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Arabic Online Course Program Management on *Ahlan* Course

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Abstract: One of the informal learning platforms in Arabic learning is learning courses. The online Arabic course program has a rapid development during the Covid-19 pandemic until now. This wascreated to support Arabic language learning which is carried out at home. Users of this learning service certainly have quite a lot of enthusiasts. Therefore it certainly has special program management to control the activities that take place in it. This research intends to find out how the management process is in this program and analyze the problems faced. The method used is a qualitative approach. Data collection techniques in the form of interviews, observations, and documentation. The results showed that the management in this course has 4 stages in the form of 1) planning; establishment of programs and materials taught, 2) organization; establishment of course schedules and preparation of evaluations and assessments, 3) implementation; providing motivation and guidance between coaches and teachers, teachers and students, as well as communication related to problems on social media, 4) control; evaluation and refinement of the curriculum used in the course.

INTRODUCTION | مقدمة | PENDAHULUAN

Entering the beginning of the Covid-19 virus pandemic, there are many positive sides in the world of Arabic language learning. There are more and more innovations from Arabic language learners in Indonesia. This rapid development can be seen from various new learning media provided online, either in the form of applications that are accessed on Android or in the form of a special website for learning Arabic. In fact, when the pandemic began to recede and disappear from the face of the earth, the learning media that was created was actually growing and did not recede with the Covid-19 virus. When viewed from the events during the pandemic, education currently requires students to learn using media that utilizes technological resources that aim to facilitate the learning process (Setyaningsih, R., & Atmaja, 2021, pp. 191–203). Recently, there have been various Arabic online courses that offer many programs that are specifically designed as a place for anyone who wants to explore Arabic even if only by using sophisticated tools that do not require face-to-face.

Social media, which was originally only used as a place to show someone's activities that were judged only for entertainment, has now been converted into a place for learning. Here the role of an educator becomes important, because things in social media require attractiveness that can attract the attention of social media users. Educators who have the ability to be creative and innovate in designing how forms of social media are converted into learning media are certainly needed today (Ulfah, 2020) In Arabic courses, usually a lot of media is used to support learning outcomes to run well. This is because learning Arabic there are several skills that must be mastered in the form of Maharah Istima', Maharah Kalam, Maharah Qiroah, and Maharah

Kitabah. The 4 Lughawiyah maharahs are certainly related to each other (Annafiri, 2022). The 4 maharahs mentioned when associated with today's technology will include the use of audio, visual and audiovisual which continues to grow to this day.

Arabic course institutions have been widely scattered, for example at Ahlan course institutions, Cuba (Arabic Featured Course), Quantum Maba, Arabic From Home, Alarabiyah Online, and many more are posted on their Instagram accounts. Of course, this will not escape how good management runs in it so that the same institutions continue to emerge with different goals and vision and mission. Courses that are usually done face-to-face, even done face to face between students and course teachers, are now being innovated to be able to be done remotely using increasingly sophisticated features. Of course, the use of these features and implementation is closely related to how the organization, planning, assessment, and evaluation of the program continues to be improved. Judging from its very rapid development, Arabic courses are a non-formal institution that currently must continue to be looked at by Arabic lovers (Rahmawati, 2018, pp. 52–60). Its special advantage is that it can be accessed to hone one's language skills without having to enter into a formal institution that is bound.

There are other things that are usually done by course institutions that make them in great demand by the general public, includingpromotions carried out in the social media, personal selling, cheaper pricing, providing additional benefits to customers (H. Nasution, 2022, pp. 55–62). Therefore, the more enthusiasts, it will certainly be estimated that Arabic language course institutions either offline or online have greater challenges than educational institutions that have Arabic language programs. (Ridwan, 2020, pp. 71–83). Having good management is the key to facing various challenges in implementing well-prepared programs. (Syafaruddin, S., Wijaya, C., & Mesiono, 2015). Especially in managing an Arabic program, each role in management has good tasks and implementation so that it will have implications for the implementation of programs that will later run systematically, effectively and efficiently in their respective tasks (Shobirin, A., & Hilmi, 2021, pp. 15–26)

From these statements, researchers have a concept of thinking that the management of online course programs is likely to have a fundamental point of difference compared to offline course management that is common among the public. Therefore to solve this problem, the first, the researcher wants to analyze how the process of managing the online Arabic course program that is inside the Ahlan Course institute. Second, researchers want to analyze the problems that occur in the Ahlan Course online Arabic course program.

METHOD | منهج | METODE

This research uses a descriptive qualitative research approach.(Dr. Eko Murdiyanto, 2020) To collect the data, researchers used observation, interview, and documentation techniques.(J. G. Nasution, 2020) Both reservations, interviews and documentation are conducted online because the system that runs on the *Ahlan* course is an online program that allows face-to-face to be done virtually.(J. G. Nasution, 2020) (Prof.Dr. Sudjana, 1996).

