

Implementation of Management Functions in Arabic Language Development Programs

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ABSTRACT

The increasing urgency of mastering Arabic as a key to understanding Islamic scholarly sources highlights the importance of effective management of learning programs in Islamic boarding schools. This study aims to analyze the implementation of management functions in the Arabic language development program at LPBA MUBA, including planning, organizing, actuating, and controlling, as well as their integration with Islamic boarding school values. This research uses a qualitative approach with a case study method. The subjects include administrators, tutors and students. Data were collected through non-participant observation, in-depth interviews, and documentation, and analyzed using the Miles and Huberman model through data reduction, data display, and conclusion drawing. The results show that management functions are implemented in an integrated and systematic manner. Planning is based on clear vision, mission, and task division; organizing is supported by a functional and participatory structure; implementation is conducted in stages with various learning methods; and evaluation is carried out continuously for quality control. However, challenges remain in student participation and consistency in applying the Arabic language environment. The study concludes that program effectiveness is supported by structured and adaptive management based on Islamic boarding school values.

Keywords: Arabic Language Development, LPBA MUBA, Management Functions.

ABSTRAK

Seiring dengan meningkatnya urgensi penguasaan bahasa Arab sebagai kunci dalam memahami sumber keilmuan Islam, efektivitas pengelolaan program pembelajaran di pesantren menjadi isu yang penting untuk dikaji. Penelitian ini bertujuan untuk menganalisis implementasi fungsi manajemen dalam program pengembangan bahasa Arab di LPBA MUBA yang mencakup perencanaan, pengorganisasian, pelaksanaan, dan evaluasi, serta integrasinya dengan nilai-nilai khas pesantren. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus. Subjek penelitian meliputi pengelola, tutor (musyrifah), dan peserta didik. Pengumpulan data dilakukan melalui observasi non-partisipatif, wawancara mendalam, dan dokumentasi, kemudian dianalisis menggunakan model Miles dan Huberman melalui tahapan reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa implementasi fungsi manajemen telah berjalan secara terpadu dan sistematis. Perencanaan program disusun berdasarkan visi, misi, dan pembagian kerja yang jelas, pengorganisasian didukung struktur yang fungsional dan partisipatif, pelaksanaan program berlangsung berjenjang dengan integrasi berbagai metode pembelajaran, serta evaluasi dilakukan secara berkelanjutan sebagai upaya pengendalian mutu. Meskipun demikian, masih terdapat kendala pada partisipasi peserta dan konsistensi penerapan bi'ah bahasa. Simpulan penelitian ini menunjukkan bahwa efektivitas program didukung oleh manajemen yang terstruktur dan adaptif berbasis nilai pesantren.

Kata Kunci: Fungsi Manajemen, LPBA MUBA, Pengembangan Bahasa Arab.

INTRODUCTION

Islamic Education places the Arabic language as an element of highly fundamental urgency. The Arabic language plays a key role in understanding the Quran, hadith, and sharia, while simultaneously strengthening Islamic identity and supporting the development of science and global communication.¹ This urgency is then actualized through Arabic language development programs in *pesantren* (Islamic boarding schools) which serve as the core of education and daily communication systems, as well as an indicator of the *pesantren's* success,² with development directed toward enhancing students' (*santri*) communicative competence through learning based on communicative and interactional functions, a language environment, and language activities both inside and outside the classroom, thereby supporting the understanding of Islamic teachings, communicative interaction, and academic and social readiness.³ The success of such programs is highly determined by structured management through planning, implementation, and evaluation, where planning establishes learning objectives, implementation ensures the active involvement of all parties, and continuous evaluation guarantees the ongoing improvement of the students' abilities.⁴

As a concrete form of the implementation of such a program, the condition of the Arabic language development program at the Arabic Language Development Institute of Manbaul Ulum Bata Bata (LPBA MUBA) in Pamekasan, Madura, demonstrates a fairly structured execution, although it is not yet fully optimal, characterized by clear planning, division of work sectors, and the execution of learning supported by various linguistic activities. On the other hand, students require Arabic language mastery to comprehend Islamic scholarly sources, the majority of which are written in Arabic, making it an essential asset for deepening religious knowledge and pursuing higher education. However, in practice, challenges remain in the form of uneven participant engagement, where some students are less active in activities such as *mukalimah* (conversation) and *ta'lim* (learning), as well as the inconsistent implementation of the Arabic *bi'ah* (environment). Consequently, the daily usage of the Arabic language is still suboptimal, impacting the overall effectiveness of the learning process.

To understand and analyze these conditions, a conceptual foundation in educational program management is required, one of which is through George R. Terry's POAC management functions theory, which encompasses four main functions: planning objectives and programs (Planning), organizing tasks and resources (Organizing), actuating plans into real actions (Actuating), and controlling and evaluating outcomes (Controlling). These four functions are interrelated as the basis for achieving organizational goals effectively and efficiently.⁵ Studies on foreign language program management in religious institutions have

¹ Maswan Ahmadi and A Fajar Awaluddin, "Urgensi Bahasa Arab Sebagai Bahasa Internasional Dalam Pendidikan Islam," *Atta'dib Jurnal Pendidikan Agama Islam* 5, no. 2 (2024): 23–27.

