

## EFFECTIVE PROGRAM MANAGEMENT IN ARABIC INTENSIVE COURSES: A CASE STUDY

Nurhayati Amanda Lubis<sup>1)</sup>, Nuril Mufidah<sup>2)</sup>, Abu Malik Karim Amrullah<sup>3)</sup>

<sup>1,2,3</sup>Pascasarjana, Universitas Islam Negeri Maulana Malik Ibrahim Malang, Jawa Timur

Email: [amandalubisn@gmail.com](mailto:amandalubisn@gmail.com)

---

Article History:

Received: 2024-01-13, Accepted: 2024-12-08, Published: 2024-12-31

---

### *Abstract*

*Program management includes planning, staffing, organizing, directing, coordinating, and budgeting. The focus of this research is to describe the planning, organization and staffing at arabic intensive course. This study used a descriptive qualitative method. Data collection techniques include observation, interviews with tutors, and documentation. The subject of this research is the Al-Azhar Arabic intensive course Pare in 2023. Data analysis was carried out by data reduction, data presentation, and drawing conclusions. The results of this research: 1) Program planning management uses modern methods to provide convenience to course participants who are constrained by distance by using online and traditional platforms, which means direct/face-to-face meetings. 2) The management of organizing the program uses a top down method, namely the manager gives direct verbal orders to members. 3) Staff placement with the pre supervisory program type means that position filling is carried out by section leaders to select, determine and place staff according to needs.*

**Keywords:** Program, Management, Arabic Intensive Course

### INTRODUCTION

In the world of education, management functions as one of the important factors in the process of implementing activities. In line with Luther Gullick's opinion that management is science. Because it can be understood as a field of knowledge that systematically tries to understand why and how people work together (Sari et al., 2022). Management has several functions including: 1) Planning, 2) Organizing, 3) Staffing. Therefore, management is defined as the process of planning, organizing, placing according to field, and coordinating all aspects so that the goals of an intensive educational institution can be achieved effectively and efficiently (Rahmawati, 2018) (Hidayati et al., 2019).

In an educational institution, whether formal or non-formal, there is a planning function that will never be successful without an organizing function, and an organizing function will never work without human resources to carry it out. Organizing or Organizing comes from the word organize which means creating a structure with parts that are integrated in such a way that there is a relationship with each other (Hasibuan, 2005). Because of this, organizational management is needed in an educational institution so that it can determine what tasks need to be carried out and who will make decisions about these tasks so as to create a structural division of labor in a line of coordination system.

Language course institutions are non-formal educational institutions. A language course institution is a language learning forum to hone one's language skills. With various models, strategies, materials and creative and effective learning activities to support student success. The variety of learning methods, student ability levels, and teacher abilities are important

factors in determining the best method ('Asaaf, 2015). As time goes by people are interested in learning skills not only in English but in learning Arabic (Islam, 2015). There have been many Arabic language course institutions developing in Pare, one of which is the Al-Azhar Arabic intensive course Pare. If organizational management is important in managing and organizing an institution, whether formal or non-formal, the Al-Azhar Arabic intensive course institution has an important role in its organizational system.

### **Relevant Result Research**

There are not many studies related to program management, especially in understanding Arabic language program management in intensive course institutions. Of the several literatures that have existed so far, they only tend to study two things. First, program management uses organizing management (Akbar & Prasetyo, 2022; Hidayati et al., 2019; Rahmawati, 2018). Second, the discussion of program management only focuses on planning management (Rosyid et al., 2019; Surya Permana, 2017). From several trends that have been stated, this research is different from previous studies. First, the researcher will try to discuss program management planning at an Arabic intensive course. Second, with the expression course institution, it is definitely related to the organization of the institution. And the last, after planning and organizing, the researcher will reveal how staff placement is managed in an Arabic intensive course.

As in general, writing must have a purpose. Based on the explanation above, this article was created with three objectives to be achieved. First, to know and understand how planning management works at an Arabic intensive course. This is related to the real forms that exist in the planning construct. Second, to know and understand how organization is applied to Arabic intensive courses. This relates to how communication is built between managers and members. Third, to know and understand the management of the staff placement program so that good communication and cooperation between individuals can be formed. So reviewing the three goals above is something that must be done.