Interviews in this study were conducted in writing using the Google Form feature. Google Form contains several questions asked by researchers to online speakers (respondents) through the old website (Moon, S., & Zainiyati, 2020, pp. 15–34). The respondents in this research interview were admins of the *Ahlan* Course itself who held the social media accounts of the *Ahlan* Course. In the observation technique, the researcher looked at some of the testimonials of the participants who participated in this program. Testimonials of participants' learning outcomes will

usually be uploaded on social media Instagram *Ahlan* course. This testimonial is divided into 3 classes, namely regular classes, semi-private classes, and private classes which are presented in the form of screenshot evidence of participants' messages on the WhatsApp account of the *Ahlan* Course admin. Documentation in this study is obtained from several archives or books that contain expert opinions, theories, and also evidence in the form of electronic records from *Ahlan* Courses as well as scientific journals published by certain organizations (Gumilang, 2016, p. 16).

To analyze the data that has been collected, researchers use the model that Miles and Huberman put forward in the form of data reduction, data presentation and the last in the form of drawing conclusions (Talib, 2022, pp. 22–33).(Sugiyono., 2013).

RESULTS | نتائج | TEMUAN

Management is a word that comes from English then becomes an absorption language in Indonesia which is commonly heard by the Indonesian people which means "controlling or managing". The concept of management function itself has 4 main stages in the form of planning, organizing, leadership andmonitoring of what has been applied (Andrew, 1990).

Activities in Arabic online courses have major implications for the world of Arabic language learning. Arabic, which used to be only done offline and has little time to meet face to face between students and teachers, can now be done from home or the modern language is WFH (work from home). Too short a learning time can also affect the quality of students' understanding so that the existence of Arabic online courses can give more time to master the materials in Arabic learning. This can make it easier for Arabic students, teachers, and academics to improve the quality of foreign languages, especially in Arabic itself.

Ahlan Course is one of several Arabic language course products that provide services or community services to learn Arabic online only. Ahlan's course is moving since July 18, 2022. Ahlan's course already has many alumni in it who have confirmed that their Arabic language has improved after taking this online course program.

Ahlan's course uses Instagram and Whatsapp as a medium to promote themselves and attract users of this course service. However, for learning, this course uses online meeting media as a medium for face-to-face with students who have certain batches. Usually they will use batches based on age, gender, teaching month, and learner level of understanding.

The most interesting thing about Ahlan's courses is that they have programs that they specifically named for the program. There are 4 programs in the *Ahlan* course, including Iswataka, Nawasho, Adwaba, and International programs. These 4 programs have their own types and qualifications that have a different management process from planning to evaluation process. In fact, we see the program reviewed directly by service users just by looking at their archive story on the Instagram account which contains screenshots of the review results from students who have participated in the program. Each of the 4 programs has different financing because the teaching material and the level of difficulty are also distinguished. Today, the program continues to develop itself for the better every time.

DISCUSSION | مناقشة | DISKUSI

From the exposure of the data related to the results of interviews and observations, conclusions can be drawn and some of the discussion results related to the research.

Planning

The fundamental function in a good management is always to pay attention to planning which will include organizing, staffing, directing, and controlling. All such elements must first be planned to look at such basic functions (Malayu, 2011). Planning has the definition of establishing an action or work that must be done by a group of people in order to achieve the desired goal (George, 2006).

The planning in Ahlan's course is based on how the method will be used to teach the language to the users of this course. According to the results of interviews conducted *Ahlan* courses using or adopting methods taken from the Thariqah Mubasyarah (direct method) developed in online networks that they usually use this theory for hands-on learning in the classroom. However, in this course the development is carried out according to how online learning is applied.(Kurniawati, 2016, pp. 169–176).

The planning of the Arabic program in the Ahlan course is emphasized on how the program will proceed according to the main wishes of the founder of the Arabic language course program, Ustadz Hisyam. He planned this program starting from his innovations and new ideas with the difficulty of learning Arabic online during the spread of COVID-19. This is still in the basic idea stage to make it easier for students who want to continue learning Arabic even though it is limited from home. The implementation of this basic idea can only be carried out since July 18, 2022.

The programs that are in Ahlan's course are programs that do not adopt other courses. That is, this program has independent planning management based on the ideas and innovations of the founders of Ahlan's own course.(Umam, I., Hasin, M., & Arifa, 2019, pp. 43–60). For planning this program, it begins with how the techniques, methods, strategies, media will be used in the online course. The importance of planning techniques is to adjust how online learning can run conducively on par with offline Arabic learning or even more effectively and efficiently. The techniques planned in the program in Ahlan's course are based on the results of interviews using direct conversation techniques between teachers and learners. The media used to support planning is taken from media that can be used for online meetings in the form of Google Meet. Google Meet supports face-to-face meetings online with several advantages in the form of being able to display material presentations that make it easier to deliver. The material used to support the running of the program well uses special material from the *Ahlan* course in the form of subject matter containing conversations, discourses and descriptions of rules, as well as supporting materials in the form of exercises; either through Quizziz or something else. (Setiawan, H. R., Mukti, A., & Syaukani, 2021, pp. 191–204).