² Imam Khairul Annas, "Pengembangan Klub Bahasa Di Pondok Pesantren Darunnajah : Analisis Tantangan Dan Strategi Peningkatan Keterampilan Berbahasa Arab," *Bisma Jurnal Pengabdian Masyarakat* 2, no. 1 (2024): 243–244.

³ Nurdin Bambang Irawan, "Peran Pondok Pesantren Modern Dalam Mengembangkan Bahasa Arab," *Edukasi Islami: Jurnal Pendidikan Islam* 10, no. 01 (2021): 656–657, <https://doi.org/10.30868/ei.v10i01.2899>.

⁴ Ahmadi and Awaluddin, "Urgensi Bahasa Arab Sebagai Bahasa Internasional Dalam Pendidikan Islam."

⁵ Asni, Dwi Dasalinda, and Dini Chairunnisa, "Penerapan Fungsi Manajemen POAC (Planning , Organizing , Actuating , And Controlling) Dalam Layanan Bimbingan Dan Konseling Di Sekolah," *Ideguru : Jurnal Karya*

shown several major trends in recent years. A study by Lubis et al. (2024) places management functions as an administrative instrument to improve institutional effectiveness and Arabic language learning.⁶ Busaka and Kholid (2023) found that managing Arabic language programs through strategic planning and immersive environments can enhance language proficiency, though it still focuses on general managerial aspects.⁷ Sirehani et al. (2025) highlighted that managing Arabic language programs requires strengthening cultural approaches and tutor role-modeling to overcome learning obstacles.⁸ Jannah and Mufidah (2025) emphasized digital-based organizational management through tutor coordination, task assignment, and the utilization of digital platforms in Arabic language learning.⁹

Muhdi and Daelami (2023) demonstrated that the implementation of management functions is carried out through the stages of planning, organizing, implementing, and evaluating Arabic language learning programs.¹⁰ Research by Taufiq Nur et al. (2024) also showed that Arabic learning management is conducted through the structured development of four *maharah* (language skills) supported by media and systematic language practice.¹¹ Nasirudeen and Ishaq (2025) found that the quality of Arabic language learning programs is influenced by the application of Total Quality Management practices, although their study focused more on the quantitative relationships between variables.¹²

These various findings demonstrate differences in emphasis within the study of Arabic language program management, where some research underscores administrative and structural aspects, while others highlight the importance of language environments, cultural approaches, technology utilization, or quality management. This divergence reflects a variety of approaches in the study of foreign language education management in religious institutions to determine effective management models. Some studies emphasize the effectiveness of institutional governance, while others place greater emphasis on strengthening language culture and character building within the learning process. These conditions indicate that the contextual implementation of management functions,

Ilmiah Guru 9, no. 1 (2024): 362–63.

⁶ Nurhayati Amanda Lubis, Nuril Mufidah, and Abu Malik Karim Amrullah, “Effective Program Management In Arabic Intensive Courses : A Case Study,” *Al-Idarah: Jurnal Kependidikan Islam* Vol 14, no. 02 (2024): 149–51.

⁷ Muhammad Farhan Busaka and Nur Kholid, “Arabic Language Program Management at Dar Al-Lughah Wal-Quran Institute,” *IJ-ATL (International Journal of Arabic Teaching and Learning)* 7, no. 2 (2023): 89–99, <https://doi.org/10.33650/ijat.v7i2.5068>.

⁸ Melinda Dewi Sirehani et al., “Organizational Management Of The Arabic,” *ALSYS Jurnal Keislaman Dan Ilmu Pendidikan* 5, no. 4 (2025): 1455–70.

⁹ Mawaddatul Jannah and Nuril Mufidah, “Organizational Management Of Digital-Based Arabic Language Courses,” *Jurnal ISEMA Islamic Education Management* 2, no. 1 (2024): 100–110.

¹⁰ Ali Muhdi and Muhammad Syadid Daelami, “Penguatan Bahasa Asing Melalui Program Kampung Bahasa Di Kebumen (Studi Manajemen Dan Sistem Pembelajaran),” *Tarling: Journal of Language Education* 7, no. 1 (2023): 131–62.

¹¹ Taufiq Nur et al., “Implementation of Arabic Language Learning With School-Based Management,” *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam* 9, no. 1 (2024): 1–15, <https://doi.org/10.31538/ndh.v9i1.4344>.

¹² Abdulwasii Isiaq Nasirudeen and Lukman Alawi Ishaq, “Abbreviated Key Title : ISRG J Edu Humanit Lit The Impact of Total Quality Management Practices on Program Quality in Arabic Language Education for Non-Native Learners,” *ISRG Journal Of Education, Humanities and Literature* 2, no. 6 (2025): 98–103, <https://doi.org/10.5281/zenodo.17896879>.

particularly within the *pesantren* environment which possesses its own unique characteristics of values and culture, still requires deeper investigation.

Previous research has not widely examined the implementation of POAC management functions contextually as a *pesantren*-value-based management system integrated with the formation of *bi'ah lughawiyah* (linguistic environment), character building, and tutor role-modeling in the everyday lives of students. In fact, the *pesantren* environment has distinct cultural characteristics, mentoring patterns, and interaction systems that differ from formal educational institutions or other non-formal training courses.

