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IMPLEMENTING MUMARASAH AL-LUGHAH TO ENHANCE MAHARAH KALAM AMONG ARABIC LANGUAGE EDUCATION STUDENTS: A POAC-BASED MANAGEMENT APPROACH

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Abstract

This research aims to analyze the implementation of the mumarasah al-lughah program in improving the maharah kalam of students of the Arabic Language Education Study Program (PBA) UIN Imam Bonjol Padang based on the classical management framework POAC (Planning, Organizing, Actuating, Controlling). The research used descriptive qualitative method, with the research subjects being PBA students of UIN Imam Bonjol Padang who participated in the mumarasah al-lughah program, the program committee, and other related parties totaling 30 people (lecturer, participant, committee). Data collection techniques were conducted through in-depth interviews and official program documentation. Data analysis uses an inductive analysis model which includes data reduction, data presentation, and conclusion drawing. The results showed that the implementation of the mumarasah al-lughah program has been managed systematically according to the POAC principle (planning, organizing, implementing and supervising): program planning involves identifying student needs and preparing a curriculum based on communicative methods; organizing is done through the formation of an implementation team and division of tasks; program implementation includes routine Arabic language practice and guidance by experts; and supervision is carried out through periodic evaluation and continuous improvement. The implementation of POAC management is proven to contribute significantly in improving students' maharah kalam, creating a conducive learning environment, and building students' confidence in communicating. The findings provide theoretical and practical contributions to the development of Arabic language learning programs in higher education, especially in the management of a POAC-based program, emphasizing actual and spontaneous communication, as well as improving maharah kalam and self-confidence.

Keywords: Mumarasah al-Lughah, Maharah Kalam, Arabic language education, POAC Management

INTRODUCTION | مقدمة

In the increasingly advanced digital era and globalization, mastering Arabic is very important, especially for students who study Arabic language and culture. Language is a system of ideas and culture as a natural approach to understanding values in society and has been used as a medium of communication throughout its history (Aziz & Saihu, 2019). Language has an important social role in communicating with the wider community (Mailani et al., 2022). Arabic is one of the world languages that has developed in line with the development of social society and science (Al Yamin, 2023). Arabic is the main language in Islamic religious texts, such as the Qur'an and Hadith (Hasan et al., 2024). Arabic is also a discipline that has a variety of skills in it. These skills include speaking skills (maharah kalam), listening skills (maharah istima'), writing

skills (maharah kitabah), and reading skills (maharah qira'ah). These four skills are maharah kalam that are interrelated and mutually sequential (Fauzi, 2024). One of the important skills in Arabic language learning is Maharah Kalam (speaking skills), which requires students to be active and confident in communicating because this skill allows students to express ideas, feelings, and opinions clearly and effectively (Mufidah et al., 2022). Maharah kalam is one type of language skill that requires constant habit and practice (Cholifah & Akmalia, 2021).

Students' maharah kalam are still a major concern in the world of higher education, especially in facing global challenges in the digital era 5.0. One of the strategic efforts made is the implementation of the mumarasah al-lughah program, which is a direct and routine Arabic language practice activity in the campus environment (PBA UIN Imam Bonjol Padang, 2024). In fact, students are not accustomed to speaking Arabic, even everyday or basic Arabic (Luthfi et al., 2024). Meanwhile, one of the indications that shows someone is said to master Arabic is if it is proven that he can verbally speak the language, because the essence of language is speaking or speaking (Basith & Setiawan, 2022). However, students find it difficult to find interlocutors as a habit of communicating in Arabic (Ilmiani & Muid, 2021). Therefore, the implementation of the mumarasah al-lughah (Arabic language training) program is one of the important efforts to improve students' maharah kalam.

At PBA UIN Imam Bonjol Padang, mumarasah al-lughah activities are carried out every Saturday morning regularly and are mandatory activities for PBA students. This activity is guided by experts and aims to build students' integrity and confidence in speaking Arabic. Although this activity has been running, there has been no in-depth study on how the implementation of this program is managed and its impact on students' maharah kalam systematically.

The success of a university is seen from many aspects, one of which is how to manage a program (Dewi, 2018). Management, which means the process of providing supervision to all matters involved in implementing policies and achieving goals tujuan (Yeliza et al., 2024). In this case, the management of the mumarasah al-lughah program requires careful planning and innovative implementation (Manoppo & Arif, 2023). This involves the active role of education personnel who are creative in designing effective teaching strategies, as well as the application of learning methods that are in accordance with the times (Al-Zahrani, 2020). With this approach, the objectives of the Arabic language learning program can be achieved optimally, both in improving students' maharah kalam and in character building that reflects the noble values of Arabic language and culture (Al-Mutairi, 2019).

