

Organizational Management Of The Arabic Language Course Program At Boarding School Al Hidayah Batu

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Abstract

As far as talking about organizing, then we talk about organizing that can produce starting from the form, the work system, the structure, the resources, and also other aspects. This study aims to describe the organizational management in the Arabic language course program at Pondok Pesantren Al-Hidayah Batu. This research uses qualitative research methods, case study type. The results of this study are 1) The language course institution at the Al Hidayah Batu Islamic boarding school has standardized organizational management in the current era of globalization, namely flexible organization that is adaptive, responsive, and sensitive to change. 2) for the division of tasks carried out, with the procurement and development of mechanisms to coordinate the duties of each member to become a harmonious and integrated unit, so that organizational members always maintain attention to organizational goals and reduce inefficiency and prevent conflicts that can damage the goals of the vision and mission. the empty gap of this research is renewal in the deepening analysis of global standardized organizing. The implication of this research is that it can provide a reference in the management of organizing Arabic language programs in the world of education.

Keywords: Management, Organizing, Arabic Language

Introduction

Based on information technology, so far in all aspects, not least in terms of education, there is undoubtedly a need for good management based on management management standards in the current era of globalization, namely flexible organization that is adaptive, responsive, and sensitive to change.¹ One of the actors who play an important role in organizing is humans. Because humans are organizational beings.

Humans are said to be organizational creatures because they are always in groups in terms of developing potential to realize their hopes. And the organization is a gathering place for people to carry out interactions that combine human resources to create creations and show expertise in accordance with the profession in their field.² So that they are able to develop themselves according to their potential.

In the world of education, organizing management is one of the important factors in the implementation of every educational activity. Management has several main functions, namely: planning, organizing, leading and controlling. Therefore, management is defined as the process of planning, organizing, directing and controlling organizational efforts in all aspects to achieve organizational goals effectively and efficiently.³ In an educational institution, both formally and informally, the planning function will never succeed without the organizing function, and the organizing function will never function without human resources who are responsible for its implementation.⁴

Organizing or compiling comes from the word organization which means creating a structure with parts that are integrated in such a way that there is a relationship that binds one another for this organizational management is needed in an

¹ Miftakhul Fariz and Agustini, “Manajemen Pengorganisasian Pembelajaran Bahsa Arab Di MAN 1 Kota Malang,” *Lisan Al-Arab* 5, no. 1 (2016): 28–32.

² Fitri Hidayati et al., “Manajemen Pengorganisasian Program Bahasa Arab Di Pondok Pesantren Salaf,” *Tarling: Journal of Language Education* 3, no. 1 (2019): 115–33, <https://doi.org/10.24090/tarling.v3i1.2031>.

³ Zakiyah Arifa Islahel Umam, Moh. Hasin, “MANAJEMEN PENGORGANISASIAN PROGRAM KURSUS MARKAZ BAHASA ARAB DARUL LUGHAH WADDIRASAT ISLAMIYAH Islahel,” *An-Nabighoh* 21, no. 50 (2019).

⁴ Varda Himmatul Aliyah, Ahmad 'Ali Maghfur, and Danial Hilmi, “Manajemen Perencanaan Program Bahasa Arab Di Mayantara School Malang,” *Arabia* 11, no. 1 (2019): 175, <https://doi.org/10.21043/arabia.v11i1.5214>.

educational institution in order to determine what tasks must be completed and who will make decisions about these tasks in order to create success and a reasonable division of labor in a coordinated system.⁵

Foreign language courses are a means of training that is included in the category of non-formal educational institutions. Language courses are a place for language learning that aims to hone one's language skills.⁶ With a variety of models, strategies, learning materials and activities to hone language skills creatively and effectively.

One of the boarding schools in Batu city that conducts foreign language courses is Al Hidayah boarding school, the foreign language skills taught in the course include Arabic language courses and English language courses. The existence of the course in this pesantren is motivated by the institution's responsiveness to the challenges of the times which require students to have expertise in the language field.

Organizing management is important in managing or organizing in an institution whether formal or non-formal, the Arabic language course at Al Hidayah Islamic boarding school has an important role in its organizational system. In this case, the Arabic language course at the Al-Hidayah Islamic boarding school has an interesting organization to be studied in order to develop Arabic language skills. Some advantages and disadvantages can be known by examining the organizational management in the Arabic language course at Al Hidayah Islamic boarding school.

