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# Planning Management of *Takhaşşuş al-Lughah al-‘arabiyah* Program at The Al-Kamal Integrated Islamic Boarding School Blitar

## Alsuna: Journal of Arabic and English Language

### Abstract

**Purpose** - *This research describes the model, shape, planning process, and design of Takhaşşuş al-Lughah al-‘arabiyah Program at Al-Kamal Integrated Islamic Boarding School Blitar.*

**Design/methodology/approach** - *This research method uses qualitative research, with data in the form of descriptive. Data collection is used employing observation, interviews, and documentation.*

**Findings** - *The results of this study are as follows: 1). Takhaşşuş al-Lughah al-‘arabiyah Program uses a bottom-up planning model, where the concept of the idea of this activity is created and arranged by the language administrator and then coordinated by the chairman and the board of daily administrators, and approved by the caretaker of the cottage. 2). This form of program planning includes short-term and institutional. 3). The planning process is carried out optimally with clear activity procedures and is easily understood by the students. 4). Learning design is not like formal schools in general, so there is no standard competency and basic competence. The learning strategy uses a jigsaw system to enrich mufradāt or vocabulary by repeating the words that have been learned so that they are quickly memorized.*

**Originality/value** - *Knowing planning management of Takhaşşuş al-Lughah al-‘arabiyah Program is very important to be able to measure how good the administration of educational planning in this program.*

**Paper type** – *Research paper*

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## Introduction

In strengthening Arabic language learning programs, planning management is an essential part of the process. Because whether planning management is good or not will determine how much the learning program objectives are achieved. Kauffman said that

planning management could be defined as a process of determining goals or targets to be achieved effectively and efficiently (Fattah 1999). Furthermore, Fakry in (Sa’ud 2007) added that planning management is the process of formulating various policies and decisions that will be carried out in the future to achieve predetermined goals. From this, it can be concluded that planning management is a method or way to achieve educational goals effectively and efficiently (Usman 2006). The ideal management must prepare various strategies, such as determining the priority of needs (Hidayatullah 2018). In education planning management, determining the priority of needs is one aspect that must be considered. With good planning, it can be seen what things must be done first so that there is no confusion in making decisions and actions in implementing education.

In its function, planning management keeps the first and foremost functions of other management functions. Planning management has a role as a guide for the implementation, control, and supervision of education implementation (Somantri 2014). So that the management of this planning is a determinant of the success or not of an implementation of the learning program.

So far, planning management has become the main thing to watch. Because the management of this plan will be decisive in determining the steps and efforts to be taken to achieve the educational goal (Sindhunata 2001). This will have a good impact on determining the scale of priorities in meeting education needs.

*Takhaşşuş al-Lughah al-‘arabiyah* Program hereinafter abbreviated to “TLA program”, success in planning, managing, and developing its institutions into Arabic language courses under the auspices of Al-Kamal Integrated Islamic Boarding School is a very interesting thing to research. This program aims to equip and improve the skills and skills of new students in Arabic to be able to communicate actively and passively. These skills include speaking skills, writing skills, reading skills, and listening skills. In addition, TLA program has main programs in

developing the ability of students in the field of Arabic, namely: *muḥaḍarah*, *munāqashah al-Lughawīyah*, *Taqdīm al-qīṣṣah*, and *masrahīyah*. Therefore, knowing the planning management in this program is very important to be able to measure the spread of good education planning management in the program.

Good planning is the most likely planning to be implemented. Through this planning can be explained the goals to be achieved, the scope to be executed, who will be involved, what resources are needed, and the steps and methods chosen based on their urgency and priorities (Somantri 2014). All of that becomes a direction and guide in organizing education management to support the process of achieving goals and can also be used as a control tool about goals.

