

Strategic Management of Madrasah Heads in Improving The Quality of Language Learning Arabic in Islamic Educational Institutions

Riri Susanti¹ , Kubota Tariq² , Dumaz Carmelo³ 

¹Sekolah Tinggi Agama Islam Al-Hikmah Pariangan
Batusangkar, Indonesia

²European University Insitute, Italy

³Universitat Pompeu Fabra, Spain

ABSTRACT

Background. Language problems are difficulties that students face when learning elements of the target language. Based on this fact, there is a premise that learning a foreign language is easy or not depending on the systematic comparison between the student's language and the target language.

Purpose. This study aims to find out that the existence of teachers is the main actor who acts as a facilitator in the learning process for students. Therefore, their existence and professionalism are very influential on the achievement of national education programs.

Method. The method used by researchers is quantitative method, this quantitative research can show data containing numbers that can be obtained by utilizing micro components of the education system in schools as a means that can be used by researchers as the subject of their research.

Results. The madrasah principal and teachers are one of the components that are very decisive for the implementation of education. Teachers are the main actors who act as facilitators in the learning process for students. Teachers must be qualified because they are one of the micro components of the education system in schools.

Conclusion. it is very important for madrasah principals to improve the quality of Arabic language learning. Teachers must be qualified because teachers are one of the micro-components of the school education system. Therefore, it is very important for madrasah principals to improve the quality of Arabic language learning.

KEYWORDS

Language Learning, Learning Arabic, Strategic Management

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Correspondence:

Riri Susanti,
ririsusanti@staialhikmahpariangan.ac.id

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INTRODUCTION

If the management system does not direct personnel to convert intangible assets into tangible assets through large and brilliant steps, the goal of multiplying the wealth of the organization will not be realized. Educational institutions need management that has a type of planning to create the future of educational institutions through changes implemented from now on. Allah says in Sura Al-Ra'du Verse 11, which means: "For men, there are angels who follow him in turn, in their face and behind them, guarding them by the command of Allah. Indeed, Allah does not change the condition of a people until they change their conditions. And when Allah wills evil against



a people, no one can reject it, and there was no protector for hem except him. The exposure to the above verse requires that humans must make changes in a positive and quality direction because God will change a situation when those people are willing to change their way of life, both in terms of their thoughts, deeds, and actions, to produce a good quality of what they have done.

The leadership of the Principal or Madrasah is one of the manifestations of national leadership, namely Pancasila leadership, a potential or force that can empower all community and environmental resources imbued with Pancasila precepts to achieve national goals in certain situations (MN Bin Nordin, 2020). The head of the Madrasa is a human being, who does not escape from mistakes and oversights, so he is very naïve if the demands are necessary (Najah, 2021). This relates to his position as the leader of the School and the manager of the School organization. So that the improvement of these abilities is just an effort to equip yourself so that you can carry out the task as it should be. The obligations and duties of the Head of the Madrasa are very severe consequences (Tarto, 2019). Therefore, if you cannot lead and manage the School organization, the vision and mission of the School cannot be achieved optimally (Wahab, 2020).

The quality of a Madrasah Head as a manager or leader determines the success of the institution he leads (Sakerani, 2019). Because successful leader can manage the institutions that are led, able to anticipate changes, able to correct weaknesses and weaknesses, and able to bring the led institutions to the goals set, in this regard, the leader is the key to success for the organization (MNB Nordin, 2020).

The problems faced in learning Arabic in Indonesia, like other foreign languages, include two things; linguistic and non-linguistic problems (Al-Zoghby, 2018). Non-linguistic problems exist that are sociological, psychological, methodological, and so on. The problem of linguistics is related to the elements of language: sound system, vocabulary, meaning, and writing (MN bin Nordin, 2019).

Linguistic problems are difficulties faced by students when learning the elements of the destination language. The difficulty arises because what is in the destination language is very or somewhat different from what was in the first language, both in the plains of sounds, words, structures, meanings, and writings. Based on that fact, there is a premise that states that the ease of learning a foreign language depends on the systemic comparison between the student's language and the destination language. However, some think that the mother tongue can also support foreign language learners (Benmamoun, 2018).

Arabic language learning and education began to develop with the times and science. Many universities began to open Arabic study programs and majors in the fields of linguistics, literature, translation, and even Arabic culture, especially Islamic universities. In addition to colleges. Many madrassas have also begun to include Arabic as a subject taught to students, even in high schools or vocational schools, and even junior high schools also include Arabic as a subject taught to students. (Abdelhadi, 2020).