Effective program management in a management system has a positive impact on improving students' maharah kalam, in line with the vision and mission set by the institution (Ahmad et al., 2023). Good program management involves a number of management functions in Arabic language learning programs including planning, organizing, implementing, and supervising (POAC) (Arif Setiawan & Mufidah, 2023). The abbreviation POAC, which stands for Planning, Organization, Actuating, and Controlling (Susanto, 2022b).

Nikles and McHugh state that management is a process that aims to realize organizational goals through stages such as planning, organizing, directing, and controlling individuals and resources owned by the organization (Wahyuddin, 2017). Good education program management determines the success of the learning program. This research specifically focuses on program management using the classic POAC management theory. By using POAC theory, this research aims to identify or provide a complete picture of how planning, organizing, implementing, and controlling the mumarasah al-lughah program is carried out, as well as how it contributes to

improving students' maharah kalam. This is important so that the program can be improved and developed optimally according to student needs and curriculum demands.

In Indonesia, a number of educational institutions have shown proud achievements through the implementation of structured and sustainable Arabic language programs (Halimah, 2024). One of the institutions that implement Arabic language programs in the form of mumarasah al-lughah is UIN Imam Bonjol Padang, which is under the management of HMP PBA. This program is one of the mainstay programs that have succeeded in attracting students' attention in improving their maharah kalam.

Several studies and curriculum documents of PBA UIN Imam Bonjol Padang have emphasized the importance of mumarasah al-lughah as part of the curriculum to strengthen students' competencies (UIN Imam Bonjol Padang, 2023). Several studies have discussed the effectiveness of mumarasah programs in various institutions. Research at MA Ali Maksum where the result is that extracurricular muhadatsah can improve Arabic speaking skills (Wahidah & Rosyadi, 2021). And research at Madrasah Diniyah Al-Amiriyah, it was concluded that muhadatsah yaumiyyah played an important role in improving the maharah kalam of ula level students (Hresnawanza, 2022). Then research at Ponpes Ibnu Abbas Wiradesa Kab. Pekalongan, the results of the research can be concluded that the implementation of bi'ah lughawiyyah in improving maharah kalam in class X students of Ponpes Ibnu Abbas Wiradesa has gone well. This is proven by the planning, implementation and evaluation of bi'ah lughawiyyah (Ridho, 2024). However, these studies generally only focus on pedagogical aspects, without reviewing the managerial aspects of program implementation.

As for previous research, there has been no research that integrates the classic POAC management theory in analyzing the implementation of the mumarasah al-lughah program in the university environment. And no one has comprehensively discussed the managerial aspects of the implementation of mumarasah al-lughah, especially how POAC management theory can be applied to improve program effectiveness and has not explored the inhibiting and supporting factors of the success of the mumarasah al- lughah program in terms of education management at PBA UIN Imam Bonjol Padang.

This research aims to describe how the implementation of the mumarasah al-lughah program in improving the maharah kalam of PBA students at UIN Imam Bonjol Padang according to the classic POAC management theory (planning, organizing, implementing, and monitoring) of the mumarasah program and what is the role of Arabic language program management in improving maharah kalam. Thus, this research is expected to make theoretical and practical contributions to the development of Arabic language learning programs in higher education, especially in the context of POAC-based program management. Therefore, this study aims to examine the implementation of the Mumarasah al-Lughah program through the lens of POAC management to understand how planning, organizing, implementing, and monitoring contribute to improving maharah kalam.

METHOD | منهج

The research method in the research entitled "Implementation of the Mumarasah Al-Lughah Program in Improving the maharah kalam of PBA Students at UIN Imam Bonjol Padang" uses a descriptive qualitative approach to explore and deeply understand the process of program implementation and its impact on student maharah kalam. The qualitative approach is used to

understand the social reality and meaning of the managerial process applied in the educational context (Khalifatunnis, 2024). This approach was chosen because it is able to explore the complexity and meaning behind the phenomenon of Arabic language learning in the context of higher education, in accordance with the characteristics of Arabic language education research (Widayanti & S, 2024). The subjects in this research were PBA students in semester 2, 4 and 6, as well as other important informants who supported the research. It consisted of 30 respondents, including 20 participants, 8 committee members and tutors, and 2 lecturers.