As for preparing a plan, four models can be chosen and become a benchmark of success, namely: a) bottom-up approach, the preparation of the plan of an activity that is started or proposed by the party that is at the down level to the party at the top level (top); b) top-down approach, the preparation of the plan of an activity that begins and is determined by the party at the top level (top) to be realized by the party at the down level (bottom); c) interactive approach, the preparation of the plan of an activity carried out jointly by parties at the top and down levels; d) dual-level approach, the preparation of the plan of an activity carried out by each party at the top level or down level which is ultimately carried out the alignment stage (Wiroyoputro 2008).

Manap Somantri said that education planning has three forms that are seen in terms of time, scope, and approach (Somantri 2014). These three forms of education planning are divided into several parts, such as: *First*, Reviewed in terms of time there are three parts; a). Long-term planning (between 11-30 years). b). Medium-term planning (between 5-10 years). c). Short-term planning (between 1-4 years). *Second*, In terms of its scope, there are three parts; a). Macro planning is a national one. b). Meso planning is at the regional or local level.

c). micro-planning, usually institutional in nature. *Third*, In terms of approach there are four parts; a). Integrated planning, b). Comprehensive planning, c). strategic planning, d). Operational planning.

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As we know, for the objectives of activities to be achieved, well-organized planning is needed and carried out through systematic process stages. Stages in carrying out the planning process, as follows: a) conducting forecasts; b) set goals; c) develop a program; d) scheduling; e) draw up a budget; f) develop procedures; g) establish policy interpretation. With the program by the aspects of existing planning, it can be ensured that the development of the Arabic language and art learning can be achieved well by the objectives (Siswanto 2010).

### **State of The Arts and Distinguish**

Based on the description above, then this research can be focused on two discussions, namely: How is the model of planning approach in TLA program in Al-Kamal Integrated Boarding School Blitar, and what is the process of planning management and learning design in TLA program at Al-Kamal Integrated Islamic Boarding School Blitar.

This research is supported by several previous studies that examine the planning management of the Arabic Language Program. Although the number is not much, this research can help and inspire the author in conducting this research. Those are:

First, an article entitled Management of Arabic Language Planning Based on 2013 Curriculum at SMAN 1 Aceh Barat. This research discusses the implementation of planning for learning Arabic based on the 2013 Curriculum using descriptive qualitative methods. The results of this study indicate that the implementation and effectiveness of planning management in learning Arabic in this school are quite good (Ninoersy, Za, and Wathan 2019).

Second, the article entitled Active Learning Planning Management at Al-Azhar Pare Arabic Language Course in Kediri. This study aims to describe the planning and design of

learning at the Al-Azhar course institute using descriptive qualitative research methods. The results obtained in this study are 1). Planning carried out by the Al-Azhar course institute is a type of project planning and top-down planning. 2). The learning design that is carried out is starting with a placement test, then determining the material according to the student's abilities, and finally evaluating (Rosyid et al. 2019). The two articles above both discuss planning management in learning Arabic. In addition, these two studies also use qualitative research methods, only the location or object of research is different. The author will later use these articles as a reference in making models and the author's research design on the management of the TLA program at the Al-Kamal Integrated Islamic Boarding School.

Third, an article entitled Character Education Strengthening Program Management in Elementary Schools. The purpose of this research is to describe the management of character education strengthening programs in schools. The results are five main points, namely: 1). The planning of this character education strengthening program has the following stages: observation, coordination meeting, preparing work program, program implementation, supervision, and evaluation, 2). The school development team assists the headmaster and school coordinator, 3). The program's implementation through four stages of activities, namely integration, cultivation, civility, and cooperation with parents, 4). The process of the monitoring program is done directly, 5). The evaluation of the program through four stages, namely drawing up an evaluation plan, supervising, processing data, and improvement meetings (Maisaro, Wiyono, and Arifin 2018).

## Method

The research method is the most essential part of a study. The results of a study are said to be valid if they go through a good and correct research method stage. In this research method, there are four stages that the researcher will describe, namely the type of research, data collection technique, data validation technique, and data analysis technique.