Without proper organization, education will be less effective.⁷ So in this article, departing from the problems that appear in the field, researchers will discuss the organizational management of the Arabic language course program at Al Hidayah

⁵ Dimas Zuhri Ahmad et al., "Manajemen Program Bahasa Arab Dalam Pelaksanaan Wajib Berbahasa," *Jurnal Pendidikan Islam Al-Ilmi* 6, no. 2 (2023): 183, <https://doi.org/10.32529/al-ilmi.v6i2.2540>.

⁶ Fiki Qotrun Nada, Afifah Shofia Faradisa, and Nur Kholid, "Manajemen Pengorganisasian Program Bahasa Arab 1 Bulan Di Lembaga Kursus Kampung Inggris," *Dirasat: Jurnal Manajemen Dan Pendidikan Islam* 8, no. 2 (2022): 206–17, <https://doi.org/10.26594/dirasat.v8i2.3066>.

⁷ Dian Ahmad Jufrih, Abdul Wahab Rosyidi, and Usfiyatur Rusul, "Manajemen Program Bahasa Arab Di Pondok Pesantren Daarul Ukhluwwah Putri 2 Malang," *Jurnal Mu'allim* 5, no. 1 (2023): 172–88, <https://doi.org/10.35891/muallim.v5i1.3474>.

Batu Islamic Boarding School with the focus of the problem including, namely to answer the questions (1) how is the organizational management of the Arabic language course program at Al Hidayah Batu Islamic Boarding School?, and (2) how is the division of tasks for organizing the Arabic Language Course Program at Al Hidayah Batu Islamic Boarding School? The implication of this research is that it can provide a reference in the management of organizing Arabic language programs in the world of education.

The previous studies that researchers used in developing their research were 1) Alvi Dyah Rahmawati. 2018. Organizational Management of Arabic Language Course Program in Pare Kediri. The results of this study indicate that the organizational management of the Al-Azhar Pare Arabic language course is still weak due to several obstacles such as the absence of a clear organizational structure. The manager only gives the division of tasks verbally to each member and does not make an organizational structure chart for members, making the position between subordinates and superiors invisible. 2) Ghufran Akbar and Bambang Budi Prasetyo. 2022. From this study it can be seen that the organizational management of the Almadinah Academy online language program uses a coordination system which can be seen from the duties of the manager who is under the auspices of the general chairman, after coordinating with the staff (coordinator per department), and in each program in the language department. This is because Arabic language programs and organizations generally have a line and staff organizational model. 3) Fiki Qotrun Nada. 2022. Organizational Management of the 1-Month Arabic Language Program at the English Village Course Institute. The results of the research conducted by the researcher show that organizational management in the 1-month Arabic language program at the Al-Azhar course institution contains several steps or processes starting from the objectives of the Al-Azhar institution, determining and classifying activities, delegating authority, determining the number of teachers, organizational structure, as well as supervision and reorganization.

Based on the results of previous research, there is an empty gap, namely organizational management that is not in accordance with the standards in the era of globalization, namely management that is flexible, adaptive, responsive, and

sensitive to change. The implication of this research is that it can provide a reference in the management of organizing Arabic language programs with global standards in the world of education.

Methode

This research uses qualitative research methods, case study type. In this study, the researcher describes the Arabic language program at Al Hidayah Secondary School, Batu in terms of organizing management. Discussing the organization of Arabic language programs regarding who is the implementer in each program and the division of tasks so as to form a communication and cooperation between individuals. Data collection techniques with interviews and observations in the Arabic language course program at Al Hidayah Islamic Boarding School, Batu, namely conducting direct communication and question and answer with teachers in the Arabic language course program at Al Hidayah Islamic Boarding School, Batu, and reviewing the activities of these programs. In addition, researchers also conducted documentation about the Arabic language course program at Al Hidayah Batu Islamic Boarding School.