## **RESEARCH METHODS**

### **Method, Setting, and Time of the Study**

Material objects are anything that is used as an object in research. Likewise in this research, the choice of material objects in the article entitled "Management Program Arabic Intensive Courses" consists of three things. First, to know and understand how planning management works. This is related to the real forms that exist in the planning construct. Second, is to know and understand how to organize. This relates to how communication is built between managers and members. Third, to know and understand the management of the staff placement program and the coordination system so that good communication and cooperation between individuals can be formed.

In this research, researchers used descriptive qualitative research methods as quoted by Moeleong, defining qualitative research methods as a research procedure that produces descriptive data in the form of written or spoken words or forms of policy action (Moeleong, 2014). Qualitative research is a research approach that produces discoveries that cannot be achieved using statistical procedures or quantitative measurement methods (Murdiyanto, 2020). This research is located at the Al-Azhar Arabic intensive course Pare Jl. Cempaka No.22 Tegalsari Tulungrejo Pare Kediri.

## **Data Sources**

According to Arikunto, the source of research data is the subject from which the data was obtained (Mukhtazar, 2020). There are two types of data, namely primary and secondary data. Primary data is data that comes from the first source directly (سليمان, 2014). Meanwhile, secondary data is data obtained by researchers from a second source indirectly (حسن الجندي, 2014), meaning that it is not original data that comes from first hand in the field. In this case, the primary data is the results of interviews with tutors and observations in the field. The secondary data in this research is that researchers use books, magazines, journals, documents and others that are relevant to the problem to be researched as references to support the research.

## **Data Collection Technique**

Data collection techniques are methods used to collect information or facts in the field (Prastowo, 2016). There are at least four steps in conducting qualitative research, including collecting data. The data collection techniques used in the research were observation, interviews with tutors, and documentation. Namely communicating and seeing firsthand the reality in the field as well as asking questions and answers with tutors at the Al-Azhar Arabic intensive course Pare to find data about program management, planning, organization and staff placement at the Al-Azhar Arabic intensive course Pare. Researchers also use research instruments, namely a list of questions for interviews and a data checklist to obtain information that must be sought in research. The presence of researchers in this research is important and main. The need for scientific data requires researchers to be present directly at the research site in order to see and provide testimony about the reality and to collect data related to this research.

## **Data Analysis Technique**

After the data has been collected, data analysis is carried out using descriptive data analysis techniques. According to Miles and Huberman (1984) in Sugiyono (2015) data analysis techniques can be carried out in three steps, namely: 1) data reduction, namely collecting as much data as possible, organizing and discarding data that is not needed, 2) data display, namely finding patterns of meaningful relationships with theories and providing the possibility of drawing conclusions, and 3) conclusion drawing/verification, namely drawing conclusions from existing data and theories (Sugiyono, 2015; Milles & Huberman, 2014; Rahma et al., 2022)

## **RESULTS AND DISCUSSION**

### **1. Planning Management at Al-Azhar Arabic Intensive Course, Pare**

Planning is an activity carried out before carrying out something within a certain time to achieve the expected goals. Planning can also be referred to as a systematic preparation process to achieve certain goals. Planning has a very important role in carrying out learning activities because an activity will be more optimal if you prepare a plan first (Ernawati, 2018). Meanwhile, learning planning is an effort to achieve goals that involve oneself and others in terms of learning, such as increasing interest in learning and learning success.

In planning there is a scope that is influenced by several factors such as planning from the time dimension, planning from the level dimension of planning techniques, and planning from the type dimension (Usman, 2006).

Planning from the time dimension. 1) Long term planning, namely a period of up to 10 years or more. In this time period, quantitative targets have not been determined. However, the desired achievements have been demonstrated. For example: Propenas. 2) Medium term planning, namely a planning period of 3 to 8 years. In general in Indonesia for 5 years. This medium-term planning is general, but the targets are presented quantitatively. Example: propa. 3) Short term planning, namely a period of less than one year to up to one year. Usually called annual operational planning, for example: projects.

