

ARABIC PROGRAM MANAGEMENT IN MODERN ISLAMIC BOARDING SCHOOL: A COMPARATIVE CASE STUDY

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Abstract:

The increasing demand for Arabic proficiency among students in Islamic boarding schools highlights the need to investigate the management of Arabic language programs to ensure effective learning outcomes. This study addresses the importance of investigating the management of Arabic language programs in Islamic boarding schools. Specifically, it focuses on Mambaus Sholihin and Al-Falah, renowned pesantrens with exceptional Arabic language programs in their respective regions. By comparing the planning, implementation, and evaluation aspects of these programs, valuable insights can be derived both internally and externally. Using a qualitative descriptive approach, this research employs a comparative case study design, utilizing data collection methods such as observation and interviews. The data is analyzed through transcription, data reduction, and integration of interview and observation data. The research finds: 1) Planning: The program is systematically designed in both institutions. There are variations in the forms of learning activities between the two institutions, but the learning objectives are the same. The selection process for tutors differs between the pesantrens. 2) Implementation: The program is implemented using direct and drill methods in both institutions. Although the learning materials differ, they are aligned with the curriculum of Pondok Modern Gontor. The use of electronic media in learning is limited and infrequent. 3) Evaluation: The evaluation of both program and learning in both institutions is lacking structured and systematic approaches, resulting in a lack of measurable progress in learning. The planning and implementation of Arabic language programs at Al-Falah are more responsive to student needs compared to Mambaus Sholihin. However, both institutions lack optimal evaluation and rely on subjective observations, highlighting the need for objective evaluation methods.

Keyword: *Arabic Learning; Program Management; Islamic Boarding School*

Abstrak

Meningkatnya kebutuhan akan kemahiran berbahasa Arab di kalangan santri di pesantren menunjukkan pentingnya kajian terhadap manajemen program pembelajaran bahasa Arab guna menjamin hasil belajar yang efektif. Penelitian ini mengkaji urgensi manajemen program bahasa Arab di pesantren, dengan fokus khusus pada Pesantren Mambaus Sholihin dan Al-Falah, dua lembaga yang dikenal memiliki program bahasa Arab unggulan di wilayahnya masing-masing. Melalui perbandingan aspek perencanaan, pelaksanaan, dan evaluasi dari kedua program tersebut, diharapkan diperoleh wawasan yang bernilai baik secara internal maupun eksternal. Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan desain studi kasus komparatif, serta metode pengumpulan data berupa observasi dan wawancara. Data dianalisis melalui proses transkripsi, reduksi data, dan integrasi data dari hasil wawancara dan observasi. Hasil penelitian menunjukkan bahwa: 1) Perencanaan: Program dirancang secara sistematis di kedua lembaga, dengan variasi bentuk kegiatan pembelajaran, namun memiliki tujuan pembelajaran yang serupa. Proses seleksi pengajar berbeda antara kedua pesantren. 2) Pelaksanaan: Program dilaksanakan dengan metode langsung dan latihan

intensif di kedua pesantren. Meskipun materi pembelajaran berbeda, keduanya tetap mengacu pada kurikulum Pondok Modern Gontor. Penggunaan media elektronik dalam pembelajaran masih terbatas dan jarang digunakan. 3) Evaluasi: Evaluasi program dan proses pembelajaran di kedua lembaga belum memiliki pendekatan yang terstruktur dan sistematis, sehingga kemajuan belajar tidak dapat diukur secara optimal. Program di Pesantren Al-Falah menunjukkan responsivitas yang lebih tinggi terhadap kebutuhan santri dibandingkan dengan Mambaus Sholihin. Namun demikian, kedua lembaga masih kekurangan dalam hal evaluasi yang objektif dan cenderung mengandalkan pengamatan subjektif, sehingga diperlukan pengembangan metode evaluasi yang lebih objektif.

Kata Kunci: *Pembelajaran Bahasa Arab; Manajemen Program; Pesantren*

Received: November 25, 2023

Revised: December 25, 2024

Accepted: December 25, 2024

Published: July 27, 2025

INTRODUCTION

Islamic boarding schools, known as pesantren, have wielded considerable influence in shaping the landscape of Islamic education within Indonesia.¹ Within pesantren, an exhaustive examination of diverse Islamic disciplines ensues, spanning from theology to moral philosophy.² Through consistent engagement in scholarly pursuits and the illustration of prophetic teachings, pesantren assumes a pivotal role in safeguarding and enhancing religious comprehension within Indonesian society.³ One of the key components of pesantren education is the Arabic language, which is considered essential for understanding Islamic texts and traditions. In recent years, there has been a growing interest in improving the management of Arabic programs in pesantren in order to enhance the quality of Islamic education.⁴ Arabic language education has a long history in pesantren. Traditionally, pesantren students would spend several years studying Arabic grammar, morphology, and syntax, as well as memorizing the Quran and other Islamic texts.⁵ However, in recent years, the quality of Arabic education in some pesantren has been criticized for being outdated and insufficient to meet the needs of modern students.

¹ M. Falikul Isbah, "Pesantren in the Changing Indonesian Context: History and Current Developments," *QIJIS (Qudus International Journal of Islamic Studies)* 8, no. 1 (22 Juni 2020): 65–106, <https://doi.org/10.21043/qijis.v8i1.5629>.

² Muhammad Dalle, "Unveiling Salafi Puritanism Indoctrination: A Case Study of an Islamic Boarding School for Girls in Malang," *Ta'limDiniyah: Jurnal Pendidikan Agama Islam (Journal of Islamic Education Studies)* 4, no. 1 (29 Oktober 2023): 140–56.

³ Muhammad Jundi, "Pendidikan Islam Dan Keteladanan Moral Rasulullah Muhammad Saw. Bagi Generasi Muda," *Al-Tarbawi Al-Haditsah: Jurnal Pendidikan Islam* 5, no. 1 (27 Juni 2020), <https://doi.org/10.24235/tarbawi.v5i1.6193>.

⁴ Muhammad Jundi dan Renni Hasibuan, "Enhancing Arabic Language Proficiency among Students: A Case Study of Language Matriculation Strategies at Al-Hasyimiyah Darul Ulum Sipaho Islamic Boarding School," *Kilmatuna: Journal Of Arabic Education* 3, no. 2 (31 Oktober 2023): 114–29, <https://doi.org/10.55352/pba.v3i2.619>.

