Arabic Language Learning Program Management of Madrasah Tsanawiyah Fadhilah Pekanbaru

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ABSTRACT

Background. This research was conducted to examine the effectiveness of Arabic language learning program management at Madrasah Tsanawiyah Fadhilah Pekanbaru. Focusing on the aspects of planning, organizing, implementing, and monitoring, the research aims to improve the quality of Arabic language learning and ensure conformity with the vision and mission of the madrasah.

Purpose. The study aims to evaluate and improve the management of Arabic language learning program at Madrasa Tsanawiyah Fadhilah Pekanbaru. The focus is on optimizing the planning, organization, implementation, and supervision of the program to achieve effectiveness and efficiency in achieving the vision and mission of Arabic language education in the madrasah..

Method. This descriptive qualitative research aims to find out the management of the Arabic language program at MTs Fadhilah Pekanbaru. Data collection uses interviews with the principal, observation, and documentation about the management of Arabic language programs at madrasah tsanawiyah Fadhilah Pekanbaru.

Results. Madrasah Tsanawiyah Fadhilah uses the functions of program management studies in implementing the Arabic language learning program for all students so that this program runs effectively and efficiently, namely: 1) Planning the Arabic language learning program in preschool children through the needs identification stage. 2) Organizing in this school is the coach as the head of the foundation who holds the highest power. 3) The implementation of the Arabic language learning program in preschool children is by preparing teachers, making learning process plans (RPP).

Conclusion. The success of the Arabic language learning program at Madrasah Tsanawiyah Fadhilah Pekanbaru hinges on effective management functions. Consistency with the foundation's vision and mission is maintained through thorough planning, well-organized implementation, and direct supervision, highlighting the critical role of management in program success.

KEYWORDS

Arabic Language, Learning Program Management, Madrasah Tsanawiyah Fadhilah

INTRODUCTION

During the current era of globalization of education, effective and efficient management is needed in managing a program. Management can be interpreted as organizing or managing all resources consisting of several processes, namely starting from planning, organizing, directing or implementing, and supervising as stated by (Sisk, 1969) (Arikunto, 1998) in the book Principles of Management,

"management is the coordination of all resources through the processes of planning, organizing, directing, and controlling in order to attain stated objectives." In addition, the definition of a program is a series of planned activities that will be carried out to achieve certain activities. From these two definitions, it can be concluded that program management is a management process in an educational program which includes the process of planning, organizing, mobilizing or implementing, and supervising by using available facilities and infrastructure in order to realize more effective and efficient education (Afzal & Crawford, 2022; Alamäki dkk., 2019).

As an organization, educational institutions have a great responsibility to educate the nation's life in accordance with national development goals. According to Law No. 20 of 2003 in Chapter VI Article 13 Paragraph 1, the education path consists of formal, non-formal and informal education which can complement and enrich each other is education that has a regular and tiered education path, while non-formal is an education such as training, private lessons or courses with a relatively short or predetermined period of time (Afzal & Crawford, 2022; Al Rashdi dkk., 2022). So, education for children is classified as formal education which must also be managed in accordance with the stages of management. The concept used is the same as the concept of management for early childhood, which is an effort to organize, manage and direct educational interactions carried out between learners (children), teachers, and the environment both schools and communities systematically to achieve the desired educational goals for children (Islam dkk., 2020; Kim & Park, 2023).

A small group of several school educational institutions in Riau, which was chosen was Mts Fadhilah Pekanbaru as a formal educational institution for preschool children to be studied. Mts Fadhilah Pekanbaru is one of the institutions classified as Islamic education for preschool children and is required to implement an Arabic language learning program, while this school takes the basic principles of the Ministry of Religion which develops in accordance with the characteristics of children's education characterized by Islam.

School education is basically an educational institution that aims to help the physical and spiritual growth and development of children outside of the surrounding environment before entering a higher level of basic education (Ritonga, 2021). All sources of knowledge and information obtained in school education provide a language. If a child's language skills are inhibited, it also affects the child's access to information and knowledge. Children aged between three and five years are children in the most critical stage of language acquisition for language learning, so the researcher aims to examine an Arabic language program management in children of Madrasah Tsanawiyah Fadhilah used at Madrasah Tsanawiyah Pekanbaru (Rezi & Mudinilllah, 2022).