Based on this gap, the novelty of this research lies in the integration of POAC management functions with unique *pesantren* values in managing the Arabic language development program at LPBA MUBA. This study views the functions of planning, organizing, actuating, and controlling not merely as administrative mechanisms, but also as instruments for fostering *bi'ah lughawiyah*, shaping character (*akhlak*), and habituating Arabic language use in the daily lives of students. This research offers a new perspective on contextual, adaptive, and *pesantren*-culture-based Arabic language program management. This study aims to analyze the implementation of management functions in the Arabic language development program at LPBA MUBA, which includes planning, organizing, actuating, and controlling, as well as to observe how this implementation is integrated with unique *pesantren* values. Theoretically, this research contributes to the development of Islamic education management studies, specifically regarding the implementation of management functions (POAC) in Arabic language learning programs, while enriching perspectives through a management model that is not merely administrative but also integrated with *pesantren* values such as character building, tutor role-modeling, and the implementation of a language *bi'ah*. Meanwhile, practically, this research can serve as a reference for educational institution administrators, particularly in *pesantren* or Arabic language programs, to manage programs more effectively through structured planning, organizing, implementing, and evaluating, as well as to help improve learning quality, strengthen participant engagement, and provide a basis for continuous improvement.

METHOD

This study uses a qualitative approach with a case study method to analyze the implementation of management functions in the Arabic language development program at LPBA MUBA. The research subjects include one institution administrator, two tutors (*musyrifah*), and 10 students who are directly involved in the program. The selection of subjects was conducted purposively based on their involvement and roles in the program's implementation.¹³ Data collection was carried out through non-participatory observation, in-depth interviews, and documentation.¹⁴ Observation was used to examine the learning process, the execution of linguistic activities, and the level of participant engagement. Interviews were conducted with the administrator and tutors to obtain information related

¹³ Sapto Haryoko, Bahartiar, and Fajar Arwadi, *Analisis Data Penelitian Kualitatif (Konsep, Teknik, & Prosedur Analisis)* (Makassar: Badan Penerbit UNM, 2020).

¹⁴ Feny Rita Fiantika et al., *Metodologi Penelitian Kualitatif. In Metodologi Penelitian Kualitatif*, PT. Global Eksekutif Teknologi (Sumatra Barat, 2020).

to the planning, organizing, actuating, and controlling of the program. Meanwhile, documentation was utilized to supplement the data in the form of activity schedules, organizational structures, and other supporting documents. Data were analyzed using the Miles and Huberman model, which includes data reduction, data display, and conclusion drawing/verification¹⁵ based on the four management functions (planning, organizing, actuating, and controlling). The validity of the data was tested through source and method triangulation to ensure the consistency and credibility of the research findings.¹⁶

RESULTS AND DISCUSSION

Planning of the Arabic Language Development Program at LPBA MUBA

In every program development, the most decisive initial stage is planning, because it is during this phase that the goals and direction of activities begin to be systematically formulated. Planning, as the initial process to achieve goals, is carried out through the preparation of various important aspects, such as the system, strategy, methods, personnel, and facilities needed in the implementation of activities.¹⁷ This is reflected in the orientation of the objectives and direction of program development at LPBA MUBA. Based on the results of interviews conducted by the researcher, it is known that the Arabic language course program at LPBA MUBA is directed toward strengthening students' Arabic language skills as a means of understanding Islamic scholarly sources, as well as preparation for continuing their studies to the Middle East. This was directly stated by the administrator of LPBA MUBA as follows:

“Arabic is a means of acquiring Islamic knowledge. This is considered very important considering that the reference sources used in the curriculum of institutions in Islamic boarding schools are dominated by the kitab kuning (classical Islamic texts). The problem that subsequently arises is the reality that some of the students who study at the MUBA pesantren come from regions where the level of daily interaction is far from the Arabic language. Therefore, the existence of LPBA at MUBA aims to be a forum for students to face these difficulties. In addition, LPBA is also a place to develop Arabic language skills as preparation for continuing studies to Middle Eastern countries.”

On the other hand, this program is also continuously developed by emphasizing the sustainable improvement of learning quality. This was conveyed by the administrator as follows:

“The focus is on improving the quality of learning, including: intensive Arabic language courses, increasing the quality of teachers through scholarly development, and developing a more relevant curriculum.”

The results of these interviews indicate that program planning at LPBA MUBA has a dual orientation, namely as a means of strengthening Islamic academic competence and simultaneously as a strategy for developing Arabic language capacity for further study needs.

¹⁵ Sugiyono, *Metodologi Penelitian Kuantitatif, Kualitatif Dan R & D* (Bandung: Alfabeta, 2020).

¹⁶ Zuchri Abdussamad, *Metode Penelitian Kualitatif* (Makassar: CV. Syakir Media Press, 2021).

¹⁷ Asni, Dasalinda, and Chairunnisa, “Penerapan Fungsi Manajemen POAC (Planning , Organizing , Actuating , And Controlling) Dalam Layanan Bimbingan Dan Konseling Di Sekolah.”

This orientation shows that program planning is not only directed toward short-term learning needs, but also toward the sustainable development of students' Arabic competence. Program planning functions not only as an operational guide, but also as a framework for continuous learning quality development.

