


## An Innovation in Planning Management for Learning Arabic at Islamic Boarding Schools

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### Abstract

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The purpose of this study: first, to find out the type of language boarding program at the Salafiyah Syafi'iyah Islamic Boarding School in Situbondo. Second, to find out the planning of programs offered in the language boarding house Salafiyah Syafi'iyah Sukorejo Situbondo. This study uses qualitative research with descriptive methods. The data collection is done by observation and interview with the head of the language boarding house. Data analysis in this study consisted of 3 stages: data condensation, data display, and conclusion drawing/verification. The results of this paper inform several things: 1) The type of activity: *mufrodat*, *al-barqi*, *khitobah* (*khitobah*, *khitobah rolling*, *khitobah akbar*), reading books, memorizing, insha', club studies, competitions (reading books by examining memorization from Arbain and mufrodat and mc traditions, reading news, advertisements, *khitobah*, debates, and drama). 2) Arabic language program in language boarding house using a SWOT analysis (strengths, weaknesses, opportunities, threats) with the type of short-term planning that is within a year in the form of operational plans to achieve long-term goals.

#### Kata kunci:

Perencanaan,  
Program Babasa Arab,  
Asrama Babasa,  
Pondok Pesantren

#### Abstrak

Tujuan penelitian ini; pertama, untuk mengetahui jenis program pesantren bahasa di Pondok Pesantren Salafiyah Syafi'iyah di Situbondo. Kedua, untuk mengetahui perencanaan program-program yang ditawarkan di Asrama Bahasa Pondok Pesantren Salafiyah Syafi'iyah Situbondo. Penelitian ini menggunakan penelitian kualitatif dengan metode deskriptif. Pengumpulan data dilakukan dengan observasi dan wawancara dengan kepala asrama bahasa. Analisis data dalam penelitian ini terdiri dari 3 tahap yaitu pematatan data, penyajian data, dan penarikan kesimpulan/verifikasi. Hasil tulisan ini menginformasikan beberapa hal: 1) Jenis kegiatan: *mufrodat*, *al-barqi*, *khitobah* (*khitobah*, *khitobah bergulir*, *khitobah akbar*), membaca buku, menghafal, insha', klub kajian, lomba (membaca buku dengan cara menelaah bafalan hadis Arbain dan mufrodat dan mc, membaca berita, iklan, *khitobah*, debat, dan drama). 2) program bahasa arab di asrama bahasa menggunakan analisis SWOT (*kekuatan*, *kelemahan*, *peluang*, *ancaman*) dengan jenis perencanaan jangka pendek yaitu dalam satu tahun berupa rencana operasional untuk mencapai tujuan jangka panjang.

## **INTRODUCTION**

Education is a human need that cannot be denied and is able to attract the interest of the wider community. Education is the main and planned effort to create a learning atmosphere and learning process so that students can actively develop spiritual abilities, self-control, character, intelligence, noble character, and skills needed by society, society, and the country (Rahmadani, 2019). Education is a deliberate effort on the part of parents which is always interpreted as arousing moral responsibility for all their actions (Ababneh, 2022; Aziz, Sebgag, Zuana, & Suryani, 2022; Muaad et al., 2022). So, they are competing to build a unique institution with its own characteristics.

Institutions with unique characteristics are not fostered by informal education. Objectives Non-formal education is responsible for achieving comprehensive objectives both in type, level, and scope (Komalasari, Arafat, & Mulyadi, 2020). It is in this capacity that multipurpose non-formal education emerges. With this educational program, human life is trying to be filled with religious values, beauty, morality, and meaning (Abdulahak, 2012). One of the important informal educations is language foundation (Aloudah, 2022; Khairy, Mahmoud, & Abd-El-Hafeez, 2021; Melki & Bitar, 2013; Yusri, Rahimi, & Wah, 2011). Because the human need for language seems to have become part of the life of the current generation or millennial generation as the main means of communication in human life, both individually and socially (Tamaji, 2018). However, they choose language institutions that have planning programs that can improve language acquisition easily and quickly. So every program must start with planning to achieve the goals as expected (Nira & Fauziah, 2021; Wahdan, AL Hantoobi, Salloum, & Shaalan, 2020; Wekke, 2015).