Research on for children has been researched by (Taha, 2020) With the results of the research, the school achieved satisfactory achievements with the school garden program, because this program received direct support and participation from the school community. Likewise, research conducted by (Yuniari, 2018) found that there are three inhibiting factors for education and training programs to increase the competence of early childhood education managers, namely (1) delays in participants, (2) lack of teamwork, and (3) readiness of training program materials to increase the competence of Early Childhood Education managers.

The difference between the above research and the discussion that will be discussed by researchers is in the object of research and discussion which focuses on the discussion of "Arabic Language Learning Program Management at Mts Fadhilah Pekanbaru" and focuses on Arabic language program management. The urgency of the study of Arabic language program management in children at Mts Fadhilah Pekanbaru, is to make this study a material consideration for other

educational institutions, both formal and non-formal, which are engaged in language programs, related to the steps taken in Arabic language program management, because a program management of an educational institution can affect the quality of students in that institution. In addition, knowing the program management at Mts Fadhilah Pekanbaru is expected to be an initial barometer for those who want to create a similar learning program.

RESEARCH METHODOLOGY

This research approach uses descriptive qualitative (Alinsky, 2022). In this discussion, researchers process data obtained through interviews, observations, and documentation about the Arabic language program in children of Madrasah Tsanawiyah Fadhilah Pekanbaru which is discussed in depth to obtain conclusions as a result of the research. Interviews were conducted with informants, namely the Principal Muhammad Fadil, M.Pd, and Arabic teacher Shinta Novita S.Pd. Both as informants related to the management of Arabic language programs in children at Madrasah Tsanawiyah Fadhilah Pekanbaru. Then direct observation conducted by researchers and documentation obtained in the form of documents or data related to the Arabic language program at Madrasah Tsanawiyah Fadhilah Pekanbaru, including the vision, mission, and learning syllabus used (Anåker dkk., 2021).

The Miles and Huberman model as described in Figure 1 is used as a data analysis and collection technique consisting of three steps, namely: data reduction, data display, and conclusion (Sugiyono, 2007) Data reduction is obtained in the field by selecting important things related to the Arabic language program, data display is the presentation of data in the form of tables and paragraph narratives so that it becomes organized data, while conclusion is drawing conclusions from data that has been collected and organized about the Arabic language program.
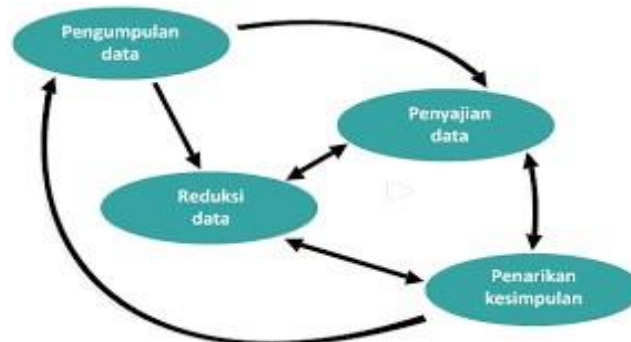

Figure 1. Miles and Huberman data collection model

The ultimate goal of this research is to be the basis for directing activities that will be carried out in the realm of Arabic language learning for children at Madrasah Tsanawiyah Fadhilah so that the results will be optimal. In addition, this study describes and analyzes the process of planning, organizing, implementing, and supervising the Arabic language learning program for children at Madrasah Tsanawiyah Fadhilah Pekanbaru.

RESULT AND DISCUSSION

The background of Arabic language learning in children of Madrasah Tsanawiyah Fadhilah Pekanbaru begins with the establishment of the language week itself, on February 15, 2015 motivated by the desire of the head of the foundation or the owner of the foundation to open a language week where students of Madrasah Tsanawiyah Fadhilah to practice learning Arabic in real classes.

