

THE EFFECT OF SYAHRUL LUGHAH PROGRAM PLANNING ON IMPROVING ARABIC LANGUAGE COMPETENCE OF UINSI SAMARINDA STUDENTS

(George R. Terry's Management Theory Perspective)

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Abstrac:

This study aims to describe the planning of the Syahrul Lughah Program at UINSI Samarinda and its influence on improving students' Arabic language competence. The research focuses specifically on the planning aspect, as part of George R. Terry's management theory, which includes objectives, strategy, scheduling, and preliminary evaluation. This study uses a quantitative approach with descriptive and inferential statistical analysis. Data were collected through questionnaires distributed to 120 students who participated in the program. The findings show that the planning of the Syahrul Lughah Program was well-structured, with clear goals and relevant learning strategies. Statistical analysis indicates a significant influence between planning quality and the improvement of students' Arabic proficiency, with a coefficient of determination (R^2) of 37.4%. Among the planning components, objectives and strategy had the strongest contribution to the program's success, while preliminary evaluation scored the lowest, indicating a lack of standardized assessment of participants' initial abilities. The study concludes that effective planning is a crucial determinant in the success of Arabic language programs. Strengthening the evaluation phase and refining the implementation schedule are recommended to maximize learning outcomes in similar intensive programs.

Keyword: *Planning, Arabic Competence, Management, George R. Terry*

Abstrak:

Penelitian ini bertujuan untuk mengkaji perencanaan Program *Syahrul Lughah* di UINSI Samarinda serta pengaruhnya terhadap peningkatan kompetensi bahasa Arab mahasiswa. Fokus penelitian terletak pada aspek perencanaan dalam kerangka teori manajemen George R. Terry, yang mencakup tujuan, strategi, penjadwalan, dan evaluasi awal. Pendekatan kuantitatif digunakan dengan analisis statistik deskriptif dan inferensial. Data dikumpulkan melalui kuesioner yang diberikan kepada 120 mahasiswa peserta program. Hasil penelitian menunjukkan bahwa perencanaan Program *Syahrul Lughah* telah tersusun dengan baik, memiliki tujuan yang jelas, serta strategi pembelajaran yang relevan. Analisis statistik menunjukkan adanya pengaruh signifikan antara kualitas perencanaan dengan peningkatan kompetensi bahasa Arab mahasiswa, dengan koefisien determinasi (R^2) sebesar 37,4%. Di antara komponen perencanaan, tujuan dan strategi memberikan kontribusi paling besar terhadap keberhasilan program, sementara evaluasi awal memperoleh skor terendah, yang menunjukkan kurangnya standarisasi dalam penilaian kemampuan awal peserta. Penelitian ini menyimpulkan bahwa perencanaan yang efektif merupakan faktor penentu keberhasilan program

pembelajaran bahasa Arab. Disarankan untuk memperkuat tahap evaluasi serta menyempurnakan jadwal pelaksanaan guna memaksimalkan hasil belajar pada program intensif sejenis.

Kata kunci: *Perencanaan, Kompetensi Bahasa Arab, Manajemen, George R. Terry*

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INTRODUCTION

Arabic is the main language in Islamic studies which has a strategic position in scientific development in the Islamic university environment.¹ At the Sultan Aji Muhammad Idris State Islamic University (UINSI) Samarinda, mastery of Arabic is an important prerequisite for students to understand classical and contemporary Islamic literature, the majority of which are written in Arabic.² Paying attention to the phenomenon of students' reluctance to learn Arabic, of course, solutions must be found to solve the problem.³ The importance of education in mastering the Arabic language also lies in its contribution to the development of knowledge and the formation of civilization. With an innovatively designed curriculum, education is able to hone language skills such as listening, speaking, reading, and writing, while strengthening understanding of religious and cultural values. Thus, education is not only a means of learning, but also a tool for forming a generation that is intelligent, moral, and contributes positively to the global community.⁴ To support the achievement of these competencies, UINSI Samarinda organizes various accelerated programs, one of which is the Syahrul Lughah Program. This program is an intensive Arabic language learning activity that is carried out for a full month and involves various learning approaches to improve students' Arabic language skills, especially in the aspects of speaking (*kalam*) and writing (*kitabah*).⁵

The success of the implementation of an educational program is inseparable from good and systematic planning.⁶ From the perspective of education management, planning serves as the

¹ Muhib Abdul Wahab, "STANDARISASI KURIKULUM PENDIDIKAN BAHASA ARAB DI PERGURUAN TINGGI KEAGAMAAN ISLAM NEGERI," *Arabiyah: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban* 3, no. 1 (June 28, 2016): 32–51, <https://doi.org/10.15408/a.v3i1.3187>.

