



Managing Arabic for Specific Purposes (ASP): A POAC Framework Analysis of Arabic for Economics Learning at an Islamic Higher Education Institution

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Abstract: This study aims to analyze the management of Arabic for Economics learning based on George R. Terry's perspective, encompassing the functions of planning, organizing, actuating, and controlling (POAC) in the Islamic Economics Study Program at IAIN Kendari. This study employed a qualitative approach with a case study design. The participants consisted of three individuals, namely one lecturer responsible for the Arabic for Economics course and two students with different levels of Arabic proficiency. Data were collected through semi-structured interviews and documentation, including the Semester Learning Plan (RPS), instructional materials, learning media, and assessment documents. Data were analyzed using the interactive model of Miles, Huberman, and Saldaña through data condensation, data display, and conclusion drawing and verification. The findings indicate that the four POAC functions were implemented in an integrated manner. Planning was realized through the preparation of the RPS and the selection of materials based on students' academic needs, particularly terminology related to Islamic banking, murābahah, muḍārabah, zakat, and Islamic marketing. Organizing was implemented through heterogeneous grouping based on students' Arabic proficiency, task distribution, and instructional media management. Actuating was carried out through active, communicative, and contextual learning that integrated Arabic language skills with Islamic economics content. The most notable finding is that integrating POAC with the Arabic for Specific Purposes (ASP) approach enabled instructional planning to be directly translated into communicative activities based on Islamic economics terminology while accommodating differences in students' Arabic proficiency through collaborative learning. Meanwhile, controlling was implemented through continuous monitoring, authentic assessment, feedback, and follow-up actions. Thus, POAC-based management supports contextual, collaborative, and academically oriented Arabic for Economics learning.

INTRODUCTION | مقدمة | PENDAHULUAN

Arabic language learning in Islamic higher education institutions is currently no longer oriented merely toward general language mastery, but rather directed toward students' academic and professional needs according to their fields of study (Rusyadi & Fahmi, 2020). In the Islamic Economics Study Program at IAIN Kendari, Arabic for Economics is one of the courses aimed at equipping students with the ability to understand Arabic terminology and literature related to Islamic economics. In practice, the learning process does not only emphasize mastery of qawā'id (Arabic grammar), but also students' ability to use Arabic in the context of Islamic economics, such as Islamic banking, marketing, Islamic business transactions, and the development of Islamic economics (Ramadhanti & Muchlis, 2024). Therefore, the implementation of Arabic for Economics learning requires systematic management so that the learning process can run effectively, communicatively, and in accordance with the needs of Islamic Economics students

(Riyadi et al., 2025).

However, the implementation of Arabic for Economics learning still faces various problems in the field. Differences in students' basic Arabic proficiency become one of the major obstacles in the learning process (Sehra, 2021). Some students come from pesantren or madrasah educational backgrounds, while others still have limited Arabic language skills (Tungkagi et al., 2022). In addition, the limited mastery of Islamic economics vocabulary, students' low self-confidence in speaking Arabic, and limited learning time cause the implementation of learning to be less than optimal (Ramadhanti & Muchlis, 2024). These conditions require learning management capable of organizing the learning process effectively and contextually according to students' needs (Mahyudin, E. et al., 2025).

Based on interviews with the lecturer of the Arabic for Economics course in the Islamic Economics Study Program at IAIN Kendari, it was found that the learning process had been designed through the preparation of the Semester Learning Plan (RPS) oriented toward mastering the four Arabic language skills, namely *istimā'* (listening), *kalām* (speaking), *qirā'ah* (reading), and *kitābah* (writing). The learning process also implemented cooperative learning, contextual instruction, and discovery learning through group discussions, presentations, case studies, and the practice of using Islamic economic terms in Arabic. In addition, the lecturer used various learning media such as Islamic economics texts, Arabic conversation audio, LCD projectors, and Arabic for Economics textbooks to support the learning process. Nevertheless, the implementation of learning still requires optimal management in order to achieve learning objectives maximally.

From the perspective of educational management, the success of learning implementation is influenced by the management functions applied in the learning process (Hamidu et al., 2023). George R. Terry explains that management consists of four main functions known as POAC, namely planning, organizing, actuating, and controlling. In the context of Arabic for Economics learning, the planning function can be seen in the preparation of the RPS, determination of learning objectives, selection of materials, methods, media, and learning evaluation. The organizing function is reflected in classroom arrangement, group division, and the management of students' learning activities. Meanwhile, actuating is realized through active and communicative learning implementation, while controlling is carried out through continuous supervision and evaluation of learning. Thus, George R. Terry's perspective is relevant to be used in analyzing the implementation of Arabic for Economics learning systematically (George R. Terry dan Leslie W. Rue, 2019).

Previous studies indicate that Arabic learning management plays an important role in improving the quality of learning. The study conducted by Ardiansyah, Retnowati and colleagues showed that the quality management of Arabic learning at Al-Azhar Pare Kediri Institution was implemented effectively and pleasantly, although it still required strengthening the evaluation of affective and spiritual aspects as well as improving teachers' competencies (Ardianysah et al., 2024). Research by Muhammad Fadhil Hadziq and colleagues also demonstrated that the implementation of POAC management functions from George R. Terry's perspective was able to improve the quality of Arabic learning systematically (Hadziq et al., 2025). In addition, the study by Nanda Zikrallah Pelealu emphasized the importance of applying management principles in educational institution management through budget planning and a proper accountability system (Pelealu & Fikri, 2025). However, those studies still focused on Arabic learning management in general and had not specifically examined the management of Arabic for Economics learning implementation in Islamic Economics-based higher education institutions from George R. Terry's

perspective. Therefore, the novelty of this study lies in examining the management of Arabic for Economics learning implementation analyzed through George R. Terry's POAC functions in the Islamic Economics Study Program at IAIN Kendari.

This study is important because Arabic for Economics learning has a strategic role in supporting the academic competence of Islamic Economics students, particularly in understanding Arabic literature and terminology related to Islamic economics. In addition, this study is expected to contribute theoretically to the development of Arabic learning management based on students' academic and professional needs, while also providing empirical insights into the implementation of Arabic for Specific Purposes (ASP) in Islamic higher education. Therefore, this study aims to describe and analyze the management of Arabic for Economics learning implementation from George R. Terry's perspective, which includes four management functions: planning, organizing, actuating, and controlling in the Islamic Economics Study Program at IAIN Kendari.