The data analysis technique uses Miles and Huberman's theory, which is carried out in three steps, namely: 1) data condensation, namely classifying, directing, discarding unnecessary and organizing data; 2) data presentation, namely finding patterns of meaningful relationships and providing the possibility of drawing conclusions; and 3) conclusion drawing or verification.⁸

Results and Discussions

Explicitly in every organization there should be a managerial in placing everything in accordance with its duties, principles, and functions. According to Mahmud Hawary ⁹, management also creates a bond with each other in order to achieve unity that can be carried out properly. As according to Al-Asy'ari,

⁸ Sugiyono, *Metode Penelitian Kualitatif Untuk Penelitian Yang Bersifat: Eksploratif, Enterpretif, Interaktif, Dan Konstruktif*, Cet Ke-3 (Bandung: Alfabeta, 2023).

⁹ Ghulfran Akbar and Bambang Budi Prasetyo, "Manajemen Pengorganisasian Program Kursus Bahasa Arab Di Akademik Almadinah," *Taqdir* 8, no. 1 (2022): 19–33, <https://doi.org/10.19109/taqdir.v8i1.9150>.

organization is a group of individuals who work together to carry out obligations and tasks according to the level of structure that has been created.¹⁰ .

The subject of the research that will be discussed in this paper is the Arabic language course program at the Al Hidayah Batu Islamic Boarding School. The Al-Hidayah Arabic language course institution was formed in 2020 at the Al Hidayah Islamic boarding school, Temas Batu city, East Java, by ustaz syahrizal. The Al Hidayah Arabic Language Course is managed by ustaz and ustazah who are currently pursuing postgraduate education at UIN Maulana Malik Ibrahim Malang, East Java. This institution was established to produce students who are skilled in translating and communicating in Arabic. In addition, this institution also aims to produce students who are competent in spreading the Arabic language. The reality that occurs in today's society is that it is still rare to find a community or individual who can really master Arabic properly and correctly, even though sometimes they have taken good education in pesantren for years, but in reality it is still not in accordance with expectations. Therefore, Al Hidayah Arabic Language Institute seeks to provide a new formula in learning Arabic. Delivered by experts who are competent in their fields and supported by materials that are quite easy to understand and accepted by all groups.

The vision of the Arabic language course program at Al Hidayah Islamic Boarding School is to become the leading Arabic Language Education Center in producing quality human resources in the field of Arabic based on effective scientific theories and methodologies. The missions are: 1) Organizing Arabic language learning using modern methods that are relevant in the learning process. 2) Developing Arabic language skills (listening, listening, speaking, reading, and writing). 3) Producing Mutakhassis or experts in the field of Arabic. From time to time the Arabic language course program at Al Hidayah Islamic Boarding School has been chaired by several chairmen, namely in 2020-2021 chaired by Utadaz Syahrizal, 2021-2022 chaired by Utadz Khoirul Anam, 2022-2020 chaired by Ustadz Hasanuddin and in 2023-2024 chaired by Utadz Aminudin.

¹⁰ Kamus Fajrin Nurdin, Nasrul Mu'minun, Rusdiman B, Husna Z, Haikal, "MANAJEMEN PENGORGANISASIAN PROGRAM KURSUS BACA KITAB DI PARAPPE," *AL-MUALLAQAT: JOURNAL OF ARABIC STUDIES* Vol. 2, no. 2 (2023): 26-35.

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Organizing is the second step in management, while the first step is careful planning. will not run perfectly, if no one runs and also moves, without clarifying the work and who will do it.¹¹ Talking about the right organization, we are talking about an organization that can produce starting from the form, work system, structure, resources, and also other aspects. according to istikomah¹² The organizing system of the Arabic language course program at Pondok Pesantren Al Hidayah Batu consists of several stages, including: (1) determining the tasks that must be done, (2) dividing work tasks to be carried out by individuals or groups, (3) establishing work mechanisms, (4) monitoring to increase effectiveness.

Likewise, in managing the Arabic language course program at Al Hidayah Islamic Boarding School which is one of the non-formal education units that functions as an addition, complement or substitute for formal education, as well as a form of continuing education for community members who need it, there must be an organization in order to have a function that continues to run consistently. The course program at this institution is useful as a bridge between formal education and the world of work. Even the implementation of courses is carried out for people who need knowledge, skills, life skills and attitudes to develop themselves, develop professions, work and independent businesses. The management of organizing programs in language courses at Al Hidayah Islamic Boarding School has been running well seen from the organizational structure of the program that has been made, as said by informant 1:

"Organizing management at the Arabic Language Course institution at Al Hidayah Batu Islamic Boarding School is already running well, in dividing tasks has been determined carefully and the responsibility of the tasks carried out by each individual has been carried out with trustworthiness." (H. 24/03/2024).