These findings are relevant to the view that Arabic language learning as a universal language continuously undergoes development according to the needs of the times, the characteristics of the learners, and the socio-cultural demands of society, so that the direction of program development is specifically designed through intensive programs supported by an effective curriculum and management.¹⁸ In the context of *pesantren*, this development is apparent from the shift in learning orientation from understanding *kitab turats* (classical heritage texts) toward strengthening communicative skills, which is actualized through intensive programs to facilitate students in mastering Arabic effectively according to learning needs and the deepening of religious knowledge.¹⁹

As a concrete form of this development direction, program planning at LPBA MUBA is formulated with reference to the vision and mission of the institution as the foundation for developing the Arabic language course program. Based on documentation data obtained from the official documents of the institution, the vision of LPBA MUBA is "to produce students who always hold firmly to Arabic language skills." Meanwhile, the mission of the institution includes: conducting education professionally, creating a conducive language environment, consistently developing students' competence in active Arabic, developing the Arabic language within the Islamic boarding school, and maintaining Arabic as the unifying language of Muslims.

In addition to being based on the vision and mission, program planning is also carried out systematically before the learning activities are executed. This was expressed by the administrator as follows:

"The planning process is carried out before the active course activities begin, involving several sectors, namely the tarbiyah sector (schedule formulation and language development), secretary (attendance and ID cards), treasurer (financial management), and counseling/BK (monitoring participant engagement)."

These findings show that program planning at LPBA MUBA has been carried out systematically through inter-sector coordination covering academic, administrative, and student mentoring aspects. This is reinforced by the theory stating that strategic planning is an important instrument that provides direction and focus for program development through the formulation of the vision, mission, goals, environmental analysis, and program priorities arranged in a measurable and systematic manner,²⁰ so that planning is not incidental but rather directed and sustainable. In the context of Islamic education, this planning is

¹⁸ Roviin, "Manajemen Program Kursus Intensif Bahasa Arab: Studi Pada Metode Mustaqilli," *Al-Tanzim: Jurnal Manajemen Pendidikan Islam* 04, no. 02 (2020): 237.

¹⁹ Annisa Zahro et al., "Implementasi Program Intensif Bahasa Arab Untuk Santri Baru Di Pondok Pesantren Al-Mawaddah Blitar 1,2," *Jurnal REVORMA*, 5, no. 1 (2025): 117.

²⁰ Mulyanto Nurhalim, "Implementasi Perencanaan Strategis Dalam Meningkatkan Mutu Pendidikan Dan Pengembangan Organisasi Sekolah Minggu Buddha Se-Kabupaten Tangerang," *JHIP Jurnal Ilmiah Ilmu Pendidikan* 8, no. 10 (2025): 12123.

directed toward achieving the vision and mission through strengthening academic and linguistic competence, as well as educational values that are adaptive to institutional needs.²¹ This planning is manifested through structured program management, the involvement of all administrative elements, and the continuity between program execution and long-term strategies in maintaining the quality of education.

Based on the interview results, the program planning system at LPBA MUBA is organized in a structured manner through the division of work sectors, which includes the *tarbiyah* sector for learning schedule arrangements and language development, the secretary sector for participant administration, the treasurer sector for financing, and the counseling/BK sector to monitor participant engagement, with the involvement of all *musyrifah* members in its management process. This was stated by the administrator of LPBA MUBA:

“The planning process involves several sectors, namely the tarbiyah, secretary, treasurer, and counseling sectors, and all members of the musyrifah (mentors) are involved in the planning and management of the program.”

This condition indicates that program planning at LPBA MUBA is participatory, where all *musyrifah* members contribute to the formulation and management process of the program. This collective involvement implies a collaborative working pattern that enables more effective coordination and an even distribution of responsibility within the institution. Thus, planning is not centralized solely on the leadership, but becomes a shared process that strengthens the quality of program implementation.

These findings are reinforced by the concept of planning which emphasizes that systematic planning is not only structured in the form of a clear work program, but is also organized through the delegation of tasks and the designation of responsible parties in a structured manner for each program. Each program is broken down into measurable indicators of success, a planned implementation schedule, and clear responsible parties, thereby reflecting an organized division of roles as part of the planning system. Planning also involves the organization of human resources through task placement based on individual competence and capacity, which is conducted implementationally through a participatory approach involving various parties.²² This concept of planning, which emphasizes the division of tasks and the establishment of responsibilities, aligns with the findings at LPBA MUBA, which implements a planning system based on a structured division of work sectors.

Organizing the Arabic Language Development Program at LPBA MUBA

The sustainability of a program is determined not only by careful planning, but also by how all elements of its implementation are systematically arranged within an institution. Organizing is the subsequent step after planning, which relates to work arrangement, division of tasks, assignment of personnel, budgeting, and the provision of facilities so that activities

²¹ Muchlisin and Nurkafidz Nizam Fahmi, “Strategic Planning Of Islamic Education In Realizing The Vision And Mission Of Islamic Education Institutions,” *Jurnal Manajemen Pendidikan* 10, no. 3 (2025): 1042–43.