Planning from the dimensions of the technical level of planning. 1) Macro planning, namely about economics and non-economics internally and externally. Macro planning is useful for seeing the balance between two factors, namely internal and external factors. Example: national education planning. 2) Micro planning, namely planning that is prepared and made in accordance with the conditions of educational regional autonomy, usually called educational mapping. Micro planning is useful for knowing the complete situation and for reorganizing the education network to make it even better. So that it can be used as efficiently and effectively as possible. 3) Sectoral Planning, namely a collection of plans that have the same characteristics and objectives. The purpose of sectoral planning is for sector development, in this discussion it is the education sector. For example: local education planning 4) Regional Planning. This planning pays more attention to a particular area as a center of activity with comparative and competitive advantages. In regional planning, the most important thing is the relationship or interaction between regions. For example: educational planning for the Eastern Indonesia region. 5) Project Planning, namely planning that is prepared to build and achieve certain targets. Project planning is planning that can answer (who, what, when, where and how) if you do this.

Planning from various dimensions includes: 1) Top Down Planning; This plan is prepared by the chairman or leader in the organizational structure. 2) Bottom-Up Planning (Bottom-Up Planning); Plans prepared by planning staff at the lower levels of a structure are then submitted to the head of the organization. For example in the world of education. The teacher plans an activity and then conveys it to the principal, then the principal conveys it to the head of the department. 3) Planning Slanting to the Side (Diagonal Planning); Plans prepared by officials with other officials at lower levels outside the organization. 4) Horizontal Planning; Plans are usually made or prepared by cross-sectoral level officials. 5) Rolling Planning; This planning is usually prepared by officials who have authority in short-term, medium-term and long-term planning.

Non-formal education refers to learning and education that is unstructured and not regulated by formal institutions. Because in non-formal education there are no systematic classes, there are only a crowd of people sitting or gathering. In this type of education, religious leaders who have or support non-formal education, nowadays are increasingly using social media as a way to provide knowledge to the public (Novia & Wasehudin, 2020). Non-formal education is a place that contains learning programs with the aim of meeting the needs of students by creating a learning atmosphere that supports the deepening and expansion of certain knowledge and skills, for example in course institutions.

The research subject that will be discussed in this research is the Al-Azhar Arabic intensive course Pare. Arabic language institutions in Pare have a variety of teaching methods. These include the Al-Farisi and OCEAN language institutions which focus on Arabic as a communication tool. Apart from that, there are language course institutions La Tansa, Kanzul Lughah, and Al-Busayyith which focus their teaching on improving

reading skills. As time went by, the Al-Azhar Arabic intensive course Pare emerged, which is one of several existing Arabic intensive courses with plans using classical and modern methods. The classic method in question is learning carried out directly/face to face in the classroom. Meanwhile, the modern method uses technological developments to make it easier for students who are constrained by distance to take part in direct learning (Budiyono, 2020). Programs offered by the institution include Usbu'ain, Takallam 1, Takallam 2, Takallam 3, Tamyiz 1 and 2, Tamyiz 3 and 4, Al-Miftah 1, Al-Miftah 2, Manhaji and TOAFL.

To train speaking skills (*maharah kalam*), the Al-Azhar Arabic intensive course Pare creates a language environment (*bi'ah lughawiyah*) in the classroom and dormitory. This is also applied by students and teachers in order to develop language habits, train their courage, and to facilitate the adaptation process. Apart from that, this institution also provides training for students who will continue their studies abroad, especially in the Middle East such as Egypt, Medina, Yemen, and so on.

Based on the results of observations made by researchers at the Al-Azhar Arabic intensive course Pare and interviews with one of the teachers (Ustadzah S) that the planning management steps or processes carried out at this institution can be explained as follows: First, the objectives of the Al-Azhar Arabic intensive course Pare is service motive. Namely providing services to all people in Indonesia or others who wish to have the ability to speak Arabic either actively or passively. Each program is given for a short period of time but can obtain maximum results, this is because of the language training carried out in every activity both in the classroom and in the dormitory. Second, determining and grouping activities at the Al-Azhar Arabic intensive course Pare is categorized into two, activities in the classroom and activities in the dormitory. Activities in the class are arranged based on each program taken by students. Support is carried out in the dormitory by providing training in recitation of the yellow book (Ritonga et al., 2021), *Muhadharah*, *Shabahul Lughah*, and others.