To achieve this objective, this study is guided by the following research questions:

1. How is the planning function implemented in Arabic for Economics learning in the Islamic Economics Study Program at IAIN Kendari from George R. Terry's perspective?
2. How is the organizing function implemented in Arabic for Economics learning in the Islamic Economics Study Program at IAIN Kendari from George R. Terry's perspective?
3. How is the actuating function implemented in Arabic for Economics learning in the Islamic Economics Study Program at IAIN Kendari from George R. Terry's perspective?
4. How is the controlling function implemented in Arabic for Economics learning in the Islamic Economics Study Program at IAIN Kendari from George R. Terry's perspective?

METHOD | منهج | METODE

This study employed a qualitative approach with a case study design to gain an in-depth understanding of the management of Arabic for Economics learning implementation in the Islamic Economics Study Program at IAIN Kendari based on George R. Terry's management perspective, which encompasses the four management functions of planning, organizing, actuating, and controlling (POAC) (Sugiyono, 2017). The case study design was selected because the research focused on investigating the phenomenon within its real-life context. Participants were selected using purposive sampling based on their direct involvement in the implementation of Arabic for Economics learning. A total of three (3) participants were involved in this study, consisting of one (1) lecturer responsible for the Arabic for Economics course and two (2) students from the Islamic Economics Study Program. The two students were intentionally selected to represent different levels of Arabic proficiency, with one student having a relatively strong Arabic background and the other demonstrating more limited proficiency. This selection enabled the researcher to obtain comprehensive and in-depth insights into the implementation of Arabic for Economics learning from both the lecturer's and students' perspectives.

Data were collected through in-depth semi-structured interviews and documentation. The interviews focused on the implementation of George R. Terry's four management functions, while documentation—including the Semester Learning Plan (RPS), teaching materials, learning media, and other supporting documents—served as complementary data to verify the interview findings rather than as the primary source of evidence (Raharjo, 2017). Data were analyzed using the Miles, Huberman, and Saldaña interactive model, which consists of data condensation, data display, and conclusion drawing/verification (Miles et al., 2014). To ensure the credibility and

trustworthiness of the findings, source triangulation was conducted by comparing information obtained from one (1) lecturer, two (2) students with different levels of Arabic proficiency, and relevant learning documents, thereby enhancing the validity and scientific rigor of the study.

RESULTS | نتائج | TEMUAN

Planning

The findings indicate that the planning of Arabic for Economics learning was conducted systematically through the preparation of the Semester Learning Plan (RPS), the formulation of Course Learning Outcomes (CPMK), and the selection of learning materials, instructional methods, media, and assessment strategies. Interview data with the lecturer revealed that the RPS was designed by aligning the learning outcomes of the Islamic Economics Study Program with students' academic needs in mastering Arabic economic terminology. This finding was further confirmed through the analysis of the RPS document, which showed that the main references used in the course included "Jāmi' ad-Durūs al-'Arabiyyah" by Sheikh Muṣṭafā al-Ghalāyīnī, "Al-'Arabiyyah li Ṭullāb al-Jāmi'ah" Volumes 2–3, and "Al-'Arabiyyah fī al-Iqtisād" by Shani Amrullah. These references were selected to develop learning materials that integrate Arabic language competence with Islamic Economics content rather than teaching Arabic as a general language course.

E. REFERENSI

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Figure 1. Main References Used in the Arabic for Economics Course Based on the Semester Learning Plan (RPS)

The lecturer explained:

"In planning the Arabic for Economics course, I first prepared the RPS by referring to the learning outcomes of the Islamic Economics Study Program and the students' needs in mastering Arabic terminology related to Islamic economics. The course is designed to develop the four Arabic language skills istima', kalam, qira'ah, and kitabah supported by an understanding of Nahwu and Sharaf."

The planning stage also involved selecting contextual learning materials according to students' disciplinary needs. Rather than presenting isolated vocabulary, the lecturer organized the materials progressively, beginning with fundamental concepts before introducing more complex topics. The selected materials included "البنك الإسلامي" (Islamic banking), "المرابحة" (murābahah financing), "المضاربة" (muḍārabah partnership), "الصرف" (currency exchange), "الزكاة" (zakat), and "التسويق الإسلامي" (Islamic marketing).

B. CAPAIAN PEMBELAJARAN LULUSAN

KODE CPPS	DESKRIPSI
SK3	Menginternalisasi nilai, norma, dan etika akademik
SK5	Menghargai keanekaragaman budaya, pandangan, agama, dan kepercayaan, serta pendapat atau temuan orisinal orang lain;
PP7	Mampu memahami konsep tata Bahasa Arab : Nahwu-Sharaf serta Mampu memahami percakapan Bahasa Arab dengan topik Ekonomi

C. CAPAIAN PEMBELAJARAN MATA KULIAH

1. Memahami dan merinci konsep-konsep , pengertian serta istilah-istilah ekonomi Islam dalam bahasa Arab yang relevan untuk mendukung tujuan pengayaan Bahasa Asing.
2. Memahami dan mengidentifikasi tata bahasa Arab (Nahwu-Sharaf) di dalam sebuah kata atau kalimat.

Figure 2. Graduate Learning Outcomes (CPL) and Course Learning Outcomes (CPMK) in the Semester Learning Plan (RPS)

According to the lecturer

"The learning materials are arranged gradually. Students first learn basic Islamic economic vocabulary, then read simple texts, discuss economic concepts, and finally practice using the terminology in Arabic communication."

Planning also considered the diverse linguistic backgrounds of students. The lecturer explained that some students had previously studied Arabic in pesantren, whereas others had very limited experience with the language. Therefore, learning activities were intentionally designed in stages, beginning with basic vocabulary and simple dialogues before progressing to authentic Arabic texts on Islamic economics.

To translate the lesson plan into classroom practice, the lecturer prepared communicative learning scenarios. For example, during the lesson on "البنك الإسلامي" (Islamic banking), students first learned key vocabulary before participating in short oral interactions. One classroom interaction observed during the lesson is presented below:

Lecturer: ماذا يعني البنك الإسلامي؟ (What is an Islamic bank?)