⁵ Muhammad Dalle dan Muhammad Jundi, "Sosio-Politik Orang Bugis dan Islamisasi Masyarakat Sulawesi Timur di Zaman Kolonialisasi Belanda," *HEURISTIK: Jurnal Pendidikan Sejarah* 1, no. 2 (30 Agustus 2021): 90–106, <https://doi.org/10.31258/hjps.1.2.90-106>; Muhammad Dalle dan Muhammad Jundi, "ULAMA DAN UMARA DALAM MODERNISASI PENDIDIKAN ISLAM DI TANAH BUGIS ABAD XX," *Ta'allum: Jurnal Pendidikan Islam* 10, no. 1 (8 Agustus 2022): 137–59, <https://doi.org/10.21274/taalum.2022.10.1.137-159>.

Mambaus Sholihin Islamic Boarding School in Jawa Timur is a well-known institution for Islamic education that provides a comprehensive learning program from kindergarten to postgraduate level. The school creates a unique environment for students to immerse themselves in the Arabic-speaking culture, offering various programs, including Arabic language courses, to enhance effective communication in the language. Known for its high-quality education, the school is a popular destination for students aspiring to excel in the religious field. The institution aims to offer the best learning experience to its students and conducts workshops for Arabic teachers to improve the quality of teaching.⁶ These workshops aim to enhance the skills of the teachers and equip them with the latest techniques for effective learning. Mambaus Sholihin Islamic Boarding School takes pride in its commitment to providing high-quality education and is continually striving to improve the learning experience for its students.⁷ The school excels not only in the religious field but also in various other areas.

Al-Falah Islamic Boarding School stands as a renowned educational establishment nestled within the Gorontalo province of Indonesia, distinguished for its provision of comprehensive Islamic pedagogical initiatives spanning from early childhood education through high school. Particularly lauded is the institution's acclaimed linguistic curriculum, esteemed throughout the adjacent locality for its exceptional quality and efficacy.⁸ Al-Falah alumni are renowned for their exceptional command of both Arabic and English languages, a testament to the efficacy of the institution's linguistic initiatives. The school cultivates an immersive Arabic-speaking milieu to fortify students' language aptitude.⁹ The senior students partially conduct the Arabic language program, thereby helping the junior students learn the language.¹⁰ The school strives to create an environment that fosters academic excellence and personal growth.

This comparative study is conducted on the Arabic language program management at Al-Falah Gorontalo and Mamba'us Sholihin Gresik Islamic boarding schools. Both institutions were chosen by considering their similarities and differences in characteristics and unique features. One striking

⁶ MBSadmin, "KEMBANGKAN BAHASA ARAB DI PONDOK PESANTREN MAMBAUS SHOLIHIN, LEMBAGA BAHASA MADRASAH TSANAWIYAH ADAKAN WORKSHOP PEMBELAJARAN BAHASA ARAB - Mambaus Sholihin," *Https://Mambaussholihin.Net/* (blog), 2019, <https://mambaussholihin.net/2019/10/06/kembangkan-bahasa-arab-di-pondok-pesantren-mambaus-sholihin-lembaga-bahasa-madrasah-tsanawiyah-adakan-workshop-pembelajaran-bahasa-arab/>.

⁷ Vivin Nisa dan Zaenab Lestari, "Kurikulum Pendidikan Pondok Pesantren Mambaus Sholihin pada Kebijakan Pemerintah di Era Society 5.0," *Journal on Education* 5 (6 Januari 2023): 1702–7, <https://doi.org/10.31004/joe.v5i2.808>.

⁸ Muh Arif, "METODE LANGSUNG (DIRECT METHOD) DALAM PEMBELAJARAN BAHASA ARAB," *Al-Lisan: Jurnal Bahasa (e-Journal)* 4, no. 1 (23 Februari 2019): 44–56.

⁹ Muhammad Jundi, Renni Hasibuan, dan Suleman D. Kadir, "Probing the Fusion of Arabic and Gorontalo Dialect in the Daily Linguistic Landscape of Students at Al-Falah Islamic Boarding School," *Kitabina: Jurnal Bahasa & Sastra Arab* 4, no. 02 (8 Desember 2023): 34–46, <https://doi.org/10.2345/kitabina.v4i02.20255>.

¹⁰ Abdul Aziz Mobonggi, "STUDI TENTANG PENGAJARAN MUHADATSAH DI PONDOK PESANTREN AL-FALAH LIMBOTO GORONTALO (PERSPEKTIF METODOLOGIS)" (skripsi, UIN Sunan Kalijaga Yogyakarta, 2017), <https://digilib.uin-suka.ac.id/id/eprint/4702/>.

similarity is that both are modern Islamic boarding schools renowned for their excellent Arabic language programs in their respective regions. However, a significant difference between the two is that they are located on different islands. This becomes the main focus of the study to discover the cultural differences between Islamic boarding schools located in Java and Sulawesi, especially in terms of Arabic language learning and program management. In this study, the researchers will compare teaching methods, used curriculums, evaluation techniques, and available resources in both Islamic boarding schools. Additionally, this study will also explore the factors that influence the effectiveness of Arabic language program management at both institutions. The envisaged outcome of this investigation is anticipated to furnish valuable insights conducive to the enhancement of Arabic language curricula within contemporary Islamic boarding institutions in Indonesia.

The POAC framework proposed by Terry outlines the functions of management, which include Planning, Organizing, Actuating, and Controlling.¹¹ This framework has received criticisms for not accounting for the complexity of organizational environments and the importance of interpersonal skills.¹² Despite this, managers who effectively perform the functions of POAC can achieve organizational goals. The framework is applicable to various organizational contexts such as business, non-profit, and government organizations.¹³

Planning is the first and most crucial function of management, as it involves setting goals, developing strategies, and creating plans to achieve those goals. The second function of management is organizing, which involves creating a structure for the organization, determining how work will be divided and coordinated, and establishing lines of authority and communication. Organizing requires managers to think about the most efficient way to use resources, such as labor, equipment, and materials.¹⁴ Both management functions are combined into one in this study. The steps mentioned in the planning and organizing functions are encompassed in the process of planning the language learning program. There are stages that must be gone through in the planning process include forecasting, setting objectives, developing programs, scheduling activities in the program, preparing the required budget, developing program implementation procedures, and establishing policy interpretation.¹⁵

Actuating, also known as leading or directing, is the third function of management, which involves motivating and guiding employees to achieve organizational goals. Actuating requires managers to communicate effectively, inspire others, and create a positive work environment, which

¹¹ George Robert Terry, *Principles of Management* (Homewood, Illinois: Richard D. Irwin, 1960).

¹² Henri Fayol, *General and Industrial Management* (London: Pitman, 1949).

¹³ Harold Koontz dan Cyril O'Donnell, *Principles of Management: An Analysis of Managerial Functions*, 2nd ed (New York: McGraw-Hill, 1955).

¹⁴ Terry, *Principles of Management*.