The head of the Fadhilah Foundation really needs a place to practice applying the knowledge and teaching methods they have gained, without a language week it will be very difficult to measure their competence and skills as a requirement for participating in the Arabic Language Learning Program.
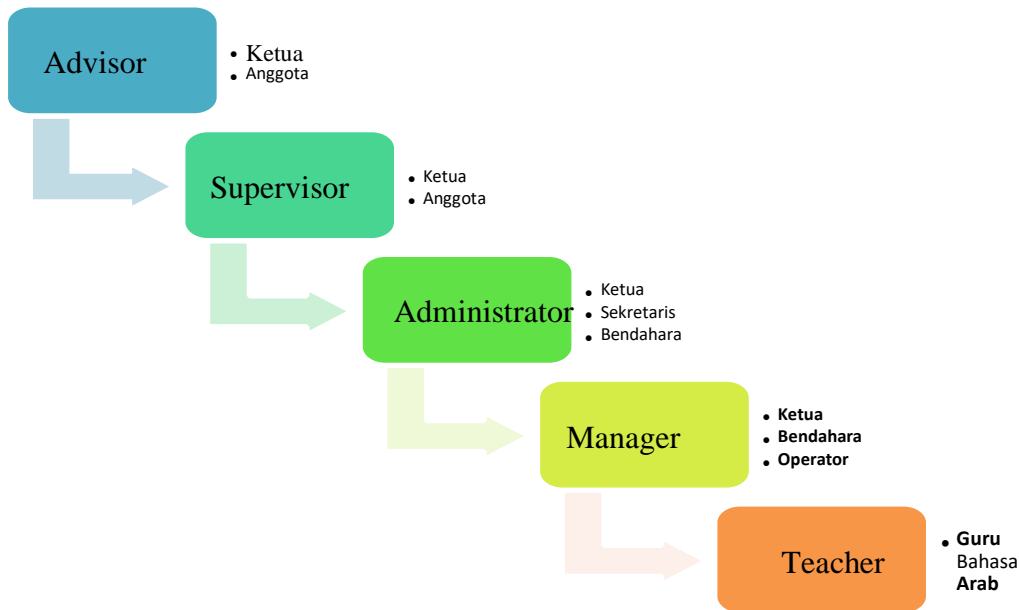

Figure 2. Foundation Structure of Madrasah Tsanawiyah Fadhilah Pekanbaru

Figure 2 explains as a result of the documentation that has been obtained by researchers, the organizational structure of the Madrasah Tsanawiyah Fadhilah Pekanbaru Foundation consists of Trustees, namely the chairman of the foundation and its members, Management, Supervisors, and Managers which include (Principals, Teachers, and Administrative Personnel). The Arabic language learning program syllabus prepared by the Fadhilah Madrasah TSANAWIYAH Foundation in Arabic language learning is explained in Table 1.

Furthermore, the Core Competencies (KI) of the syllabus include the following. KI 1 = Accept and practice the religion he adheres to. KI 2 = Having honest, disciplined, responsible, polite, caring and confident behavior in interacting with family, friends and teachers. KI 3 = Understand factual knowledge by observing (listening, seeing, reading) and questioning based on curiosity about himself, God's creatures and their activities, and objects found at home and at school. KI 4 = Present factual knowledge in clear and logical language, in aesthetic work, in movements that reflect healthy children, and in actions that reflect the behavior of children of faith and noble character.

Based on the results obtained in the field and data analysis conducted, program management in an educational organization is carried out so that the implementation of activities runs systematically and can be evaluated so that the program can become more effective and productive. Likewise, the Arabic language learning program for students requires a program management so that Arabic language learning becomes systematic.

Madrasah Tsanawiyah Fadhilah Pekanbaru Foundation is an educational institution that specializes in language learning, especially Arabic. Language is a very important aspect for the future of children. Especially now that language is used as a medium of communication in the era of global communication, be it Indonesian, English, or Arabic, therefore, the development of language skills as early as possible is carried out.

Table 1. Syllabus of Arabic Language Learning at Madrasah Tsanawiyah Fadhilah Pekanbaru

Basic Competencies	Subject matter	Learning Activities
1.1 Realizing the importance of honesty and confidence as a gift of God in communicating with the social environment around the house and madrasah	- Accustom learners to be honest and confident	Affective : - - The teacher familiarizes the learners to be honest and confident in communicating using Arabic. - - The teacher motivates learners to be honest and confident.
2.1 Demonstrate honest and confident behavior in communicating with the social environment around the house and madrasah	Motivate learners to be honest and confident	
3.1 Identifying the sounds of Arabic words, phrases, and sentences related to : وبالعاملين في التعريف بالنفس المدرسة؛ المرافق والأدوات المدرسية؛ الألوان both orally and in writing	- - Readings on the topic وبالعاملين بالنفس التعريف في المدرسة - - Introduction to tarkib as follows : المبتدأ (ضمائر مفردة) إشارة مفردة + الخبر (الصفة) و الجهات الضمائر المفردة المتصلة.	Observing : - Listening and imitating the pronunciation of the utterance correctly - - Listen to words that are similar in pronunciation - - Listen to the discourse while paying attention to the teacher's speech model/cassette/film and imitate the pronunciation and intonation. - Matching the picture with what is heard. - Observing a text that contains an *jumlah ismiyah* Inquire : - Conduct simple questions and answers about the theme/topic *at-ta'rif binnafsi wa bil*