Its language boarding house is from informal education which is transmitted in foreign languages so that it becomes the spotlight and pride of the students of the Salafia Shafia Socorjo Situbondo Institute. The success of Language Boarding house in planning, managing, and developing all well-organized language program activities to improve Arabic language skills and abilities to be able to communicate passively or actively. These skills include listening skills, speaking skills, reading skills, and writing skills (Ilyasin, 2020). Mu'alim Wijaya's research also said that successful Arabic education reflects the balance between the concepts and implementation of a planned, organized curriculum with all elements of education and the community in harmony, and is evaluated continuously (Wijaya, 2017).

The language boarding house contains many well-known and well-planned Arabic language programs. This program is held in 4 pre-school grade levels, 1, 2, and 3. They have to use a foreign language every day. Classroom learning lasts for four days in the evenings and vocabulary in the morning (after dawn). Reading books, speaking in public exactly once a week on Thursday evenings, and midterm and end-of-term quizzes. Therefore, this program differentiates between boarding and other languages. To enter language boarding house is not easy, passing rather difficult exams with selections being held every year. (Interview. 01-10-2022)

The research that examines the implementation of non-formal education is Ishak research (Abdulahak, 2012), the results of this study are that the organizational management of the Al-Azhar Arabic course institution is still weak due to several limitations, such as the director of the Al-Azhar Arabic course does not have a clear organizational structure because it only gives oral assignments to each member and does not make a structure chart. organization for members makes the position between subordinates and leaders invisible (Rosyid, 2019). So that the setting system is less structured. The difference between the research location and the author's discussion

revolves around the management functions and the institution being studied. The informal institution studied in this study tends to have a program planning and design function in student language development.

Some studies say that software works well if it has a good layout. A good planning process is; 1) Setting tasks and goals: tasks are defined as what needs to be done, and goals are values that need to be obtained 2) having a vision and mission, 3) having a clear vision and mission, 4) monitoring and analysis determine what factors can be facilitating the achievement of goals (observation) Once known and collected, an analysis is carried out to determine which one to use, 5) Have a book or manual (Akbari & Satriadi, 2021)(Susanto, Ritonga, & Desrani, 2022). Researchers see good Arabic base abilities applied in the Salafiyah Syafi'iyah Situbondo Islamic Boarding School, the results of the interview also said that this good language acquisition was not obtained immediately from an easy process and there was an extended plan in the form of programs to improve their abilities student language. Therefore, based on this background researchers are interested in reviewing the programs implemented in this Islamic Boarding School and how Islamic boarding schools carry out planning management in implementing the program.

## **RESEARCH METHODS**

The research methodology used is qualitative and descriptive to obtain information or describe something being studied that cannot be obtained by measurement or statistics, for example, ideas, perceptions, opinions, etc. (Sugiyono, 2017). Data collection methods using observation interviews and documentation. During our observation, we went around to see and observe the situation in the language dormitory. Where the researcher saw the condition of the class, namely in the form of a shared dormitory which was moved to function as a class. he is a master of language boarding house, and the researcher also conducted interviews with other teachers who played a role in their program, namely around the planning of the various programs offered to students. Documents, the data we obtain from documents is in the form of handbooks on boarding house and masterminds of language.

Data Analysis Techniques for data analysis using model smiles and Huberman Which consists of three steps (Huberman, 1992): 1)Data Reduction: We first record the results of interviews, observations, and documents in summary form, then we sort and select the data according to what we need. 3) Verification: The next stage is the stage of drawing conclusions based on the results and data verification. As described above, the initial conclusions put forward are still tentative and will change if the evidence is found to support the next stage of data collection. The process of obtaining this evidence is known as data verification. If the conclusions put forward at the initial stage are supported by strong evidence in the sense that they are in accordance with the conditions found when the researcher returns to the field, then the conclusions obtained can be trusted.