Student: هو بنك يعمل وفق الشريعة الإسلامية. (It is a bank that operates according to Islamic law.)

Lecturer: أحسنت. اذكر مثالاً على معاملة في البنك الإسلامي (Excellent. Mention one example of a transaction in an Islamic bank)

Student: المرابحة (Murabahah)

Lecturer: صحيح، وفي اللقاء القادم سنقرأ نصًا قصيرًا عن المرابحة ونناقش مفرداته باللغة العربية. (Correct. In the next meeting, we will read a short text about murabahah and discuss its vocabulary in Arabic)

This interaction illustrates that planning was translated into structured classroom activities that gradually introduced Arabic economic terminology before students engaged in reading, discussion, and communicative practice.

The interview data with students further confirmed the implementation of the planning stage. Student M1, who had previously studied Arabic in a pesantren, stated:

"The lecturer explained that every lesson would begin with introducing economic vocabulary before moving on to reading and discussion activities. This helped me connect my Arabic knowledge with concepts in Islamic Economics."

Meanwhile, Student M2, who had limited Arabic proficiency, explained:

"At the beginning of the semester, I was worried because my Arabic was weak. However, the lecturer explained that we would start with simple vocabulary and short dialogues before reading longer texts. This made the learning process easier to follow and gradually increased my confidence."

Overall, the findings demonstrate that the planning function was not limited to preparing administrative documents such as the RPS. Instead, it reflected a pedagogical planning process that anticipated students' varying levels of Arabic proficiency, systematically selected contextual learning materials, and designed communicative learning activities aligned with the academic needs of Islamic Economics students.

Organizing

The findings indicate that the organizing function in Arabic for Economics learning was implemented through systematic classroom management, heterogeneous group formation, structured learning activities, instructional media management, and effective time allocation. Interview data with the lecturer revealed that classroom organization was designed not only to

facilitate learning activities but also to accommodate students with different levels of Arabic proficiency. Students with stronger Arabic backgrounds were intentionally distributed across different groups to provide academic support for peers who had more limited Arabic skills.

The lecturer explained:

"I deliberately organize heterogeneous groups rather than allowing students to choose their own groups. Each group consists of students with different levels of Arabic proficiency so that those who already understand Arabic can assist their peers in understanding vocabulary, sentence structures, and the meaning of Islamic economic texts."

This finding was confirmed through classroom observation, which showed that students worked in groups of four to five members. During a lesson on المراجعة (murābaḥah financing), each group was assigned a different Arabic text discussing Islamic financial transactions. Group members assumed different responsibilities, including identifying unfamiliar vocabulary, translating paragraphs, explaining grammatical structures, and presenting the main ideas to the class. This division of roles encouraged active participation from all students rather than relying solely on the most proficient learners.

The lecturer further explained:

"Each student has a specific responsibility during group discussions. One student reads the Arabic text, another identifies new vocabulary, another explains the meaning, while the others prepare the presentation. In this way, every student actively contributes to the learning process."

Classroom organization also included structured time management. Based on interview and documentation data, each meeting lasted 3 × 50 minutes and was divided into five stages: introduction, vocabulary presentation, collaborative discussion, group presentation, and reflection. Rather than spending most of the class on lecturing, approximately half of the instructional time was allocated to collaborative learning activities and student interaction. During discussions, the lecturer continuously moved from one group to another, providing guidance when students encountered difficulties with Arabic vocabulary, sentence structures, or Islamic economic terminology.

Learning media were organized according to the objectives of each learning activity. Arabic for Economics textbooks, authentic Islamic economics texts, Arabic conversation audio, PowerPoint presentations, LCD projectors, and whiteboards were used complementarily. For listening activities, students first listened to short Arabic conversations related to Islamic banking services before discussing the expressions used in the dialogue. During reading sessions, authentic Arabic texts on Islamic finance were distributed to each group for analysis and presentation.

Student interviews further demonstrated that the organization of learning promoted active participation and peer learning. Student M1 explained:

"I was placed in a group with classmates who had stronger Arabic skills. When I encountered unfamiliar vocabulary, they helped explain the meaning before the lecturer provided further clarification. This made discussions more comfortable because I could ask questions without feeling embarrassed."

Similarly, Student M2 stated:

"Each group member had a different task, so everyone had to participate. Even though my Arabic ability was limited, I was responsible for presenting part of the discussion. At first I

felt nervous, but my group members helped me practice before presenting in front of the class."

These findings indicate that the organizing function extended beyond classroom administration. Instead, it created a collaborative learning environment that accommodated differences in students' Arabic proficiency through heterogeneous grouping, clearly assigned learning roles, structured time allocation, and coordinated use of instructional media, thereby supporting more inclusive participation in Arabic for Economics learning.

Actuating

The findings of the study indicate that the implementation of Arabic for Economics learning is conducted actively, communicatively, and practice-based. The learning process is implemented systematically based on the Semester Learning Plan (RPS), which outlines the sequence of Arabic for Economics topics, learning objectives, and classroom activities throughout the semester. The RPS serves as the primary guideline for organizing instructional materials and learning activities, ensuring that each meeting progressively develops students' Arabic language competence within the context of Islamic economics. The implementation schedule, learning topics, and classroom activities based on the Semester Learning Plan (RPS) are presented in Figure 3.