The planning management applied at this institution includes types of planning from the time dimension and the level dimension of planning techniques. Each program and the learning outcomes offered are different but are still classified as short term, namely divided into 3 periods, two week programs, one month and holidays. Meanwhile, from the level of planning techniques, the program is tailored to the needs and abilities of students. Learning is led by a tutor who has been scheduled, the time has been determined, and the learning method adapts to the lesson to be delivered.



*Figure SEQ Figure \\* ARABIC 1: learning activities in the*

## **2. Organizing Management at Al-Azhar Arabic Intensive Course, Pare**

Etymologically, organizing is organizing which has the meaning of doubling. In terms of terminology, it is a structure of integrated sub-subunits, thereby creating relationships between individuals who are strongly bound to each other as a whole. Organization means a picture or scheme that has lines and shows the order or position of members as well as the relationships between individuals that have been determined (Hasibuan, 2005).

Meanwhile, in Al-Asy'ari's reading, organizing is a group of individuals who work together to carry out obligations and tasks in accordance with the leveling structure that has been determined. Each person will carry out tasks that have been adjusted to their abilities accompanied by authority as an effort to achieve the goals that have been determined at the beginning.

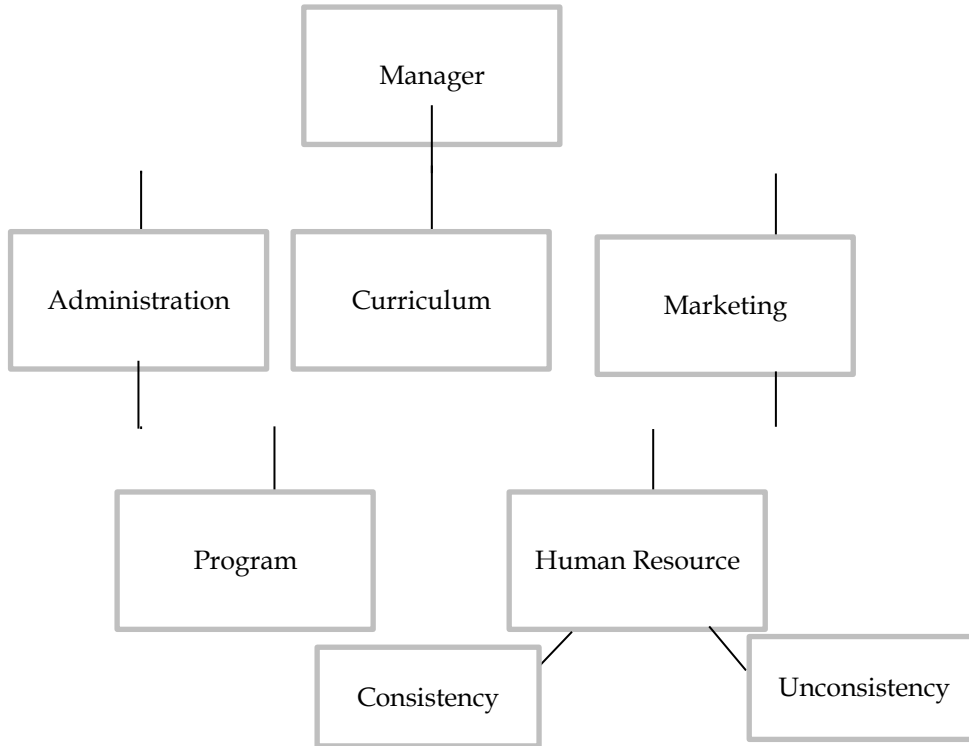
In the sense of utilizing everything for its function, as well as empowering each member according to their main tasks and functions. And building a bond between individuals to create a common feeling, a similarity of goals, and a synergistic unity of behavior in order to achieve the goals that will be achieved (الحواري وسيد محمود، 1976).

Organizing can also be interpreted as an activity that carries out various small tasks, instructing tasks, responsibilities and authority to each individual according to their respective abilities, selecting carefully and classifying personnel according to their level of ability in order to achieve the goals of the organization or institution.

Ideally in organizing an institution, the leader of the institution (manager) implements, organizes, and groups competent teachers in a particular field by determining relative authority in carrying out these activities. This is in line with the opinion of Drs. H. Malayu S.P. Hasibuan states that organizing is a process of determining, grouping and arranging various activities needed to achieve goals, placing people in each activity, providing the necessary tools, determining authority that is relatively delegated to each individual who will carry out these activities.