¹⁵ I. N. Syafruddin, *Manajemen Pembelajaran* (Ciputat: Quantum Teaching, 2005).

is essential for building a strong organizational culture.¹⁶ The function of actuating involves providing continuous direction to the planning process, implementing standard procedures, avoiding possible contingencies, promoting discipline in terms of quality and quantity, and directing motivation towards goals.¹⁷ It includes actions of command, guidance, direction, and instruction towards objectives.¹⁸

The fourth managerial function pertains to controlling, encompassing the vigilant oversight of performance, juxtaposing realized outcomes with predetermined benchmarks, and implementing remedial measures as deemed requisite. Controlling known as evaluation in learning program management. Program evaluation is a systematic activity to gather performance data and approved standards to address problems or obstacles in program implementation. The evaluation process does not only consider evaluation aspects, but also various other aspects to measure program success, identify weaknesses, and provide solutions to improve program efficiency and effectiveness.¹⁹

In recent years, a plethora of research endeavors has been undertaken concerning the administration of Arabic language initiatives within the Indonesian context. Noteworthy among these inquiries are the following elucidations: firstly, an examination delves into the intricacies of managing the Arabic language program at MTs Nurul Islam Bukit Kemuning Riau. This scholarly pursuit delineates the procedural facets encompassing programmatic planning, execution, and assessment, elucidating the program's endeavor to cultivate communicative paradigms within the scholastic milieu through Arabic language utilization.²⁰ Secondly, an analytical inquiry scrutinizes the orchestration of the Mustaqilli intensive Arabic language course, both in physical and virtual settings, held in Jakarta. The inquiry discerns a well-executed program, characterized by adept management function fulfillment concerning the constituent elements of Arabic intensive course administration. The Mustaqilli pedagogical approach accentuates student engagement, manifesting through the formulation of Arabic sentence patterns conducive to honing language proficiency.²¹ Thirdly, a research endeavor aspires to delineate management paradigms governing Arabic language instruction for preschool children at Yayasan PAUD of Sultan Qaimuddin Kendari. This study delineates the foundation's adoption of management program methodologies in implementing Arabic language learning initiatives for preschoolers, with pivotal emphasis on planning, organization, execution, and

¹⁶ Terry, *Principles of Management*.

¹⁷ Ernie Tisnawati Sule dan Kurniawan Saeful, *Pengantar Manajemen* (Prenada Media, 2019).

¹⁸ Bedjo Siswanto, *Manajemen Modern* (Bandung: Sinar Baru, 2006).

¹⁹ Purwanto dan Atwi Suparman, *Evaluasi Program Diklat* (Jakarta: STIALAN, 1999).

²⁰ Rahmah Effendi dan Hasrian Rudi Setiawan, "MANAJEMEN PROGRAM BAHASA ARAB DI MTs NURUL ISLAM BUKIT KEMUNING, RIAU," *Edumaniora* 1, no. 02 (29 September 2022): 139–50.

²¹ Roviin Roviin, "MANAJEMEN PROGRAM KURSUS INTENSIF BAHASA ARAB: STUDI PADA METODE MUSTAQILLI," *Al-Tanzim: Jurnal Manajemen Pendidikan Islam* 4, no. 2 (28 September 2020): 236–46, <https://doi.org/10.33650/al-tanzim.v4i2.1237>.

oversight as foundational tenets.²² Lastly, an exposition elucidates the management stratagem entailing planning, execution, and evaluation of the munadharah ilmiyah program Pekan Arabi at the State University of Malang amidst the backdrop of the pandemic. This scholarly pursuit discerns three cardinal phases encompassing planning, execution, and evaluation, each further subcategorized into elemental constituents, thereby facilitating a comprehensive comprehension of the program's operational dynamics.²³

From the analysis of previous studies, it is evident that a more profound examination of Arabic language program management in Islamic boarding schools is imperative for its advancement and future development.²⁴ This research aims to compare and contrast the program management of Arabic language education between two Islamic boarding schools, Ponpes Mambaus Sholihin Gresik and Ponpes Al-Falah Gorontalo. Thus, the purpose of this paper is to compare the management of Arabic programs in Pondok Pesantren Mamba'us Sholihin Gresik and Pondok Pesantren Al-Falah Gorontalo to identify the similarities, differences, strengths, and weaknesses to formulate best practices for improving the quality of Arabic education. Specifically, this paper will focus on the management of Arabic programs in both pesantren, comparing and examining the curriculum, teaching methods, and assessment practices. The findings from this study are expected to contribute to the literature on Arabic education in pesantren and provide practical recommendations for improving the quality of Arabic education.

RESEARCH METHOD

This study is qualitative research and based on a comparative case study design.²⁵ The research design for this study will be a comparative case study of two modern Islamic boarding schools, Mambau'us Sholihin Gresik Islamic Boarding School and Al-Falah Gorontalo Islamic Boarding

²² Nur Azaliah Mar dan Danial Hilmi, "Manajemen program pembelajaran bahasa Arab pada anak prasekolah Yayasan PAUD Sultan Qaimuddin di Kendari," *Jurnal Akuntabilitas Manajemen Pendidikan* 9, no. 1 (1 Mei 2021): 1–10, <https://doi.org/10.21831/jamp.v9i1.36943>.

²³ Dalilan Aini dkk., "MANAJEMEN PROGRAM PERENCANAAN, PELAKSANAAN, DAN EVALUASI MUNADHARAH 'ILMIYAH PEKAN ARABI DI UNIVERSITAS NEGERI MALANG DI MASA PANDEMI," *Taqdir* 7, no. 2 (17 Januari 2022): 181–97, <https://doi.org/10.19109/taqdir.v7i2.9073>.

²⁴ Renni Hasibuan dan Muhammad Jundi, "Crafting Success: Creative Management Techniques for Darul Ulum Sipaho Islamic Boarding School's Arabic Language Learning Program Implementation," *Kitaba* 1, no. 3 (30 November 2023): 135–46, <https://doi.org/10.18860/kitaba.v1i3.24218>; Renni Hasibuan dan Muhammad Jundi, "إدارة البيئة العربية: تحليل," *Islamic Manuscript of Linguistics and Humanity* 5, no. 2 (13 Desember 2023): 76–95.

²⁵ Michael Lewis-Beck, Alan Bryman, dan Tim Futing Liao, *The SAGE Encyclopedia of Social Science Research Methods* (SAGE Publishing, 2004), <https://doi.org/10.4135/9781412950589>; Robert K. Yin, *Case Study Research: Design and Methods*, 3rd ed, Applied Social Research Methods Series (Thousand Oaks, Calif.: Sage Publications, 2003), <http://search.ebscohost.com/login.aspx?direct=true&db=sih&jid=T8P&site=ehost-live>.