²² M S Amarullah, Anis Zohriah, and Rijal Firdaos, “Integrasi Perencanaan Strategis Dan Efektivitas Organisasi Pada Lembaga Pendidikan Anak Usia Dini,” *Journal of Education, Administration, Training, and Religion* 6, no. 1 (2025): 34–37.

can run effectively and efficiently within an organizational structure.²³ This is reflected in LPBA MUBA, which possesses a clear and functional organizational structure consisting of the director of the *markaz*, deputy director of the *markaz*, secretary, *tarbiyah* sector, treasurer, and counseling/BK. This was expressed by the administrator:

“The organizational structure consists of the director of the markaz and deputy, secretary, tarbiyah sector, treasurer, and counseling/BK.”

This organizational structure demonstrates a clear division of functions so that the coordination of program implementation can run more effectively and directionally. These findings are reinforced by the opinion stating that staffing is carried out in accordance with organizational needs to create a clear division of tasks, avoid overlapping responsibilities, and strengthen communication and coordination. A clear organizational structure also plays an important role in determining the position, working relationships, and field of work of each member to support the effective achievement of organizational goals. Conversely, a lack of clarity in structure and task division can lead to role confusion and weak organizational management.²⁴

The management of the program at LPBA MUBA is also supported by the full involvement of all *musyrafah* members in every process of execution and management. As conveyed by the administrator:

“All tutors play an active role in program management, not only as instructors who deliver material, but also as educators who guide students in developing language skills while shaping attitudes and discipline during the learning process.”

This involvement shows that program management at LPBA MUBA is collective and participatory, where all tutors not only perform academic functions but are also involved in the comprehensive guidance of students. The active involvement of all members reflects a collaborative working pattern that enables the creation of coordination and a sense of shared responsibility toward the sustainability of the program. This finding aligns with organizational theory which emphasizes the importance of active involvement of all members through a clear division of tasks, functions, and responsibilities, thereby creating effective coordination, strong teamwork, and a sense of shared ownership in achieving institutional goals.²⁵

Based on the interview results, the tutor recruitment process at LPBA MUBA places moral aspects as the primary consideration in determining teaching staff. This was expressed by the administrator:

²³ Asni, Dasalinda, and Chairunnisa, “Penerapan Fungsi Manajemen POAC (Planning, Organizing, Actuating, And Controlling) Dalam Layanan Bimbingan Dan Konseling Di Sekolah.”

²⁴ Lubis, Mufidah, and Amrullah, “Effective Program Management In Arabic Intensive Courses : A Case Study.”

²⁵ Viedy Dimas Aditya et al., “Manajemen Dan Partisipasi Masyarakat Pada Pengelolaan Kurikulum Dalam Meningkatkan Mutu Pembelajaran,” *Thawalib : Jurnal Kependidikan Islam* 5, no. 1 (2024): 123–24.

“The main criteria in tutor recruitment at this LPBA are the character and behavior they possess, in accordance with the motto 'manners are higher in value than intelligence', while still considering the scholarly quality of the tutors.”

This indicates that the tutor recruitment process does not only consider academic competence, but also moral and personality aspects. This is reinforced by the view that educational orientation emphasizing character shows that the role of a tutor is not only as a material deliverer but also as a role model in guiding students. Teachers have a central role not only as content presenters, but also as examples who guide and direct students in internalizing moral and spiritual values. Through daily interactions, teachers provide a long-term influence on the formation of students' attitudes, personality, and integrity.²⁶ This reinforces that emphasizing moral aspects in tutor recruitment is a strategic step to ensure the presence of educators who are not only academically competent but also have good character and are capable of becoming concrete examples for students.

As revealed in the interview results, the role of tutors at LPBA MUBA is focused not only on material delivery and Arabic language teaching, but also encompasses the guidance of students in developing noble character (*akhlakul karimah*). This was conveyed by a tutor (*musyrijah*):

“Tutors do not only act as teachers, but also as educators who guide participants to possess akhlakul karimah.”

This shows that tutors at LPBA MUBA perform a holistic educational function, namely integrating Arabic language teaching with the moral development of students. The role of the tutor is not limited to the transfer of knowledge, but also includes mentoring students' attitudes, behavior, and discipline during the learning process. This condition indicates that the organization of teaching staff at LPBA MUBA is directed to build a learning process that is oriented not only toward language mastery, but also toward student character building in accordance with *pesantren* values. This finding is in line with theoretical views that place tutors as learning facilitators and character builders, so that tutor functions take place holistically through the integration of language competence development, learning strategy adjustments, and the internalization of *pesantren* values within the educational process.²⁷

These findings indicate that program organization at LPBA MUBA is implemented through a clear institutional structure, functional division of tasks, active involvement of all members, and human resource management that emphasizes a balance between academic competence and moral quality. This condition demonstrates an organizational system that supports the sustainable development of the Arabic language program in a coordinated manner oriented toward student character building.

²⁶ Julismawati and Nur Eliana, “Peran Guru Dalam Membentuk Karakter Peserta Didik,” *Jurnal Review Pendidikan Dasar: Jurnal Kajian Pendidikan Dan Hasil Penelitian* 03, no. 10 (2024): 256–57.

²⁷ Ila Rosmilawati et al., “Kompetensi Tutor Satuan Pendidikan Nonformal Dalam Penerapan Model Pembelajaran Reflektif,” *Journal of Nonformal Education and Community Empowerment* 4, no. 2 (2020): 117–20, <https://doi.org/10.15294/pls.v4i2.41398>.

