



## Management of an Arabic Language Learning Program Based on Madrasah Self-Evaluation in Improving Learning Quality at Senior High School

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### Abstract

*This study analyzes the management of an Arabic language learning program based on the Madrasah Self-Evaluation (Evaluasi Diri Madrasah/EDM) framework in improving learning quality at MAN 1 Mandailing Natal. Employing a descriptive qualitative approach, data were collected through observations, interviews with eight key informants (the head of the madrasah, vice principal for curriculum, Arabic language teachers, and students), and analysis of EDM reports and instructional documents. Data validity was ensured through triangulation techniques. The findings demonstrate that instructional management was implemented through four POAC stages: planning based on EDM data, organizing through a clear division of institutional responsibilities, implementation combining communicative and digital instructional methods, and supervision via academic observation and reflective evaluation. Critically, EDM integration functioned as a sustainable internal quality assurance mechanism, enabling evidence-based decision-making for teacher competency development and instructional improvement. This study concludes that the systematic integration of POAC-based learning management and Madrasah Self-Evaluation significantly enhances Arabic language learning quality and provides a replicable model for continuous educational improvement in madrasah contexts.*

### 1. Introduction

Arabic is one of the core subjects taught in madrasah aliyah, serving not only as a means of developing language proficiency but also as an instrument for understanding Islamic religious texts and culture (Hayatun Nufus et al., 2025). Therefore, the management of Arabic language learning programs must be designed systematically and sustainably to enhance the quality of instruction. Such management encompasses

planning, organizing, implementation, and evaluation, all of which are interconnected within an integral managerial cycle (Hayatun Nufus et al. 2025). In the context of Islamic education, Arabic language proficiency constitutes a fundamental competency that enables students to comprehend the Qur'an, Hadith, and other Islamic literature that comprehensively form part of the madrasah curriculum.

At MAN 1 Mandailing Natal, Arabic language learning is implemented through various academic and extracurricular activities. Observations indicate that students have demonstrated notable achievements in scientific competitions, including winning second runner-up at the national digital-based competition level (digital literacy competency), in which Arabic learning was conducted through application-based instruction. In addition, students actively participate in various Arabic-related activities at the madrasah, such as speech competitions, art performances, Arabic-language advertising projects, singing, and short drama performances. These activities not only reflect students' creativity and language proficiency but also serve as indicators of active participation in the learning process and the development of soft skills.

Students at MAN 1 Mandailing Natal have consistently participated in the Arabic Language Olympiad (Olimpiade Bahasa Arab/OBA) from 2021 to 2025. However, during the 2021–2023 period, funding for the competition was partially borne by students and partially by the madrasah due to the absence of a dedicated budget allocation for the program. This condition indicates that the OBA program had not yet become a priority within the madrasah's financial planning. In general, the proportion of School Operational Assistance Funds (Dana BOS) allocated to competency development activities such as the Arabic Language Olympiad remained highly limited, amounting to only approximately 0.54% of the total BOS budget. Consequently, the funding was insufficient to optimally support student coaching programs and the sustainability of student achievement initiatives.

Beginning in 2024–2025, all OBA-related expenses were fully covered by the madrasah, although the funding still originated from multiple separate financial sources. Mentor honoraria were financed through the Arabic extracurricular program budget, while student accommodation expenses at the provincial and national levels were supported by the Madrasah Committee. Meanwhile, travel expenses for accompanying teachers were financed through BOS funds. For district-level OBA competitions, implementation was conducted online, requiring only registration fees covered by the madrasah. Nevertheless, no integrated and dedicated budget allocation for the Arabic Language Olympiad has yet been established. As a result, financial management remains partial in nature and has not been fully grounded in strategic planning principles (Fattah, 2012) (Mulyasa, 2013).

