Arabic Language Learning Management in Improving the Language Proficiency of STEI Permata Bojonegoro Students

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ABSTRACT

This study aims to examine the implementation of Arabic language learning management in order to enhance the language skills of MTs students at STEI Permata. Data were collected through interviews and documentation. The findings indicate that the four core management functions—planning, organizing, implementing, and evaluating—have been effectively carried out. The planning function includes coordination, time allocation, development of annual and semester programs, as well as syllabus and lesson plan formulation. The organizing function involves placement tests, scheduling for both regular and special classes, and the assignment of teachers based on their competencies. The implementation is conducted by adapting teaching techniques to students' language proficiency levels. The evaluation function is carried out by assessing both the process and outcomes of each language skill (maharah). Supporting internal factors include the active participation of special class students in completing assignments, while external factors consist of student placement based on academic ability and teachers' readiness to adjust learning strategies during the pandemic.

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1. INTRODUCTION

Education is a process that is carried out consciously and systematically to create a learning environment that supports the development of students' potential as a whole. Through this process, students are expected to be able to form a complete personality, including religious spirituality, the ability to control themselves, intellectual intelligence, noble morals, and skills relevant to the needs of individuals, society, nation, and the state (Law Republic Indonesia No. 20 Year 2003.)

In the formal education structure in Indonesia, Islamic Religious Education (PAI) is one of the important components that aims to equip students to understand and practice Islamic religious teachings comprehensively. This education not only forms religious students, but also encourages them to be able to play an active role in society based on Islamic values (Regulation Minister of Religious Affairs Republic Indonesia Number 13 Year 2004).

However, learning Arabic is inseparable from various challenges, especially because the language is not the mother tongue for the majority of students and teachers. This makes Arabic a foreign language that is not used in daily interactions in the madrasah environment. Difficulties in learning can come from linguistic aspects, such as phonetics, grammar, syntax, semantics, and inappropriate teaching methods. In addition, there are also non-linguistic factors that influence, such as socio-cultural conditions, historical backgrounds, and motivation and competence issues of teachers and students (Nandang S.H, 2012)

Although these challenges are quite complex, the success of learning Arabic remains the main goal to be achieved. For this reason, it is necessary to implement planned and structured learning management, including aspects of planning, organizing, implementing, directing, and evaluating. The implementation of effective learning management is expected to be able to improve the quality and outcomes of Arabic learning in a sustainable manner in the madrasah environment.

2. METHOD

This research uses a type of field research with a qualitative approach. The main focus of this approach is on descriptive data obtained from oral and written narratives, as well as real behavior of subjects observed directly in the field. Data collection was carried out through interview and documentation techniques. The interview process is conducted in depth in a semi-structured format, which provides room for flexibility in extracting information from informants. This technique is equipped with the collection of various supporting documents, including academic calendars, lesson schedules, lesson implementation plans (RPP), teacher and student handbooks, and assessment results documents (Yufrinalis & Syamil, 2023)

The data that has been collected is analyzed descriptively through three stages, namely data reduction, data presentation, and conclusion drawn. Data reduction is carried out by sorting out relevant and significant information according to the focus of the research. Data presentation aims to organize information so that it can be interpreted clearly, while drawing conclusions is based on patterns and meanings that emerge from the overall data. To ensure the validity and validity of the data, triangulation techniques are used both in terms of methods and data sources. This approach allows for cross-verification between interview data and documentary data, to improve the reliability of research findings (Sugiyono, 2017)

3. FINDINGS AND DISCUSSION

1. Arabic Language Learning Management and Language Proficiency Improvement

Management is an important element in the implementation of every activity, including in the learning process. Without well-organized management, learning objectives will be difficult to achieve effectively and efficiently. The four main functions of education management include planning, organizing, mobilization (implementation), and supervision. The successful implementation of these functions is an indicator of the quality of learning management. An imbalance in one of the functions can hinder the achievement of optimal results (Fitriani et al., 2022)

This discussion describes the results of research on the implementation of Arabic language learning management in supporting the improvement of students' language competence, which is explained as follows:

1. Arabic Learning Planning

Learning planning is a strategic and anticipatory first step in designing directions, approaches, and teaching systematics to achieve the effectiveness of the learning process. Ideally, this process is carried out before the school year begins and includes a number of important documents such as the annual program, semester program, Semester Learning Plan (RPS), academic activity schedule, formulation of instructional objectives, teaching methods, selection of teaching media, and relevant evaluation systems (Suryani, 2021).