This research uses qualitative research. Bogdan and Biklen said that qualitative research has descriptive characteristics and data collected in the form of words or images, so it does not emphasize numbers (Sugiyono 2019). This study will describe the model of TLA program planning management approach at Al-Kamal Integrated Boarding School. The primary data comes from the results of interviews with the chairman of Arabic reinforcement. Meanwhile, secondary data is in the form of a guidebook for the strengthening of the Arabic language program at the Al-Kamal Integrated Islamic Boarding School.

The data collection techniques in this study were interview, observation, and documentation methods. The interview method is a conversation between two parties to obtain information (Moleong 2018). In this study, researchers conducted interviews with ‘ustādh Asyad Al-Ghifari, Head of TLA program at the Al-Kamal Integrated Islamic Boarding School about the planning model and management in this program. In addition, researchers also make observations and documentation to complement the interview data (Harsono 2008), namely through careful and real observations (Ainin 2010). This observation aims to observe firsthand how the implementation of the planning management model in TLA program at the Al-Kamal Integrated Islamic Boarding School. Next, the last method used by researchers is documentation. Documentation collects archives or writing related to the data needed to complete the data from interviews and observations, such as manuals, leaflets, and brochures (Arikunto 2010). At this stage, the researchers used documentation in the form of a guidebook for the strengthening of the Arabic language program.

After the data is collected, the next stage is the validity of the data. In qualitative research, findings or data can be declared valid if there is no difference between what researchers report and what happens to the objects studied (Sugiyono 2019). Triangulation in testing the credibility of data from various sources in various ways, and various times. In this study, data triangulation techniques were carried out by testing or comparing the data of interview results from the head of TLA program at The Al-Kamal Integrated Boarding School with the data contained in the Arabic Language Program handbook.

After the data is collected, the next stage is the validity of the data. Activities in data analysis qualitative research are conducted interactively through three stages, namely data reduction, display data, and conclusion drawing or verification (Miles 2014).

Reducing data means summarizing, and sorting, and selecting important data, along with patterns. In this study, we first recorded the results of interviews, observations, and documentation in the form of a summary, then we sort the data according to what we need. While the data display is a presentation of data that helps in understanding what happened and gives relationships to allow for conclusions. After reducing the data, we classify data and process the data following what we will examine, namely the planning management of the Arabic strengthening program. The last stage is conclusion drawing or verification. At this stage, the researchers concluded from the data that had been reduced and classified earlier. Then presented the results of the study in a complete and clear about the management of the planning of TLA program at the Al-Kamal Integrated Boarding School.

## **Findings and Discussion**

Researchers have reviewed the management planning program of *Takhaṣṣuṣ al-Lughah al-ʿarabiyah* following the focus of this study. The results of this study are based on

observations, interviews, and documentation in the field. Researchers will present the results of the research, as follows:

## **Planning Model of TLA program at the Al-Kamal Integrated Islamic Boarding School**

The TLA program of the Al-Kamal Integrated Islamic Boarding School is an Arabic language course program that students must follow to be able to speak actively using Arabic in all their daily activities at the Islamic Boarding School. This program is formed with the consent of all parties. The event design in TLA program is an idea created and compiled by the Al-Kamal Integrated Islamic Boarding School Language Management. Then, the results of this agreement are coordinated with the chairman and the ranks of the daily board and approved by the caretakers of the Al-Kamal Integrated Islamic Boarding School. So, this program can run well according to agreed procedures and can be accounted for by all parties concerned (Interview, Asyad Al-Ghifari Chairman of PPTA Language on November 30, 2020).

Meanwhile, the planning process conducted by the language administrator is the first stage in this program. Sugiyanto explained that arranging planning management takes a model approach that becomes the benchmark of success in running the planning management process (Wiroyoputro 2008). The approaching model in this program uses a bottom-up approach, which is the composition of an activity plan starting from the party that is at the lower level (down) to the party at the top level.