Despite the high potential reflected in students' achievements and extracurricular participation, formal classroom instruction continues to face several critical challenges. Instructional planning remains largely administrative and has not been fully grounded in data derived from Madrasah Self-Evaluation (EDM), which is designed to systematically identify institutional strengths and weaknesses. The use of digital media and innovative instructional methods remains inconsistent, while differentiated instruction for students with varying proficiency levels has not been optimally implemented. Evaluations remain predominantly quantitative, leaving qualitative analyses of low-achievement causes and EDM-based follow-up strategies underdeveloped. Additionally, teacher workload constraints, limited digital infrastructure, and budget allocation policies present systemic

barriers to consistent instructional improvement. These institutional limitations indicate a significant gap between students' achievement potential and the systematic implementation of instructional management programs (Hidayatullah and Dari, 2025).

Learning management in madrasahs must be adaptive to students' needs as well as to curricular dynamics and relevant instructional methods (Rabbirham, Siahaan, and Syaokani 2025). Madrasah Self-Evaluation (EDM) represents an important instrument in madrasah educational quality management, assisting educational institutions in identifying internal strengths and weaknesses through data analysis, thereby serving as the basis for evidence-based strategic planning (Rabbirham et al., 2025). Self-evaluation functions as an internal quality assurance mechanism aimed at continuously improving the quality of learning programs (Hidayatullah and Dari, 2025). Furthermore, the utilization of digital technologies such as Computer-Based Testing (CBT) in learning evaluation processes has been shown to enhance assessment effectiveness while providing students with more interactive learning experiences (Hidayatullah and Dari, 2025).

This study offers several novel contributions. First, it integrates the POAC management cycle (Planning, Organizing, Actuating, and Controlling) comprehensively with EDM, ensuring that the planning, implementation, and evaluation of learning programs are grounded in empirical evidence and internal madrasah data. Second, the study emphasizes the utilization of student achievements and activities as indicators of instructional success, thereby assessing not only academic outcomes but also students' active participation. Third, the research is conducted within the context of a local madrasah aliyah with distinctive characteristics, enabling the findings to provide practical recommendations for the development of Arabic language learning management in other madrasahs with similar conditions. Fourth, the study adopts a multidimensional approach by examining the interrelationship between program management, EDM, student achievement, and the overall quality of learning.

The study is directed toward addressing several key questions: how EDM-based Arabic language learning program planning is implemented at MAN 1 Mandailing Natal; how instructional strategies and classroom implementation are carried out, including the use of digital media and varied teaching methods; how supervision and evaluation processes based on EDM are conducted; and how EDM-based learning program management contributes to improving the quality of Arabic language learning and optimizing student achievement in the madrasah. These questions are particularly significant because the integration between EDM and learning management has not yet been fully optimized, resulting in limited utilization of evaluation data for continuous quality improvement.

## **2. Method**

This study employed a descriptive qualitative approach to obtain an in-depth understanding of the management of an Arabic language learning program based on the Madrasah Self-Evaluation (Evaluasi Diri Madrasah/EDM) framework at MAN 1 Mandailing Natal (Sugiyono, 2023). This approach was selected because the study focused on describing the processes of planning, implementation, and evaluation of the learning program, as well as their relationship to improvements in learning quality and student achievement (Creswell, 2014). Data were collected through classroom observations, in-depth interviews with teachers, the head of the madrasah, and high-achieving students,

as well as document analysis of EDM reports and Arabic language learning activity reports (Hidayatullah and Dari, 2025).

The research sample was determined using purposive sampling, involving eight key informants who played direct roles in the management and implementation of Arabic language instruction: the head of the madrasah, one vice principal for curriculum affairs, two Arabic language teachers, and four high-achieving students selected based on their consistent participation in the Arabic Language Olympiad (OBA). Classroom observations were conducted across six instructional sessions over a period of two months, focusing specifically on teacher instructional methods, classroom management strategies, student engagement, and media utilization. In addition, related documents such as lesson plans, EDM reports, teaching modules, and records of Arabic extracurricular activities were analyzed to triangulate the primary data (Rabbirham et al., 2025). Data triangulation techniques were employed to ensure the validity and credibility of the findings by comparing information obtained from interviews, observations, and documentary sources.