## **RESULTS AND DISCUSSION**

### **Results**

Based on interviews, observations, and documentation, the researcher was able to explain that there are many interesting programs at the Language Boarding house of the Salafiyya Syafi'i boarding school that can improve students' Arabic language skills and good planning. (Interview: 10-10-2022). The results of the documents carried out by researchers, this is the vision of language

boarding program, including 1) creating human resources capable of foreign languages (Arabic-English), 2) increasing the competitiveness of Islamic boarding school education, 3) creating students who are able to keep up with the times.

In the next stage after the formation of the vision, the vision will be developed into several missions. The mission is a choice or path that has been chosen (the selected path) by an educational institution or organization for students or their community. As a result of the documents carried out by researchers, this is the task of language boarding house, including 1) facilitating communication with all levels of society, 2) improving quality in following up the process of formal education, and 3) improving quality according to scientific and technological developments. The objectives of this language boarding house are 1) easy, fast, and accurate fulfillment of wishes, 2) easy access, and 3) easy to keep abreast of technological developments.

There are two types of programs in language boarding house, including:

**Table 1 search results (Education Department)**

<b>Number</b>	<b>Software type</b>	<b>Program topics and activities</b>	<b>time and place</b>	<b>Target</b>
1	Lightning	- Teacher - Reciting Qur'an	Al- Every day after Maghrib in the classroom	Able to read the Qur'an in accordance with the rules of tajwid
2	Reading book	- Change the deposit for the teacher - Book of forty hadiths and ship success	Thursday evening / 60 min in the classroom	Able to read books excellently and understand the content
3	Cohort study	- murid-murid - Study with friends	Monday Class in the mosque or class	Train mentally, speak and increase vocabulary
4	Teaching and learning	- students and teachers	Saturday, Sunday, two years. In the classroom	Train mentally, speak and increase vocabulary

The table above represents the program section of education because this activity is formally carried out in the classroom and is a mandatory activity for Islamic boarding schools. Specifically, at the Salafiyah Syafi'iyah Sukorejo Islamic Boarding School, Situbondo, the requirement for formal education for a pesantren must be within the pesantren environment itself, and may not be outside the pesantren. Then there must be a recitation of the yellow book, besides being allowed to add other scientific materials. These requirements have been stipulated in the Islamic Boarding School Law which is often referred to as Arkanul Ma'had, which amounts to 5 requirements for the establishment of Islamic boarding schools, one of which is the recitation of the Yellow Book or Dirasah Islamiyah. However, the Language boarding house of the Salafia

Syafi'i also has a special program in language activities to support student competence. This activity is a mandatory language activity. The activities are as follows:

**Table 2 Search Results (Language Section)**

No	Software type	Program topics and activities	Time and place	Target
1	vocabulary	- language section - 4 tasks per day	- From Monday to Thursday after the morning - In pages / 15 min	To enrich vocabulary to support other learning.
2	build	- language - room group	- Twice a month	To improve writing skills Add insight
3	oratorios, rolling oratorios and major oratorios	- eacher - Oratory with a different topic at each meeting	- Wednesday night, / 60 min - in roommates	Train mentally, speak and increase vocabulary.
4	Wall Journal	- by group - Evaluation every month	- Sunday, in residence	To get used to writing skills
5	Memorization test	- Deposit vocabulary, talk and prayer. - language section	- Friday conditional place (get ready)	Discipline in following the language program.
6	contest	- Oratories, debates, advertisements, song translations, plays, MC. - Witnessed by teachers and administrators	- Middle Semester and End of Semester - in the cottage yard	This was done to improve language skills and assess students' language

It can be seen from the many programs in the language boarding house of the Salafiyah Syafi'i Situbondo Institute that have very good planning, and are mature because the time, place, and educational resources are neatly arranged, and the purpose of the planning is as a reference for controlling activities so as not to deviate from the goals set. has been established (Kurniawan, 2017).