School. The purpose of this study is to compare the Arabic program management at both schools and identify similarities and differences in their approaches.²⁶

The data collected by interviews and observations.²⁷ The observation for this study was conducted through non-participant observation, which involved monitoring and observing the Arabic language learning activities in both pesantrens. The observation was aimed at obtaining a general overview of the implementation of the learning process and management of the Arabic language program. In addition to observation, semi-structured interviews were also conducted to obtain more detailed data related to the research phenomena. The interviews were conducted with key informants such as the head of the pesantren, instructors in the language learning program, language department administrators, and student representatives. Using the semi-structured interviews in order to allow flexibility in the implementation of the research questions, allowing the researcher to follow the conversation flow while remaining focused on the research problem.

After the data was collected, it was analyzed by the researcher following a structured framework based on the stages of program management: planning, implementation, and evaluation. This framework, derived from educational management theories, guided the systematic categorization and interpretation of data. Observations were compiled into detailed narratives aligned with each management stage, allowing for a clearer understanding of how planning, implementation, and evaluation processes unfolded at each institution. Similarly, raw interview recordings were transcribed into written text and organized according to these three stages. Relevant information that corresponded to the theoretical framework was extracted, while unrelated data was discarded to maintain focus and coherence. The data from both observations and interviews were then summarized into research findings, structured to reflect the planning, implementation, and evaluation components of the Arabic language programs. This systematic approach ensures that the analysis directly addresses the research objectives, facilitating a comprehensive comparison of Arabic program management between the two schools. The findings will be presented in a narrative format, emphasizing the similarities and differences in the Arabic program management at the two schools.

RESULT AND DISCUSSION

The research findings are presented in a table, where each number represents a described aspect, namely: 1) Program Objectives and Activities, 2) Program and Tutor Establishment, 3) Daily

²⁶ Pamela Baxter dan Susan Jack, "Qualitative Case Study Methodology: Study Design and Implementation for Novice Researchers," *The Qualitative Report* 13, no. 4 (1 Desember 2008): 544–59, <https://doi.org/10.46743/2160-3715/2008.1573>.

²⁷ Mudjia Rahardjo, "Metode pengumpulan data penelitian kualitatif," *Pascasarjana UIN Maulana Malik Ibrahim Malang*, 2011, <http://repository.uin-malang.ac.id/1123/>; Mudjia Rahardjo, *Tanya Jawab Metodologi Penelitian Kualitatif, dari Postpositivistik hingga Postkualitatif* (Mojokerto: Giri Prapanca Loka, 2023); Baxter dan Jack, "Qualitative Case Study Methodology."

Implementation, 4) Curriculum and Materials, 5) Approach, Method, and Media, 6) Program Evaluation, 7) Learning Evaluation.

Aspect	No	Mamba'us Sholihin	Al-Falah
Planning	1	Program has been established since the school's founding. Aims to improve students' Arabic language proficiency, with a focus on speaking confidently. Includes daily course classes in, Arabic vocabulary, muhadhoroh, and weekly muhadasah activities	Dynamic and flexible Arabic language learning program. Prioritizes the development of speaking & communication skills. Includes classes in vocabulary, muhadhoroh, weekly muhadasah, tahsinul lughah, as well as other Arabic-related materials.
	2	Program established since the school's inception, with some improvements and adjustments made such as time aligning. Tutors selection varies based on the program, Arabic course tutor selected from serving students and college students, other program tutors are from serving students only.	Development of the Arabic program occur periodically according to students need and involves all teacher and caretaker. Tutors selection varies based on the program, Arabic subjects within the curriculum is handled by teachers, extracurricular programs are led by caretakers and serving students.
Implementation	3	Arabic program is structured and follows a strict schedule. Arabic week and English week, with two days special for both language. Creating a conducive language environment by encouraging all school members to use the language.	Arabic program is rigorous with strict sanctions for violator. Arabic week and English week, only both language spoken. Creating a conducive language environment by formulating clear rules and strict penalties.
	4	Oriented towards the Arabic language program at Darussalam Gontor modern Islamic boarding school. Uses Arabic book "Durus Al-Lughah Al-Arabiyah" directly.	Oriented towards the Arabic language program at Darussalam Gontor modern Islamic boarding school. Modifies the materials first, to fit the students' needs.
	5	Emphasizes drilling for practical language acquisition. Minimal use of electronic media except for occasional program. Focus is on teaching words and phrases that students can use in their daily lives.	Use the direct method approach, drill strategy. Electronic media use is limited to projector for occasional program. Prioritize familiar vocabulary and teach noun first for lower-level classes.
Evaluation	6	Program evaluation is conducted independently by the language management team every month.	Active program evaluation done by leaders, monitor and ensure program runs smoothly.
	7	Learning evaluation process is not systematic and relies only on observations by teachers.	Learning evaluation is done irregularly and lacks a specific method.

The purpose of this research is to compare two phenomena in two different Islamic boarding schools in terms of program management and implementation of their learning activities. Therefore, the discussion will be presented based on the functions of management and will analyze the similarities and differences between them in each of these functions.

Planning Management in Mambaus Sholihin Islamic Boarding School and Al-Falah Islamic Boarding School

Planning is an essential management function that entails goal setting, strategy development, and creating plans for goal achievement. The second function is organizing, which involves establishing organizational structure, coordinating work, and defining authority and communication channels. Efficient resource utilization, including labor, equipment, and materials, is crucial in organizing.²⁸ Both management functions are combined into one in this study. The steps mentioned in the planning and organizing functions are encompassed in the process of planning the language learning program. There are stages that must be gone through in the planning process include forecasting, setting objectives, developing programs, scheduling activities in the program, preparing the required budget, developing program implementation procedures, and establishing policy interpretation.²⁹

A. Program Objectives and Activities

The implementation of language programs in islamic boarding schools is common, including Arabic and English (Fattah et. al, 2022; Holandyah et. al., 2022). Pondok Pesantren Mambaus Sholihin in Gresik and Pondok Pesantren Al-Falah in Gorontalo both have Arabic language learning programs in place. The linguistic landscape in Islamic boarding schools indeed supports the language learning program, particularly in Arabic language.³⁰

The program at Mambaus Sholihin has been established since the school's founding and aims to improve students' Arabic language proficiency, with a focus on speaking confidently and fluently. The fluency in Arabic can be identified from the correct usage of pronoun in speaking.³¹ The program includes daily course classes in, Arabic vocabulary, muhadhoroh, and weekly muhadasah activities. On the other hand, Pondok Pesantren Al-Falah has a dynamic and flexible Arabic language learning

²⁸ Terry, *Principles of Management*.

²⁹ Syafruddin, *Manajemen Pembelajaran*.

³⁰ Akhmad Sofyan dkk., "Islamic Boarding School Linguistic Landscape in The Development of Arabic Language Skills and Islamic Knowledge," *International Journal of Educational Research and Social Sciences (IJERSC)* 3, no. 6 (27 Desember 2022): 2178–85, <https://doi.org/10.51601/ijersc.v3i6.563>.