In this case, based on the results of the interview, the organization at the Al-Azhar Arabic intensive course Pare is as follows: first, the determination of authority is carried out by giving assignments to the teachers of the Al-Azhar Arabic intensive course Pare by the head of the institution, namely the manager, which is conveyed orally to every teacher. It can be said that the organizing system uses a top-down method. Second, determining the number of employees in each department or section is carried out according to the needs of each program. Teachers in the language course program are adjusted to their educational background, including Islamic boarding school graduates, bachelor's degrees and master's degrees. Third, the role of individuals in language course institutions is as teachers and organizing members of the Al-Azhar Arabic intensive course Pare. As of November 2023, there are 25 teachers at this course institution. However, placement in each class and the material taught cannot yet be determined permanently. This is because at any time there is always an increase and decrease in teachers due to various reasons, including some teachers who are still studying, students who have finished the program and then become teachers at that place, and others.

Based on what was stated previously that managers do not have a clear organizational structure because it is only explained descriptively, the researcher provides an overview of the division of tasks in staff management and coordination at the Al-Azhar Arabic intensive course Pare.



### 3. Staffing Management at Al-Azhar Arabic Intensive Course, Pare

Staff placement is the granting of rights or authority by the head of an institution to members to occupy a place or power within the institution. This is done based on the needs and designs that have previously been planned.

In terms of staff placement, the manager or owner of full power in an institution is the main implementer who has the right to organize and determine its members. Managers are responsible to a person or member of an institution who organizes and plans certain activities. This division of tasks is carried out by the manager to provide motivation and create good communication and members are expected to be able to assist the manager in carrying out his main duties.

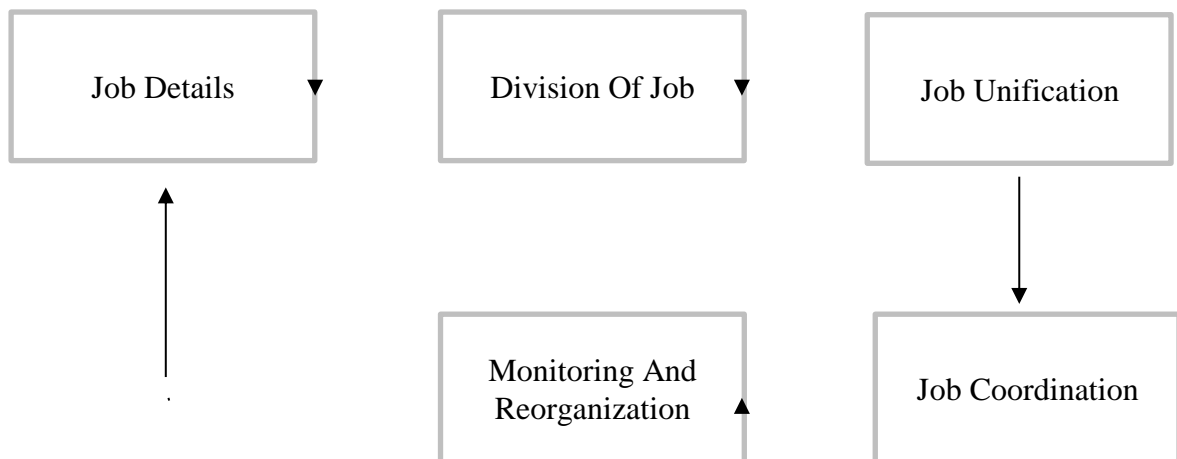
Drs. H. Malayu S.P. Hasibuan believes that staff placement is needed to provide clarity and completeness so that there is no overlap, meaning that the responsibilities that will be given to members of the institution are not divided. Apart from that, the organizational structure can determine the type of organization, individual position, span of control, position between superiors and subordinates, level of management, field of work held by members of the institution.