Vocabulary activities, for the steps: the teacher reads the vocabulary and the students listen and repeat it, the teacher spells the word and the students write it down, the teacher gives

the meaning and the students write it down, the teacher gives a 4-word song, then asks students to make vocabulary sentences. The implementation of the vocabulary program in language boarding house is in line with Effendi's explanation that the vocabulary program techniques are: listening, saying, understanding the meaning of words, reading, writing, and formulating sentences (Tamaji, 2018). Therefore, the vocabulary program works well.

The Al-Barqi program is a program for reading the Al-Qur'an directly, including the letters, intonation, and tajwid. how to be able to read the Qur'an well in a relatively short time. This is a program in accordance with the motto of Sheikh Asaad Shams al-Arifeen, which means "the aim of this institution is to read the Al-Qur'an and serve" (Susanto, Desrani, & Zamani, 2021). Because the Al-Barqi program has a goal so that students can read the Koran properly and correctly according to the rules of recitation (Munir & Muassomah, 2021).

And also the other programs are very good and in accordance with their respective goals so that students' Arabic language skills can be supported at the Salafiyah Syafi'i Situbondo Institute. However, there is something wrong with planning a book reading program that is carried out by deposit, and it is felt to be less effective if it is carried out by depositing activities where students only read and memorize. This depositing activity is students memorizing vocabulary which is deposited to the teacher one by one. So, it is felt that activities like this still adopt a traditional learning system. However, based on the results of the interviews with a lot of students memorizing and depositing this will be a provision for students to apply the language in the future.

The layout and objectives of the program are not in line with Bloom's categorical learning theory, according to which reading is not just writing letters or words but skills that involve various mental and mental actions. Reading is an activity that includes all forms of thinking, making judgments, making decisions, analyzing, and finding solutions to problems. According to categorization learning theory, reading is not only at the stage of knowledge and understanding, students must have the ability to analyze, evaluate and be able to construct the contents of the reading correctly (Wilson, 2016).

## **Discussion**

### **SWOT Analysis In Making Language Program Plans**

Language Boarding house contains many programs that are offered to students to support their skills in Arabic. As can be seen from the planning, Badan Bahasa chooses short-term planning because it is carried out only in one year and continues to be evaluated every year so that plans can be changed with new plans or just additions (Lemanske et al., 2016). While the form of planning uses short-term operational planning to achieve long-term goals. The basic planning stage is carried out by 1) Setting goals. 2) Formulate the current situation. 3) Identify all facilities and barriers. 4) Develop a plan or series of activities to achieve the goal (Kato & Ahern, 2008).

The planning process is carried out in several stages, namely analysis (SWOT) (strengths, weaknesses, opportunities, and threats). He carried out the planning process for the Language Boarding house Program at the Salafia Syafi'iyah Sukorejo Situbondo Institute with analysis (SWOT). Based on the results of an interview he conducted with the head of the language department on 10-01-2022, the language boarding house of the Salafia Shafia Skorjo Situbondo Institute has the authority of lecturers who have a minimum qualification of language boarding

house graduates and lecturers of the Arabic Language Teaching Department as teaching staff, he has efficiency in program implementation.

While this institution has strengths, there are also weaknesses. The head of the service also conveyed that the weakness of this institution is that it does not yet have adequate housing facilities so that the activities carried out are still inconvenient. However, the learning process is very good. However, this is the weakness of the language boarding house of the Institut Salafia Syafi'iyah Sukorejo Situbondo.