The low interest and motivation to learn Arabic can be caused by several factors. Among other things, the low appreciation for the Arabic language, which, according to Effendy, is caused by many things, both objective and subjective. Arabic is seen as one of the foreign languages that are widely used by the international community (Ritonga, 2021). Therefore, the teaching process and learning strategies of Arabic are equivalent to other foreign languages such as English. Therefore, many studies in Indonesia examine the application of foreign language learning strategies, the development of learning methods, and even the media for learning foreign languages in Arabic language learning. This is an effort to develop the Arabic language in Indonesia.

RESEARCH METHODOLOGY

This qualitative research uses research methods. Qualitative research is a research method that produces discoveries that cannot be achieved by quantitative research methods that produce data in the form of actions, words, and something that can be observed in development or change. The research also uses a literature study and literature study approach by looking for the data needed for this research from previous articles. Then the data is processed using descriptive analysis.

RESULT AND DISCUSSION

Strategic Management

The word strategy comes from the Greek: "Strategos" (Stratos = military and "ag" = lead), which means "generalship" or allies that the generals worked on in making plans to win the war (Bogers, 2019). Strategy, according to Ansoff, is a comparison standard for measuring current and future performance. Qualitative measures are referred to as objectives, and quantitative measures are referred to as goals.

In another sense, according to Marrus, quoted by Hussein says that "strategy is defined as a process of determining the plans of top leaders that focus on the long-term goals of the organization, accompanied by the preparation of a way or effort how to make these goals achievable" (Sullivan, 2018).

Porter defines strategy as "the creation of unique and valuable posts obtained by performing a series of activities." (Darling, 2019). Porter outlined three strategic position bases. The three are not mutually exclusive and often intersect with each other. The first base is obtained by producing a small part (subset) of a product from a particular industry. Porter calls it variety-based positioning because this position comes from product selection, not based on consumer segmentation (Ahammad, 2020).

In other words, the company is trying to meet the few needs of many people. Porter pointed out that Jiff Lube International only produces automotive lubricants and does not offer other maintenance products. Variety-based positioning is effective when the company can create these subset products well, far superior to its competitors (Haldorai, 2018).

The second basis is to serve most or even all of the needs of a particular consumer, which is referred to as needs-based positioning. An example is IKEA which seeks to meet all furniture needs, not just a part (subset), for its target market. This position is obtained by carrying out a series of activities in a different way from those of competitors. If there is no difference in activity, consumers will not be able to distinguish the company in question from competitors. This variant of the model is to meet the needs of the target market at different times. A consumer, for example, has different needs when he travels for business and when he travels for a vacation. Companies can take positions to meet the different needs of the same target market.

The third base is obtained by targeting consumers who can be accessed in different ways, which is referred to as access-based positioning. These consumers, despite having almost the same needs and desires as other consumers, require different configurations of activities to meet those wants and needs. Porter gave an example of this through Carmike Cinemas, which operates cinemas only in small, densely populated cities, but with a population of fewer than 200,000 people. Although the market is small with its purchasing abilities in a large city, Carmike Cinemas manages to make a profit because it carries out different activities from those offered by cinemas in big cities, for example, by standardizing, opening only a few studios, and using lower projector technology compared to cinemas in big cities (Ketchen, 2020).

In the beginning, the concept of strategy was used for military purposes, namely a method, art, plan and trick used to defeat the enemy and fight a war and overcome conflicts. In the 60-the 70s, it was adopted in the business world, and all concepts were used in strategic management, such as Mission, Goal, SWOT Analysis, Objective, and Strategy(Makadok, 2018).

In the military world, strategy is used to defeat the enemy and win wars, while in the business world, strategic management is used to eliminate competition. Judging from the purpose, both in the military and business world, there is no desire for conflict/battle, but they aim to get territory and market share. Today, the concept of strategy is widely used not only in military interests but applies to all levels of organizations, whether profit-seeking organizations or non-profit organizations, private or government.