In this approach, there are two main perspectives: first, involving parties at the lower level (in this case, the language manager) in the selection, design, and implementation of the program. Second, give feedback on the program (legi, Rompas, and Pombengi 2015). That is, the language manager as the implementer understands very well how the process of the activity both in planning and practice in the field. Conceptually, all the designs in this program use a bottom-up approach, which starts from the language administrator, whose procedures

are then coordinated with the chairman and the board of daily administrators and approved by the boarding school caretakers.

Although the design of the program uses a bottom-up approach, in the technical level of the ‘asātīdh board, Markazī administrator, and caretaker of the boarding school is also the main goal of the program *Takhaṣṣuṣ al-Lughah al-‘arabiyah*. This is done so that this program can develop good Arabic language learning, to equip students to communicate actively under good and correct Arabic language methods.

### **Planning of TLA program at the Al-Kamal Integrated Islamic Boarding School**

The planning of TLA program is influenced by three forms of planning, namely in terms of time, scope, and approach dimensions. The elaboration is as follows: First, in terms of time, this program is classified as a short-term time dimension. Because this program is implemented once a year for 6 months. As for the time, it is held 2 (two) times a day, namely at 05.00-06.00 AM and at 05.00-06.00 PM. During this time, new students are required to use Indonesian while practicing the “*mufradāt*” or Arabic vocabulary that has been given by ‘asātīdh in their daily conversations.

Second, when it’s viewed in terms of its scope, this planning is classified as micro-planning. Micro planning is institutional in nature which includes various plans in a particular educational institution or unit (Somantri 2014). This program is institutional in nature because the participants only involve students in the Al-Kamal Integrated Islamic Boarding School. Third, from the perspective of its approach, this planning is classified as comprehensive planning. Because in this program, it is arranged systematically to form a complete and comprehensive unity. It is evident that this plan is intended for all new students at all levels, both advanced or “*al-‘ulā*” and intermediate or “*al-wuṣṭā*”.

Thus, the planning of TLA program is following what Usman said that in a plan must consist of three interrelated dimensions (Usman 2006). In this case, the time dimension is a reference time of a program or activity to be carried out, then the dimension of scope is a reference scale of participants who will participate and the dimension of the planning approach is the identification of the form of a program.

### **The Process of TLA program Planning at Al-Kamal Integrated Boarding School**

The TLA program can run well if it has a good planning process. The stages in carrying out the planning process of this activity are as follows:

**Forecast**, The formation of the TLA program is inseparable from the Al-Kamal Integrated Islamic Boarding School system which combines the traditional education system (salafiyah) and the modern education system (‘aṣrīyah). One of the characteristics of "modernity" in this Islamic Boarding School is the mastery of foreign languages in daily active communication. To support this, an Arabic language course program called *Takhaṣṣuṣ al-Lughah al-‘arabiyah* was held.

This program is organized by the Language Department (Mudabbir al-Lughah) Al-Kamal Integrated Islamic Boarding School, which is always held annually in the first semester. For 6 months, the students are coached and trained on how to use Arabic properly and correctly both actively and passively. The highlight of this activity is *taqrīr al-lughah* (language assignment). When the determination of this language has been implemented, then the new students were not allowed to use Indonesian or Regional language in active communication in the Islamic boarding school.

**Goal Setting**, As has been explained above, that the TLA program has a prediction, it means that this activity has also determined its objectives in its implementation. The general objective of this program is to equip new students to speak actively using Arabic, and develop

their potential in Arabic language arts. So, this program is expected to be able to explore the creativity of students in developing their abilities in the language field. The development of creativity in the field of Arabic is as follows:

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1. Muḥaḍarah is one of the superior products of the TLA program. This program aims to train students to be able to make speeches and orations in Arabic properly and correctly.
2. Munāqashah al-Lughawīyah is a students' debating activities that discuss a problem that has been determined by 'asātīdh using Arabic. Not only training to practice speaking skills but also this program trains students in good and correct logic and argumentation.
3. Taqdīm al-qīṣṣah or storytelling is a storytelling activity in Arabic. Here students are trained to play the character following the text of the guide that has been determined by the 'asātīdh council.
4. Masrahīyah is one of the student events to show his ability in terms of acting. Because in this activity, in addition to students are required to practice active communication using Arabic, students are also required to animate every character they play.