As a result of the results of interviews conducted since the establishment of language boarding house, it stimulates students with a passion for learning so that they can take exams and pass the opportunity to live in language boarding house (Bani-Almarjeh & Kurdy, 2023; Ben-Sghaier, Bakari, & Neji, 2020). So that this becomes an arena for intense educational competition for students to continue to improve their abilities. From the explanation above it can be concluded that the first opportunity of language boarding house can provide motivation for students to continue learning (Jaunanto & Mahliatussikah, 2020; Muid, Kadir, Aflisia, & Harianto, 2020).

Using the analytical method (SWOT) We want to show that program performance can be determined by a combination of internal and external factors, both factors should be considered in a SWOT analysis (Usov, Safonov, Akbilek, & Sorokona, 2020).

From the results of the interviews, the planning of the language comprehension program is based on an analysis of strengths, weaknesses, opportunities, and threats (SWOT) followed by setting goals and objectives (Tinga, de Back, & Louwerse, 2020). But unlike what we see when giving feedback, they often forget to analyze based on weaknesses and threats in several activities such as memorizing hadith, competitions, public speaking, news reading, etc. This activity often depends on the rote side of students only, because cognitive theoretical rote activities are the weakest aspect of learning (Hadi, 2013). Based on Board In this activity, students only remember their memorization, mention memorization points, and provide definitions of archived material, although not all students can memorize it quickly with prior understanding of students, student memory can work quickly (Ikhwan & Yuniana, 2022).

Seeing the neglect of the scheme at the analysis stage is a labor that does not pay attention to planning threats so there are several activities that threaten students only with cognitive abilities at the knowledge/memorization stage so that only a few students actually do it. Activeness can be seen by memorizing, understanding, and applying in everyday life.

Another threat that can arise from making language education programs is that it can create social inequality between children who live in language buildings and students who live in ordinary buildings. Based on the results of interviews conducted with the biennial and annual competition as a whole, the participants who took part in the competition were students majoring in architectural language (Abdul et al., 2021; Almuzaini & Azmi, 2022). Why is this happening, because the low attitude implied by students who live in ordinary dormitories thinks that this competition will only be won by students who live in language boarding house because this competition is a number of programs in language boarding house with more language boundaries? skills in the field. So that it can result in a lack of interest and motivation for students to take part in competitions and the competence of children who take part in language competitions is of course not properly trained if they do not take part in the competition (Interview-10-01-2022)

This is according to Imam Macha li's opinion that threat is an unfavorable environmental factor in the program if it is not addressed it will become an obstacle for the institution now and

in the future (Luthfiyani & Permana, 2022). Meanwhile, according to Farrell, the function of SWOT analysis is to obtain information from situation analysis and separate it in terms of internal problems (strengths and weaknesses) and external problems (opportunities and threats).

### **Urgency of Language Program Management in Improving Arabic Language Skills**

In the context of learning Arabic, planning can be interpreted as the process of preparing subject matter, using learning media, using learning approaches or methods, and assessing in one-time allocation that can be carried out at a certain time to achieve the goals set (Suryapermana, 2017). Republic of Indonesia Government Regulation no. 19 of 2010 concerning national education standards article 20 explains that the planning of the learning process has a syllabus, a learning implementation plan that contains at least learning objectives, teaching materials, teaching methods, learning resources, and assessment of learning outcomes (Alawiyah, 2017).

At the Islamic boarding school itself, according to (Saihu, 2020), planning programs and teaching and learning activities is very important, many parents especially want to know what kind of activities and learning will be applied to their children. So that the importance of this planning activity fosters parents' trust in Islamic boarding schools to provide the best learning for their children (Hasanah, 2021; Hastasari, Setiawan, & Aw, 2022; Sa'dullah, Haris, & Wahidmurni, 2021). Not only that, but applying Learning by Instruction in learning is also good for students to realize, this method is used in all aspects of life in Islamic boarding schools so that students can experience educational values and at the same time the most effective means of internalizing Islamic boarding school values. As for Learning by Doing, namely, the educational values felt by the students in carrying out activities and these activities are full of harmony (Kolesova, Moskovkin, & Popova, 2021). And it can be seen in the research results of the Salafiyah Syafi'iyah Islamic Boarding School, Sukorejo, Situbondo, which also applies to learning by instruction and learning by doing.