³¹ Eka Susylowati dkk., "Code Switching by Female Students of Islamic School in Daily Communication: Modern Islamic Boarding School," SSRN Scholarly Paper (Rochester, NY, 11 Juli 2019), <https://doi.org/10.2139/ssrn.3418093>; M. Kholison dkk., "PENGEMBANGAN BAHAN AJAR BAHASA ARAB DENGAN PENDEKATAN KEMAHIRAN BERBICARA," *Lahjah Arabiyah: Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab* 4, no. 1 (27 Maret 2023): 90–102, <https://doi.org/10.35316/lahjah.v4i1.90-102>; Muhammad Dalle, "تحليل الأخطاء النحوية والصرفية في تركيب الكلام: دراسة مقارنة بين برنامج الجدال العربي الكندي وبرنامج الجدال العربي منابر"

program that prioritizes the development of speaking and communication skills. In order to achieve this goal, schools are implementing diverse strategies.³² The program includes classes in vocabulary, muhadhoroh, weekly muhadasah, tahsinul lughah, as well as other Arabic-related materials.

B. Program and Tutor Establishment

The Arabic language learning program at Pondok Pesantren Mambaus Sholihin in Gresik has been established since the school's inception, with some improvements made to the system, including aligning the timing of courses with school hours. Meanwhile, at Pondok Pesantren Al-Falah in Gorontalo, the development of the Arabic language learning program involves the head of the student caretaker communicating ideas personally to some teachers to obtain feedback and suggestions before presenting them in meetings with all teachers and supervisors. Another institution utilize a comparable meeting approach, whereby a major meeting involving all parties is convened to formulate language program activities for the upcoming year.³³ On the other hand, there is also institution that engage in program planning by means of SWOT analysis.³⁴

The selection process for tutors in the Arabic language learning programs at Pondok Pesantren Mambaus Sholihin varies based on the program. For the Arabic course program, candidates from serving students and college students are selected based on their knowledge of Arabic and teaching ability. Involving competent students can help enhance programs, such as language matriculation program implemented in universities.³⁵ For the other programs, tutors are recruited from serving students. At Pondok Pesantren Alfalah, the language program within the boarding school curriculum is handled by teachers, while the extracurricular language programs are led by caretakers and assisted by serving students. It is imperative to implement sustainable development initiatives aimed at enhancing the quality of human resources through comprehensive training programs designed to augment proficiency in Arabic language among tutors and mentors.³⁶

Implementation Management in Mambaus Sholihin Islamic Boarding School and Al-Falah Islamic Boarding School

³² Ahmad Mubaligh, Risna Rianti Sari, dan Elma Diana Novitasari, "Strategies to Improve Arabic Speaking Skills for Islamic Boarding School Students," *Izdihar : Journal of Arabic Language Teaching, Linguistics, and Literature* 5, no. 3 (31 Desember 2022): 251–64, <https://doi.org/10.22219/jiz.v5i3.21716>.

³³ Dian Ahmad Jufrih dkk., "Arabic Language Program Management in Islamic Boarding School of Daarul Ukhuwwah Malang," *LISANIA: Journal of Arabic Education and Literature* 6, no. 2 (21 Desember 2022): 162–77, <https://doi.org/10.18326/lisania.v6i2.162-177>.

³⁴ Varda Himmatul Aliyah, Ahmad 'Ali Maghfur, dan Danial Hilmi, "Manajemen Perencanaan Program Bahasa Arab Di Mayantara School Malang," *Arabia : Jurnal Pendidikan Bahasa Arab* 11, no. 1 (24 Juni 2019): 175–90, <https://doi.org/10.21043/arabia.v11i1.5214>.

³⁵ Muhammad Jundi dkk., "Himpunan Mahasiswa Jurusan dan Matrikulasi Bahasa Arab bagi Mahasiswa Baru," *Jurnal Naskhi: Jurnal Kajian Pendidikan dan Bahasa Arab* 4, no. 1 (28 April 2022).

³⁶ Abdul Latif dkk., "MENINGKATKAN KUALITAS SDM PROGRAM BAHASA ARAB BERLANDASKAN TEORI MANAJEMEN FREDERICK WINSLOW TAYLOR.," *Lahjah Arabiyah: Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab* 5, no. 1 (16 Februari 2024): 64–77, <https://doi.org/10.35316/lahjah.v5i1.64-77>.

The function of actuating involves providing continuous direction to the planning process, implementing standard procedures, avoiding possible contingencies, promoting discipline in terms of quality and quantity, and directing motivation towards goals.³⁷ It includes actions of command, guidance, direction, and instruction towards objectives.³⁸ Kerzner explains that Implementation Management is the process of controlling resources and implementing programs or projects to achieve predetermined objectives.³⁹ Larson and Gray explain that Implementation Management is a process that involves the coordination and integration of all elements in a program or project to achieve the desired results.⁴⁰ The level of successful implementation of a program greatly influences several factors including: leadership, motivation, communication, and supervision.⁴¹

A. Daily Impementation

The Arabic language program is highly structured and follows a strict schedule at Pondok Pesantren Mambaus Sholihin. Students are required to use Arabic and English as their primary languages of communication, with each language assigned for a week. The schedule is divided into English and Arabic days, and students are expected to speak in the assigned language regardless of the week. Teachers face two main challenges when teaching Arabic: delivering lessons effectively and keeping students motivated to learn. To minimize this, a teacher or prospective teacher must master basic teaching skills⁴². To ensure optimal language acquisition, language improvement efforts extend beyond the pesantren, and using the target language in formal school classes is encouraged. Meanwhile, the Arabic learning program in Al-Falah is also rigorous, with daily vocabulary lessons and afternoon studies of language materials such as nahwu shorof. Muhadasah is held every Friday morning, using the vocabulary learned throughout the week, and students are required to speak Arabic and English according to the schedule. Only those two languages are recognized as official languages in the school. Therefore, using another language is considered a violation. The goal is to create a strong language environment in the pesantren community, with punishments given to those who violate the language rule. The languages learned by students is expected to be used in accordance

³⁷ Sule dan Saeful, *Pengantar Manajemen*.

³⁸ Siswanto, *Manajemen Modern*.

³⁹ Harold Kerzner, *Project Management: A Systems Approach to Planning, Scheduling, and Controlling* (John Wiley & Sons, 2017).

⁴⁰ Clifford F. Gray dan Erik W. Larson, *Project Management: The Managerial Process* (McGraw-Hill/Irwin, 2008).

⁴¹ Ashok Jashapara, *Knowledge Management: An Integrated Approach* (Financial Times Prentice Hall, 2004).