The data in this research were collected through interview and documentation techniques. An interview is a meeting of two people to exchange information and ideas through questions and answers, so that meaning can be built on a particular topic (Sugiyono, 2016). Interview is a process of oral question and answer interaction, which can be done either directly or indirectly, through face-to-face meetings between researchers and respondents or data sources (Triyono, 2012). Interviews were conducted with key informants such as the Mumarasah Al-Lughah program committee, students participating in the program, and other related parties who played a role in the implementation of the program. In the interview process, researchers prepared several questions related to how the implementation of management according to the POAC classical management theory in the mumarasah al-lughah program. Meanwhile, documentation includes collecting official documents such as lesson plans, and program evaluation results (Nindyarizki, 2022). The documents needed by researchers include the vision and mission of the mumarasah al-lughah program, program management structure, program curriculum, documentation of mumarasah al-lughah activities.

The main research instrument is the researcher himself as a human instrument who plays an active role in collecting and analyzing data. This allows the researcher to make adjustments and deepen the data flexibly according to the needs of the field. In addition, tools such as notes are used to support data validity (Astari et al., 2022). Data analysis was carried out inductively by following three main stages, namely data reduction, data presentation, and conclusion drawing (Jailani & Saksitha, 2024). In the reduction stage, the data obtained were selected and simplified to focus on information relevant to the research objectives. Furthermore, the data was presented in the form of a systematic descriptive narrative to facilitate understanding. Finally, conclusion drawing is done by linking field findings with relevant Arabic language learning and education management theories (Aswadi, 2019).

To ensure data validity, this study used source and method triangulation techniques. Source triangulation was conducted by comparing and confirming information obtained from various informants, such as participating students, organizing committee members, tutors, and Mumarasah al-Lughah program supervisors. Meanwhile, method triangulation was conducted by comparing interview results and documentation data to obtain a comprehensive and consistent understanding of the program's implementation. This step aims to increase the credibility and validity of the research findings by checking the consistency between data obtained from various perspectives and collection techniques (Sugiyono, 2016). Through this triangulation procedure, researchers can ensure that the analysis results truly reflect the reality of the program's implementation and are not merely the researcher's subjective interpretation.

With this research method, it is expected that this research can provide a comprehensive picture of the implementation of the mumarasah al-lughah program and its contribution in improving the maharah kalam of PBA students at UIN Imam Bonjol Padang, as well as provide practical recommendations for the development of Arabic language learning programs in higher education.

RESULT	**نتائج**

Implementation of the Mumarasah Al-Lughah Program at UIN Imam Bonjol Padang According to the Management POAC Theory (Planning, Organization, Actuating, and Controlling)

POAC management theory is a framework of management functions consisting of four main processes: Planning, Organizing, Actuating, and Controlling. These four functions form a series of interrelated managerial processes to achieve organizational goals effectively and efficiently (Dakhi, 2016).
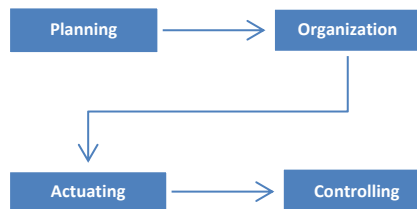

Figure 2: Management Chart POAC Concept

1. Planning

In Arabic, التخطيط means planning activities that will be carried out in a certain time and manner. Planning is the process of determining organizational goals, formulating strategies, and developing action plans to achieve these goals. Planning is the main function that directs all management activities forward (Dakhi, 2016). This activity aims to find the best way to achieve overall goals. Therefore, if there are changes that will be made to achieve goals efficiently and effectively, these changes must be planned in advance (Adawiah et al., 2024).

a. Purpose of Planning

    1) Improve the maharah kalam of PBA students through the mumarasah al-lughah program, which is a direct practice of Arabic language practice, so that students can communicate actively and confidently using Arabic (Azimah, 2019). So this program is designed as one of the solutions to improve the ability of PBA students to speak Arabic fluently.

    2) Forming a communicative and conducive learning environment, so that students can develop maharah kalam actively and sustainably in a supportive atmosphere (Hilmi, 2021). This mumarasah al-lughah program really supports students to communicate more conducively, because here students are guided to use Arabic conversations starting from the basic stages.

b. Planning Steps

The steps in planning this program include:

1) Identification of Needs

    a) Conducting an initial analysis of students' abilities, it was found that Arabic speaking and listening skills were still low so there was a need for a program that focused on direct practice and active communication (Azimah, 2019). This can be seen when students speak in daily life in the campus environment and when discussing / talking in class, most students still use Indonesian.

    b) Needs evaluation also includes the provision of adequate supporting facilities and infrastructure to support Arabic learning activities (Mahmud, 2025). This program is supported by facilities and infrastructure that utilize existing facilities, including this activity carried out in the front yard of the campus mosque. So the evaluation of the

mumarasah al-lughah program shows the importance of careful planning which includes vision-mission, goals, infrastructure, and curriculum as a reference for program implementation.