¹¹ Neng Silvia et al., "Manajemen Perencanaan Dan Pengorganisasian Pembelajaran Bahasa Arab," *Alibbaa': Jurnal Pendidikan Bahasa Arab* 4, no. 1 (2023): 108–23.

¹² Abdurrahman Shobirin and Danial Hilmi, "Implikasi Manajemen Program Bahasa Arab Dalam Mencetak Lulusan Unggul," *Tarbiyatuna: Jurnal Pendidikan Ilmiah* 6, no. 1 (2021): 15–26, <https://doi.org/10.55187/tarjpi.v6i1.4308>.

Based on informant 1, the organization can be said to be good if there is an arranged combination including human elements, materials, facilities, equipment, and procedures that influence each other to achieve goals. As Yuniari said ¹³, It is a must that the existence of organizational management in an educational institution in order to decide and determine the various tasks that are deemed urgent to implement and who will make decisions about these tasks so that a structural division of labor is realized in a coordination line system. As with the organization in the language course program at Al Hidayah Islamic Boarding School, the organizational management is considered appropriate and has been arranged according to individual expertise in their respective fields.

Division of Tasks for Organizing the Arabic Language Course Program at Pondok Pesantren Al Hidayah Batu

The division of tasks in organizing is very important as according to Hani Handoko, organizing is a way to find out what resources and activities are needed to achieve certain goals, then form work groups to help make this happen, and some are given specific responsibilities and authority to carry out these tasks. ¹⁴ This organizational function creates a formal structure where work is assigned, then divided, and finally coordinated.

From the results of research and observations that researchers conducted at the Arabic language course program at Al Hidayah Islamic Boarding School, the Arabic language course institution in this program is a training that develops the potential for language proficiency, both skills and knowledge to meet their functional needs either for work or to add insight into language skills. In this language course institution at the Al Hidayah Batu Islamic boarding school, it has organizational management to form working relationships between individuals in the institution in order to achieve the specified goals. As according to Zaini

¹³ Dela Dwi Yuniari, "Manajemen Program Pendidikan Dan Pelatihan Peningkatan Kompetensi Pengelola PAUD Di BP-PAUD Dan DIKMAS Jawa Timur," *J+Plus UNESA* 7, no. 1 (2018): 1–8.

¹⁴ Silvia et al., "Manajemen Perencanaan Dan Pengorganisasian Pembelajaran Bahasa Arab."

Muchtarom, management is the organization of resources to achieve maximum goals.¹⁵ The following is the management structure:

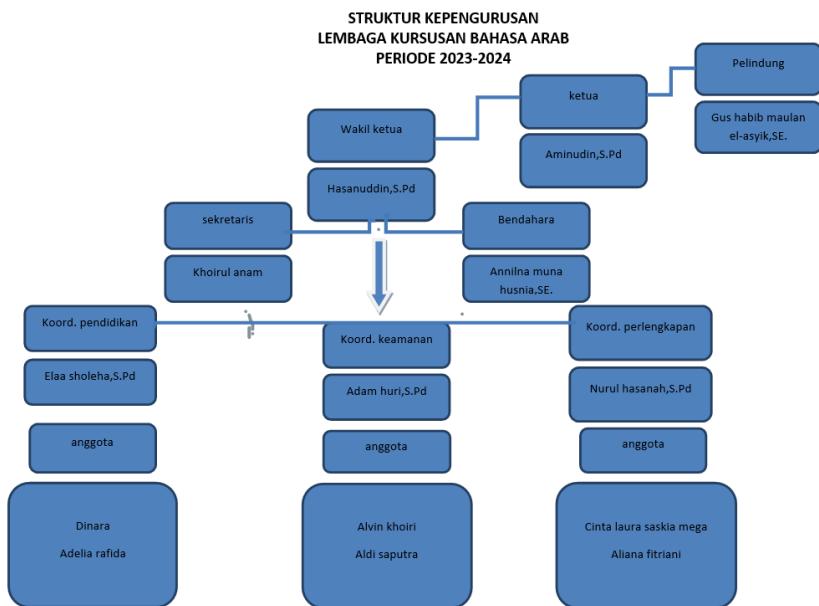


Figure 1: Organizational structure of the language course program.