⁴² Bastian Bastian, "ANALISIS KETERAMPILAN DASAR MENGAJAR GURU DALAM MELAKSANAKAN PEMBELAJARAN DI SEKOLAH DASAR," *JURNAL PAJAR (Pendidikan dan Pengajaran)* 3 (14 November 2019): 1357, <https://doi.org/10.33578/pjr.v3i6.7899>; Muhammad Jundi dan Zohra Yasin, "Penilaian Sejawat Dalam Pembelajaran Keterampilan Dasar Mengajar Bagi Mahasiswa Pendidikan Bahasa Arab Pada Mata Kuliah Pembelajaran Mikro," *Maharaat: Jurnal Pendidikan Bahasa Arab* 2, no. 2 (28 September 2020): 51–70, <https://doi.org/10.18196/mht.2217>; Fitri Wijarini dan Silfia Ilma, "The analysis of teacher candidates' teaching skill in department of biology education, University of Borneo Tarakan, through pre-service teaching activities," *JPBI (Jurnal Pendidikan Biologi Indonesia)* 3, no. 2 (26 Juni 2017): 149–59, <https://doi.org/10.22219/jpbi.v3i2.4311>.

with its function as a means of communication.⁴³ In order to do so, it is necessary to encourage everyone in the community to consistently use the Arabic language.⁴⁴

B. Curriculum and Materials

The Arabic language programs at Pondok Pesantren Mambaus Sholihin and Al-Falah differ in their approach to curriculum and learning materials, even though both schools are oriented towards the Arabic language program at Darussalam Gontor modern Islamic boarding school. Mambaus Sholihin uses the popular Arabic learning book "Durus Al-Lughah Al-Arabiyah" directly as the source for teaching, while Al-Falah modifies the materials to fit the students' needs first. Mambaus Sholihin's handbook program is still being developed with the help of Arabic language doctoral graduates, while Al-Falah self-organizes materials for lower-level classes.

Furthermore, the differences in curriculum and learning materials reflect the varying levels of academic preparedness and language proficiency among students at each school. Mambaus Sholihin, with its direct use of "Durus Al-Lughah Al-Arabiyah," assumes that its students have a basic foundation in Arabic language and can handle the rigorous coursework. Durus Al-Lughah Al-Arabiyah book is widely used as a popular Arabic language learning resource for non-native speakers.⁴⁵ In contrast, Al-Falah modifies its teaching materials to ensure that its students, who may have varying levels of proficiency in the Arabic language, can understand the lessons effectively.

In the context of selecting teaching materials for this learning process, the choice of textbooks must be made carefully.⁴⁶ A thorough analysis of the available books is necessary to tailor them to the needs of the students in the Islamic boarding school.⁴⁷ If the management has not yet been able to develop its own textbook, the use of well-established and renowned books can be considered to ensure optimal quality.⁴⁸

⁴³ Muhammad Jundi dan Yuslin Kasan, "GAYA DAN MAKNA BAHASA TULISAN: KAJIAN DESKRIPTIF CHAT MAHASISWA KEPADA DOSEN," *MARDIBASA: Jurnal Pembelajaran Bahasa Dan Sastra Indonesia* 1, no. 2 (September 2021), <https://doi.org/10.21274/jpbsi.2021.1.2.290-315>; Suleman D. Kadir dkk., "Korelasi Bahasa Dan Pikiran Dalam Perspektif Al-Qur'an," *Fikroh: Jurnal Pemikiran Dan Pendidikan Islam* 15, no. 1 (3 Januari 2022): 1–17, <https://doi.org/10.37812/fikroh.v15i1.294>.

⁴⁴ Muhammad Dalle dan Muhammad Jundi, "البيئة العربية في المدرسة العالية ثنائية اللغة باتو" (Lingkungan Berbahasa Arab Di Madrasah Aliyah Bilingual Batu), *Jurnal Naskhi: Jurnal Kajian Pendidikan Dan Bahasa Arab* 3, no. 2 (29 Oktober 2021): 57–68, <https://doi.org/10.47435/naskhi.v3i2.662>.

⁴⁵ Makmur Harun, Umami Rasyidah, dan Dian Cita Sari, "ARABIC LANGUAGE TEACHING TECHNIQUES DURUS ALLUGHAH AL-ARABIYAH LI GHAIRI NATIQINA BIHA ONLINE LEARNING," *Academic research in educational sciences* 2, no. CSPI conference 2 (2021): 27–44.

⁴⁶ Ibadurrahman Ali dan Muhammad Jundi, "كتاب اللغة العربية للصف العاشر مدرسة عالية: التحليل بنظرية إعداد الكتاب التعليمي," *JURNAL AL-IHDA: Media Ilmiah Bahasa Arab* 11, no. 2 (2023), <https://doi.org/10.37812/fikroh.v15i1.294>.

⁴⁷ Sutri Ramah dan Miftahur Rohman, "Analisis Buku Ajar Bahasa Arab Madrasah Aliyah Kurikulum 2013," *Arabiyatuna: Jurnal Bahasa Arab* 2, no. 2 (2018).

⁴⁸ Siti Aliyya Laubaha Laubaha dkk., "Kesesuaian Materi Berdasarkan Teori Dan Praktek Pada Bahan Ajar Bahasa Arab," *Naskhi: Jurnal Kajian Pendidikan Dan Bahasa Arab* 4, no. 2 (24 Oktober 2022): 10–21, <https://doi.org/10.47435/naskhi.v4i2.1198>.

C. Approach, Method, and Media

The language learning approach at Pondok Pesantren Mambaus Sholihin emphasizes drilling for practical language acquisition, with minimal use of electronic media except for occasional programs such as Muhaadashah. The focus is on teaching words and phrases that students can use in their daily lives, resulting in their ability to converse in Arabic with ease. Drill method is a widely used approach in Arabic language learning, specifically for vocabulary acquisition.⁴⁹ Indeed, the mastery of vocabulary is crucial in learning the Arabic language.⁵⁰ It involves repetition, memorization, and recall of words through various techniques such as flashcards, games, and quizzes. The method aims to develop automaticity and fluency in using the language.⁵¹ On the other hand, in the learning of Arabic grammar, most Islamic boarding schools adopt deductive approach. Students begin their lesson by studying specific theories and rules. Typically, memorizing foundational text (*matan*) first, followed by the provision of examples to reinforce their understanding.⁵²

Meanwhile, at Pondok Pesantren Al-Falah, teachers use the direct method approach and prioritize familiar vocabulary in the pondok pesantren environment, with a drill strategy for teaching new vocabulary every day. The direct method in teaching Arabic vocabulary involves a combination of speaking and listening exercises, with the aim of developing the student's ability to communicate in the language.⁵³ This method emphasizes using Arabic as the primary language of instruction and limiting the use of translation. Teachers also utilize visual aids, such as pictures, to assist in vocabulary acquisition.⁵⁴ However, the use of electronic media is limited, with the only exception being a projector for learning Tahsinul Lughah.