Actuating the Arabic Language Development Program at LPBA MUBA

In the context of management, program actuation is an essential stage in transforming compiled plans into real actions. At this stage, all components of the program begin to be implemented through learning activities, classroom management, method utilization, and the application of media that support the achievement of the Arabic language development program's goals.²⁸ This is apparent in the Arabic language development program at LPBA MUBA, which applies a gradual and tiered learning system as expressed by a tutor:

“The learning program is implemented gradually, encompassing daily, weekly, bi-weekly, monthly, periodic, and annual activities. Daily activities include material delivery and muhadatsah (conversation) practice in the morning, mufradat (vocabulary) and takrir (repetition) in the afternoon, as well as core material, muhadatsah, mufradat submission, and musyawarah (discussion) in the evening. Weekly activities include istima’ (listening), ta’lim (instruction) by the ustadz, educational games, and mughamarah (adventure activities). Bi-weekly activities consist of musyabadah aflam (watching movies). Monthly activities include ikhtibar (examination), muhadharah (public speaking), and evaluation. At the periodic level, vocabulary filming (syuting mufradat) and tamara are carried out. Meanwhile, annual activities include World Arabic Language Day, reunions, and musabaqah (competitions).”

This tiered activity pattern indicates that LPBA MUBA implements Arabic language habituation gradually through activities that take place continuously. In line with these findings, learning planning is theoretically a systematic process of arranging activities to achieve optimal goals through the establishment of appropriate goals, strategies, and methods. Learning implementation is carried out in a structured manner through interrelated stages, thereby supporting the gradual development of students' abilities. In addition, learning programs designed based on specific time allocations show a tiered system, ensuring the learning process takes place directionally, sustainably, and in accordance with established objectives.²⁹

The learning process at LPBA MUBA also demonstrates the integration of various language learning methods, as expressed by a tutor:

“The learning program includes material delivery accompanied by muhadatsah practice, mufradat and takrir activities, as well as advanced material, muhadatsah, mufradat submission, and musyawarah. In addition, there are istima’, ta’lim by the ustadz, educational games, and mughamarah. The program is also equipped with musyabadah aflam, and evaluation through ikhtibar, muhadharah, and other evaluative activities.”

Students' experiences also show that the learning methods applied are not merely theoretical, but emphasize direct linguistic practice. As expressed by a student:

²⁸ Asni, Dasalinda, and Chairunnisa, “Penerapan Fungsi Manajemen POAC (Planning , Organizing , Actuating , And Controlling) Dalam Layanan Bimbingan Dan Konseling Di Sekolah.”

²⁹ Mahfud Alizar, Tri Mulyanto, and Nuril Mufidah, “Manajemen Pengelolaan Lingkungan Berbahasa Arab Di Pondok Modern Daarul Abroor Banyuasin Sumatera Selatan Pendahuluan Penggunaan Istilah Manajemen Dan Manajer Bukan Hal Yang Asing Lagi Di Indonesia , Baik Dikalangan Kalangan Swasta , Masyarakat Secara Lua,” *Saliba: Jurnal Pendidikan Dan Agama Islam* 6, no. 1 (2023): 69–70.

“Learning is conducted every day with time divisions for morning, afternoon, and night. The activities felt to be most helpful are mubadatsah practice and mufradat submission because they make us more accustomed to using Arabic in daily life.”

This indicates that learning focuses not only on theory, but also on the practical use of the Arabic language in daily life. This finding reflects the implementation of a comprehensive language learning concept through the integration of various methods, such as communicative, audiolingual, direct, interactive, and activity-based methods, applied in an integrated manner according to learning needs. This approach enables the comprehensive development of language skills, covering cognitive, affective, and psychomotor aspects, and encourages students to apply language skills in real contexts.³⁰

The support of media and learning facilities at LPBA MUBA further assists the implementation of the learning process, as expressed by a tutor:

“The media used include books such as Qowaidul Lughah, Qutroh Alsinah, pocket dictionaries, and Muhawaroh. The facilities used include classrooms, learning tools, sound systems, laptops, and projectors.”

In addition, students also confirmed the utilization of these media and facilities in learning activities, stating:

“Learning uses textbooks, pocket dictionaries, and is supported by facilities such as classrooms, sound systems, and projectors that help in understanding the material.”

The availability of these media and facilities shows that the learning process at LPBA MUBA is supported by the utilization of textual learning media and technology-based supporting facilities. The availability of these media and facilities indicates the institution's efforts to create a more conducive and varied learning environment to support the effectiveness of material delivery. With adequate facility support, the learning process can take place more interactively and help students understand the material more optimally.

This is supported by theory confirming that learning media serve as important intermediaries in supporting the success of the learning process, whether through print or audio-visual media capable of increasing motivation and facilitating student understanding. The use of appropriate media can also improve the quality of the learning process and outcomes, while remaining adjusted to learning objectives and the availability of facilities in the educational institution.³¹

The dynamics of program implementation are also reflected in the responses of participants during their involvement in development activities. This finding was obtained through non-participatory observation conducted during the learning process, which showed that some participants responded well to the Arabic language learning program, while others still demonstrated less than optimal engagement. This condition was apparent from the level

³⁰ Sulton Firdaus, Mu'alim Wijaya, and Qomariyah, “Implementasi Pembelajaran Bahasa Arab Di MTs Mambaul Ulum Tulupari Tiris Probolinggo,” *As-Sabiqun Jurnal Pendidikan Anak Usia Dini* 6, no. 4 (2024): 781–83.