Planning arabic course programs in *Ahlan* courses in addition to preparing Techniques, media, and materials, in this course also has a program created based on the levels of understanding of Arabic language learners called iswataka, nawasho, adwaba and international programs. This program is chaired by Ustadz Hisyam Bukkar who also plays a role in teaching certain classes and to manage social media for promotion and public relations related to *Ahlan* course information held by Ustadzah Annisa as the admin of Ahlan's Instagram and WhatsApp course who is in charge of conveying various information related to *Ahlan* courses.

Organizing

Organizing in a management includes several things including the division of components of the activities needed, the division of tasks, and the determination of authority within the group that has been formed (George, 2006). The essence of organizing is how a well-prepared plan can

be implemented and clarified the work and who will do it (Rachman, 2015). The organization in Ahlan's course program is determined based on the class division taken from the level of understanding of the learners who have registered themselves as followers of the class of interest. Based on the interview, it is explained that in planning there are 4 programs as follows:

1) Iswataka, the first program in the *Ahlan* course, is a program for students who have fokus to learn and develop skills in the fields of Maharah Istima (listening proficiency) and maharah kalam (pronunciation proficiency). This program is implemented with 4 special levels. Starting from elementary to advanced level. Implementation of the iswataka program. Iswataka stands for Istima' wa Takallum.
2) Nawasho, this second program stands for Nahwu wa Shorof. This program has 5 special levels to study studies in the field of nahwu and shorof science only. The 5 levels consist of elementary to advanced levels.
3) Adwaba, the third program stands for Adab wa Balaghah. The special class to learn these two things has 8 special levels from learners who have a basic to advanced level of understanding.
4) International, the latter program that has the specific purpose of sending participants to Arabic language training organized by universities in the Middle East (such as ANNS held by Qatar University).

The division of teaching in each class is usually adjusted to the teacher's area of expertise, because there is no specific division of certain classes that will be held by one teacher only. So to respond to this one thing will be planned in the next stages as material for the development of Ahlan's course. The schedule of meetings held in Ahlan's course is divided in terms of "batches". This term has become the official term used in Ahlan's course. Usually the admin will provide special information for students who want to take classes on Instagram. Each class has a meeting schedule for 1.5 months, 1 week 3 meetings are held, each meeting is 60 minutes long, the learning is carried out via Google Meet, because in 1.5 months there will be 18 meetings during the learning. Taking place, participants will also get a softfile module which contains the materials to be studied, for the class is filled by a maximum of 12 participants. (Gafur, A., & Switri, 2020, pp. 91–101).

Implementation

Directing or directing or implementing is an activity to direct subordinates so that they will become qualified employees and work effectively according to the goals designed by the program. Directing is also designed to provide orientation to subordinates in the form of an explanation of the correlation between parts, between persons and history, wisdom and objectives of a program (George, 2006). The leadership of an Arabic program in Ahlan's course uses a priority scale. This priority step sees the most urgent need in the process of implementing this program. To determine these priorities, Ahlan's course provides an improvement in the quality of teachers, as well as improving the quality of learners in Arabic language skills as seen from the predetermined assessment standards. (Amirudin, 2021)amiruamiThe next activity is to develop the innovation and creativity of teachers to be able to teach with relevant techniques. Furthermore, building a good network of cooperation between students and teachers by providing motivation for students to remain consistent and patient at the beginning of learning and prayer at the end of learning.(Iskandar, I., & Widyastri, 2020, pp. 84–94).

Thementors in this program also have a very important role in directing and guiding all

teachers. Ustadz Hisyam Bukkar as the head of the program in the midst of his subordinates always provides guidance, instructions, advice, and corrections if needed in the implementation of Arabic language learning that has been going on both from learning techniques, approaches, models, and strategies that are g Use teachers so that the results achieved are in accordance with the learning objectives in accordance with the class and level taught. (Ninoersy, T., Tabrani, Z. A., & Wathan, 2020, pp. 83–102)The implementation in Ahlan's course is also related to the good communication of anyone who is in this course. Especially the communication between the main admin in social media owned by Ahlan's course and the leadership who tries to always communicate various things related to the problems that occur in the social media that the *Ahlan* course has. Usually the problem is related to a new thing that is questioned by people asking new things that maybe in this case the admin is less informed and has to confirm it to the *Ahlan* course leader.(Anwar, 2018, pp. 37–51)

What has been done to increase motivation and innovation for teachers is to hold tours and trips abroad with the leadership. The activity is intended so that the teachers in this program always have a high spirit when providing teaching to the participants of the course program. Not only that, in a certain time the Instagram admin will post an Arabic aphorism to arouse the spirit to teach Arabic.(Tamaji, 2018, pp. 107–122).