⁴⁹ Adib Ahmada dan Yeni komariyah, "The Use of Oral Drill Method in Teaching Speaking Skill," *ETJaR: English Teaching Journal and Research* 2, no. 2 (8 Desember 2022): 32–49, <https://doi.org/10.55148/etjar.v2i2.324>.

⁵⁰ Muhammad Jundi dan Nabila Nabila, "Transformational-Generative Theory Perspective in Teaching The Four Language Skills of Arabic," *Al-Fusha: Arabic Language Education Journal* 5, no. 2 (30 Juni 2023): 72–81, <https://doi.org/10.36835/alfusha.v5i2.1193>; Muhammad Jundi, "تصميم برنامج أندرويد لتعزيز إتقان المفردات لدى طلاب المدرسة," *Lahjah Arabiyah: Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab* 4, no. 2 (31 Juli 2023): 140–58, <https://doi.org/10.35316/lahjah.v4i2.140-158>; Hurriyatus Sa'adiyah dkk., "STRATEGI PENERAPAN AL-LU'BAH AL-LUGAWIYAH DALAM PEMBELAJARAN MUFRADAT," *Lahjah Arabiyah: Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab* 5, no. 1 (24 Februari 2024): 107–19, <https://doi.org/10.35316/lahjah.v5i1.107-119>.

⁵¹ Yusuf Hidayat, Ani Herniawati, dan Nu'man Ihsanda, "The Use of Drilling Technique to Teach English Speaking to the Early Childhoods: A Descriptive Study," *Journal Corner of Education, Linguistics, and Literature* 2, no. 1 (16 Juli 2022): 73–80, <https://doi.org/10.54012/jcell.v2i1.66>; Wirathama Hazera Putra, "Improving the Students' Listening Comprehension Through Drill Technique," *Teknosastik* 16, no. 2 (2018): 49–54, <https://doi.org/10.33365/ts.v16i2.140>.

⁵² Muhammad Jundi, "Persepsi Mahasiswa terhadap Pelaksanaan Perkuliahan Nahwu dengan Sistem Daring," *Al-Ma'rifah: Jurnal Budaya, Bahasa, dan Sastra Arab* 17, no. 2 (31 Oktober 2020): 105–18, <https://doi.org/10.21009/almakrifah.17.02.01>; Muhammad Jundi, Yuslin Kasan, dan Suleman D. Kadir, "Maf'ul Mutlaq Bahasa Arab Dan Cognate Object Bahasa Inggris: Analisis Kontrasif Dan Sintaksis Pada Juz 'Amma," *Lisanan Arabiya: Jurnal Pendidikan Bahasa Arab* 5, no. 2 (31 Desember 2021): 153–78, <https://doi.org/10.32699/liar.v5i2.2190>.

⁵³ Umi Zahro, Sofri Amalia, dan Nur Amin, "The Effectiveness of Direct Method in Arabic Language Learning," *Jurnal Al-Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 12 (31 Mei 2020): 149–64, <https://doi.org/10.24042/albayan.v12i1.5775>.

⁵⁴ Ma Xuan dan Suo Yan Mei, "Direct Method for Teaching Arabic Language in Tongxin Arabic College of Ningxia in China," *European Journal of Language and Literature* 4, no. 3 (24 Juli 2018): 52, <https://doi.org/10.26417/ejls.v4i3.p52-59>.

Despite facing various limitations, it is crucial to occasionally implement diverse teaching methods and utilize instructional media. The use of teaching methods that enhance interaction, such as cooperative or collaborative models, is considered an effective approach.⁵⁵ Regarding the utilization of instructional media, these two Islamic boarding schools have demonstrated commendable efforts by incorporating instructional media into the Arabic language learning process.

Evaluation Management in Mambaus Sholihin Islamic Boarding School and Al-Falah Islamic Boarding School

Controlling, also known as program evaluation in learning program management, involves systematically collecting performance data and comparing them against established standards to identify and address program implementation issues. The evaluation process encompasses not only evaluation aspects but also other relevant factors to assess program effectiveness, identify areas for improvement, and enhance program efficiency.⁵⁶

A. Program Evaluation

Both Pondok Pesantren Mambaus Sholihin and Al-Falah have their own approach to program evaluation. At Mambaus Sholihin, the evaluation is conducted independently by the language management team every month to identify the students' needs and make necessary improvements to the existing program. If a solution is not found, they seek guidance from their mentors. Meanwhile, Al-Falah has a structured program evaluation system where the leaders and caretakers monitor the learning activities systematically to ensure the smooth running of Arabic language learning. In case of teacher absenteeism, the caretaker or another teacher will fill in for them.

In program evaluation and management, the role of leaders or managers is crucial. Leadership can be defined as the process of social influence, where an individual persuades and influences others to willingly collaborate on tasks in order to achieve common goals chosen together, thus creating an environment where people consciously and enthusiastically work towards organizational objectives.⁵⁷ There are two main types of leadership, namely transactional and transformational leadership.⁵⁸ Transactional leadership involves exchange of rewards and punishments, while transformational leadership involves inspiration and motivation to achieve larger goals. In program management, transactional leadership is associated with task arrangement and performance monitoring, while

⁵⁵ Muhammad Jundi, Laily Fitriani, dan Anhar Aquil, "COLLABORATIVE LEARNING: BOOSTING QAWAID MASTERY WITH STAD MODEL," *Thariqah Ilmiah: Jurnal Ilmu-Ilmu Kependidikan & Bahasa Arab* 11, no. 1 (1 Juli 2023): 35–48, <https://doi.org/10.24952/thariqahilmiah.v11i1.7639>.

⁵⁶ Purwanto dan Suparman, *Evaluasi Program Diklat*.

⁵⁷ Setyabudi Indartono, *PENGANTAR MANAJEMEN: Character Inside* (Yogyakarta: Fakultas Ekonomi Universitas Negeri Yogyakarta, 2016), <https://eprints.uny.ac.id/53678/>.