Head of Madrasah

The head of a madrasa is a leadership position that cannot be filled by people without being based on considerations. In another sense, the Head of Madrasah is one of the components of education that plays the most role in improving the quality of education(Arifin, 2018). The Head of Madrasah is the person in charge of the implementation of education, school administration, development of other educational personnel, utilization and maintenance of facilities and infrastructure, as well as a supervisor at the School he leads(Widodo, 2018). In Wahjosumidjo's opinion, written in the madrasa head leadership book, that the definition of the head of the madrasa can be defined that the head of the madrasa is as follows: "A functional teacher who is given the task of leading a school where the teaching and learning process is held, or a place where there is an interaction between the teacher who gives the lesson and the student who receives the lesson"(Alghasab, 2019).

The head of the Madrasa is a manager(Hassan, 2018). It is He who manages everything that is in the School to achieve the goals of the School. With a position as manager, the Head of Madrasah has full authority over the policy direction taken towards the vision and mission of the School. The Head of the Madrasah as a manager is a reflection of the leadership of the Head of the Madrasah(Jahari, 2020). But the Head of the Madrasa as the ruler, tends to mirror self-egoism. Therefore in an organization, this is really unworkable. Since the organization is a joint activity towards a goal, it should not be managed on the basis of egoism, one's selfhood, but rather managed by a leader.

The key to the success of a school basically lies in the efficiency and effectiveness of the appearance of a Madrasa Head. The success of the School is the success of the Head of the Madrasa. The success of the Head of the Madrasa is the success of the School. At this time, the issue of the Head of the Madrasa is a role that demands the requirement of strong leadership qualities. In fact, it has developed into a widespread demand from the community as a criterion for the success of the School. It is necessary to have the leadership of a qualified Madrasah Head(Nurhayati, 2019).

Definition of Learning

The learning comes from the basic word "teach," which means instructions given to people so that they are known/told. The verb "learn" means to acquire intelligence or knowledge. Definition The word "learning" comes from the word "learning," which gets the prefix "pe" and the suffix "an," which has the meaning of the process. Learning according to Degeng and Muhaimin, learning (a more commonly known expression earlier "teaching") is an attempt to teach students. (Muhaimin, 2002: 183). In this case, it can be seen that in teaching His knowledge to the Prophet

Muhammad SAW, Allah used an intermediary. Or in today's world of education is to use the media. So that what is taught by the teacher can be well received by the recipient of the message. In its teachings, Islam describes learning on the word of Allah Almighty. In QS. An-Nahl verse: 78, which means:

"And God took you out of your mother's belly knowing nothing, and he gave you hearing, sight, and heart, that you might be grateful."

From this verse, it can be understood that in the beginning, this man did not have knowledge or did not know anything. Once he begins to perfect his development as a result of his maturation and learning activities, then he can already use and function the tools (inner and inner senses) bestowed by Allah Almighty. to know the surrounding nature, himself, and also the God of the creator of the universe. This is very related to the entire educational process in madrasahs. Learning is the most important activity. This means that the successful achievement of educational goals depends a lot on a good learning process. Learning is teaching students using educational principles and learning theories, which are the main determinants of educational success. Learning is a two-way communication process. Teaching is carried out by the teacher as an educator, (Cheng, 2019).

Whereas Corey asserts learning is a process by which a person's environment is intentionally managed to allow him to participate in certain behaviors under special conditions or generate responses to certain situations, learning is a special subset of education (Beams, 2018).

In such a sense, it can be said that learning is an attempt to teach students to learn. This activity will result in students learning something in a more effective and efficient way. Learning is related to how (how to) teach students or how to make students able to learn easily and driven by their own willingness to learn what (what to) is actualized in the curriculum as needed. Therefore, learning seeks to describe the values contained in the curriculum by analyzing the learning objectives and characteristics of the content of the field of religious education studies contained in the curriculum.

Furthermore, activities are carried out to have, establish, and develop appropriate learning methods or strategies to achieve the learning objectives set according to existing conditions so that the curriculum can be actualized in the learning process so that learning outcomes are realized in students. Learning is an effort to develop human resources that must be carried out continuously as long as humans live. The content and learning process need to be continuously updated according to the progress of science and the culture of the community. The implication is that if the people of Indonesia and the world want the availability of human resources who have the competence that has national and international standards, then the content and learning process must be directed at achieving these competencies (Weiser, 2018).