5. JADWAL, URAIAN MATERI DAN KEGIATAN PERKULIAHAN

Pekan ke-	Capaian Pembelajaran (Sub-CPMK)	Materi	Indikator	Kegiatan Pembelajaran	Alokasi Waktu	Referensi dan Media	Penilaian/Tugas
01	Memahami pengertian dan unsur-unsur Bank (بنك الترخيم) Syari'ah yang di dalamnya memuat beberapa hal yaitu: mendeskripsikan materi tentang Bank Syari'ah (بنك شاري) , membaca materi Bank Syari'ah (بنك شاري) , mengemukakan pendapat (رأي) dan menulis tugas terkait Bank Syari'ah (بنك شاري)	Bank Syari'ah (بنك الترخيم)	- Mampu mendeskripsikan materi yang berkaitan dengan bank syari'ah - Mengemukakan pendapat tentang Bank Syari'ah yang ada di Indonesia - Mengemukakan pendapat tentang etekititas Bank Syari'ah yang ada di Indonesia beserta alasan-alasannya	<i>self-directed learning</i> dalam bentuk: <i>ice breaking</i>, <i>brainstorming</i> - mahasiswa diminta memahami i RPS, menyiapkan tugas, dan memperoleh referensi. <i>contextual instruction</i> dalam bentuk: ceramah.	3 X 50	E-1	
02	Memahami Tata Bahasa Arab (Nahwu-Sharaf) الفعل التام (kata kerja transitif dan intransitive)	Tata Bahasa Arab (Nahwu-Sharaf) berupa الفعل التام (kata kerja transitif dan intransitive)	- Mampu memahami pengertian Tata Bahasa Arab (Nahwu-Sharaf) berupa الفعل التام (kata kerja transitif dan intransitive) - Mampu mengidentifikasi kalimat yang mengandung الفعل التام (kata kerja transitif dan intransitive) - Mampu membuat kalimat dengan menggunakan الفعل التام (kata kerja transitif dan intransitive)	<i>cooperative learning</i> dalam bentuk: presentasi studi kasus, <i>small group discussion</i> dalam bentuk: responsi antar kelompok. <i>contextual instruction</i> dalam bentuk: ceramah, <i>discovery learning</i> dalam bentuk: responsi individu.	3 X 50	E-1	Tugas 1

Figure 3. Schedule, Arabic for Economics Learning Topics, and Classroom Activities Based on the Semester Learning Plan (RPS).

The lecturer explained that the learning process is carried out gradually by integrating Islamic economic vocabulary, reading and listening exercises, discussions, and speaking practice in Arabic. The lecturer stated:

"The implementation of Arabic for Economics learning is conducted gradually and practice-based. At the beginning of the lesson, students are given an introduction to the material and Islamic economic vocabulary according to the topic of the lecture."

Furthermore, students are guided to understand the material through a series of integrated learning activities. The lecturer explained:

"After that, students are directed to read texts, listen to conversations, discuss, and practice the use of economic terms in simple communication."

The classroom observation results confirm that the learning activities are implemented interactively, with students actively responding to lecturers' questions, participating in discussions, and writing their answers on the whiteboard during the lesson, as shown in Figure 4.

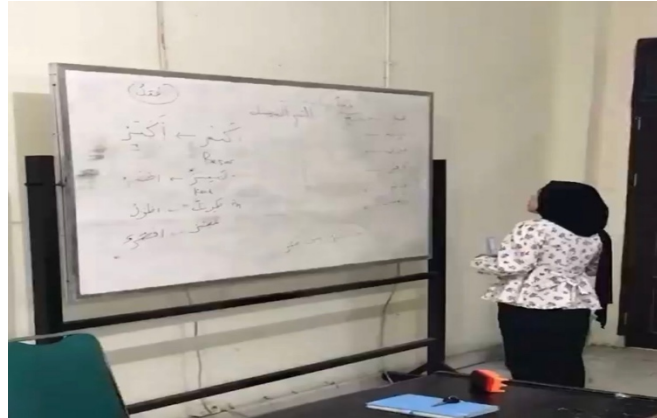


Figure 4. Student Participation in Answering Questions and Writing Responses on the Whiteboard During Arabic for Economics Learning.

The implementation of learning is supported by several instructional methods adjusted to the characteristics of students in the Sharia Economics Study Program. The lecturer explained:

"Cooperative learning is implemented through group work and case study presentations."

Learning activities are also contextualized by connecting Arabic language materials with real issues in Islamic economics. The lecturer stated:

"Contextual instruction is applied by relating Arabic language materials to Islamic economic phenomena such as Islamic banking, Islamic marketing, and Islamic business processes."

To encourage students to construct their own understanding, discovery learning is integrated into classroom activities. The lecturer explained:

"Discovery learning is conducted through sentence analysis tasks, searching for the meanings of terms, and constructing example sentences independently so that students can discover language patterns on their own."

The lecturer further emphasized the importance of creating a communicative learning environment that encourages students to participate actively in Arabic communication.

"I create a communicative and less formal learning atmosphere so that students feel more confident in using Arabic."

To strengthen students' speaking ability, various communicative activities are provided during classroom instruction.

"Students are given simple conversation practice related to Islamic economic terms, then asked to interact in pairs or small groups."

The implementation also integrates the four Arabic language skills in a balanced manner. The lecturer explained:

"Listening skills (istimā') are developed through audio materials and Arabic-language instruction. Reading skills (qirā'ah) are trained through reading Islamic economic texts, while writing skills (kitābah) are developed through vocabulary exercises, sentence writing, and summarizing materials. For speaking skills (kalām), students are given opportunities to

present and express opinions using simple Arabic."

Despite the structured implementation, several challenges remain. The lecturer explained:

"The main challenge faced is the difference in students' basic Arabic proficiency."

Another challenge concerns students' confidence in using Arabic during classroom interaction.

"Students' motivation and confidence in speaking Arabic are still challenges."

To address these challenges, the lecturer implements several instructional strategies.

"The solutions include cooperative learning, peer tutoring, gradual practice, group discussions, and motivation to encourage students to be more active and confident."

The findings from student interviews support the classroom observations and lecturer interviews. Students explained that Arabic for Economics learning is implemented systematically through a combination of material explanation, vocabulary practice, translation activities, discussions, and presentations related to Islamic economics.

Informant M1 stated:

"The implementation of Arabic for Economics learning in class is generally structured by combining material explanation, vocabulary practice, text translation, and discussions on Islamic economic terms."

Similarly, Informant M2 explained:

"The learning process usually combines Arabic language use with economic terminology."

Regarding instructional methods, students identified presentations, discussions, question-and-answer sessions, and translation exercises as the most frequently implemented classroom activities.

Informant M1 stated:

"The most frequently used teaching method is question-and-answer and translation exercises."

Meanwhile, Informant M2 stated:

"The most frequently used methods are presentations, reading and translating texts, discussions, and question-and-answer sessions."

Students also perceived that the learning process provides sufficient opportunities to actively use Arabic during classroom interaction.

Informant M1 explained:

"Yes, the lecturer gives students opportunities to actively participate in discussions and speak Arabic during the class."