² Chikanti Fajriani Amanda, "Pengaruh Faktor Internal Dan Eksternal Terhadap Minat Belajar Pada Mahasiswa Pendidikan Bahasa Arab UINSI Samarinda," 2023, n.d.

³ Maskuri and Ahmadi M, "UPAYA PENINGKATAN KOMPETENSI PROFESIONAL GURU BAHASA ARAB," *10 Februari 2024* 5, no. 1 (n.d.): 2, <https://doi.org/10.35316/lahjah.v5i1.01-14>.

⁴ Titi Fitri et al., "BAHASA, PENDIDIKAN, DAN AGAMA DALAM PEMBELAJARAN BAHASA ARAB," *Lahjah Arabiyah: Jurnal Bahasa Arab dan Pendidikan Bahasa Arab* 6, no. 1 (February 4, 2025): 38–54, <https://doi.org/10.35316/lahjah.v6i1.38-54>.

⁵ Imroatul Toyibah Nurrohim and Amrin Mustofa, "Efektivitas Kegiatan Syahrul Lughoh terhadap Peningkatan Keterampilan Berbicara Bahasa Arab Mahasiswi STIT Madani Yogyakarta Tahun 2024," *Al-Tarbiyah: Jurnal Ilmu Pendidikan Islam* 3, no. 2 (April 23, 2025): 113–21, <https://doi.org/10.59059/al-tarbiyah.v3i2.2226>.

⁶ Mustangin Mustangin, Muhammad Fauzan Akbar, and Wahyu Novita Sari, "Analisis Pelaksanaan Program Pendidikan Nonformal Bagi Anak Jalanan," *International Journal of Community Service Learning* 5, no. 3 (September 24, 2021): 234, <https://doi.org/10.23887/ijcs.v5i3.38821>.

foundational step that determines the direction, objectives, and structure of a program.⁷ George R. Terry emphasized that planning is a core management function involving goal setting, strategic formulation, procedural development, and preliminary evaluation.⁸ The effectiveness of an educational initiative is therefore directly linked to how thoroughly and precisely these planning components are executed. In the context of the Syahrul Lughah Program, the division of responsibilities among organizers reflects a functional organizational model led by the head caregiver.⁹ This structure supports clarity in task execution and coordination between the committee leader and staff, contributing to smoother program implementation.¹⁰

Previous researchers have highlighted the importance of planning in learning Arabic. Several studies have found that instructional planning enhances the effectiveness of the learning process, facilitates the achievement of language competencies, and supports more structured communication skills. Additionally, planning is considered to help students systematically understand aspects of grammar, vocabulary, and speaking skills in Arabic.¹¹ However, these studies are generally still general and have not specifically examined how program planning aspects are applied to non-formal programs such as Syahrul Lughah, especially in the context of Islamic higher education in Indonesia.

Based on this, this study aims to describe the planning of the Syahrul Lughah Program at UINSI Samarinda, analyze its influence on the improvement of students' Arabic language competence, and examine the contribution of each aspect of planning—including objectives, strategies, schedules, and initial evaluation—in supporting the success of the program. The novelty of this study lies in the integration of George R. Terry's approach to education management theory with the evaluation of competency-based Arabic language programs in the Indonesian Islamic university environment, which has rarely been studied in depth. The results of this research are expected to make a theoretical contribution to the development of the management concept of Arabic language education programs and practically provide recommendations for improvement for the implementation of similar programs in the future.

In the context of developing the quality of Arabic language education, the importance of planning must be viewed not only from an administrative perspective but also in terms of the

⁷ Moh. Arifudin, Fathma Zahara Sholeha, and Lilis Fikriya Umami, "PLANNING (PERENCANAAN) DALAM MANAJEMEN PENDIDIKAN ISLAM," *MA'ALIM: Jurnal Pendidikan Islam* 2, no. 02 (December 11, 2021), <https://doi.org/10.21154/maalim.v2i2.3720>.

⁸ Fitri et al., "BAHASA, PENDIDIKAN, DAN AGAMA DALAM PEMBELAJARAN BAHASA ARAB."