History of Teaching Arabic

Talking about Arabic in a historical context cannot be separated from the journey of the spread of Islam. History records that the Arabic language began to spread out of the Arabian peninsula in the 1H century or the 7th century AD because Arabic was always carried away wherever Islam flew. The spread covered the territory of Byzantium in the north, the territory of Persia in the east, and the territory of Africa to Andalusia in the West. Arabic, at the time of the Islamic caliphate, became the official language for religious, cultural, administrative and scientific purposes. Pride in Arabic caused Greek, Persian, Coptic, and Shia, which are the mother tongues of the inhabitants of the various regions, to be in an inferior position. They spoke, wrote personal letters, and even composed verses in Arabic. No adequate reference was obtained to how Arabic was learned by those non-Arabs. What is certain is through direct interaction with native Arabic

speakers who came to their country and their departure to Islamic centers in the Arabian Peninsula (Mustafa, 2021).

Through historical analysis, it can be seen that there was intense interaction between the Arabs and Europeans in the inheritance of ancient Greek science through translation from Greek into Arabic, then from Arabic to Latin so that in studying literary and religious texts, it was possible to have a similarity in the purpose of teaching and learning between the two languages. This is based on the following facts:

1. There is a similarity in time between the spread and dominance of Latin in Europe and the spread and dominance of Arabic in the territory of the Islamic caliphate, which is around the 1st-9th century AD or 7-15 AD.
2. There is a common purpose of language teaching and learning, namely, to study literary and religious texts.
3. There is an intense relationship between Arabs and Europeans in the inheritance of ancient Greek science, through translation from Greek to Arabic and then from Arabic to Latin (Othman, 2022).

The course of past history proves how many roles the Arabic language played in saving Greek science and philosophy, which Europeans said were dangerous for their religion. So that after they entered the age of revival (renaissance), Greek science and philosophy were taken over again from the Islamic ummah. And until now, we can witness their superiority in different aspects of life. Including science and technology (El Sayed, 2020).

The progress that took place in Europe led the Arab and Islamic worlds to turn around in search of the drop of science that originally came from the progress of their own civilization. This is where Hegel's dialectic theory takes place. Western civilization advanced because the progress of Islamic and Arab civilizations was later influenced by the progress of western civilization. Through Napoleon Bonaparte's invasion of Egypt in 1798 AD, the Arab and Islamic worlds began to reopen to see and emulate the various advances taking place in Europe.

In language administration, the methods that developed in Europe were adopted and widely used in Egypt, ranging from grammatical methods of translation to direct methods. It is also worth mentioning that at the same time, Christian missionaries from America invaded the Northern Arab lands (the Levant). They first used Arabic as the official language of their mission disseminators. Many of them contributed to advancing the Arabic language. At that time, Shia and Lebanon were the centers of development of the Arabic language. Many books on linguistics, including dictionaries, were written and published in both countries. Among those who were active in the development of the Arabic language were many Christians, such as Louis Ma'luf, whose dictionary, *Al-Munjid*, is famous to this day. There is no doubt that Arab relations with America, started by these missionaries, influenced the development of the Arabic teaching methodology. This relationship continued, more open and more intense in the days that followed.

The Development of Arabic Language Teaching

Historically, innovations and changes in views in the study of language learning have begun since 1880 ago. There are four important phases that we can observe from developments and innovations in the field of language learning from the 1880s to the 1980s. The first phase was between 1880-1920. In this phase, there was a reconstruction or redevelopment of the forms of direct methods (*al-thariqah al-mubasyarah* / direct method) that had been developed in ancient Greece. In addition, a sound method (*al-thariqah al-shautiyyah*/phonetics method) was also developed, which is also rooted in the Greek tradition.

In this phase, the field of language teaching was introduced with another new element, namely the science of descriptive phonetics. Even though this problem has been studied since the mid-19th century by Brucke, Ellis, Bell, Sweet, Sievers, Klinghardt, Passy, and others, it was Viator who weaved it into the method of teaching language. Using spoken language as a starting point, Viator and his followers developed a method of quintessence as follows:

1. Vocabulary must be taught in sentences, not standing singly without context because sentences are the most basic unit of language ;
2. The sentences taught should not be presented without relationships but should always be associated with issues that interest the pupil's heart;
3. New things are taught through hand gestures, pictures, and pre-known words;
4. Readings are given later and only taught readings whose materials are arranged step by step so that gradually through readings, students will get to know foreign countries and their cultures. The foreign country referred to here is the country whose language the student learns;
5. Grammatical knowledge is obtained inductively by studying the text(Alkhatlan, 2020).