Data analysis was conducted thematically following Miles, Huberman, and Saldaña's (2019) framework, involving three iterative stages: (1) data condensation, in which raw interview transcripts and field notes were coded into initial categories; (2) data display, in which coded categories were organized into thematic clusters corresponding to the four POAC management stages; and (3) conclusion drawing and verification. Themes were generated inductively from the data and subsequently cross-checked against theoretical frameworks. To strengthen trustworthiness, the study employed data triangulation by comparing findings across interview, observation, and documentary sources, as well as member checking, in which key informants reviewed the researcher's interpretations for accuracy.

The findings were categorized into four aspects: planning, implementation, program evaluation, and the contribution of EDM to improving learning quality (Miles, Huberman, and Saldaña, 2019). The findings were analyzed to identify patterns, gaps, as well as supporting and inhibiting factors in learning management. The results of the study are presented in a descriptive narrative form, complemented by concrete examples drawn from instructional practices, student achievements, and Arabic extracurricular activities in order to provide a comprehensive overview of the effectiveness of EDM-based Arabic language learning program management (Sugiyono, 2023).

### **3. Result**

The findings of this study were obtained through interviews with the head of the madrasah, the vice principal for curriculum affairs, Arabic language teachers, and students, and were further supported by classroom observations and document analysis of the Madrasah Self-Evaluation (Evaluasi Diri Madrasah/EDM). The findings are presented based on four aspects of learning program management: planning, organizing, actuating, and controlling, all of which are related to the implementation of EDM at MAN 1 Mandailing Natal.

#### *1. Planning of the EDM-Based Arabic Language Learning Program*

The planning of the Arabic language learning program at MAN 1 Mandailing Natal was carried out systematically through madrasah work meetings held at the beginning of each academic year. During these meetings, subject teachers designed learning programs

based on the applicable curriculum and aligned them with the vision and mission of the madrasah. This planning process encompassed not only the preparation of instructional materials and learning instruments, but also the establishment of student competency targets, instructional strategies to be implemented, and the allocation of resources to support the learning process.

As stated by the head of the madrasah:

*"We plan the Arabic language program through annual work meetings at the beginning of the academic year. Subject teachers prepare the program based on the applicable curriculum, which is then aligned with the madrasah's vision and mission." (SB, Head of Madrasah)*

This finding supports the argument proposed by Hayatun Nufus et al. (2025), who emphasize that systematic instructional planning, including the preparation of learning instruments based on the applicable curriculum, constitutes an important factor in the success of Arabic language learning in madrasahs (Hayatun Nufus et al. 2025). Furthermore, planning conducted through work-meeting forums enables program synchronization among teachers, the head of the madrasah, and the curriculum division, thereby ensuring that all madrasah components share a common direction in achieving instructional objectives (Nuramalia, Susiawati, and Utami, 2023).

In addition, planning for learning quality improvement was conducted by utilizing the results of the Madrasah Self-Evaluation (EDM). EDM data were used as the basis for designing teacher competency improvement programs and instructional development initiatives. The utilization of EDM data in the planning process reflects a data-driven planning approach, in which internal evaluation serves as the primary foundation for strategic educational decision-making. The head of the madrasah explained:

*"We organize In-House Training (IHT), academic supervision, and involve teachers in training programs that are relevant to their needs." (SB)*

This finding supports the view of Rabbirham et al. (2025), who argue that the utilization of EDM results as the basis for designing teacher competency improvement programs represents a concrete form of evidence-based planning capable of enhancing educational quality in a sustainable manner. Syaiful Sagala (2017) also emphasizes that sound financial planning helps educational institutions avoid wasteful spending and ensures that financial resources are allocated according to established program priorities.