³¹ Hilyatul Walidain, “Meningkatkan Kemampuan Kosakata Bahasa Arab Melalui Media,” *Mubibbul Arabiyah: Jurnal Pendidikan Bahasa Arab* 3, no. 2 (2023): 69–70.

of participant engagement in *mukalamah* practice, the use of the Arabic *bi'ah*, and active participation in *ta'lim* activities. This shows that program implementation is inseparable from the dynamics of participant engagement, where their level of acceptance and involvement becomes one of the factors influencing learning effectiveness. Participant response can be understood as an important indicator in assessing implementation success, as well as serving as evaluation material for the institution to strengthen learning strategies and participant mentoring so that program goals can be achieved more optimally.

This condition indicates that participant involvement and active engagement serve as important indicators of learning success. In the social constructivism perspective, effective learning is built through interactions among tutors, students, and the learning environment. Therefore, learning implementation needs to be designed dynamically and interactively to increase participation, reduce boredom, and create a conducive learning atmosphere.³²

Evaluation of the Arabic Language Development Program at LPBA MUBA

To maintain the execution quality of the program, evaluation and supervision have become inseparable parts of the learning process. In the context of management, this relates to controlling, which is the process of assessing and supervising the implementation of activities and the results achieved to ensure that activities run according to plan while simultaneously serving as the basis for evaluation and improvement.³³ This is apparent in the evaluation system of LPBA MUBA, which is conducted in a tiered and sustainable manner. This finding was expressed by a tutor (*musyrifah*):

“Assessments are carried out through daily evaluations by the musyrifah, weekly mughamarah activities, and monthly iktibar.”

Students also confirmed the routine implementation of evaluation at various stages, stating:

“Assessments are carried out routinely through daily submissions, weekly activities, and monthly exams (iktibar), so that the development of our Arabic language skills can be monitored.”

At the institutional level, program evaluation is also conducted periodically by the leadership of the institution. As expressed by the administrator:

“Learning evaluations are carried out every month and are led by the director of the markaz and the caretakers (pengasub) of the pesantren.”

The routinely conducted evaluation system shows a monitoring mechanism to observe participant progress and program implementation continuously. This finding is relevant to the concept of continuous monitoring and evaluation systems, which emphasize the importance of periodic and structured evaluations as a quality control effort for educational programs. This system is an essential step in improving program quality through continuous monitoring and assessment processes. Evaluations are carried out based on clear

³² Muhammad Ikram Firda, “Arabic Teachers’ Strategies for Increasing Student Participation in Class: A Reflective Study,” *Lisanuna Jurnal Ilmu Bahasa Arab Dan Pembelajarannya* 15, no. 1 (2025): 115–17.

³³ Asni, Dasalinda, and Chairunnisa, “Penerapan Fungsi Manajemen POAC (Planning , Organizing , Actuating , And Controlling) Dalam Layanan Bimbingan Dan Konseling Di Sekolah.”

indicators to measure program achievements objectively and serve as a basis for making improvements. Its implementation also highlights the active involvement of various parties in monitoring program progress. Systematically and continuously conducted evaluations allow for the identification of program effectiveness, earlier detection of constraints, and appropriate decision-making to sustainably improve educational quality.³⁴

In alignment with the gradual implementation of evaluation, monitoring participant progress also becomes an important part of program execution, as stated by a student:

“Assessments are usually done routinely, starting from daily submissions, weekly activities, up to monthly exams (ikhtibar). From there, we can feel the development of our Arabic language skills over time.”

This pattern indicates that evaluation functions not only as a tool for assessing learning outcomes, but also as a means of monitoring the step-by-step and sustainable progress of participants' abilities. From this finding, evaluation can be understood as a control instrument for participant development, enabling the institution to map learning progress, identify faced difficulties, and adjust learning strategies according to participant needs.

This finding aligns with the theoretical concept stating that learning evaluation is a systematic process of collecting, analyzing, and interpreting information to determine the level of students' learning goal achievement, while serving as a benchmark in monitoring their progress. Through evaluation, educators can examine the achievement of learning outcomes, identify occurring changes, and determine the progress and weaknesses of students continuously. Therefore, evaluation functions not only to assess final outcomes, but also encompasses the input, process, and output aspects of learning, thereby providing a comprehensive overview of student development and serving as a basis for determining improvements and subsequent learning steps.³⁵

In addition to monitoring participant development, evaluation at the institutional level is also an important part of efforts to improve program quality. As expressed by the administrator:

“Learning evaluations are carried out every month and are led by the director of the markaz and the caretakers (pengasuh) of the pesantren.”

This indicates that evaluation is directed not only toward participant learning achievements, but also encompasses a comprehensive review of program execution, including activity effectiveness, emerging constraints, and corrective steps that need to be taken. From these findings, institutional evaluation can be understood as an internal quality assurance mechanism that functions to maintain program quality, strengthen management

³⁴ M. Arya Hilal Ridho Ilhami et al., “Implementasi Evaluasi Program Pendidikan Yang Holistik Dan Berkelanjutan Untuk Memastikan Kualitas Pendidikan Yang Optimal,” *Tsaqofah Jurnal Penelitian Guru Indonesia* 4, no. 4 (2024): 3036–3037.