Based on Figure 1, it can be seen that the type of organization in the course program at Al Hidayah Islamic Boarding School has a line and staff organization model, which is a type that can connect directly between superiors and subordinates. From the understanding explained above, it can be understood that in an institution there is certainly organizational management to carry out all its activities. The head of the course institution is the main actor, can also be referred to as a manager who in every activity is inseparable from cooperation with each of its members, so that an interrelated interaction can be formed.¹⁶

Regarding the objectives and division of tasks and functions of organizing management, it can be explained. The purpose of the Arabic language course institution at Al Hidayah Islamic Boarding School is service motive. The purpose

¹⁵ Maswan Ahmadi et al., “PENGERAKAN PROGRAM BAHASA ARAB Arabi : Journal of Arabic Studies,” *Journal of Arabic Studies* 3, no. 1 (2018): 70–80.

¹⁶ Nur Azaliah Mar and Danial Hilmi, “Manajemen Program Pembelajaran Bahasa Arab Pada Anak Prasekolah Yayasan PAUD Sultan Qaimuddin Di Kendari,” *Jurnal Akuntabilitas Manajemen Pendidikan* 9, no. 1 (2021): 1–10, <https://doi.org/10.21831/jamp.v9i1.36943>.

of the organization is to provide services to students who need Arabic language mastery and skills.

The organizational structure of the Arabic language course program at Al Hidayah Islamic Boarding School is as follows: as a protector and advisor, namely Agus Habib Maulana El-Asyik, who is tasked with 1) maintaining and ensuring the implementation of the work and activities of the institution in accordance with the vision, mission and objectives. 2) Providing input to the chairman in determining the institution's program. 3) Provide input to the chairman in implementing the institution's program. the chairman, Ustadz Aminudin, is in charge: 1) Supervising, directing, and fostering the course of the institution's program 2) Prevent and take action against everything that is not in accordance with the disciplinary rules of the institution. vice chairman, Ustad Hasanuddin, is tasked with 1) assisting all programs of the head of the institution 2) Supervising, directing, and fostering the course of the institution's program 3) Preventing and taking action against everything that is not in accordance with the disciplinary rules of the institution. While the education coordinator who takes an important role in the Arabic language course program at Al Hidayah Islamic Boarding School is Ustazah Elaa Sholeha, with 2 members, whose duties are: 1) Arranging the teaching program, 2) Always improve the stability and quality of education. 3) Arranging teaching personnel 4) Planning, coordinating, and supervising language activities and compulsory student learning.

The classification of class levels and the division of teaching duties in the Arabic language course program at Al Hidayah Islamic Boarding School are as follows:

- a. Determination and grouping in activities in the Arabic language course program at Al Hidayah Islamic Boarding School can be categorized into 3, namely: mutabidi' classes for semesters 1 and 2, and muthawashit classes for semesters 3 and 4. For this grouping of 2 classes, the learning system itself uses direct classroom learning using Takhatus books for the mutabidi' level, and muhawarah juz'u al-awal for the muthawashit level.
- b. The role of individuals in the language course institution at Al Hidayah Islamic Boarding School is as teachers and course members. The division

of duties of administrators and teachers is recruited from service students, students, alumni, teachers or lecturers on duty at the foundation. The administrators in the Arabic language program have the responsibility and authority in the organizational system of the Arabic language program. Among the list of names of teaching staff and the subjects they teach are as in the following table:

NO	KODE	NAMA	MAPEL	MARHALAH
GUR				
U				
1	01	Ustadz A	Maharotul Qiro'ah	Mutawassith (Smt 3 & 4)
2	02	Ustadz B	Maharotul Kalam	Mutawassith (Smt 3 & 4)
3	03	Ustadz C	Maharotul Istima'	Mutawassith (Smt 3 & 4)
4	04	Ustadz D	Maharotul Kitabah	Mutawassith (Smt 3 & 4)
5	05	Ustadz E	Maharotul Qiro'ah	Mubtadi' (Smt 1 & 2)
6	06	Ustadz F	Maharotul Kitabah	Mubtadi' (Smt 1 & 2)
7	07	Ustadz G	Maharotul Kalam	Mubtadi' (Smt 1 & 2)
8	08	Ustadz H	Maharotul Istima'	Mubtadi' (Smt 1 & 2)

Table 1. Distribution of teaching tasks.