Regarding instructional instruments, the vice principal for curriculum affairs explained that teachers prepare instructional documents such as ATP (Alur Tujuan Pembelajaran/Learning Objective Flow), teaching modules, and lesson plans in accordance with current curriculum regulations:

*"Teachers prepare instructional instruments in accordance with the latest curriculum regulations, after which the documents are submitted for verification and feedback before being officially approved." (MS, Vice Principal for Curriculum Affairs, 2026)*

This finding supports the argument advanced by Firdausiyah and Ulum (2023), who state that the systematic preparation and verification of instructional instruments constitute an essential component of effective learning management in madrasahs (Firdausiyah and Ulum, 2023). The verification process also ensures that instructional

quality standards are maintained and that each teacher possesses clear guidelines for conducting classroom teaching and learning activities.

These findings indicate that the planning of the Arabic language learning program has been conducted in a structured manner through the involvement of multiple stakeholders and the utilization of evaluation data as the basis for improving instructional quality. EDM-based planning enables the madrasah to formulate quality improvement programs that are more targeted, measurable, and capable of being implemented consistently by all elements of the institution.

## *2. Organization of the Arabic Language Learning Program*

The organization of the Arabic language learning program at MAN 1 Mandailing Natal was carried out through a clear division of responsibilities among the head of the madrasah, the vice principal for curriculum affairs, and Arabic language teachers. The head of the madrasah played a role in establishing policies and providing support for the implementation of the learning program, including facilitating the availability of infrastructure and facilities that support Arabic language instruction in both classroom and extracurricular activities.

This was explained by the head of the madrasah as follows:

*"I provide policy support, facilitate training programs, and ensure that facilities and infrastructure adequately support the learning process." (SM, Head of Madrasah, 2026)*

This finding supports the argument of Firdausiyah and Ulum (2023), who state that a madrasah head who actively provides policy support and facilitates educational infrastructure contributes significantly to the creation of a conducive learning environment. The support provided by the head of the madrasah for the Arabic language learning program also reflects an institutional commitment to improving the overall quality of education, including ensuring adequate budget allocation and access to learning resources (Mulyasa, 2013).

Meanwhile, the technical management of the learning program was coordinated by the vice principal for curriculum affairs:

*"Program management is coordinated by the curriculum division. Teachers carry out the instruction, while we supervise both the administrative and implementation aspects." (MS)*

This finding is consistent with the view expressed by Firdausiyah and Ulum (2023), who argue that effective organization is characterized by a clear distribution of responsibilities between school leadership and teachers in ensuring the smooth administration and implementation of learning activities. (Firdausiyah and Ulum, 2023) Effective organization also involves cross-sectoral coordination that enables each unit within the madrasah to support one another in achieving the established instructional objectives.

In following up on the results of the Madrasah Self-Evaluation (EDM), the madrasah also implemented a collaborative division of responsibilities according to each stakeholder's respective field. The head of the madrasah explained:

*"The EDM findings are discussed collectively and then distributed according to each division. The vice principal for curriculum affairs follows up at the technical level, while teachers handle classroom instructional practices." (S)*

This finding supports the argument presented by Rabbirham et al. (2025), who emphasize that collaborative follow-up actions based on EDM findings, distributed according to each stakeholder's responsibilities, reflect an effective internal quality assurance system in madrasahs. Collaboration in addressing EDM findings ensures that improvement recommendations are not merely declarative in nature but are actually implemented at the operational and technical levels by all components of the madrasah.

In addition, Arabic language teachers stated that an internal MGMP forum (Subject Teacher Consultation Forum) had been established to discuss instructional quality and to align perspectives in Arabic language teaching:

*"There is an internal MGMP forum to align perspectives and evaluate the learning process." (ZP, Arabic Language Teacher)*

This finding reinforces the study conducted by Nuramalia et al. (2023), which identified internal MGMP forums as important platforms for teachers to exchange experiences, share instructional strategies, and align perspectives in improving the quality of Arabic language learning. Internal MGMP forums also function as mechanisms for continuous professional development, enabling teachers to exchange best practices in Arabic language instruction that are relevant to the context and needs of students within the madrasah.