In addition, comprehensive planning should also include the stages of analyzing learning needs to understand the initial competencies of students. This process is continued with the formulation of learning outcomes, syllabus development, selection of contextual teaching strategies, and the design of targeted evaluation instruments. In some contexts, the preparation of post-evaluation follow-up plans (RTTL) is also important to overcome gaps in the achievement of learning outcomes. All of these stages are important foundations in building adaptive, directed, and quality learning in higher education environments and pesantren-based educational institutions (Harianto, 2024).

2. Organizing Learning Activities

Organizing is done to divide tasks, assign roles, and organize teaching workflows. In this context, students are grouped based on academic abilities obtained from the results of initial observation and assessment. This approach helps lecturers adapt the method to the characteristics of students so that the learning process is more focused and meaningful (Setyaningsih et al., 2021).

3. Learning Implementation

The implementation of learning in Arabic lectures is generally directed to equip students with mastery of basic vocabulary and dialogue skills. Nevertheless, learning activities are still aimed at the development of four main skills in Arabic, namely listening (istima'), speaking (kalam), reading (qira'ah), and writing (kitabah). The teaching and learning process is often carried out with an integrative approach, where one learning session can involve several skills at once, such as istima' combined with qira'ah or kalam. (Hasna, 2016).

In addition, the variety of teaching methods is considered important not only to enrich the student learning experience, but also to increase the professionalism of lecturers and avoid boredom in the learning process. This integrative strategy is more often applied to special classes, which are designed from the beginning to produce higher quality outputs than regular classes.

In regular classes, students usually practice by listening to dialogue from the text, reading, and repeating conversations as written. On the other hand, in special classes, students are encouraged to develop dialogue creatively and contextually. For example, when discussing the conversation between Farhan and Farid, students were invited to adjust the content of the conversation to the actual situation such as the pandemic, where the tradition of visiting each other during Eid al-Fitr turned into staying at home to maintain health.

The istima' learning process is also facilitated through digital media, such as voice recordings made by lecturers based on dialogues in modules. The recordings are then shared in class groups so that students can listen to them independently. For kalam skills, students are asked to record their own dialogue text readings or practice hiwar through online video calls, which is an effective approach in honing speaking skills (Ariyanti & Shaykh Abdurrahman Siddik, 2021).

Qira'ah learning is focused on simple texts with themes that are relevant to students' daily lives. Learning strategies include reading-pointing, reading-interpreting, and reading-telling. The first technique requires students to point to words that they have not understood while reading, the second technique involves translating certain words or sentences, while the third technique requires students to retell the content of the text in their own language.

The writing skills (kitabah) are developed through several approaches, including the composing-writing technique, where students are asked to arrange random words into meaningful sentences and write them down. Another technique is translation-writing, which is translating sentences from Indonesian into Arabic in writing. These strategies have been shown to be effective in increasing student productivity in writing-writing skills.(Nandang S.H, 2012)

4. Learning Evaluation

Evaluation in learning Arabic includes four main skills, namely the ability to listen (istima'), speak (kalam), read (qira'ah), and write (kitabah). In regular classes, students' listening skills are usually

tested through question-and-answer techniques. Meanwhile, speaking ability is observed through students' verbal interactions both with fellow friends and with teachers.　(Suryani, 2021)

For reading skills, students are asked to read aloud the simple text from the learning module. The writing skills are honed with imla' activities, namely lecturers dictate texts which are then rewritten by students as writing exercises and assessments.

This assessment process is carried out in all classes, both regular classes and special classes. The main difference lies in the level of complexity and depth of the task assigned. In specialized classes, for example, the questions asked in the istima' evaluation tend to be more contextual. Speaking skills are also observed from speech activities or student presentations in front of the class, not only from daily conversations. (Laila Laila et al., 2024)

Reading ability in a special class is evaluated through readings from modules as well as additional readings such as Al-'Arabiyyah li an-Nāshi'īn. Meanwhile, writing skills are expanded from just imla' to practice, insha', namely compiling essays with certain themes. Special class students are even directed to write essays independently, different from regular classes that still rely on paired work. (Ariyanti & Shaykh Abdurrahman Siddik, 2021)

All learning activities are constantly monitored and reviewed periodically. The annual evaluation is carried out as an effort to identify deficiencies and formulate improvement measures for the future. This activity is usually carried out through an evaluation and coordination meeting forum between educators as part of continuous supervision.