The implementation of Arabic for Economics learning is also perceived to improve students' language proficiency across the four language skills.

Informant M1 stated:

"Speaking skills (kalām) develop through discussions, presentations, and speaking practice in class."

Likewise, Informant M2 explained:

"For reading skills, I am helped through translation exercises, while for writing skills I learn to construct simple sentences."

Controlling

The findings of the study indicate that the controlling function in the implementation of Arabic for Economics learning is carried out through monitoring student activities, learning evaluation, monitoring the achievement of learning objectives, and follow-up actions based on evaluation results. Supervision is conducted directly during the learning process to ensure that students are active and understand the material being taught. The lecturer explained that supervision is carried out through observation of student activities during discussions, presentations, and assignments:

“Supervision is carried out through direct observation of students’ activeness during discussions, presentations, as well as individual and group assignments.”

In addition, the lecturer also monitors the development of students’ Arabic language skills gradually:

“I observe students’ participation, their ability to understand the material, and the development of their Arabic language skills over time.”

In terms of learning evaluation, the lecturer uses various forms of assessment aligned with the learning outcomes of the Arabic for Economics course:

“Evaluation is conducted through tests, non-tests, quizzes, assignments, mid-term exams, final exams, and portfolio assessments as stated in the RPS.”

D. PENILAIAN

Nomor	Nilai Angka	Nilai Huruf
1	≥ 87	A
2	78 - <87	AB
3	69 - <78	B
4	60 - <69	BC
5	51 - <60	C
6	41 - <51	D
7	<41	E

Item Penilaian :	Sikap	20%
	Keterampilan	20%
	Kuis	15%
	UTS	22,5%
	UAS	22,5%
	Total	100%

Figure 4. Assessment Rubric Used in Arabic for Economics Learning

This finding is supported by documentation of the assessment instrument in the form of the Mid-Term Examination (MTE) questions for the Arabic for Islamic Economics course, which are used to measure students’ learning achievement (see Figure 5).

B. Isian Singkat

11. Ubah kata berikut menjadi **isim tafdhil**:
كبير →
12. Sebutkan **1 contoh فعل متعدي** beserta artinya:
.....
13. Bentuk mashdar dari kata berikut:
كتب →
14. Buat satu kalimat sederhana menggunakan **فاعل dan مفعول**:
.....
15. Sebutkan istilah Arab untuk **Bank Syariah**:
.....
16. Tentukan **fa'il dan maf'ul bih** dalam kalimat berikut:
كتب الأستاذ الدرس
• الفاعل:
• المفعول به:

C. Esai

17. Jelaskan perbedaan antara:
• فعل متعدي dan فعل لازم
Sertakan masing-masing **2 contoh**!
18. Jelaskan konsep اسم تفضيل dalam bahasa Arab dan buat **3 contoh kalimat**!
19. Jelaskan pengertian مصدر (mashdar) dan bedakan antara:
• مصدر ثلاثي
• مصدر غير ثلاثي
20. Jelaskan konsep البنك الإسلامي (Bank Syariah) dan kaitannya dengan:
• التسويق (marketing)
• الصرف (penukaran valuta asing)
21. Terjemahkan ke dalam bahasa Arab:
"Bank syariah melakukan pemasaran produk dan penukaran mata uang."

Selamat mengerjakan! Ke jujurkan mencerminkan dirimu itu siapa!!

Figure 5. Mid-Term Examination (MTE) Questions for the Arabic for Islamic Economics Course.

The assessment does not only focus on learning outcomes but also on the learning process:

"Assessment does not only focus on the final result, but also on the learning process such as discipline, cooperation, and student participation during learning."

Monitoring of learning objective achievement is carried out by observing students' activities throughout the learning process:

"Monitoring is conducted by reviewing assignments, presentations, discussions, student activeness, and evaluation results to determine the level of achievement of the learning outcomes set in the RPS."

The lecturer also provides follow-up actions for students who experience difficulties in learning:

"Follow-up actions include providing feedback, additional exercises, reinforcement of material, and assistance for students who still have difficulties in understanding the learning content."

Furthermore, evaluation results are used as reflection to improve future teaching strategies:

"Through continuous evaluation, I can identify students' level of understanding and weaknesses in the learning process so that strategies, methods, and learning media can be improved to make the implementation more effective."

The results of student interviews show that the controlling function is implemented continuously during the learning process. Informant M1 stated:

“The lecturer always monitors classroom activities, especially during discussions and presentations, and provides corrections when mistakes occur.”

Informant M2 also stated:

“The lecturer pays attention to students’ activities during learning and directly gives guidance when there are mistakes in Arabic usage.”

Students also explained that evaluation is carried out through various forms of assessment such as assignments, quizzes, and presentations. Informant M1 stated:

“The lecturer gives assignments, quizzes, as well as assessments through presentations and exams according to the material that has been studied.”

Informant M2 also stated:

“Evaluation is conducted through presentations and speaking exercises in Arabic related to economic topics.”

In addition, feedback from the lecturer is given directly and helps students understand their mistakes. Informant M2 stated:

“The lecturer gives direct correction when students read or answer questions in class.”

Students also consider that evaluation and supervision help improve their Arabic language skills. Informant M1 stated:

“This learning is very helpful in understanding Islamic economic terminology in Arabic.”

Informant M2 stated:

“I have become more familiar with Islamic economic terms through the evaluation and practice provided by the lecturer.”

DISCUSSION | مناقشة | DISKUSI

Planning

The findings demonstrate that the planning function of Arabic for Economics learning was implemented systematically through the preparation of the Semester Learning Plan (RPS), formulation of course learning outcomes, selection of instructional materials, teaching methods, learning media, and assessment strategies. More importantly, the planning process was not merely administrative but pedagogical, as every component of the RPS was intentionally designed to align Arabic language learning with the academic needs of students in the Islamic Economics Study Program. The learning topics, including Islamic banking, Islamic marketing, and Islamic business transactions, were organized progressively to enable students to acquire both Arabic language competence and discipline-specific knowledge. Student interviews further confirmed that clearly defined learning objectives and relevant instructional materials increased their readiness to participate in classroom activities and helped them understand the practical value of learning Arabic within their field of study.