2) Determination of Methods and Strategies

a) Choosing a communicative approach based on direct practice (mumarasah), not just theory, so that students can practice speaking and listening intensively. Communicative and practical learning approaches have proven to be effective in improving Arabic speaking skills, with methods such as dialog, role playing, and problem solving that suit students' needs (Aulia, 2021). The use of this communicative approach is in accordance with the needs of students in the context of everyday life and the digital era which demands active communication skills (PBA UIN Imam Bonjol Padang, 2024).

b) Innovative learning methods such as dialog, pattern practice, role playing, and problem solving are used to improve maharah kalam (speaking ability) (Hilmi, 2021). Planning in the context of Arabic language learning can be interpreted as a process of compiling a learning method at a certain time, which is carried out at a certain time to achieve predetermined goals (Majid, 2005). In the mumarasah al-lughah program, most of the practices used are dialogues / daily conversations.

3) Determination of Materials

The materials are organized based on daily and thematic topics relevant to students' lives, such as daily conversations, social discussions, and academic situations. The preparation of materials that are relevant to daily life, will allow students to practice directly, both in class and in the campus environment. The materials are also adjusted to the curriculum that has been designed to make it easier for tutors to prepare the syllabus and implement learning (Ritonga et al., 2019).

4) Activity Scheduling

a) Determining a regular program implementation time, for example every Saturday morning, with sufficient duration for intensive language practice (PBA UIN Imam Bonjol Padang, 2024). This program starts at 06.00 with a duration of approximately 1 hour (60 minutes).

b) The frequency of activities is adjusted so that students can practice consistently and get adequate feedback from the mentor. To be more effective, after being practiced by the mumarasah al-lughah supervisor, small groups will be made and controlled by the committee.

5) Appointment of the person in charge

Assign competent lecturers, language tutors, and program coordinators to manage and guide the implementation of mumarasah al-lughah. The person in charge is responsible for overseeing the program, providing direction, and conducting periodic evaluations for program improvement (PBA UIN Imam Bonjol Padang, 2024).

The mumarasah al-lughah program at PBA UIN Imam Bonjol Padang is designed to build students' integrity and confidence through intensive language practice and a supportive learning environment. Thus, the planning of the mumarasah al-lughah program is an important foundation that is structured and systematic to achieve the goal of improving students' maharah kalam effectively and sustainably.

2. Organization

Organizing is the process of systematically arranging resources and activities to achieve certain goals effectively and efficiently. According to Robbins and Coulter (2018). Organizing is the process of grouping activities, assigning tasks, and allocating resources to achieve organizational goals. It is an important function in management that ensures that every part of the organization works in a coordinated manner (Robbins & Coulter, 2018). Organizing is an important stage in the implementation of program management, because it is the basis for setting the roles and responsibilities of all elements involved (SE et al., 2025). Organizing itself is an activity that is carried out in small tasks, assigning each task to individuals according to their abilities, and determining and grouping individuals to achieve organizational goals (Fariz & Agustini, 2020). According to Al-Asy'ari, organization is a group of individuals who work together to carry out obligations and tasks according to the level of structure that has been determined (Rachman, 2015). In the context of language education or training program management, organizing includes determining the organizational structure, division of tasks, and provision of facilities and infrastructure that support program implementation, which in this case is the organization of the mumarasah al-lughah program.

a. Organizational Structure in the Mumarasah Al-Lughah Program

An organizational structure is a framework that describes how tasks and responsibilities are divided and organized in a program. In language programs such as mumarasah, the organizational structure plays an important role to ensure the smooth implementation of activities.

1) Program coordinator: Responsible for the overall running of the program. The coordinator oversees the planning, implementation, and evaluation of the program so that the objectives are well achieved. The coordinator is also the liaison between the implementation team and the management (Griffin, 2017).