⁹ Elok Rufaiqoh et al., "The Learning of Arabic Speaking Skills With Constructive Theory Perspective," *Izdihar: Journal of Arabic Language Teaching, Linguistics, and Literature* 6, no. 3 (December 28, 2023), <https://doi.org/10.22219/jiz.v6i3.27405>.

¹⁰ Rifaldi Dwi Syahputra and Nuri Aslami, "Prinsip-Prinsip Utama Manajemen George R. Terry," *Manajemen Kreatif Jurnal* 1, no. 3 (June 17, 2023): 51–61, <https://doi.org/10.55606/makreju.v1i3.1615>.

¹¹ Mofareh Alqahtani, "The Importance of Vocabulary in Language Learning and How to Be Taught," *International Journal of Teaching and Education* III, no. 3 (2015): 21–34, <https://doi.org/10.20472/TE.2015.3.3.002>.

quality of the learning substance being designed. Effective planning should accurately map students' learning needs, determine appropriate learning goals, and align strategies with student characteristics in Islamic higher education. This process involves creating contextual learning content, selecting interactive methods, and formulating assessments that capture the full scope of competence. It is also essential that planning takes into account the social, cultural, and motivational aspects of students who study Arabic as both a scientific and religious language. These multifaceted considerations ensure that learning is both meaningful and effective for diverse learners. Therefore, planning in Arabic language programs must go beyond logistics to include deep pedagogical insights.¹²

On the other hand, programs like Syahrul Lughah often face practical challenges such as limited qualified instructors, lack of structured training, and weak oversight during implementation. These issues can hinder the effectiveness of even the best-planned programs if not anticipated in the early planning stages. To address this, program planning must incorporate adaptive strategies and participatory leadership involving multiple stakeholders. Collaborative input from lecturers, students, program managers, and university leaders strengthens ownership and long-term sustainability. Without inclusive planning, programs risk becoming irrelevant or poorly executed. Thus, anticipating barriers and involving stakeholders is key to designing robust and impactful language education programs.

Furthermore, efforts to improve students' Arabic competence must include learning approaches grounded in real communication and active student participation. Well-structured and immersive activities in the Syahrul Lughah Program can significantly boost learners' confidence and practical usage of the language. In this sense, planning plays a dual role—administrative in organizing resources and pedagogical in shaping the learning experience. By integrating these roles, planners can ensure the learning process is both efficient and transformative. According to George R. Terry, objectives, strategies, schedules, and evaluation must be interlinked to support successful outcomes. Therefore, enhancing the planning phase is a strategic step in improving Arabic language education in Islamic universities.¹³

Additionally, the use of Terry's planning framework helps ensure that each component of the Syahrul Lughah Program is purposefully aligned. Clear objectives provide a sense of direction, while carefully selected strategies ensure the program remains interactive and student-centered. Scheduling, when done systematically, supports time management and maximizes student exposure to the language within a limited duration. However, initial evaluation is often

¹² Imroatul Toyibah Nurrohim and Amrin Mustofa, "Efektivitas Kegiatan Syahrul Lughoh terhadap Peningkatan Keterampilan Berbicara Bahasa Arab Mahasiswi STIT Madani Yogyakarta Tahun 2024."

¹³ Rifaldi Dwi Syahputra and Nuri Aslami, "Prinsip-Prinsip Utama Manajemen George R. Terry."

underestimated despite its importance in identifying student readiness and aligning instruction with their actual proficiency levels. Strengthening this aspect can greatly enhance program adaptability and instructional differentiation. Therefore, a comprehensive planning process should view evaluation not just as an end-point, but as an integral starting point.¹⁴

Moreover, the integration of planning theory with contextual practice allows the Syahrul Lughah Program to serve as a model for other Arabic language initiatives in Islamic higher education institutions. The positive student perceptions of planning quality reflect how thoughtful design can foster engagement, motivation, and learning success. This research supports the idea that when students understand program goals and experience consistent learning activities, their language competence improves significantly. Furthermore, the findings provide evidence that program planning must be data-driven, reflective, and continuously refined. Feedback from students, instructors, and evaluators should be used to adjust strategies and improve future program cycles. In this way, planning becomes not only a managerial necessity but a dynamic and responsive educational practice.¹⁵

RESEARCH METHODS

This study uses a quantitative approach with the type of associative research, which is research that aims to find out the relationship between two or more variables.¹⁶ The main focus of this study is to analyze the influence of the planning of the Syahrul Lughah Program on improving the Arabic language competence of UINSI Samarinda students. The population in this study is all UINSI Samarinda students who participate in the Syahrul Lughah Program in the implementation period of the 2024/2025 academic year. The sampling technique is carried out by the purposive sampling method, with the criteria of students who participate in the program fully and actively in each activity.