The difference between this course program and other courses is related to the curriculum in the course program at Al Hidayah Islamic Boarding School using a

pesantren-based curriculum which is compiled independently by the board of asatidz. The material includes 4 maharah, which the language course program is classified into several levels as follows:

1. Mubtadi' level (1st and 2nd semester)

For the first semester the language material includes 4 skills about Ta'aruf (introducing yourself and others), al akan (place), al ansyitah al yaumiyyah (daily activities), al malabis (clothing), Fi dauroh al ilmiyyah (Coursework), al a'do jism (limbs) al ayyam wa al shuhur (days and months), al arqom 1 (ordinary numbers 1-100, addition, subtraction, division, etc.), fi al suuq (market), fi al masjid (mosque) with qowaид Fi'il madhi and mudhori', al istifham, isim maushul. While in the second semester about Al hiwayat (hobbies), al 'amal (work), fi al maktabah (library), fi al mat'am (restaurant), al ushrah (family), al fawakih (fruit), al khodrowat (vegetables), al hayawan (animals), al arqom 2 (graded numbers), al sa'ah (hours) with the qowaيد Isim isyarah, dzaraf zaman and dzaraf makan, jama' mudzakar and jama' muannats salim.

2. Mutawassith level (3rd & 4th semester)

For semester 3 using Fi al ma'had addini (Islamic boarding school), al alwan (colors), al arqom 3 (fractions and percentages), al sifat (properties), al fushul (class) with the content of qowaيد Fiil lazim and mutaaddi, idhafi, isim kaana and inna, isim tafdhil and taajub. And in the 4th semester with the material Al munasabat (celebration), fi mal'ab (playground), fi al mustasyfa (hospital), al muwasholat wa al siyasah (vehicles and politics) with the material content of qowaيد Na'at and man'ut, athof and ma'thuf, jawazim, 'adad ma'dud.

For the mutaqaddim level in the Al Hidayah language course program, there are no class participants because those who enter this level are grade 9 students, whose learning has been focused on preparing for the final school exams. From the distribution of previous tasks, the organizational management in the language course program at the Al Hidayah Islamic boarding school still has obstacles so that sometimes the objectives of this program are felt to be less significant. As according to informant 2:

"For the shortcomings of the Arabic language program in our boarding school include several things including: 1. the lack of awareness of the students in practicing the Arabic language that they have learned at the time of the course 2. they are more accustomed to speaking the local language of their respective regions than speaking Arabic". (A. 24.03.2024)

So far, the obstacle in the organizing process is whether all members can follow the organizing system well as described in the vision and mission, as according to informant 3:

"So far, we have not encountered any serious obstacles in running the organizational wheels in the course institution at Al Hidayah Islamic boarding school, and thank God all the administrators can follow the organizational system as envisioned by the founder in the vision and mission of the institution." (A. 24.03.2024).

Based on the previous exposure to interview data from informant 3, that so far the process and movement of the organization, still follows the flow of the system, so the stability of the language program that is carried out is still relatively good in terms of assigning functions and main tasks according to their respective corridors, so that it becomes a harmonious and integrated unit to coordinate the duties of each member.

Conclusion

Based on the data exposure above, it can be concluded that the organizational management of the language course program at Al Hidayah Islamic Boarding School has been running properly by meeting the management standards in the era of globalization, namely flexible, adaptive and responsive to the challenges of the times. and when viewed from the organizational structure of the program that has been created. The language course institution at Pesantren Al Hidayah Batu has organizational management for the division of tasks with a line and staff structure model (line and staff organization) in forming working relationships between individuals in the institution in order to achieve the specified goals.

The division of tasks has been implemented, with the provision and development of mechanisms to coordinate the tasks of each member to become a harmonious and integrated unit, so that organizational members always maintain attention to organizational goals and reduce inefficiencies and prevent conflicts that can undermine the objectives of the vision and mission.

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