These findings indicate that planning functions as the foundation of the entire instructional process rather than simply as a prerequisite for classroom implementation. The systematic alignment between learning objectives, instructional content, classroom activities, learning media, and assessment enabled lecturers to design a coherent learning experience that gradually developed students’ linguistic competence while simultaneously strengthening their understanding of Islamic economic concepts. This finding confirms George R. Terry’s view that planning is the primary managerial function through which organizational goals, strategies, and

resources are determined before implementation. In the context of this study, the RPS served not only as an administrative document but also as an instructional roadmap that guided every stage of Arabic for Economics learning.

Another important finding is that the planning process consistently reflected the principles of Arabic for Specific Purposes (ASP) (Yang et al., 2023). The empirical data show that the lecturer deliberately selected instructional materials, vocabulary, reading texts, and communicative tasks based on the disciplinary characteristics of Islamic Economics rather than using general Arabic language materials. For example, students learned Arabic through authentic topics such as Islamic banking, Islamic marketing, and financial transactions that closely corresponded to their academic discipline. This finding demonstrates that the ASP approach was implemented from the planning stage, where learners' academic needs became the primary consideration in determining instructional content. Consequently, Arabic learning became more relevant because students perceived a direct relationship between language competence and their future academic and professional contexts.

The findings further reveal that collaborative learning had been incorporated into the instructional design before classroom implementation. The RPS explicitly planned cooperative learning, group discussions, presentations, and interactive classroom activities as integral components of the learning process. These findings support Vygotsky's social constructivist perspective (Vygotsky, 2019), which argues that learning is facilitated through social interaction and collaboration with more capable peers. The planned collaborative activities provided opportunities for students with different levels of Arabic proficiency to exchange ideas, negotiate meaning, and construct knowledge collectively. Therefore, collaboration observed during classroom implementation was not incidental but resulted from deliberate instructional planning.

The integration of contextual materials and collaborative learning also demonstrates that planning was designed to encourage meaningful learning rather than memorization of linguistic forms. By connecting Arabic language instruction with authentic issues in Islamic economics, students were encouraged to understand vocabulary and expressions within realistic academic contexts. This contextual orientation strengthened students' engagement because they recognized the practical usefulness of Arabic in their disciplinary studies. Consequently, planning contributed not only to instructional organization but also to improving students' motivation, participation, and learning readiness.

These findings corroborate previous studies reporting that systematic instructional planning improves the effectiveness of Arabic language learning management (Hadziq et al., 2025) and enhances instructional quality through careful alignment of objectives, materials, and assessment (Ardianysah et al., 2024). However, the present study extends previous research by providing empirical evidence that planning in Arabic for Economics learning integrates educational management principles with the Arabic for Specific Purposes framework. While earlier studies generally discussed management functions or ASP separately, this study demonstrates how managerial planning becomes the mechanism through which discipline-based Arabic instruction is operationalized within an Islamic Economics curriculum.

Overall, the findings suggest that effective planning is not merely a managerial requirement but a pedagogical strategy that determines the quality of Arabic for Economics learning. The integration of George R. Terry's planning function with the Arabic for Specific Purposes approach illustrates that instructional management can effectively translate students' disciplinary needs into learning objectives, instructional activities, learning resources, and assessment practices. This integration constitutes the principal contribution of the present study and provides a

practical reference for designing Arabic for Specific Purposes courses in higher education, particularly in programs that require close integration between language learning and disciplinary knowledge.

Organizing

The findings indicate that the organizing function in Arabic for Economics learning was implemented through systematic classroom management, student grouping, allocation of learning activities, utilization of instructional media, and effective time management. The lecturer intentionally organized heterogeneous learning groups, assigned collaborative tasks, and managed classroom activities according to students' levels of Arabic proficiency. This organization enabled students to participate actively in discussions, presentations, and problem-solving activities while learning Arabic within the context of Islamic economics. Student interview data also revealed that collaborative classroom organization helped them understand Arabic economic terminology more effectively because they could exchange ideas and receive assistance from their peers during learning activities.

These findings suggest that organizing is not merely concerned with arranging classroom activities but functions as a managerial strategy that transforms instructional planning into effective learning practices. The systematic coordination of students, learning resources, instructional media, classroom activities, and learning time ensured that the objectives formulated in the Semester Learning Plan (RPS) could be implemented efficiently. This finding is consistent with George R. Terry's perspective that organizing is the managerial process of coordinating human and material resources to achieve predetermined objectives. In the present study, organizing was reflected in the lecturer's ability to coordinate classroom interaction, learning resources, and instructional activities so that Arabic for Economics learning became structured, interactive, and conducive to achieving the intended learning outcomes.

An important finding of this study is the implementation of heterogeneous grouping and peer tutoring to accommodate differences in students' Arabic language proficiency. Students with stronger language competence were intentionally grouped with those who experienced greater learning difficulties, allowing collaborative problem-solving and mutual academic support during classroom activities. This finding reflects the principles of cooperative learning proposed by Johnson and Johnson (Johnson & Johnson, 2018) which emphasize that positive interdependence, individual accountability, and collaborative interaction improve both academic achievement and students' social competence. The effectiveness of group work observed in this study therefore resulted not simply from placing students into groups but from deliberate classroom organization that encouraged meaningful collaboration throughout the learning process.

The organization of collaborative classroom activities further reflects Vygotsky's social constructivist perspective (Vygotsky, 2019), which emphasizes that knowledge is constructed through interaction with teachers and peers. The empirical findings show that discussions, brainstorming sessions, presentations, and peer tutoring enabled students to negotiate meaning, exchange knowledge, and gradually understand Arabic economic terminology. Students with lower levels of Arabic proficiency benefited from interactions with more capable classmates, allowing them to develop their understanding through collaborative learning experiences. These findings are consistent with Lestari et al., (2024) who reported that collaborative learning and peer interaction significantly improve students' participation, comprehension, and confidence in Arabic language learning. Therefore, classroom interaction in this study functioned not merely as a communication strategy but as an instructional mechanism that supported students' cognitive

development through collaborative learning.