⁵⁸ Katarzyna Kozioł-Nadolna, "The Role of a Leader in Stimulating Innovation in an Organization," *Administrative Sciences* 10, no. 3 (September 2020): 59, <https://doi.org/10.3390/admsci10030059>.

transformational leadership focuses on motivation and adaptability in the face of change.⁵⁹ It is important to consider both types of leadership in program management. In the field of education, three distinct leadership styles can be observed. Firstly, there is autocratic leadership, where the leader assumes a dictatorial role over their followers, leaving no room for deliberation or input. Secondly, we have laissez-faire leadership, where the leader refrains from exercising authority or providing guidance, allowing members to act freely without supervision or consequences. Lastly, democratic leadership entails a leader who does not exhibit dictatorial tendencies towards their members, but instead believes in their capabilities and values their input.⁶⁰

B. Learning Evaluation

Both Mambaus Sholihin and Al-Falah have weaknesses in their language learning program evaluation. At Mambaus Sholihin, the evaluation process is not systematic and relies only on observations by teachers. Meanwhile, at Al-Falah, program evaluation is done irregularly and lacks a specific method, which can result in a lack of monitoring and assessment of Arabic language learning quality. Both institutions may benefit from implementing a more structured and systematic evaluation process to ensure the effectiveness of their language learning programs. An institution can also conduct the collection of responses from students and teachers to analyze their perceptions and feedback on the implemented system.⁶¹ This endeavor can provide a clear and accurate portrayal of the needs of both students and teachers.

Leaders and educators should prioritize evaluation in the learning process as it is an integral part of education.⁶² Currently, evaluation is not being implemented in a structured and systematic manner, leading to a lack of valid assessment of learning outcomes. Relying solely on subjective observations by teachers as a measurement is insufficient. Institutions can adopt reliable and proven evaluation methods such as multiple-choice questions, true or false questions, and short answer test

⁵⁹ Bruce J. Avolio, Bernard M. Bass, dan Dong I. Jung, "Re-Examining the Components of Transformational and Transactional Leadership Using the Multifactor Leadership," *Journal of Occupational and Organizational Psychology* 72, no. 4 (1999): 441–62, <https://doi.org/10.1348/096317999166789>.

⁶⁰ Baharuddin dan Moh Makin, "Manajemen pendidikan islam : transformasi menuju sekolah atau madrasah unggul," 2016, <https://www.semanticscholar.org/paper/Manajemen-pendidikan-islam-%3A-transformasi-menusu-Baharuddin-Makin/9fb180aaa94008988e7e89cae2bba1ba3987fc0a>.

⁶¹ Jundi, "Persepsi Mahasiswa terhadap Pelaksanaan Perkuliahan Nahwu dengan Sistem Daring"; Muhammad Jundi dan Mohommed Ali, "Assessing The Classroom Learning in Arabic Matriculation Program: Tutor and Student Perspective," *Jurnal Al-Maqayis* 10, no. 2 (29 November 2023): 21–36.

⁶² Muhammad Jundi, "مقارنة تحليل بنود الأسئلة باستخدام نظرية الاختبار التقليدية ونظرية استجابة البنود لدرس اللغة العربية في المدرسة," (masters, Universitas Islam Negeri Maulana Malik Ibrahim, 2023), <http://etheses.uin-malang.ac.id/60055/>; Muhammad Jundi, "Classical Test Theory in Analyzing Arabic Test Questions: A Descriptive Study on Item Analysis Research in Indonesia | دراسة الوصفية على بحث تحليل بنود," *ATHLA: Journal of Arabic Teaching, Linguistic and Literature* 4, no. 2 (Desember 2023); Ali Fuddin Nasution dkk., "TAHLILU BUNUD ASILAH MUTA'DDIDAH IKHTIYARAT AL-LUGHAAH AL-ARABIYAH," *Lahjah Arabiyah: Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab* 4, no. 1 (23 Februari 2023): 34–43, <https://doi.org/10.35316/lahjah.v4i1.34-43>.

questions.⁶³ The instruments used should be developed as simple as possible and tailored to the students' needs and available resources. Additionally, incorporating engaging and enjoyable technology-based media, if feasible, would be beneficial.⁶⁴

CONCLUSION

The planning of Arabic language programs in both institutions is done by involving relevant parties and not just determined by the leadership. The planning and implementation of programs at Al-Falah are more responsive to changes and the needs of students compared to Mambaus Sholihin, which has a patented program with some adjustments. The role of student dedication in this program is quite important as they help manage learning in the field. The implementation of Arabic language programs in both institutions has its own characteristics, considering that both institutions are located in different communities and regions. The maintenance of Arabic language environments in Al-Falah is stricter with various punishments compared to Mambaus Sholihin. Learning issues in both institutions still revolve around maintaining student motivation to learn. In terms of curriculum and learning materials, Ponpes Modern Gontor plays an important role as a role model for all pesantrens in Indonesia. However, in terms of learning methods, direct and drill methods still dominate with limited use of electronic media. Evaluation of Arabic language programs in both institutions has not been optimally conducted, both in learning and program management. Evaluations that rely on subjective teacher observation are not reliable enough, so objective evaluation with valid instruments is needed. In terms of management, the leaders actively monitor daily activities in the field, but systematic evaluations with proper evaluation procedures have not been carried out yet.

The study has some limitations that need to be addressed. Firstly, the sample size of the study was limited to two pesantrens, which may not be representative of all pesantrens in Indonesia. Additionally, the study only focused on the Arabic language program, neglecting other important aspects of pesantren education. Therefore, future research should consider a more comprehensive approach that considers all aspects of pesantren education and includes a larger sample size.

Based on the findings and limitations of this study, it is suggested that both Al-Falah and Mambaus Sholihin pesantrens improve their Arabic language programs by conducting more objective evaluations and incorporating more effective teaching methods, such as multimedia. Furthermore, it

⁶³ Ahmad Jaunanto dan Hanik Mahliatussikah, "Characteristic of Evaluation in Learning Arabic Language at Islamic Boarding School Anwarul Huda Malang," *Alsuna: Journal of Arabic and English Language* 3, no. 2 (29 November 2020): 179–86, <https://doi.org/10.31538/alsuna.v3i2.721>.

⁶⁴ Nisa Tazkiya Al Munawaroh, "The Use of Quizizz Online Software in the Evaluation of Arabic Learning," *ALSUNIYAT: Jurnal Penelitian Bahasa, Sastra, Dan Budaya Arab* 4, no. 1 (7 April 2021): 29–46, <https://doi.org/10.17509/alsuniyat.v4i1.31258>; Nada Nabilah Syafiqoh dkk., "INNOVATION IN THE ASSESSMENT OF MAHARAH KITABAH BASED ON AKM ARABIC BOOKS KEMENAG," *Lahjah Arabiyah: Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab* 4, no. 1 (23 Februari 2023): 20–33, <https://doi.org/10.35316/lahjah.v4i1.20-33>.

is recommended that both pesantrens implement a more comprehensive evaluation system that involves all stakeholders, including teachers, students, and parents, to ensure the effectiveness of the program. Finally, policymakers and stakeholders in the field of pesantren education should allocate more resources and attention to developing Arabic language programs and improving the quality of education in pesantrens.

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