In staff placement, this institution still has weaknesses because the organizational structure and placement of teaching staff are unclear and irregular, resulting in confusion and overlapping individual responsibilities. In this case, the manager as the highest leader of the Al-Azhar Arabic intensive course Pare does not yet have a clear organizational structure. Managers only convey duties and responsibilities verbally to each member, thereby creating confusion between members and also

making the position status between subordinates and superiors invisible. From the results of observations obtained by researchers, it can be concluded that the management of staff placement at the Al-Azhar Arabic intensive course Pare is of the pre supervisor development program type. What this means is how members/teachers are able to form good cooperation even though the organizational structure is not fixed, apart from that, building teamwork and supporting them to become leaders who can be relied upon if they are given the trust of the manager to be promoted.

The obstacles experienced in the division of tasks in the management of organizing the Al-Azhar Arabic intensive course Pare have resulted in weak organizational management within it. Even though this language course institution is well-known, the division of duties is very important so that there is no overlap in authority. The organizational system in the language course institution is not well organized with the absence of an organizational structure that can explain the organizational management of the institution.

Meanwhile, organizing is the process of dividing work into smaller tasks, giving responsibility to each member according to their abilities, and allocating resources and providing coordination in order to effectively achieve the goals desired by an organizational institution. It is best for an institution to have a good and neatly structured organizational structure.



Thus, it can be seen that the basic elements that form organizational management are, there is a common goal, there is cooperation between two or more people, there is clear work between members, and the establishment of good cooperative relationships between individuals (members).

The division of tasks is related to the human resources who carry out each task. Human resources at Arabic language course institutions are obtained through a recruitment system. The recruitment system is carried out by providing brochures online and offline. Arabic intensive courses offer training and study scholarships at Al-Azhar to recruit teachers. Apart from that, human resources are obtained through teachers at Al-Azhar who have master's education backgrounds at several universities, such as UIN Malang and teachers who have



backgrounds in Islamic boarding schools such as Bayt Tamyiz boarding school and Darul Huda boarding school. However, some of these teachers are not permanent teachers in the course. This is because some of them only teach for a few months to fill the gaps in their time and also to hone the skills they already have.

## **CONCLUSION AND SUGGESTIONS**

This article shows that program management can open new insights about important things that happen at a course institution. First, as an institution that provides services to consumers, the planning process is prepared carefully. Similar things must also be considered in the organizing section because in this section whether or not an institution's goals are achieved can be seen from its organizational system. Apart from that, a factor that influences the comfort of teachers and students is the staff placement system. This is a vital part of program management in an institution because communication and coordination relationships are also influenced by the organizational structure so that staff placement can be seen clearly and well. Apart from the relationship between managers and their members/subordinates, this also relates to students in classes and dormitories.

This article only discusses program management which focuses on planning, organizing and staffing. In fact, there are many other program management focuses that need to be studied more critically, analytically and holistically. This article is limited to visible matters. Therefore, this research can be developed by increasing the literature review and also other factors that need to be refined into more detail. Researchers can then narrow down the research object regarding program management that they want to research at a course institution. So the results obtained are more detailed and clear. Limited time in studying data sources in depth is also one of the limitations in this research, so future research is expected to spend more time to get maximum results.

## **REFERENCES**

- Akbar, G., & Prasetyo, B. B. (2022). *MANAJEMEN PENGORGANISASIAN PROGRAM KURSUS BAHASA ARAB DI AKADEMI ALMADINAH*.
- Al 'Asaaf, N. M. (2015). Methods of Teaching Arabic for Speakers of Other Languages - between Theory and Practice. *Journal: Dirasat al Ulum al Insaniyah wa al Ijtimaiyah*, 42(1), 155-164
- Budiyono, B. (2020). Inovasi Pemanfaatan Teknologi Sebagai Media Pembelajaran di Era Revolusi 4.0. *Jurnal Kependidikan: Jurnal Hasil Penelitian dan Kajian Kepustakaan di Bidang Pendidikan, Pengajaran dan Pembelajaran*, 6(2), 300.  
<https://doi.org/10.33394/jk.v6i2.2475>
- Eko Murdiyanto. *Metode Penelitian Kualitatif*. Edisi I (Yogyakarta:LP2M UPN "Veteran").2020
- Ernawati, E. (2018). PERENCANAAN PEMBELAJARAN BAHASA ARAB DI PERGURUAN TINGGI PARIWISATA. *Arabiyat : Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban*, 5(1), 15–37. <https://doi.org/10.15408/a.v5i1.7515>
- Hasibuan, Malayu S.P. (2005). *Manajemen; Dasar, Pengertian dan Masalah*. Cet.4. Jakarta: Bumi Aksara.