The data sources in this study consist of primary data and secondary data. Primary data was obtained directly from respondents through the distribution of closed questionnaires, while secondary data was obtained from program documentation, activity reports, and literature relevant to the research theme. The data collection techniques used include questionnaires, documentation, and semi-structured interviews to reinforce the findings of quantitative data. The questionnaire

¹⁴ Abdul Latif et al., "MENINGKATKAN KUALITAS SDM PROGRAM BAHASA ARAB BERLANDASKAN TEORI MANAJEMEN FREDERICK WINSLOW TAYLOR: indonesia," *Lahjah Arabiyah: Jurnal Bahasa Arab dan Pendidikan Bahasa Arab* 5, no. 1 (February 16, 2024): 64–77, <https://doi.org/10.35316/lahjah.v5i1.64-77>.

¹⁵ Ainil Huda, "PENGARUH PERANAN TEMAN SEBAYA, DISIPLIN BELAJAR DAN MOTIVASI BELAJAR TERHADAP HASIL BELAJAR EKONOMI SISWA KELAS X DI SMA NEGERI 1 LEMBAH MELINTANG KABUPATEN PASAMAN BARAT," n.d.

¹⁶ Nana Darna and Elin Herlina, "BAGI PENELITIAN BIDANG ILMU MANAJEMEN" 5 (2018).

used is prepared based on indicators in the planning function according to George R. Terry, including goal setting, strategy development, activity scheduling, and initial evaluation.¹⁷

The data analysis in this study was carried out in stages. First, the data obtained from the results of the questionnaire were analyzed using descriptive statistics to illustrate the trend of the data. Second, to test the influence of program planning variables on the improvement of Arabic language competence, a simple regression analysis technique was used. Data processing is carried out with the help of statistical software such as SPSS to make the results more accurate and measurable. In addition, the results of the analysis provide a more comprehensive picture regarding the implementation of the planning of the Syahrul Lughah Program. Thus, the method used is expected to be able to explain the relationship between program planning and the improvement of students' Arabic language competencies objectively and systematically.

RESULTS AND DISCUSSION

Syahrul Lughah Program Planning at UINSI Samarinda

Based on the results of interviews with program managers, observation of program documents, and questionnaires distributed to participating students, it can be concluded that the planning of the Syahrul Lughah Program at UINSI Samarinda has fulfilled the planning elements in the perspective of George R. Terry's management theory. This theory describes planning as a fundamental process in management that involves setting clear goals, designing appropriate strategies, developing activity schedules, and conducting initial evaluations. The data obtained show that each of these aspects has been addressed, although with varying degrees of completeness and effectiveness. Program objectives were found to be well-formulated and aligned with student needs, which contributed to the clarity of direction in the learning process. Strategic planning was also evident in the structuring of program content and activities that support Arabic language skills. However, the initial evaluation process was relatively limited, suggesting the need for more robust diagnostic tools to better tailor the program to participants' actual proficiency levels.¹⁸

The Syahrul Lughah program is prepared annually and carried out intensively for a full month, usually before the even semester holidays. The core activities of the program include conversation exercises (*muḥādatsah*), game-based learning (*ta'līm bi al-lu'bah*), lectures in Arabic, as well as language competitions such as Arabic speeches and dramas. Overall, the planning of this program is quite comprehensive. These results support the principle of George R. Terry

¹⁷ George R. Terry, *Prinsip-prinsip manajemen*, 9th ed. (Jakarta: Bumi Aksara, 2008).