		'amiliina fil madrasah
		- Answering questions in simple discourse in writing/orally.
		- Answer oral questions posed by interlocutors according to the theme/topic *at-ta'rif binnafsi wa bil 'amiliina fil madrasah* Ask friends or teachers about words/sentences that are not understood according to the theme/topic. *at-ta'rif binnafsi wa bil 'amiliina fil Madrasah secara lisan*
		Explore : - Recite sentences according to the speech model listened to by the teacher/cassette/film. . - Assemble words into sentences according to the rules *mubtada' (dhamir mufrad); ism isyarah+khabar (kata sifat) dan arah; dhamir mufrad muttashil* - Compose simple words and sentences according to the rules *mubtada' (dhamir mufrad); ism isyarah+khabar (kata sifat) dan arah; dhamir mufrad muttashil* - Pronounce the sentence according to what is heard. - Try - express and understand words that use rules *mubtada'*

		(dhamir mufrad); ism isyarah+khabar (kata sifat) dan arah; dhamir mufrad muttashil. Associating : Comparing between sentences *mubtada' dan khabar* terkait topic *atta'rif binnafsi wa bil 'amiliina fil madrasah*

Language, as stated by (Jamian, 2010), is a tool to convey information or messages that have certain meanings to other individuals so that their intentions can be understood. An educational institution is required to teach several foreign languages in the institution to enrich the child's language. One of the language learning characterized by Islam is Arabic. According to (Al-Muslim, M., & Zamri, 2012), Arabic is considered one of the world's oldest languages grouped under semantic languages. The development and circulation of time has placed Arabic as one of the world's major languages.

Discusion

The concept of management according to Sagala (2009, p. 140) is the actions and efforts made by the principal as a structural leader in the school, as well as those made by the teacher as a guide in the learning process in the classroom to get the results of achieving school program objectives. The functions of management applied in this program are explained as follows.

Planning

Planning as one of the processes of the management function in preparing work decisions that will be carried out in the future in order to achieve the desired goals. Therefore, planning is the process of determining the efforts to be carried out and the integrated utilization of resources that can support activities in achieving effective and efficient goals.

The process of planning the Arabic language program at Madrasah Tsanawiyah Fadhilah Pekanbaru students as a result of interviews with the principal on September 11, 2023 that when recruiting teaching staff, this Madrasah Tsanawiyah recruits one of the teaching staff with Arabic language graduate qualifications to specialize Arabic language learning taught by the teacher, so that Arabic language learning in preschool children becomes more effective. The indicators used in the planning stage include the following.

Needs Identification

Identification can be interpreted as a process of analyzing sources that give rise to an impetus to hold a program. The results of the identification of needs obtained will produce information and data on matters related to knowledge and skills related to community needs (Basri, 2015, p. 35).

The identification of needs in the Arabic language learning program involves many elements, including; all coaches both chairman and members, administrators, supervisors and managers of Madrasah Tsanawiyah Fadhilah Pekanbaru. The need that wants to be met is that there is a forum for Arabic language education students, and English language education Faculty of Tarbiyah and Keguruan to apply the knowledge and teaching methods obtained in the classroom directly to Madrasah Tsanawiyah Fadhilah Pekanbaru students.

Curriculum Planning

Government Regulation No. 66 of 2010 on the amendment of Government Regulation No. 17 of 2010 on the management and implementation of education states that the curriculum is a set of plans that will be carried out by educators, including arrangements regarding the objectives, content, and teaching materials, as well as the methods to be used in the teaching and learning process as guidelines for implementation in achieving the objectives of education.

The theory referred to shows curriculum planning in an Arabic language program planning, namely that there is no separate curriculum in curriculum preparation but is guided by the curriculum from the Government Regulation regarding the standards of Madrasah Tsanawiyah for reference in compiling a syllabus related to the material to be given to children. According to Ali (2015), lesson planning is always made before the beginning of the school year which is packaged in work meetings.

Infrastructure Planning

Facilities and infrastructure that will be used in the Arabic language program as a whole must be provided in such a way and fulfilled during the learning process, both from the learning space, teaching materials, and so on. Financial planning and infrastructure facilities for the implementation of Arabic language learning programs for students of Madrasah Tsanawiyah Fadhilah Pekanbaru have been planned and prepared in medium and short-term plans.