2. Supporters and Inhibitors of Arabic Language Learning Management for Language Proficiency Improvement

The application of Arabic language learning management is influenced by various factors that are supportive and inhibiting. One of the significant supporting factors is the existence of a system of grouping students based on their academic ability. The classification into regular classes and special classes provides flexibility for lecturers to adjust teaching materials and learning strategies. It also makes it easier to implement more focused and effective teaching. In addition, the responsiveness of lecturers in redesigning lesson plans is an important element that supports the smooth teaching and learning process. The active role of students, especially from special classes, is also reflected in the high level of participation in completing assignments, including when learning is conducted online (Harianto, 2024)

However, the implementation of learning management is inseparable from challenges. One of the main obstacles is the adjustment of the Semester Learning Plan (RPS) to the pandemic situation and changing policies from the Ministry of Education. This adaptation had affected the readiness of lecturers in managing classes, although in the end it could be overcome. From the student side, it was found that some students, especially from regular classes, still had difficulty reading Arabic texts fluently. This certainly has an impact on the effectiveness of learning. To overcome this, lecturers take the initiative to provide remedial guidance to improve the student's competence (Dacholfany et al., 2024)

In summary, the supporting factors come from internal and external. From the internal side, among others, the enthusiasm of special class students and the responsiveness of lecturers in responding to changes. Meanwhile, from the outside, the placement of students according to their academic abilities is an important factor. The internal obstacles include the low activity of some students in completing assignments and the lack of fluency in reading Arabic texts. External barriers include changes in the learning environment situation that affect the readiness of teaching staff.

These facts underscore the importance of improving the quality of education through professional learning management, the application of modern learning technology, and the active role of all elements, including the family. As emphasized by the success of education, it is greatly influenced by professional management, competent human resources, and technology-based learning approaches and actual needs. (Laila Laila et al., 2024)

Table 1 Supporters and Inhibitors of Arabic Language Learning Management

Category	Description of Factors	Types of Factors	Impact on Learning
Student Participation	Special class students are active and disciplined in completing assignments	Internal Support	Improve engagement and quality of material comprehension
	Students in regular classes are less active and have difficulty reading texts	Internal Inhibitors	Hindering the smooth learning and discussion process
Lecturer Performance	Lecturers are agile and adaptive in adjusting teaching methods	Internal Support	Adapting learning to the needs of students
Placement System	Students are placed based on academic ability	External Support	Supporting the efficiency and effectiveness of the learning process
Learning Environment	Changes in the environment have an impact on teacher readiness	External Support	Decreased consistency and readiness in teaching

The existence of various internal and external factors that act as supporters and obstacles in the implementation of Arabic language learning indicates the importance of optimizing the quality of education in a sustainable manner. Lecturers who are able to adapt to the dynamics of the learning process and readiness to apply methods that are in accordance with student characteristics are vital components in supporting learning effectiveness. In addition, the policy of placing students based on initial competencies also strengthens a more directed learning process. On the other hand, the lack of active participation of students, especially in regular classes, as well as the lack of active participation of students, as well as the lack of active participation of students.

limitations in understanding Arabic texts are a challenge that must be overcome immediately. Changes in the external environment that affect the readiness of teaching staff cannot be ignored. In situations like this, support from the surrounding environment, including the involvement of parents or guardians, is one of the important elements in encouraging students' academic success and supporting the creation of a conducive learning ecosystem. The quality of education is influenced by many factors, including the integration of information and communication technology in learning and the application of innovative pedagogical approaches. emphasizing that professional education management is an important component in supporting learning success. In addition, the quality of human resources which includes skills, knowledge, experience, and professionalism also greatly determines the effectiveness of the implementation of education management. (Nurfatimah et al., 2022)

4. CONCLUSION

The implementation of the four main functions in Arabic language learning management—namely planning, organizing, implementing, and supervising—has been systematically implemented to support the improvement of students' language skills. The planning function is realized through the preparation of learning documents such as syllabus, RPS, annual and semester programs, as well as timing and coordination between related parties. The organizing function runs effectively thanks to the implementation of placement tests, scheduling between regular and special classes, and proportional distribution of lecturers.

The implementation function is reflected in the application of learning methods and techniques that are in line with the targeted language competencies. Meanwhile, the supervision function is carried out through a thorough evaluation of the learning process and outcomes in each language skill (maharah).

An internal factor that strengthens the implementation of management is the high active participation of students in special classes in completing assignments. As for the external side, student placement based on academic ability and lecturers' responsiveness in adjusting learning strategies during the pandemic is a significant supporting factor. On the contrary, the low participation of students in regular classes and the lack of fluency in reading Arabic texts are internal obstacles. On the other hand, external challenges also arise from environmental conditions that also affect the readiness of teachers to manage the classroom optimally.

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