- Hidayati, F., Arifah, Z., Jariyah, A., & Zahriyah, S. (2019). Manajemen Pengorganisasian Program Bahasa Arab di Pondok Pesantren Salaf. *Tarling : Journal of Language Education*, 3(1), 115–133. <https://doi.org/10.24090/tarling.v3i1.2031>
- Islam, A. M. S. (2015). FAKTOR DEMOTIVASI PEMBELAJARAN BAHASA ARAB DALAM PERSPEKTIF SISWA MADRASAH. *ARABIYAT : Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban*, 2(1), 1–16. <https://doi.org/10.15408/a.v2i1.1511>
- Milles, M. B., Huberman, A. M., Saldana, J. (2014). *Qualitative Data Analysis, A Methods Sourcebook*. Edition USA: Sage Publications.
- Mukhtazar. *Prosedur Penelitian Pendidikan*. Yogyakarta: Absolute Media. 2020
- Novia, W., & Wasehudin, W. (2020). Penggunaan Media Sosial dalam Membangun Moderasi Beragama di Masa Pandemi Covid-19 di Kota Tangerang. *Hanifiya: Jurnal Studi Agama-Agama*, 3(2), 99–106. <https://doi.org/10.15575/hanifiya.v3i2.10017>
- Prastowo, A. *Panduan Kreatif Membuat Bahan Ajar Inovatif*. Yogyakarta: Diva Press. 2016
- Rahma, S., Mufidah, N., & Amrullah, A. M. K. (2022). *PLANNING MANAGEMENT OF ARABIC LANGUAGE PROGRAM AT DARUL LUGHAH AL-ARABIYAH INDONESIA*. 2.
- Rahmawati, A. D. (2018). MANAJEMEN PENGORGANISASIAN PROGRAM KURSUS BAHASA ARAB DI PARE KEDIRI. *Arabi : Journal of Arabic Studies*, 3(1), 52. <https://doi.org/10.24865/ajas.v3i1.71>
- Ritonga, M., Purnamasari, S., Budiarti, M., Lahmi, A., Nurdianto, T., & Zulfida, S. (2021). *THE MANAGEMENT OF ARABIC LANGUAGE AND THE YELLOW BOOK CURRICULUM PLANNING AT ISLAMIC BOARDING SCHOOLS IN RESPOND TO THE FREEDOM TO LEARN EDUCATION SYSTEM*. 24(1).
- Rosyid, M. K., Faizin, M. S., Nuha, N. U., & Arifa, Z. (2019). Manajemen Perencanaan Pembelajaran Aktif di Lembaga Kursus Bahasa Arab Al-Azhar Pare Kediri. *LISANIA: Journal of Arabic Education and Literature*, 3(1), 1–20. <https://doi.org/10.18326/lisania.v3i1.1-20>
- Sari, Maya Novita, Andri Kurniawan, Ayyesha Dara Fayola, Imam Nawawi, Kartin Aprianti, Abdurrohman, Christa Vike Lotulung. (2022). *MANAJEMEN PENDIDIKAN*. Padang: PT GLOBAL EKSEKUTIF TEKNOLOGI.
- Sugiyono. (2015). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung :ALFABETA.
- Surya Permana, N. (2017). MANAJEMEN PERENCANAAN PEMBELAJARAN. *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan*, 3(02), 183. <https://doi.org/10.32678/tarbawi.v3i02.1788>
- Usman, Husain *Manajemen Teori, Praktik, dan Riset Pendidikan*. Jakarta: PT. Bumi Aksara, 2006.

الحواري وسيد محمود، ادارة الأسس والأصل العلمية، (مصر: دار كتب العلمية) 1976.  
حسن الجندي وحسن دياب، الإحصاء والحاسب الآلي تطبيقات 21IBM SPSS STATISTIC V (مصر: مكتبة الأنجلو  
المصرية) 2014  
2014. (عبد الرحمن سيد سليمان، مناهج البحث (مصر: عالم الكتاب