¹⁸ Rifaldi Dwi Syahputra and Nuri Aslami, "Prinsip-Prinsip Utama Manajemen George R. Terry."

who emphasizes the importance of planning as a primary framework before any other managerial function is carried out. In this context, it is clear that the program implementers have adopted a fairly systematic planning model.¹⁹

However, there are still some shortcomings, such as the unevenness of initial information that causes some participants to feel less prepared to participate in the program. This issue highlights the lack of consistency in how information is conveyed prior to program implementation. Some students reported confusion regarding schedules, materials, or expectations due to inadequate early communication. It is important to note that planning should also include effective socialization strategies to ensure all participants start on equal footing. One recommended improvement is the distribution of clear written documents or program guidelines to students well in advance. By doing so, participants can prepare themselves better and engage more fully in the program from the outset.²⁰

The Influence of Program Planning on Students' Arabic Language Competency

To determine the influence of planning on improving Arabic language competence, a simple linear regression analysis was performed. The results of the statistical test showed a determination coefficient value (R Square) of 0.374, which means that 37.4% of the improvement in students' Arabic language competence can be explained by the quality of program planning. The regression coefficient (B) was 3.214 with a significance value of $p = 0.002$, which is less than 0.05. This indicates that the influence is both positive and statistically significant. In other words, the better the program is planned, the higher the Arabic language competency score achieved by students. Planning, therefore, plays a vital role in determining learning outcomes. Who highlighted the importance of clear and structured planning in language learning programs. According to Alqahtani, planning clarity improves student motivation and enhances the achievement of language learning objectives. In the context of UINSI Samarinda, students who participated in the Syahrul Lughah Program showed a significant improvement. The average post-program test scores in Arabic comprehension and production increased by 15–20%. This empirical evidence demonstrates the effectiveness of the Syahrul Lughah Program's structured design. It also confirms the practical impact of theory-based educational planning on student performance.

In addition, these findings align with the principles of Outcome-Based Education (OBE), which focuses on the attainment of predefined learning outcomes. The structured planning of the

¹⁹ Moh. Toriquddin and Abd. Rauf, "MANAJEMEN PENGELOLAAN ZAKAT PRODUKTIF DI YAYASAN ASH SHAHWAH (YASA) MALANG," *De Jure: Jurnal Hukum dan Syar'iah* 5, no. 1 (June 30, 2013), <https://doi.org/10.18860/j-fsh.v5i1.2993>.

²⁰ I Made Sedana, "Ngaben Massal di Desa Panji Kabupaten Buleleng Dalam Perspektif Manajemen George R. Terry," *Jurnal Penelitian Agama Hindu* 8, no. 3 (June 28, 2024): 375–89, <https://doi.org/10.37329/jpah.v8i3.3044>.

Syahrul Lughah Program enabled the formulation of specific and measurable competency targets. It also facilitated the selection of appropriate teaching methods tailored to those outcomes. Moreover, well-prepared planning guides the selection of relevant assessment tools to evaluate student progress. This alignment between planning and learning outcomes underlines the importance of the planning phase in educational program design. As such, program success is rooted in the strength of its initial planning process.

However, Which argued that planning alone is not sufficient without strong implementation and managerial support. Mahmud emphasized that many programs fail despite good planning due to weak execution. In contrast, the Syahrul Lughah Program's success can be attributed to the structured nature of its short-term, outcome-oriented design. Because of this focused and time-bound approach, planning emerged as the most influential factor. It suggests that in intensive programs, the planning phase carries proportionally more weight. Thus, the context and nature of the program influence how planning impacts learning outcomes.

The implication of these findings is the need for managerial capacity development during the planning phase. Training in program design based on student needs should be prioritized for planners and organizers to ensure relevance and effectiveness. Participatory planning models should be introduced, involving lecturers, students, and administrators in the decision-making process to enhance engagement and accountability. This collaborative approach would increase the relevance and ownership of the program design, making it more aligned with actual learning needs. It would also improve flexibility and responsiveness to challenges that may arise during implementation, reducing the risk of misalignment between planning and execution. Ultimately, effective planning requires not only theoretical knowledge but also a collaborative and contextual understanding of the educational environment.

Contribution of Planning Aspects to Program Success

In further analysis, this study measures the contribution of each aspect of planning to the success of the program, namely: objectives, strategies, schedules, and initial evaluation. The data were obtained using a Likert scale ranging from 1 to 5 to assess participants' perceptions of each aspect. These scores were then processed through quantitative descriptive analysis to determine their relative contributions. Results showed that the "objectives" and "strategies" components received the highest average ratings, indicating their strong influence on program outcomes. Meanwhile, the "schedule" aspect showed moderate contribution, while "initial evaluation" received the lowest score among the four. This suggests that although planning as a whole is effective, certain components require improvement to maximize program success.