In another study also said that the Arabic language learning program is a learning program that teaches Arabic within a certain time limit. Because the learning time is short in class, a teacher must use appropriate methods and media in learning and form a program to improve student's language skills (Hasan & Hilmi, 2022). Islamic boarding schools which are synonymous with Arabic language skills really need additional intensive learning for students. So that this course program is carried out intensively, meaning seriously and continuously so that the learning objectives can be achieved optimally. The language program is also called the non-formal part which organizes Arabic learning programs (Hamid, Widayanti, Febriani, Desrani, & Yasmadi, 2022). The success of this activity is inseparable from good management.

The results of the study show that the Salafiyah Syafi'iyah Islamic Boarding School, Sukorejo, Situbondo, forms a very good language environment. The formation of this language environment is inseparable from the vision and mission of the pesantren, which in order to have the depth of Islamic religious knowledge requires special skills needed, namely mastering Arabic. Due to a large number of Arabic books used, students are pressured to create biah lughowiyah. With this vision, the pesantren designed a language environment in such a way as to enable students to hone active Arabic (Arifin, Ramadhanti Febriani, Desrani, Mahmudi, & Guettaoui Bedra, 2022).

In Ahmadi et al., it is also explained that forming a language program and language environment will involve many people, namely having characteristics such as leadership,

communication, and supervision (Ahmadi et al., 2018). The leadership of the chairman of the language supervisor is in accordance with the definition of leadership, which in essence can influence its members to be able to work sincerely in an effort to achieve common goals. Communication between the chairman and the members has been running quite well. Supervision that is carried out by supervising members from afar to give more space and not to restrain, and evaluation directly in the field illustrates one of the characteristics of effective supervision. In accordance with the purpose of supervision in order to achieve the desired goals, the supervision carried out has been able to keep the business from mistakes so that the goals cannot be achieved.

Therefore, it can be concluded that good management is management that can utilize available resources with the aim of achieving and maintaining an effective operational level (Fawson et al., 2022). The preparation of an organizational structure that is in accordance with the development and needs of Islamic boarding schools will create a good language environment, the delegation of authority and responsibility as well as good communication can increase the efficiency level of the implementation of the implemented program.

## **CONCLUSION**

The findings of this paper inform several things, including 1) Types of Programs in Language Boarding house Many language boarding houses have advanced programs. The first vocabulary is given every day from Monday to Friday up to 4 vocabularies every day. Second, public speaking is an activity that is carried out every Wednesday night by giving a different appearance at each meeting and presenting it in front of the class. Third, books are read every Thursday night to practice students' reading skills in turn. Fourth, memorization is done to test the vocabulary given every day. Fifth, the competition consists of reading books by memorizing forty hadiths, obligatory and MC, reading news, advertisements, engagement, discussions, and dramas to practice speaking skills. Sixth, a bulletin was conducted by each group in one month. VII is Also "created" by each spatial group twice in one month, and routine activities are carried out every Monday in classrooms and mosques. SWOT (Strengths, Weaknesses, Opportunities, and Threats) and short-term because it consists of weekly and monthly programs. Administrative planning in the architectural language of Institut Salafia Shafia is included in project planning. Plans are drawn up to make students proficient in Arabic. Top-down planning is a class at the Salafiyya As-Safiya Islamic Boarding School that prepares the program and implements it by its members. Learning Activities and Informal Activities There is no specific design because they do not refer to a predetermined curriculum. Activities in this hostel are designed to train students to be more proficient in Arabic.

The researcher hopes that this research can become one of the references in establishing policies related to Arabic language program planning so that it becomes a strong foundation in implementing Arabic language programs and achieving the goals that have been set. The researcher also recommends to all institutions the possibility of planning and developing Arabic language programs to improve the quality of students.

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