**Programming**, This stage is the most important stage performed by the Language Administrator of the Al-Kamal Integrated Boarding School. The reason is, at this stage, the language administrator begins designing the program activities, the results of which will be coordinated with the head and board of the daily board and approved by the boarding school caretaker.

The main targets in this program are three, namely: 1). students can speak actively by using Arabic under good and correct Arabic methods. For six months, new students will be required to participate in this activity. Hopefully, when this activity has been completed, the new students are already proficient in Arabic. 2). Students can channel their talents or talents

in developing skills or abilities in the field of Arabic. This skill will be trained by 'asātīdh council or language tutor in four main areas, namely muḥaḍarah, Taqdīm al-qīṣṣah, masrahīyah, and munāqashah al-Lughawīyah. In this field, the students are prepared to be able to compete in language competitions at both regional and national levels. 3). Develop responsive Arabic learning in the boarding school environment. That is, it is expected that this program can support the kafā'ah al-Lughawīyah students. Thus, these abilities will provide the main provision for students in studying the books of turāth al-islāmī.

**Scheduling**, is a stage that determines the timing of the activities of this TLA program. This activity is held every day 2 (two) times, namely when the morning at 05.00-06.00 AM before students enter formal school, and at 05.00-06.00 PM before madrasah ad-dīnīyah begins. In addition to that time, there is also intensive Arabic on Saturdays after formal school and Sundays from 09.00 AM to 04.00 PM. During this time, new students are required to use the Indonesian Language while practicing mufradāt or Arabic vocabulary that has been given 'asātīdh or Arabic tutor in daily conversation.

**Budgeting**, An activity can run well if it is supported by a good budgeting plan. In this planning and budgeting system, determine where the main sources of funds are obtained and for what needs these funds are spent. According to Asyad Al-Ghifari as the Language Administrator of the Al-Kamal Integrated Islamic Boarding School explained that these funds were taken from the parents of the students when registering their children before entering the boarding school. The funds, according to him, will be used to print the *Takhaṣṣuṣ al-Lughah al-‘arabiyah* guidebook, teacher salary, and the need to purchase equipment to support the learning system, such as markers, erasers, and so on.

**Procedure Development**, In each activity, of course, has been established a good procedure. This is done so that the activity can run systematically by not violating other policies or rules of the college. The TLA program implements a directed procedure through

top-down instruction based on a structural pattern, with the language administrator being the layer of the main basic concepts, which is then coordinated with the chairperson and caretaker of the boarding school as an advisory and protective board. Then the mature concept that has been approved by the boarding school caretaker will be implemented by the 'asātīdh council or the language tutor. Then, the 'asātīdh or language tutors carry out the TLA program for the students.

**Determination of Policy Interpretations,** In running a program, there must be a policy format that can ensure the continuity of the quality of the activity. It is hoped that the quality of teaching and learning in it will continue to improve (Seyfried, Ansmann, and Pohlenz 2019).

The TLA program is considered a legitimate, legal, and targeted activity. Because of its role in equipping new students so that they can communicate actively using Arabic, it is very influential in the Al-Kamal Integrated Islamic Boarding School environment. In addition, the role of resources in it has been held responsibly in determining or implementing policies to ensure the safe running of this program, and the targets that have been targeted can be achieved. With the format of a decision letter for the management of the TLA program from the leadership of the Islamic boarding school, proving that this program has been well-regulated, in a procedural manner, and the command direction funds can be controlled properly.