Based on this explanation, the researcher concludes that planning in the Arabic language program involves many parties who have a big responsibility, including educators as the main source of knowledge, as well as supervisors to support the successful implementation of this learning program. on the other hand, the planning stages in this program start from: (1) identification of needs and thinking about how the conditions of the learning environment and also the desired learners in the future, (2) coordination meetings, (3) preparation of work programs, (4) movement or implementation of programs, namely the realization of work programs that have been prepared, as well as supervision, as well as (5) evaluation, which is carried out in order to achieve the objectives of the Arabic language program effectively and efficiently.

Basically, everything that is systematic in various fields of human life does not escape from a planning process, including the field of education. So, the planning process will always exist in the management process of an activity, institution or organization that will be held.

Organizing

Organizing (organizing) (Karyoto, 2016, p. 67) is an activity carried out by managers to create cooperation between workers so that all work can be completed effectively and efficiently in order to realize the goals to be achieved in the organization in the future. Organizing can be defined as the process of determining an effective job to be done, the division of work in accordance with its work section is grouped in order to achieve the desired goals. The process of organizing in a program begins with compiling a structure, the main tasks and functions of each division that have been arranged, the vision and mission and goals of Madrasah Tsanawiyah Fadhilah Pekanbaru, and the organization of learning carried out starting from the preparation of syllabuses and lesson plans.

The vision of Madrasah Tsanawiyah Fadhilah Pekanbaru Foundation is "To become a superior, competitive and competitive children's education institution to create a generation of scholars and character". In order to realize this vision, a six-point mission has been formulated, which is described as follows. (1) Improving the quality of education that is superior and integrated through play while learning activities. (2) Embedding religious teachings to have faith and devotion through habituation. (3) Making play activities a means of instilling moral values for future generations with character. (4) Making demonstration and exemplary methods as a medium to

foster students' character. (5) Developing children's imaginative, open and curious mindset through play activities while learning in class. (6) Accustoming children to always worship so that a smart, healthy and cheerful character is formed.

When a series of visions and missions have been formed, the next process is to launch structured programs to support the realization of the predetermined vision. The objectives of the Pekanbaru Madrasah Tsanawiyah Fadhilah Foundation are as follows: (1) realizing a superior and competitive educational institution with play while learning services to students, (2) realizing students who have an attitude of faith and piety according to religious teachings in daily life, (3) realizing a generation with character in the future through moral cultivation from an early age, (4) realizing character through coaching from educators and education personnel, and (5) realizing children with high imagination and curiosity.

Implementation

(Sudjana, 2004, p. 150). (Amtu, 2013).Movement or implementation (directing) is an action, effort, or effort of the leader in providing motivation and encouragement to individuals who are led in directing work and actions carried out by using the potential that exists in him in order to achieve a predetermined goal. The movement of the first activity, namely planning and organizing, is one form of the implementation function. The implementation function emphasizes the creation of cooperation and responsibility between members in an institution or organization, as well as emphasis on the level of enthusiasm and interest in working by all members for the achievement of organizational goals.

The implementation function in the Arabic language program is a stage to realize a program design that has been prepared at the program planning stage. Madrasah Tsanawiyah Fadhilah Pekanbaru prepares several things related to the implementation of the program in this stage, namely determining the teacher who will teach Arabic, determining the learning schedule, preparing a learning process plan (RPP), and providing infrastructure that will be used in the implementation of the language learning program. The lesson plans that will be used are prepared by the Arabic language teaching teacher as a design in the implementation of learning so that the teacher becomes more optimal in carrying out his duties. Meanwhile, the Arabic language learning program schedule is arranged by the foundation manager of Madrasah Tsanawiyah Fadhilah Pekanbaru. Thus, the implementation of the Arabic language program becomes directed towards achieving the objectives of the program.

Based on the results of observations in the implementation of the Arabic language program, students are active in learning. The implementation of learning is like teaching Arabic limbs through singing with the correct pronunciation like a native Arabic speaker. The learning is carried out in small classes containing a maximum of nine people so that the knowledge absorbed by children is maximized, because the number of students is 370 people and is divided into 13 classes where each class is 25 people and some are 29 people. The classes used are complete with blackboards and so on.