### *3. Implementation of Arabic Language Learning*

The implementation of Arabic language learning at MAN 1 Mandailing Natal was carried out through classroom instructional activities that referred to the teaching modules and instructional instruments prepared in advance. Teachers employed a combination of theoretical and practical learning methods, including text-reading exercises, conversational practice (muhadatsah), solving Olympiad-style questions, and the contextual application of grammatical rules. These varied instructional methods were designed to accommodate students' diverse learning needs while simultaneously preparing them to participate in Arabic academic competitions at the district, provincial, and national levels.

The Arabic language teacher explained:

*"The learning process is conducted in accordance with the teaching modules, combining theory and practice, such as reading exercises and conversational activities, as well as answering Olympiad questions." (ZP)*

This finding supports the argument proposed by Nuramalia et al. (2023), who state that the combination of theoretical and practical methods, including reading and conversational exercises, represents an effective approach to Arabic language instruction in developing students' language skills comprehensively. Communicative and participatory approaches in Arabic language learning not only enhance students' linguistic competence but also build their confidence in using Arabic in real-life contexts (Azizah and Khasanah, 2022).

In addition to conventional instructional methods, teachers also experimented with various innovative learning methods and instructional media as a follow-up to the EDM findings:

*“Yes, we have tried discussion methods, role play, and the use of Arabic-language videos and audio materials.” (ZP)*

This finding reinforces the study conducted by Fauzan et al., which demonstrated that instructional variations such as discussions, role play, and the utilization of audio-visual media constitute important innovations that encourage active student engagement in Arabic language learning. The use of audio-visual media, in particular, provides students with more authentic learning experiences because they are directly exposed to accurate Arabic pronunciation and intonation. Consequently, students’ listening (istima’) and speaking (kalam) skills can develop more effectively (Fauzan et al. n.d.).

From the students’ perspective, the implementation of Arabic language learning in the classroom was considered sufficiently effective and easy to understand. One student stated:

*“In my opinion, the learning process is quite good and clear. The teacher explains the material and provides exercises regularly.” (NA, Student)*

This finding supports the argument presented by Firdausiyah and Ulum (2023), who note that students’ positive assessment of a clear and well-organized learning process indicates that classroom learning management has been implemented systematically. Teachers’ consistency in delivering instructional materials and providing regular exercises reflects the implementation of structured lesson planning oriented toward the achievement of student competencies.

Students also stated that teachers usually communicated the learning objectives at the beginning of each lesson:

*“Yes, at the beginning of the lesson, the teacher usually explains what we are going to learn and the targets we are expected to achieve.” (NA)*

This finding supports the view of Nuramalia et al. (2023), who emphasize that communicating learning objectives at the beginning of class meetings is an important classroom management practice for directing students’ focus and learning motivation. Clearly communicated instructional objectives help students understand the relevance of the material being studied to the competencies to be achieved, thereby significantly enhancing students’ intrinsic motivation to learn.

Nevertheless, students also indicated that their level of interest in learning was strongly influenced by the teaching methods employed by the teacher:

*“Sometimes it is interesting, sometimes not, depending on the material and the teacher’s teaching method. If media are used, we become more interested.” (NA)*

This finding reveals a critical implementation gap. While the madrasah has formally introduced digital media into instructional planning, the actual classroom application remains inconsistent and teacher-dependent. This inconsistency suggests that

the adoption of instructional media has not yet been institutionalized as a systematic policy requirement, but rather remains subject to individual teacher discretion. Several underlying factors may explain this gap: insufficient professional development on media integration, limited availability of digital devices for regular classroom use, and the absence of minimum standards for media use within each instructional cycle. Fauzan et al. demonstrated that consistent use of digital media in Arabic language instruction produces sustainable increases in student engagement, whereas episodic use generates only temporary motivational effects.

To address this, the madrasah should develop a structured digital media integration policy with clear expectations for each instructional unit, supported by targeted teacher training and infrastructure investment.