Control

Control has several functions in the form of determining standards, supervision and how the appearance of the standards that have been implemented and provides optimism that the objectives of the program are running well. Control is carried out from the beginning to the end of the program being run. Therefore, supervision also includes two main things in the form of monitoring and evaluation to measure the effectiveness of a management of the program being run (Syukur, 2011).

The activities that occur during the program will certainly have many unexpected things contained in the *Ahlan* course program. The actions taken in managing these activities are in control measures or commonly referred to as evaluations. This action is important to do for the good and development of the shortcomings that exist in a program. This program control serves to maintain the quality of a program that can develop sustainably according to the dynamics and needs of the community (Wardah, 2016). (Wijaya, 2017).

Control in the *Ahlan* course program has several control focuses in the form of e-valuationand curriculum improvement. In this case, an evaluation is carried out to determine what are the shortcomings or obstacles that occur during the program's run. The evaluation measures the progress of learners, the effectiveness of learning, the infrastructure support provided in the online platform, and the ability of teachers to teach. The standard of assessment or achievement of the program is that participants are able to actively talk, as well as master the muphrodat and its use in sentences. The standard score set in this program participants at least have a score with the standard "jayyid jiddan" or 80% of the questions given.(Setemen, 2010).

To correct achievements that are not in accordance with the goals, data collection will be carried out so that it is known which material is considered difficult, or analysis of questions and materials so that all teachers will adjust how learning methods can support student achievement. Likewise, developing basic planning in this program that involves analyzing all things that are considered lacking or become obstacles in running the program. When viewed from the side of the program class, each class must be analyzed according to each class which has a different study focus and then discussed in an evaluation coordination meeting.(Roviin, 2020).

Improvements and follow-ups so far are still in the stage of continuing to analyze the problems and obstacles that occurred. However, based on the interview results, in Ahlan's course program so far all participants have enjoyed the learning method and they feel the ease of following the learning. Control measures are intended so that the learning process in *Ahlan* courses can run well and continue to develop on the one hand this *Ahlan* course has advantages and requires control measures such as; 1) offlinelearning or nline taste (every meeting via Google Meet). What makes it possible to evaluate is how Google Meet can provide features that help deliver material well in the classroom. For example, in an Iswataka class, Google Meet can provide a feature to play audio clearly and record sound to be heard clearly, 2) A two-way active full method between participants and teachers (active conversation). In this case, it is necessary to evaluate the extent or how much the percentage of activeness between students and teachers in communicating at each meeting, 3) For participants who are unable to attend the meeting, a recording of the day's learning will be given so that it can be listened to and studied individually. This is a basic evaluation because it will be distinguishable from learning with the teacher directly or by not directly playing back the learning impressions in the classroom. Regular evaluations and assessments are taken from exercises held on Quizziz media, 4) Modules provided by Ahlan's course program. Modules are an important support to support student understanding because they contain materials taught in meetings according to the class that is being attended by students.

CONCLUSIONS | خاتمة | SIMPULAN

Arabic program management has 4 components just like management components in general. One of the Arabic programs that is quite famous in learning Arabic is the existence of Arabic courses. Even entering the pandemic era and until now quite a lot of Arabic courses provide services online.

One that is quite interesting is the *Ahlan* Course which has 4 main managements contained in it. The most important element of management in Ahlan's course is the existence of program planning which concerns the establishment of learning programs in which there are methods based on the ideas of Ahlan's founders. In addition, it also concerns the material to be taught, which is in the form of nahwu, Sharaf, istima', kalam, adab and balaghah as well as material for studying abroad. After that, the determination of the learning media to be used. Finally, the establishment of learning methods and approaches.

The second element is in the form of organizing in the form of scheduling studies and preparing evaluations and assessments. The third element is in the form of implementation which concerns several things in the form of reporting problems using a priority scale, namely prioritizing solving problems in programs that have a higher level of importance than others. Providing motivation to teachers is also applied to students. In addition, there is good communication between admins and course coaches regarding what happens on Ahlan's course social media and teacher guidance.

The last step is in the form of control that concerns the evaluation and delimitation of curriculum naan. With the research on how the management of the online Arabic course program in the *Ahlan* course can be used as a useful guide to support the improvement of other online Arabic courses. Furthermore, researchers can be used as a reference to research Arabic program management which concerns planning, organizing, implementing and controlling.

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