Surveillance

Supervision (controlling) according to Admosudirjo (Kamil, 2012) is a whole of activities that compare or measure what is being or has been carried out with criteria, norms, standards, or plans that have been previously set. Supervision is carried out using observation techniques. The Head of the Foundation supervises the foundation managers. To find out the work ethic of teachers in the teaching and learning process both in the classroom and outside the classroom, supervision is carried out by supervision by the foundation manager so that it becomes an evaluation for other programs in the future. In this case, supervision is a review of the work program that has been

implemented, this stage is carried out by the foundation manager which aims to maintain and improve the quality of the Arabic language program for children, while teachers are given a big responsibility to supervise their students when learning is taking place.

The supervision process carried out in the Arabic language program at Madrasah Tsanawiyah Fadhilah Pekanbaru students is direct, which means that the manager who goes directly to supervise the activities that take place and if there is something that is not pleasing, the manager immediately notifies or reprimands the teacher so that it does not happen again for the second time, and so that the quality of the program in the future can improve and be even better. According to Murdick (Fattah, 2004), supervision is a fundamental process that is needed in an institution or organization. Determining whether a program plan is good or bad is seen from the results of supervision, so supervision must be done as well as possible in order to produce a good program plan.

Supervision can also be interpreted as a process of measurement and assessment (Amtu, 2013), the measurement in question is the level of management of members' work and the use of work facilities that increase their efficiency in contributing to the achievement of organizational goals. The purpose of supervision according to Kurniadin and Machali (2012) is to create a transparent atmosphere without anything to hide, to prevent mistakes, and to improve organizational performance.

In addition, (Handoko, 2008b) stated that supervision is providing input and evaluating the delivery of plans and standards as well as assessing the results of work by incorporating and removing the resulting solutions, then supervision is followed by evaluation. The implementation of activities is evaluated from any unwanted deviations in the program to be immediately corrected in order to achieve good goals.

(Handoko, 2008a) (Wiyono, B. B., & Sunarni, 2009) Activities in the evaluation process include: (1) preparation of an evaluation plan, (2) the evaluation process is carried out by the manager, (3) processing and analyzing data, (4) holding meetings to produce solutions to the problems found, so that in other programs the same thing does not happen and other programs can be better. Evaluation activities also produce precise and accurate information.

In essence, evaluation is a process that is carried out systematically and continuously to determine the quality of something, based on certain considerations and criteria for decision making (Kurniadin and Machali, 2012). As in a program, an evaluation is carried out to determine the value and meaning of the quality of the program, the purpose of the evaluation itself is to obtain a basis for consideration, ensure effective and efficient ways of working, and obtain solutions to obstacles experienced by institutions or organizations in running a program.

Based on the results of observations, it can be concluded that the process of supervising the Arabic language learning program is in line with the evaluation theory described. Supervision in this program is carried out by the manager, namely in terms of reviewing the work program that has been implemented, where this supervision aims to maintain and improve the Arabic language program that has been carried out.

Meanwhile, the program evaluation process has four stages, starting from the preparation of an evaluation plan, supervision, data processing, and improvement meetings, where all four are carried out to determine the quality of a program, based on certain considerations and criteria in the context of decision making. The results of the evaluation of the Arabic language program on students are that this Arabic language program has been running in accordance with the vision, mission, and objectives of the program, but the lack of a marketing division to market this Madrasah Tsanawiyah which results in the number of students at the Madrasah Tsanawiyah Fadhilah Pekanbaru foundation is still fairly minimal. With the number of students will add

individuals who are taught Arabic, then this as a material for the work program plan that will be implemented to improve the quality of the program that will be implemented afterwards (Ali, 2015).

CONCLUSIONS

The results of the research obtained from the discussion of the management of the Arabic language learning program for students at Madrasah Tsanawiyah Fadhilah Pekanbaru, concluded that in order to achieve the realization of an effective and efficient Arabic language program for children, the Foundation managers must apply the program management functions in order to avoid deviating from the predetermined vision and mission based on: (1) planning the Arabic language program in children which consists of identifying needs, holding coordination meetings, preparing work programs, implementing programs, supervising, and evaluating; (2) organizing, the coach as the highest power holder, then assisted by foundation administrators and supervisors and also school managers which include teachers and administrative staff; (3) program implementation, namely by preparing matters directly related to the program implementation process, such as determining the teacher who will teach, determining the learning schedule, making a learning process plan (RPP) by the teacher, and providing infrastructure that will be used in the process of implementing the language learning program; (4) supervision of Arabic language programs in preschool children which is direct, namely the manager directly intervenes in supervising Arabic language program activities in preschool children.

AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.
Author 2: Conceptualization; Data curation; In-vestigation.
Author 3: Data curation; Investigation.

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