Another important aspect of organizing identified in this study is the lecturer's management of instructional time and classroom atmosphere. Learning activities were systematically organized into opening activities, vocabulary introduction, collaborative discussions, presentations, reflection, and evaluation. Brainstorming and ice-breaking activities were also incorporated to maintain students' attention and motivation throughout the lesson. These organizational decisions created a classroom environment that encouraged active participation while ensuring that every stage of learning was completed within the allocated instructional time. Consequently, organizing contributed not only to improving instructional efficiency but also to maintaining students' engagement during Arabic for Economics learning.

The findings of this study are consistent with previous research showing that effective classroom organization can enhance student participation and collaboration in Arabic language learning (Ardianysah et al., 2024). However, this study extends previous findings by demonstrating how the organizing function is specifically implemented in Arabic for Economics learning. Whereas previous studies have generally focused on classroom management in Arabic language learning in general, this study shows that organizing in the context of Arabic for Economics requires not only the arrangement of language learning activities but also the integration of language materials with the content of Islamic economics. Thus, the organization of learning is directed not only toward developing students' Arabic language competence but also toward enabling them to understand and use terminology and concepts related to Islamic economics in a contextual manner.

Overall, the findings suggest that organizing functions not only as a managerial activity for coordinating classroom resources but also as a pedagogical strategy for creating collaborative, inclusive, and discipline-oriented learning. By integrating George R. Terry's organizing function with cooperative learning theory and Vygotsky's social constructivist perspective, this study demonstrates that effective classroom organization enables students with diverse linguistic backgrounds to learn collaboratively, participate actively, and develop Arabic competence within authentic Islamic economic contexts. This integration constitutes an important contribution of the study to the implementation of Arabic for Specific Purposes in higher education.

Actuating

The findings demonstrate that the actuating function in Arabic for Economics learning was implemented through active, communicative, and practice-based instruction. The learning process was not limited to theoretical explanation but involved students in various activities, including reading Islamic economic texts, listening to Arabic materials, discussing economic concepts, presenting ideas, and practicing speaking. The lecturer integrated cooperative learning, contextual instruction, and discovery learning to encourage students' active involvement in using Arabic within Islamic economic contexts. These findings indicate that actuating functions as the process of transforming instructional planning into meaningful classroom practices that develop students' linguistic competence and disciplinary understanding.

This finding confirms George R. Terry's management perspective that actuating involves directing, motivating, and guiding members to perform activities effectively in order to achieve organizational objectives. In this study, the actuating function was reflected through the lecturer's role in guiding students, creating a communicative learning atmosphere, providing motivation, and facilitating continuous language practice. The lecturer did not merely deliver Arabic materials but actively encouraged students to participate, interact, and gradually develop confidence in using Arabic for academic purposes.

The integration of Arabic materials with Islamic economic topics demonstrates the implementation of Arabic for Specific Purposes (ASP) (Yang et al., 2023). The findings show that students learned Arabic through contextual materials such as Islamic banking, Islamic marketing, and Islamic business transactions rather than general Arabic topics. This approach enabled students to acquire vocabulary and expressions directly related to their academic discipline. Therefore, Arabic learning became more meaningful because linguistic competence was developed alongside students' understanding of Islamic economics.

The implementation of cooperative learning through group discussions, presentations, and case-based activities reflects the principles proposed by Johnson & Johnson (2018) who emphasize that collaborative learning enhances interaction, responsibility, and academic achievement. The findings show that group activities allowed students with different levels of Arabic proficiency to support one another, exchange ideas, and practice economic terminology together. Thus, cooperative learning was not merely a teaching technique but a strategy to create active participation and peer support during the learning process.

Furthermore, the communicative classroom environment supports Brown and Lee's Communicative Language Teaching perspective (Brown & Lee, 2025), which emphasizes that language learning becomes more effective when students actively use the target language through interaction and communication. In this study, students practiced Arabic through question-and-answer activities, presentations, conversations, and discussions. These activities provided opportunities for students to move beyond passive understanding toward practical language use in academic situations.

The findings also provide empirical evidence for Krashen's Input Hypothesis (Bailey & Fahad, 2021). The lecturer introduced Islamic economic vocabulary gradually before students engaged with reading texts, listening materials, and classroom communication. This sequence provided comprehensible input because students received language exposure that was connected to their existing knowledge while gradually introducing more complex Arabic expressions. The audio materials, vocabulary exercises, and contextual texts therefore represented input at the level of $i+1$, enabling students to develop their Arabic competence progressively.

In addition, the use of discovery learning through sentence analysis, searching for terminology meanings, and constructing Arabic sentences independently reflects Bruner's constructivist theory (Rannikmäe et al., 2020). Students were encouraged to discover language patterns and construct understanding through guided exploration rather than relying only on lecturer explanations. This process strengthened students' ability to analyze Arabic structures and apply them in Islamic economic communication.

Although the learning process was implemented effectively, this study also identified several challenges, including differences in students' initial Arabic proficiency, limited mastery of economic vocabulary, and low confidence in speaking Arabic. To address these challenges, the lecturer implemented peer tutoring, group discussions, gradual practice, and continuous motivational support. These strategies helped students receive support in understanding the learning materials, increased their opportunities to practice, and strengthened their confidence in using Arabic. This finding is consistent with Hadziq et al., (2025) who found that systematic and communicative Arabic language instruction can enhance learning effectiveness and encourage active student engagement.

Overall, this study demonstrates that the actuating function in Arabic for Economics learning is not only related to implementing classroom activities but also involves motivating students, providing meaningful input, facilitating interaction, and guiding knowledge

construction. The integration of George R. Terry's management perspective with ASP, cooperative learning, communicative language teaching, Krashen's Input Hypothesis, and Bruner's constructivism represents the contribution of this study in explaining how management and language learning theories operate together in Arabic for Specific Purposes instruction within Islamic Economics higher education.

Controlling

The findings demonstrate that the controlling function in Arabic for Economics learning was implemented through continuous monitoring, evaluation, feedback, and follow-up activities. The lecturer monitored students' learning progress through classroom observation, assignments, quizzes, presentations, portfolios, midterm examinations (UTS), and final examinations (UAS). The evaluation process was not only focused on measuring students' final achievement but also on observing their learning development, participation, discipline, cooperation, and ability to apply Arabic within Islamic economic contexts. These findings indicate that controlling functioned as a continuous improvement mechanism that enabled the lecturer to identify learning difficulties and adjust instructional strategies according to students' needs.