2) Implementation team: consists of several important roles (Brown, 2007). Among them: The supervisor is in charge of supervising the implementation of activities, providing technical and academic direction, and evaluating the process and results of mumarasah al-lughah activities. Then the language tutors (senior students) are in charge of guiding practical activities directly with the participants. Then the tutor acts as a learning facilitator who helps participants understand the material and language practices in mumarasah al-lughah activities. Furthermore, the committee of mumarasah al-lughah activities, the committee is tasked with ensuring participants to participate in mumarasah al-lughah activities and organize and ensure activities run effectively and efficiently. And the last is the participants (PBA students): The main actor who participates in mumarasah al-lughah activities. Participants are the focus of all language learning and practice activities.

b. Division of tasks

Division of tasks is an important step in organizing so that each team member knows their roles and responsibilities clearly. In the mumarasah al-lughah program, the division of tasks can include:

1) Preparation of practice modules/teaching materials: modules and teaching materials are developed to provide a systematic learning guide that meets the needs of the participants (Richards, 2001). This preparation in the mumarasah program is usually done by the tutor together with the mumarasah al-lughah committee and approved by the supervisor.

2) Time and place management, good time management increases the effectiveness of the program/activity (Wong, 2014). Scheduling and setting the location and time of

mumarasah al-lughah so that activities run smoothly and comfortably conditioned by the committee in charge.

3) Monitoring and documentation of each practice session: monitoring the process of mumarasah al-lughah activities and documenting activities for future program evaluation and improvement.

c. Facilities and Infrastructure

Facilities and infrastructure are physical facilities and practice media that support the language learning process. Among them is the place used for language practice. The activity is held and in the courtyard of the campus mosque. And the media used are usually participants who are given a material to be practiced, such as vocabulary cards, audio conversations, videos, and other tools that make it easier for participants to understand and practice language in a fun and interactive way.

3. Actuating (Implementation)

Actuating is one of the management functions that aims to realize the results of planning and organizing that have been made so that educational goals can be achieved effectively. Actuating includes efforts to direct or motivate the workforce and utilize existing facilities to carry out work collaboratively (Faiz et al., 2024).

Implementation of Mumarasah Al-Lughah Activities

a. Daily/Weekly Activities

1) Activities such as Arabic debate, storytelling, role play, and conversation are routinely carried out to train students' speaking skills actively and contextually.

2) These activities are designed so that students can practice Arabic in varied and interesting situations so as to improve overall communication skills.

3) A research by Erwani, showed that the use of activities such as mumarasah (language practice) with interactive media was able to significantly increase students' interest and maharah kalam(Erwani, 2023).

b. The use of Arabic as a daily language

1) Arabic is used consistently in daily interactions in the campus or classroom environment, creating a bi'ah lughawiyyah (language environment) that supports Arabic language habituation. This approach helps students get used to using Arabic naturally and not only in the context of formal learning.

2) Yaumul Lughah (Arabic speaking days), in the Arabic Language Education Study Program environment, two days a week are set for yaumul lughah, namely Monday and Thursday. On that day PBA students must use Arabic in all activities, both in class and outside the classroom.

3) Research at Ibn Abbas Islamic Boarding School in Wiradesa stated that the application of bi'ah lughawiyyah effectively improves students' Arabic speaking skills because they are used to using the language in various situations (Ridho, 2024).

c. Application of Language Discipline

1) To maintain the consistency of Arabic language use, light sanctions were applied for participants who did not use Arabic during the activity.

2) This language discipline serves as a motivation and reminder for students to seriously practice and apply Arabic at every opportunity.

3) The implementation of the language program at Ma'had Al-Jami'ah UIN FAS Bengkulu shows that language discipline can be fostered through a structured mandatory language program supported by strict supervision (Susanto, 2022).

d. Motivation and Assistance

Supervisors, tutors and committees are always active in providing encouragement, direction, and direct guidance to participants during the implementation of mumarasah al-lughah activities. This assistance is important to overcome the difficulties of mumarasah al-lughah participants, provide constructive feedback, and keep learning motivation high in the practices carried out. The active role of mentors, tutors and committees in mumarasah al-lughah can increase the effectiveness of practical language practices (Konita & Fadoli, 2021).