The planning management process has been performed by the stages. It means that the TLA program has been running by the objectives. As it is known that good planning is a plan that has the principles stated in the planning document on what should be implemented based on the description of the vision and mission; how to achieve it; who will carry it out; how location and time it takes; and how resources are needed (Paselle 2017).

## Learning Design of TLA program at the Al-Kamal Integrated Islamic Boarding School

This TLA program does not use the design of learning activities because it does not refer to the formal education curriculum so there is no standard of basic competencies and competencies.

The media used is MP3 as a support in the listening skill or mahārah al-‘istimā‘ and textbooks or guides the *Takhaṣṣuṣ al-Lughah al-‘arabiyah*. In addition, other supporting services are 1). Dormitory, with the dormitory in the environment of this boarding school, can make a language environment (*bī‘ah al-Lughawīyah*). So, this can support the students to immediately be able to speak using Arabic. 2). Classroom. This classroom is located in the dormitory of Al-Kamal Integrated Islamic Boarding School.

Evaluation is one of the modern approaches to educational development, where the impact of all that has been planned can be carried out properly according to educational goals (Jaunanto and Mahliatussikah 2020). The evaluation used in this program is test evaluation. Test evaluation is a form of evaluation that uses both written and oral exams as the instrument (Arifin 2011). The form of this evaluation uses a pretest and a post-test. Pretest evaluation is carried out by the teacher regularly at each start of the presentation of new material. The goal is to identify students' knowledge about the material to be presented. This evaluation is short and does not require a written instrument. While the post-test is an evaluation activity carried out by the teacher at the end of each material presentation or the end of the school year. The purpose of this test is to measure how far the student's ability from the material that has been taught (Hassan, Venkateswaran, and Nadarajah 2021).

Technically, 2 exams are carried out in this post-test, namely the oral exam and the written exam. The oral exam is carried out at the end of the school year by asking students to muḥādathah or to speak with their friends using Arabic according to the theme set by the

’asātīdh council or language tutor. While on the written test, the students work on the questions that have been made by the ’asātīdh council or the language tutor according to the theme they have taught at the end of the material or school year.

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In the learning process, this program chooses a varied and interesting learning model, such as the guided learning model, where the teacher provides the vocabulary or mufradāt to memorize and then sends it to the teacher at the next meeting. In addition, sometimes they also use the free guided conversation model, in which the students are given a certain topic and then the students practice it in front of the class and converse with their friends. Therefore, the learning program of the TLA program at the Al-Kamal Integrated Islamic Boarding School uses a varied model and an innovative oral learning model consisting of a question and answer model, memorizing dialogue, guided conversation, and free conversation.

The learning strategy used in this program is a jigsaw. This Jigsaw strategy aims to enrich vocabulary or mufradāt by repeating the words learned so that they are memorized quickly (Mustofa 2011). In addition, the students are also given Arabic language principles. This is expected so that the students when communicating daily use Arabic under their rules.

## Conclusion

According to the results of the above research and discussion can be concluded as follows: First, the *TLA program* uses a bottom-up planning model, which the concept of the idea of this activity is created and compiled by the language administrator and then coordinated by the chairman and the board of daily administrators, and approved by the caretaker of the boarding school. Second, this form of program planning includes short-term because it is implemented once a year and institutional in nature. Third, the planning process is done optimally and following standards, both in terms of forecasting, goal setting,

programming, scheduling, budgeting, procedural development, and policy interpretation. Fourth, the design of learning is not like formal schools in general, so there is no standard of basic competencies and competencies. The learning strategy uses a jigsaw system to enrich vocabulary or *mufradāt* by repeating the words that have been learned so that they are quickly memorized.

### Implications of Findings

This research has a limitation on the object of research, which is carried out only at one Arabic language course institution, namely the *TLA program* of the Al-Kamal Integrated Islamic Boarding School. So that the information obtained is limited and not diverse. This study suggests synchronous research using two Arabic language course institutions so that the data and information obtained are more varied and can be compared.

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