

In addition to academic aspects, other supporting factors that play a role in the success of this program are the support of learning facilities and environment. Access to learning resources such as textbooks, digital dictionaries, and language laboratories will greatly assist students in understanding the material better. Campuses that provide an environment that supports the practice of Arabic, such as through extracurricular activities or discussion forums in Arabic, will also provide more opportunities for students to practice their skills directly.

On the other hand, there are several obstacles that can cause the TAM program to fail to achieve its goals. One of the biggest challenges is the low motivation of students. If students do not have an interest or awareness of the importance of Arabic in their studies, then they tend to be less eager to join the program. This can have an impact on their lack of engagement in the learning process, resulting in suboptimal results.

In addition, learning methods that are less interesting or not in accordance with students' learning styles can also be an obstacle. If the teaching is too monotonous or too theoretical without much practice, students will have difficulty in understanding and using Arabic in daily communication. Therefore, it is important for teaching staff to choose a more interactive and applicable approach so that students can more easily understand and master the material provided. Too heavy an academic load is also a factor that can hinder the success of the TAM program. If students have to follow a very tight schedule or if the program clashes with other courses, they may find it difficult to manage their study time. Fatigue due to excessive academic load can reduce the effectiveness of learning and make students less focused in participating in the program.

In addition, a less than optimal evaluation system can also affect the effectiveness of the program. If there is no clear mechanism to measure student progress throughout the program, teachers may not be able to identify difficulties faced by students appropriately. Ineffective evaluation can also lead to students being placed in classes that are not suitable for their ability levels, which in turn will make the learning process less efficient.

Another factor that can lead to the failure of this program is the lack of supporting facilities. If students do not have access to language labs or additional learning resources such as digital dictionaries and interactive materials, they will have difficulty in deepening their understanding outside of class. In addition, if the campus environment does not support the use of Arabic in daily interactions, students will lack opportunities to practice what they have learned. Finally, limited teaching staff can also be an obstacle in the implementation of TAM. If there are not enough teachers or if they have to handle too many students in one class, the quality of learning can suffer. Students who need more attention may not get enough guidance, resulting in slower progress in mastering Arabic.

CONCLUSSION | خاتمة

Based on the results of data analysis and discussion, researchers obtained conclusions from program management research on the Tadris Al-Arabiyyah Al-Mukatssaf (TAM) program for new students of the Arabic Language Education study program at the Kediri State Islamic Institute. The TAM program applies well the four management functions as follows; TAM program planning contains the design of objectives, preparation of learning materials, and learning media used in learning, TAM program organization contains the division of teaching duties, preparation of course schedules, and provision of learning facilities, while at the implementation stage the TAM program contains class classification, implementation of learning, use of models, methods, media, and learning strategies and program implementation time, while at the evaluation stage the TAM program contains tadrib at the end of each dars, tests on UTS and UAS, and Arabiyah week competitions conducted between classes. The obstacles encountered are that there is still material that cannot be understood well by students. So that the caprodi and lecturers evaluate and find out the causes of these obstacles to be discussed in the TAM evaluation process. Furthermore, this research can be developed for future research including long-term research on optimizing management functions in various Arabic language education institutions and programs.

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