These findings confirm George R. Terry's perspective that controlling is the managerial process of ensuring that activities are implemented according to predetermined plans and objectives. In this study, controlling was reflected through the lecturer's efforts to monitor students' understanding, evaluate learning outcomes, provide feedback, and conduct follow-up guidance. The lecturer did not consider assessment merely as a final measurement tool but as an instrument for improving the learning process. Therefore, controlling in Arabic for Economics learning functioned as a reflective process that connected evaluation results with instructional improvement.

An important finding is that the evaluation system incorporated various forms of assessment, including written assignments, presentations, quizzes, classroom participation, and performance-based activities. This approach indicates that assessment was designed to evaluate students' comprehensive Arabic competence rather than only their knowledge of grammatical rules. These findings support the concept of authentic assessment proposed by Santrock (Abdullah et al., 2024), which emphasizes that effective assessment should evaluate students' processes, skills, and overall development through meaningful learning activities. In this study, students' ability to present ideas, participate in discussions, and use Arabic terminology related to Islamic economics became important indicators of learning achievement.

The implementation of continuous feedback and academic guidance also reflects the importance of formative evaluation in language learning. The findings show that the lecturer provided corrections, explanations, and suggestions after assignments, presentations, and classroom activities. This feedback helped students identify their weaknesses and gradually improve their Arabic skills. Such findings are consistent with Fauzi & Anindiati (2021) who found that continuous monitoring and constructive feedback can increase students' motivation and improve Arabic speaking competence. Therefore, controlling in this study was not implemented as a form of supervision only, but also as a supportive process that encouraged students' continuous development.

Furthermore, the use of portfolios, projects, presentations, and performance-based evaluation demonstrates that controlling was oriented toward measuring students' practical language abilities. This finding is supported by Fauziyah et al., (2025) who reported that authentic assessment through portfolios, projects, and presentations can improve students' motivation and communication competence in Arabic learning. Similarly, Mulyani et al., (2025) emphasized that

contextual and continuous assessment through projects, presentations, and portfolios enhances the effectiveness of Arabic learning because students are evaluated based on their ability to apply language knowledge in meaningful situations. In the context of this study, such assessment practices enabled lecturers to evaluate not only students' linguistic knowledge but also their ability to use Arabic in Islamic economic communication.

The findings also reveal that controlling contributed to overcoming learning challenges, particularly differences in students' initial Arabic proficiency and limited confidence in using Arabic. Through regular monitoring and feedback, the lecturer was able to identify students who required additional support and provide appropriate assistance through guidance, repeated practice, and collaborative activities. This demonstrates that controlling was closely connected with other POAC functions because evaluation results became the basis for improving subsequent learning strategies.

The present findings are consistent with previous studies showing that effective evaluation and monitoring improve the quality of Arabic language learning management. However, this study extends previous research by demonstrating how the controlling function operates within Arabic for Economics learning through the integration of management principles and language education approaches. Unlike assessment practices that focus primarily on final achievement, this study shows that controlling functions as a continuous cycle of monitoring, reflection, feedback, and instructional improvement.

Overall, the findings indicate that the controlling function plays an essential role in ensuring the effectiveness and sustainability of Arabic for Economics learning. Through systematic monitoring, authentic assessment, continuous feedback, and follow-up guidance, the lecturer was able to support students in developing Arabic competence within the context of Islamic economics. The integration of George R. Terry's controlling function with authentic assessment principles contributes to a broader understanding of how educational management can support the implementation of Arabic for Specific Purposes in higher education.

CONCLUSIONS | خاتمة | SIMPULAN

This study concludes that the management of Arabic for Economics learning in the Islamic Economics Study Program was effectively implemented through George R. Terry's four managerial functions: planning, organizing, actuating, and controlling. The planning function ensured the alignment of learning outcomes, instructional materials, teaching strategies, learning media, and assessment with students' academic needs through the application of the Arabic for Specific Purposes (ASP) approach. The organizing function optimized classroom management by coordinating learning resources, forming heterogeneous learning groups, and facilitating collaborative learning activities. The actuating function translated instructional planning into active, communicative, and contextual learning by integrating Arabic language skills with Islamic economics content. Meanwhile, the controlling function ensured continuous instructional improvement through systematic monitoring, authentic assessment, constructive feedback, and follow-up actions based on evaluation results. Collectively, these four functions established an integrated instructional management system that enhanced students' Arabic language competence while strengthening their understanding of Islamic economics.

The findings further demonstrate that the effectiveness of Arabic for Economics learning depends not only on the implementation of managerial functions but also on their integration with contemporary language learning theories. The application of Arabic for Specific Purposes (ASP), cooperative learning, Vygotsky's social constructivism, Communicative Language Teaching,

Krashen's Input Hypothesis, Bruner's constructivism, and authentic assessment reinforced the effectiveness of each POAC function in supporting discipline-oriented language learning. This integration enabled students to learn Arabic not merely as a foreign language but also as a medium for understanding and communicating Islamic economic concepts in authentic academic contexts. Therefore, this study contributes theoretically by extending the application of George R. Terry's management model within Arabic for Specific Purposes instruction and demonstrating how educational management and language learning theories can be integrated synergistically to improve contextual, collaborative, and professionally oriented Arabic language learning in higher education.

Practically, the findings provide important implications for policymakers in Islamic Economics Study Programs and higher education institutions offering Arabic for Specific Purposes courses. Islamic Economics Study Programs are encouraged to integrate the Arabic for Economics curriculum with core Islamic economics courses, ensuring that Arabic language instruction directly supports graduate learning outcomes and students' academic and professional competencies. In addition, study programs are recommended to develop Arabic for Economics modules based on contemporary Islamic economics corpora, utilizing authentic resources from Islamic banking, Islamic finance, zakat management, the halal industry, and Islamic business transactions as instructional materials and authentic assessment resources. Higher education institutions should also strengthen lecturers' competencies through continuous professional development in Arabic for Specific Purposes pedagogy, collaborative learning strategies, and authentic assessment practices. Future research is recommended to evaluate the effectiveness of the integrated curriculum and corpus-based instructional modules in improving students' academic and professional communication competence, as well as to examine the applicability of the integrated POAC–ASP instructional management model across other Arabic for Specific Purposes contexts in higher education.

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