Form of Implementation

a. Outdoor Activities

Language training is carried out not only in the classroom, but also outside the classroom such as the campus open area or the campus mosque yard. This natural atmosphere creates a more relaxed and interactive learning environment, so that students are more free to communicate using Arabic. Research at SMP IT Daruzzahidin Aceh showed that the use of media and outdoor activities increased students' interest and Arabic maharah kalam (Erwani, 2023).

b. Peer Teaching

Mentors/senior students or tutors act as teachers for junior students, encouraging two-way dialog and interaction in Arabic. The tutor practices the conversation, then the participants follow until the practice of each individual participant / pair. This method strengthens language comprehension and skills as students learn as well as teach, which increases confidence and competence. The everyone is a teacher here strategy in Arabic language learning effectively improves speaking skills through interaction between students (Wisty, 2022).

c. Internal Competition

Competitions such as Arabic speech and debate competitions are routinely held to foster the spirit of learning and test maharah kalam competitively. This competition also serves as a means to develop maharah kalam in a fun and challenging way. So, the actuating or implementation stage in the Arabic language learning program includes a series of activities designed to move students to actively use Arabic consistently. Implementation includes routine activities such as debates and role plays, the use of Arabic as a daily language, the application of language discipline, as well as motivation and assistance from lecturers and tutors. Varied forms of implementation such as outdoor activities, peer teaching, and internal competitions support the creation of an effective and enjoyable learning environment.

4. Controlling (Supervision)

Controlling in education management is a supervisory function that is carried out continuously to ensure that the implementation of the program runs in accordance with the plans and standards that have been set. This function includes monitoring, evaluation, and adjustment of the process and results of educational activities (Faiz et al., 2024). In the context of Mumarasah Al-Lughah (Arabic language practice), controlling aims to monitor participants' activeness, assess the development of maharah kalam, and provide constructive feedback and follow-up.

a. Monitoring

1) Attendance and Participant Attendance

Monitoring the attendance of participants is carried out regularly in each session of mumarasah al-lughah activities. Attendance is an early indicator of participants' involvement in the program and helps identify participants who are less active or repeatedly absent. Consistent attendance is positively correlated with improved Arabic maharah kalam. Regular attendance in the mumarasah al-lughah program has a significant effect on the success of Arabic language learning practices (Nurhayati, 2020).

2) Activity Journal

Every daily or weekly activity is recorded in the activity journal by the tutor or coordinator and the mumarasah al-lughah committee. This journal contains records of participant development, types of activities carried out, and obstacles faced during the mumarasah al-lughah learning practice process. Keeping a journal of mumarasah activities helps in systematically mapping the progress of participants (Fitriani, 2021). The journal serves as documentation that helps in evaluation and follow-up planning.

b. Evaluation

1) Formative Evaluation

Conducted periodically during the learning process to measure the improvement of speaking ability, listening, and courage to use Arabic. This form of evaluation can be in the form of oral quizzes, questions and answers, or direct observation during language practice (mumarasah al-lughah). Formative evaluation allows tutors to provide quick corrections and directions. Formative evaluation in mumarasah is effective in improving Arabic communication skills gradually (Sari & Hidayat, 2019).

2) Summative Evaluation

Carried out at the end of a certain period as an overall assessment of the ability of mumarasah al-lughah participants. The form of summative evaluation includes speaking practice tests, conversation simulations, or it can be an Arabic speech competition. Summative through conversation simulation provides an accurate picture of the participants' maharah kalam (Rahmawati, 2022). The results of summative evaluation are used to determine the level of competency achievement and the success of the mumarasah al-lughah program.

c. Feedback

After each practice session, students are given direct feedback by lecturers and tutors. Feedback covers linguistic aspects such as grammar, vocabulary, speaking fluency, as well as the accuracy of using Arabic according to context. Constructive feedback helps participants understand their shortcomings and how to improve them specifically. Direct feedback in mumarasah increases learning motivation and accelerates the improvement of maharah kalam in mumarasah al-lughah (Hasanah, 2020).

d. Follow-up

1) Additional Guidance

Students who have not shown significant progress get additional guidance individually or in small groups. This guidance focuses on aspects that are still weak, such as pronunciation, vocabulary, or speaking courage. Research by Fadilah confirms the importance of remedial guidance in the mumarasah program to overcome the gap in participants' abilities (Fadilah,

2021).

2) Improvement of Program Methods and Strategies

Based on the evaluation results and feedback, learning methods and program implementation strategies are evaluated and improved. This adjustment aims to increase the effectiveness of the mumarasah al-lughah program in achieving Arabic language learning objectives. According to Lubis, continuous evaluation and adaptation of mumarasah learning methods are essential to maintain the quality of learning (Lubis, 2022).