Table 1. Planning Aspects

Planning Aspects	Average Score (%)
Purpose	82%
Strategy	78%
Schedule	76%
Initial Evaluation	74%

The table of planning aspects illustrates the contribution of each component—objectives, strategies, schedules, and initial evaluation—in supporting the success of the Syahrul Lughah Program at UINSI Samarinda. Among these, the "objectives" aspect received the highest score at 82%, indicating that most students clearly understood the program's goals and expected outcomes from the outset. This clarity of direction helped increase motivation and allowed students to align themselves with the designed activities. When learners know what they are working toward, they tend to participate more actively and engage more deeply in learning. This finding supports the notion that well-defined objectives serve as a critical foundation for educational program success. It also reflects proper communication and transparency from organizers to participants.

The second-highest scoring aspect was the "strategy" component, with a score of 78%. This indicates that students appreciated the use of interactive and practice-based methods, such as muḥādatsah sessions, presentations, and language games. These strategies effectively support the development of students' practical Arabic skills, especially in speaking and writing. The emphasis on active communication allows students to immerse themselves more naturally in the language-learning process. Additionally, these methods align with modern pedagogical practices that prioritize experiential and student-centered learning. Therefore, the implementation strategy contributes significantly to the positive learning outcomes achieved.

The "schedule" aspect of planning received a score of 76%, which is slightly lower than the previous two. While most students considered the schedule to be systematic and well-organized, some expressed concerns about the density of the activities. The intensive nature of the program led to feelings of fatigue among some participants, suggesting that cognitive overload should be considered in future scheduling. For an intensive language program, maintaining a balance between rigor and rest is essential. Flexibility in timing and the inclusion of sufficient breaks can improve both student well-being and learning retention. Therefore, adjustments to the scheduling format could enhance program effectiveness.

The lowest score, 74%, was obtained by the "initial evaluation" aspect, indicating that this area is still underdeveloped. Students felt that the evaluation of language ability before the start of

the program was informal and lacked standardization. Without a proper baseline, it becomes difficult to map out tailored learning approaches for each participant. A comprehensive and structured initial assessment can help educators determine appropriate levels of content and instruction. Moreover, the absence of an accurate diagnostic tool may result in learning gaps that go unaddressed. Thus, this component should be a priority for improvement in future program iterations.

Despite some shortcomings, overall data analysis based on student responses shows that planning for the Syahrul Lughah Program is relatively strong. All four measured aspects—objectives, strategy, schedule, and evaluation—contribute to the successful implementation of the program. Specifically, the clarity of objectives and the effectiveness of instructional strategies emerged as dominant strengths. These factors are closely aligned with student perceptions of improved Arabic competence. Meanwhile, although the scheduling was generally appreciated, it requires refinement for better adaptability. The initial evaluation process, while present, still needs significant enhancement to fully optimize the program's impact.

Table 2. Descriptive Questionnaire

Planning Aspects	Indicator	Response		
		Good	Enough	Less
Program Objectives	Goals are formulated clearly and measurably	82%	14%	4%
Implementation Strategy	Implementation method as needed	78%	16%	6%
Schedule Preparation	The schedule of activities is systematically arranged	80%	12%	8%
Initial Evaluation	Initial evaluation before the program begins	74%	20%	6%

The table shows students' perceptions of the planning aspects in the Syahrul Lughah Program at UINSI Samarinda based on four main indicators in George R. Terry's theory, namely program objectives, implementation strategies, scheduling, and initial evaluation. The results indicate that the "Program Objectives" indicator received the highest positive response, with 82% of students acknowledging that the goals were clear and well directed. This suggests that the participants were well-informed about what the program intended to achieve. A clearly formulated goal provides structure to the learning experience and ensures better engagement. The clarity of purpose helps both instructors and students focus on targeted outcomes. This reinforces the view that strong goal-setting is a pillar of successful planning.

On the other hand, the "Initial Evaluation" indicator received the lowest rating at 74%.

Although evaluation was conducted prior to the program, many students felt it was insufficient or informal. This reveals a gap in identifying students' actual language proficiency before instruction begins. Without solid diagnostic tools, educators may miss the opportunity to tailor content to the learners' needs. As a result, the program may not fully meet the students' starting abilities and learning targets. Initial evaluation should thus be improved to ensure a more responsive instructional plan.