³⁵ Hastari Pamulatsih and Zulfitria, “Jurnal Pendidikan : SEROJA,” *Jurnal Pendidikan : SEROJA* 3, no. 2 (2024): 65–67.

coordination, and encourage the more directed and sustainable development of the Arabic language development program.

This is in line with the theoretical concept stating that educational supervision and evaluation are key elements in educational management that function to ensure the quality, effectiveness, and sustainability of institutional performance. Evaluation plays an important role in providing an empirical basis for strategic decision-making through the measurement of achievements, program effectiveness, and institutional management efficiency, thereby contributing directly to improving the quality of educational organizations and their accountability. Conceptually, evaluation is oriented not only toward final outcome assessment, but is directed toward continuous program improvement and institutional development. The application of systematic, adaptive, and needs-based evaluation becomes an important strategy in sustainably improving program quality and institutional performance.³⁶

The implementation of periodic evaluation at LPBA MUBA opens up space to identify various challenges while formulating improvement efforts in the learning program. This was expressed by a tutor:

“The challenges faced include the implementation of the bi’ah (language environment) in mubadatsah practice and participant misconduct in attending ta’lim activities. To overcome this, the implementation of the Arabic bi’ah is carried out in the classroom and ‘uqubah (punishments) are given to participants who are less active.”

This shows the institution's awareness of emerging constraints along with corrective efforts to maintain learning effectiveness. Program challenges and improvement strategies become part of an adaptive quality management cycle, where each obstacle is used as a basis for enhancing the quality of Arabic language learning. This finding aligns with the theoretical concept stating that the evaluation of educational programs is inseparable from various challenges, such as difficulties in determining criteria that suit the context, measuring learning impact, and facing limitations in participant engagement and activeness. These conditions demand adaptive improvement strategies through contextual evaluation implementation, strengthening learning approaches, and active participant involvement so that the program can run more effectively and sustainably.³⁷

Based on the series of presented findings, the implementation of management functions at LPBA MUBA demonstrates an integration among the functions of Planning, Organizing, Actuating, and Controlling (POAC). The applied system is oriented not only toward administrative management, but is also adjusted to participant needs and *pesantren* educational values, such as moral guidance, the implementation of the Arabic language *bi’ah*, and the enhancement of learning quality. Nevertheless, program effectiveness still faces

³⁶ Moh.Robi’al Muhasibi and M Shidiq Purnomo, “Model Pengawasan Dan Evaluasi Pendidikan : Strategi Pengawasan Dan Evaluasi Untuk Meningkatkan Kinerja Kelembagaan Pesantren Berkembang,” *Jurnal Pendidikan Dan Keguruan* 3, no. 11 (2026): 1578–79.

³⁷ Aris Munandar et al., “Evaluasi Program Pendidikan : Tinjauan Terhadap Efektivitas Dan Tantangan,” *El-Idare: Jurnal Manajemen Pendidikan Islam* 9, no. 2 (2023): 131–33.

various challenges, such as uneven participant engagement and constraints in implementing the language environment.

Theoretically, this research shows that the implementation of POAC management in Arabic language development within *pesantren* is related not only to program management, but is also integrated with character building (*akhlak*), tutor role-modeling, and language culture. This finding reinforces Islamic education management studies, demonstrating that learning success is influenced by structured institutional management as well as student character building. Practically, this research can serve as a consideration for *pesantren* administrators and Arabic language institutions in improving program effectiveness through directed planning, clear task division, varied learning execution, and periodic evaluation. Furthermore, strengthening the Arabic language *bi'ah* and increasing student involvement become crucial aspects to support optimal program sustainability.

CONCLUSION

Based on the research results and discussion, the implementation of management functions in the Arabic language development program at LPBA MUBA demonstrates a systematic integration through the functions of Planning, Organizing, Actuating, and Controlling (POAC). Program planning is formulated strategically based on the vision, mission, and a structured division of work; organizing is supported by a functional and participatory institutional structure with an emphasis on the moral values of the tutors; actuation takes place gradually through the integration of various learning methods and media; and evaluation is conducted sustainably as a mechanism for monitoring and improving program quality. Although there are still constraints regarding participant engagement and the consistency of the implementation of the Arabic *bi'ah*, these findings confirm that the effectiveness of the program is determined by adaptive and *pesantren*-value-based management. This study contributes by reinforcing an implementation model of management functions that is not merely administrative, but also integrated with *pesantren* values in managing Arabic language learning programs.

Although this study demonstrates that the implementation of management functions in the Arabic language development program at LPBA MUBA has been carried out systematically, this research still has several limitations. This study focuses only on a single institution, meaning that the findings obtained do not fully represent the broader conditions of managing Arabic language development programs within the *pesantren* environment. In addition, this study places greater emphasis on the operational aspect of management functions and has not deeply examined the program's influence on improving students' Arabic language competence. Therefore, future research is recommended to involve multiple institutions or *pesantren* through a comparative study approach to obtain a more comprehensive understanding regarding the implementation of management functions in Arabic language development programs.

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