So, the controlling stage in the Mumarasah Al-Lughah program includes monitoring attendance and participant activities, formative and summative evaluations to assess maharah kalam, providing constructive feedback, as well as follow-up in the form of additional guidance and method improvements. This process ensures that the program runs effectively and participants experience optimal improvement in maharah kalam.
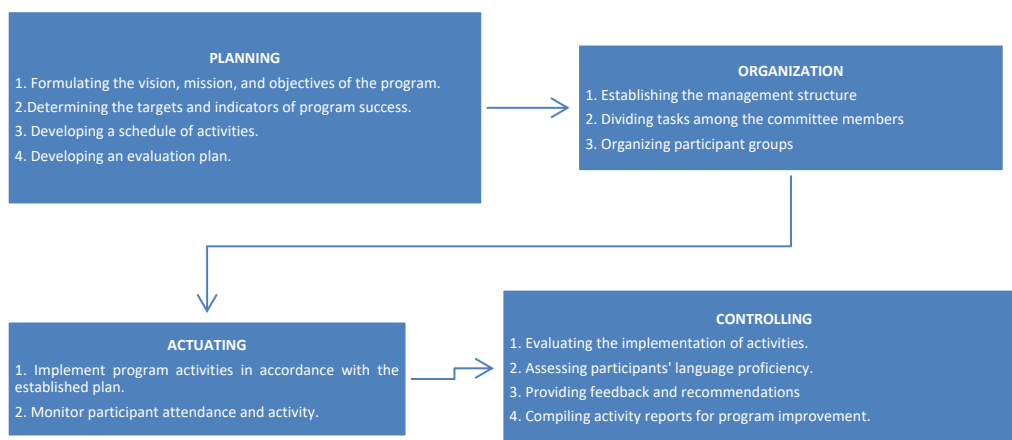

PLANNING
1. Formulating the vision, mission, and objectives of the program.
2.Determining the targets and indicators of program success.
3. Developing a schedule of activities.
4. Developing an evaluation plan.

ORGANIZATION
1. Establishing the management structure
2. Dividing tasks among the committee members
3. Organizing participant groups

ACTUATING
1. Implement program activities in accordance with the established plan.
2. Monitor participant attendance and activity.

CONTROLLING
1. Evaluating the implementation of activities.
2. Assessing participants' language proficiency.
3. Providing feedback and recommendations
4. Compiling activity reports for program improvement.

Figure 2: Management of the Mumarasah al-Lughah Program Based on the POAC Concept

Impact of Mumarasah Al-Lughah Program Implementation

The implementation of the mumarasah al-lughah program in the Arabic Language Education at UIN Imam Bonjol Padang has a significant positive impact on improving students' maharah kalam, as follows:

1. Increase Integrity and Self-Confidence

Routine and structured mumarasah activities build students' integrity in speaking Arabic and increase their confidence when using Arabic in various contexts. This is important because confidence is the main capital in mastering foreign languages, especially Arabic which has its own level of difficulty (PBA UIN Imam Bonjol Padang, 2024).

2. Improving Arabic Maharah Kalam

Through direct practice in mumarasah, students can hone various maharah kalam, such as speaking, listening, and communicating effectively. This activity provides an opportunity for students to practice intensively so that their maharah kalam improve significantly (PBA UIN Imam Bonjol Padang, 2024).

3. Establishing a Supportive Learning Environment

Mumarasah creates a conducive bi'ah lughawiyyah or Arabic language environment, both formally and informally, around campus. This environment motivates students to use Arabic actively, not only in class but also in daily interactions, thus accelerating the language learning

process.

4. Added Value in Career and Personal Life

The improved maharah kalam through the mumarasah program provide added value for students in the academic world and future careers. They become better prepared to face global challenges and compete in fields that require maharah kalam.

5. Encouraging the Development of PBA Study Program

The successful implementation of mumarasah also contributes to the development and quality improvement of the Arabic Language Education Study Program at UIN Imam Bonjol Padang, making it a center of excellence for Arabic language education in Indonesia (PBA UIN Imam Bonjol Padang, 2024).

DISCUSSION | مناقشة

The implementation of the mumarasah al-lughah program at PBA UIN Imam Bonjol Padang described in this article shows that the systematic use of the POAC (Planning, Organizing, Actuating, Controlling) classical management theory helps to manage Arabic language learning activities effectively. In the planning function, the program was designed by considering students' needs for direct language practice and building a conducive environment for active communication. This is in line with educational management literature that emphasizes the importance of careful planning and clear objectives in managing learning programs to achieve optimal results (Yeliza et al., 2024). The communicative approach and the use of interactive media designed in the planning support language learning theories that prioritize real practice and social context as a means of improving language skills (Aulia, 2021). These findings confirm that POAC can be applied relevantly in the context of language learning programs with positive results.