When averaged, all four planning indicators received a positive assessment with a mean score of 78.5%. This indicates that the overall planning of the Syahrul Lughah Program is considered effective and well-received by its participants. Students appreciated the structure, clarity, and delivery of the program's goals and activities. This perception affirms that program planning was not only administrative but also pedagogically impactful. Planning done with careful consideration clearly influences the success and quality of student outcomes.

These findings align with the theory proposed by George R. Terry, who emphasized that planning is a fundamental management function that directs organizational activities toward effectiveness. In language learning programs, planning ensures that resources, time, and instructional methods are used efficiently. The high percentage in the "Program Objectives" aspect validates Terry's view by showing how direction guides implementation success. Without clear objectives, programs may become disoriented and ineffective. Therefore, well-structured goals are key in bridging strategic design and classroom execution. Terry's framework remains relevant in assessing educational initiatives like Syahrul Lughah.

Who emphasized that clarity in goal formulation enhances learner motivation and engagement in Arabic language programs. When students are aware of what is expected and what they will gain, their participation becomes more active. Clarity of goals also boosts accountability for both instructors and learners. However, the weak score in the "Initial Evaluation" indicator points to a common oversight in short-term programs. Often considered secondary, diagnostic assessments should actually be central to program design. They provide a necessary baseline for tailoring instruction and measuring growth accurately.

Therefore, while the Syahrul Lughah Program benefits from strong direction and well-defined goals, it still needs refinement in pre-program evaluation. Planning should not merely be about scheduling and logistics, but must include comprehensive student needs assessment. The program's overall success stems not just from delivery, but from the foundational steps taken before learning begins. This highlights how planning is not a static blueprint, but a dynamic process involving continuous feedback. The integration of thoughtful evaluation mechanisms would strengthen the program's ability to adapt and improve. In sum, modern educational

management calls for holistic planning that is strategic, data-informed, and learner-centered.

Table 3. R Square

Type	R Square	Sig.	Interpretasi
1	0.374	0.002	Significant Effect (37.4%)

The results of a simple regression analysis showed a significant influence between the planning of the Syahrul Lughah Program on the improvement of students' Arabic language competence. The significance value obtained was 0.002 ($p < 0.05$) indicating that planning has a real contribution in supporting the success of the program. These findings are reinforced by interview data with program managers who stated that careful preparation and systematic planning have a positive impact on student engagement during the learning process. In particular, the improvement of Arabic language competence is seen to be more dominant in the aspects of speaking (kalam) and writing skills (kitabah), in accordance with the main goal of the Syahrul Lughah Program.

The findings of this study are in line with George R. Terry's theory that planning is the main foundation in the management process.²³ Clarity of objectives, accuracy of strategy, and readiness of implementation are important factors in achieving optimal results.²⁴ In addition, the results which affirms the importance of planning in the success of Arabic language teaching programs in universities.²⁵ The difference is that this research makes a new contribution by placing the study of program planning in the context of Islamic education in Indonesia, especially at UINSI Samarinda.

The practical implication of these findings is that educational institutions, especially language program managers, need to pay more attention to the initial planning process, starting from the formulation of goals, the selection of strategies, the scheduling of activities, to the evaluation of participants' needs. Theoretically, the results of this study also reaffirm the important position of planning as one of the main pillars in effective education management.²⁶ This forms the basis for further development in the design of language programs that are more responsive to student needs and academic demands.²⁷

Thus, it can be concluded that the success of the Syahrul Lughah Program in improving students' Arabic language competence is greatly influenced by the quality of its planning. Therefore, the recommendations that can be given are for program managers to continue to improve the quality of planning, both in terms of preparing more specific goals, developing innovative strategies, and implementing more in-depth initial evaluations, so that the results achieved are more optimal.

CONCLUSION

The findings of this study demonstrate that the planning of the Syahrul Lughah Program at

UINSI Samarinda was generally well-structured and purposeful, covering clear objectives, relevant strategies, systematic scheduling, and preliminary evaluations, although the latter remains limited. Planning was shown to have a significant impact on improving students' Arabic language competence, particularly in speaking, listening, and reading comprehension. The clarity of objectives and the suitability of strategies emerged as the most influential factors in supporting student progress. However, the initial evaluation was identified as the weakest component, suggesting the need for more effective diagnostic assessments to better understand students' starting abilities. Overall, the research confirms that effective and structured planning plays a crucial role in enhancing language proficiency within intensive programs and highlights areas for further refinement to maximize learning outcomes.

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