The second phase was between 1920-1940. In this phase in America and Canada, a forum for the study of foreign languages was formed, which then resulted in the application of methods of a compromise (al-thariqah al-ittifaqiyyah / compromise method) and the reading method (al-thariqah al -qira'ah / reading method). In this third phase, there are three observable periods, namely:

1. The period 1940-1950 was the period of the birth of efficient and practical methods in the world army. This method is known as the American Army Method (al-thariqah al-jundiyyah al-amrikiyyah), which is a method born from the headquarters of the American army for the purpose of war expansion.
2. The period 1950-1960 was the period of the emergence of the audiolingual method (al-thariqah al-sam'iyyah al-shafawiyyah) in America and the audiovisual (al-thariqah al-bashariyyah) in England and France, as a direct result of the success of the army method.
3. The period 1960-1970 was a period of the emergence of naivety and a review of the nature of language learning. This period was the beginning of the collapse of the audiolingual method and the popularity of contrastive analysis, which sought to help find a theoretical foundation in language learning.

The fourth phase, between 1970-1980. This phase was seen as a turning point and was the most innovative period in the study of the acquisition of second and foreign languages. The result was that in the 1980s came what is now known as the communicative approach (al-madkhal al-ittishali/communicative approach) in language learning.

In general, that is the picture of the development of the ups and downs of language learning. The most important thing now is an understanding of the results achieved during this time in the study of language learning, especially those that have happened in the past ten or fifteen years. Clearly, the largest portion of this study that has obtained satisfactory results is the study of language acquisition as it was produced in the Greek seventies decade.

Arabic Learning Methodology

Etymologically, the term methodology comes from the Greek language, namely from the word *methodos* which means way or way, and *logos* means science. Meanwhile systematically, methodology means science that studies the ways or paths taken to achieve a goal with effective and efficient results. The methodology is defined as the word *methodic*, which is a systematic investigation and formulation of methods that will be used in research. In other words, the

methodology is: the science of methods that examine/discuss various teaching methods, their advantages and weaknesses, more appropriate/harmonious for the presentation of what lessons, how they are applied, and so on (Goodman, 2018). The scope of the methodology includes the following:

1. Study language skills (reading, writing, listening) and teaching processes.
2. Study the preparation of teaching plans, materials, and textbooks, for the skills of endeavor.
3. Evaluation and preparation of various language teaching methods to deliver teaching materials should have a way of delivery (Tarigan, 1995: 150).

The impression that learning Arabic is difficult, difficult, complicated, so it is a headache. There is actually no need to happen when traditional Arabic teaching that prioritizes a lot of Qawaid memorization, especially at the beginner level, turns out to be less profitable, even resulting in teaching Arabic being seen as difficult, difficult and scourge (Al-Qatawneh, 2020). In Arabic teaching, the teacher can use the following methods:

1. Grammatical Methods of Translation
2. Direct Method
3. Reading Method
4. Methods of Imitation and Memorization
5. Mixed Method

Finally, the teacher reveals the methods of "nahwu" or language in the text read, continues and applies these methods by writing on the blackboard and explaining information according to the student's language.

CONCLUSION

The functions of leadership include determining goals or objectives, manipulating ways, changing actions, and designing coordinated efforts. The role and function of a leader will in large part determine where and what will become the organization he leads so that the presence of a leader will make the organization a unit that has the power to develop and grow to be bigger. Likewise, the Head of Madrasah as the leader of a formal educational institution, has a very important role in empowering educational personnel.

Strategy management is the art and action of how to win the competition. To achieve these success goals, an organization must develop certain competencies in the form of core capabilities, which include concrete (tangible) resources such as physical and financial resources and non-physical (intangible) resources such as reputation, technological excellence, product innovation, and so on. These resources are transformed into unique core capabilities in order to have the creative power of competence to answer challenges and have the ability to compete.

Learning objectives are one aspect that needs to be considered in planning learning because all estuary learning activities are on the achievement of this goal. Learning objectives are statements about learning outcomes or what to expect. These objectives can be very general, very specialized, or anywhere in a general-specific continuum. Characteristics of the field of study are aspects of a field of study that can provide a very useful foundation in describing learning strategies, such as time, media, personnel, and funds/money. Furthermore, the characteristics of the learner are those aspects or qualities of the individual learner, such as, for example, the talents, motivations, and results that he already has. The methodology of teaching Arabic is the way or path taken by the teacher of the language in the mind of the student.

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AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-vestigation.

Author 3: Data curation; Investigation, Formal analysis; Methodology; Writing - original draft.

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