In terms of organization, highlight a clear organizational structure starting from the coordinator, supervising lecturer, tutor, committee, to participants. The division of tasks and the provision of regular support facilities are the implementation of organizational management principles that ensure the smooth running of the program. In the context of language learning, good organization is very important to facilitate interaction between teachers and learners and to provide a supportive learning environment (Robbins & Coulter, 2018). This study reinforces the educational literature that states that effective organization is an important foundation in language program management so that learning outcomes can be achieved continuously. Thus, organization in POAC is proven to be a key element that can be adapted and applied well in language programs.

The actuating function in the mumarasah al-lughah program involves intensive language practice activities, such as debates, storytelling, role-playing, and the application of language discipline and motivation from tutors. This implementation demonstrates the application of responsive and dynamic management in the context of language learning that requires continuous interaction and repeated practice. The implications of these results are in line with language learning theories that emphasize the importance of active engagement and practice and repetition to improve language skills (Erwani, 2023). Varied activities and sustained motivation through mentoring also support learning success. This indicates that the actuating function in POAC can be formulated with specific adaptations in the context of communicative and practical language learning.

The controlling function in this program uses attendance monitoring, formative and summative evaluations, and constructive feedback to ensure the achievement of Arabic language learning objectives. This approach is very much in line with the principles of evaluation in education, which require continuous assessment for the improvement and development of learners (Faiz et al., 2024). Monitoring also helps identify obstacles and additional guidance needs. Educational management literature emphasizes that effective supervision is a critical aspect that ensures the program stays on track and can adjust methods to the real needs of participants (Lubis, 2022). Thus, controlling in POAC is proven to be suitable for language programs with continuous and responsive evaluation and feedback mechanisms.

Theoretically, these findings indicate that the POAC theory, which was originally developed for the context of general organizational management, can be applied appropriately in language learning program management if special attention is paid to the communicative and practical characteristics of language learning. POAC can be an effective framework for managing language programs if its functions are adapted to take into account the needs for social interaction, repeated practice, and continuous evaluation. The need for adaptation at the actuating and controlling stages is particularly important given that language learning requires an intensive familiarization process and more dynamic skill assessment than typical organizational management.

The practical implication of this research for the development of language learning programs is that POAC can be an integrated management framework to ensure that programs run systematically and measurably. However, program managers must enrich implementation and evaluation activities with the latest language learning methods that are tailored to the context and needs of students in order to achieve optimal results. The use of POAC must be complemented by innovative pedagogical approaches that support language practice that is poor in theoretical context but strong in real activities and the formation of a dynamic language environment.

The conclusion of this discussion reinforces that POAC is a relevant and applicable management theory in the context of Arabic language learning program management in higher education, with the caveat that adaptations must be made, particularly in the actuating and controlling functions, to suit the needs of communicative and practice-oriented language learning. This is consistent with the literature that suggests the integration of classical management theory with modern pedagogical approaches for more effective and sustainable language program management.

CONCLUSSION | خاتمة

Based on the results of the discussion, it can be concluded that the mumarasah al-lughah program is one of the important strategies in improving students' maharah kalam. By integrating the classical management framework POAC (Planning, Organizing, Implementing, and Supervising), the program is designed systematically and continuously to create a conducive learning environment, build confidence, and familiarize students with using Arabic in real contexts. Activities such as dialog, debate, storytelling, and yaumul lughah, are implemented consistently to strengthen students' maharah kalam (speaking) skills. Thus, the success or failure of a program depends on how to manage the program.

In terms of impact, this program succeeded in improving students' expertise in maharah kalam as a whole, including listening and speaking skills. In addition, mumarasah al-lughah also

encourages the formation of bi'ah lughawiyyah (language environment) which supports the practice of Arabic naturally in campus life. The successful implementation of this program contributes positively to the improvement of academic quality and the development of the Arabic Language Education study program itself, as well as providing added value for students in readiness to face global challenges in the future.

The limitations of this study include the relatively short duration of the mumarasah al-lughah program, which made it impossible to measure its long-term impact comprehensively. Internal variables such as individual motivation and environmental support outside the program were also not optimally controlled, which could have affected the program's success rate. For future studies, it is recommended to expand the number of respondents from other faculties and institutions to make the results more representative. Longitudinal research is also needed to assess the long-term effectiveness of the program in mastering maharah kalam and maharah istimaʿ. In addition, the development of a mumarasah model that integrates digital technology and interactive media could be a key focus in order to increase student engagement and the effectiveness of Arabic language learning in a more enjoyable and contextual way.

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