#### *4. Supervision and Evaluation of the EDM-Based Arabic Language Learning Program*

Supervision of the implementation of Arabic language learning was conducted through academic supervision carried out by the vice principal for curriculum affairs. This supervision was implemented through classroom observations and the provision of constructive feedback to teachers. Academic supervision activities were conducted periodically according to a predetermined schedule and included observations of instructional processes, classroom management, media utilization, and teacher–student interaction.

This was explained by the vice principal for curriculum affairs as follows:

*“We conduct classroom observations and then provide feedback for improvement.” (M)*

This finding supports the argument presented by Firdausiyah and Ulum (2023), who state that academic supervision through classroom observation and constructive feedback constitutes an effective supervisory mechanism for promoting continuous improvement in instructional quality. Structured academic supervision also functions as a form of professional coaching for teachers, enabling their pedagogical competencies to develop gradually and sustainably (Rahman, Abdullah, and Fauzi, 2021).

In addition to academic supervision, teachers also conducted periodic evaluations of the instructional processes that had been implemented. These evaluations were carried out through reflective practices following the delivery of instructional materials. The Arabic language teacher stated:

*“We conduct reflections at the end of each lesson and try more effective methods in the following meetings.” (ZP)*

This finding supports the argument proposed by Rabbirham et al. (2025), who emphasize that routine instructional reflection conducted by teachers after each lesson represents a formative evaluation practice that encourages gradual and sustainable improvement in teaching methods. Reflective practices also help teachers identify aspects of instruction that require improvement before proceeding to subsequent materials, thereby enabling the learning process to become more effective and responsive to students’ needs.

In following up on the results of the Madrasah Self-Evaluation (EDM), teachers also mapped the recommendations and translated them into action plans aimed at improving instruction:

*"We map the EDM recommendations and then develop action plans. Teachers implement the improvements in the classroom, and we conduct monitoring." (ZP)*

This finding supports the argument advanced by Rabbirham et al. (2025), who state that mapping EDM recommendations and translating them into concrete action plans represents an optimal utilization of self-evaluation in improving the quality of learning in madrasahs. The EDM cycle (which includes data collection, analysis, recommendation formulation, action plan implementation, and monitoring) constitutes the implementation of a comprehensive and sustainable internal quality assurance system (Rabbirham et al., 2025).

The findings of this study further demonstrate that the supervision and evaluation processes of learning have been implemented continuously through academic supervision, instructional reflection, and the utilization of Madrasah Self-Evaluation data as the basis for improving learning programs. The integration of academic supervision and EDM data enables the madrasah to obtain a comprehensive understanding of instructional quality, thereby ensuring that the improvement programs designed can address the root causes of existing problems.

#### *5. The Impact of Learning Program Management on Learning Quality*

The management of the EDM-based Arabic language learning program at MAN 1 Mandailing Natal has had a positive impact on improving the quality of learning. This improvement is reflected in the increased variety of instructional methods, greater student engagement in the learning process, and the implementation of continuous improvement efforts in instructional practices. Students' achievements in the Arabic Language Olympiad (Olimpiade Bahasa Arab/OBA) at the district, provincial, and national levels constitute one of the most tangible indicators of the positive impact of consistently implemented EDM-based learning management.

According to students, several factors have contributed to improving Arabic language learning in the madrasah, including teachers' patience and the use of varied instructional methods:

*"Because the teachers are patient, the learning methods are more varied, and whenever we do not understand something, it is explained again immediately." (NA)*

This finding reinforces the study conducted by Halimah (2022), which found that teachers' patience and the use of varied instructional methods are among the primary supporting factors directly perceived by students in improving the quality of their Arabic language learning experiences. The affective dimension of instruction, including teachers' patience and their ability to respond to students' individual needs, contributes significantly to students' learning motivation and active participation in the Arabic language learning process (Halimah, 2022).

The findings also indicate that learning management supported by Madrasah Self-Evaluation (EDM) can foster instructional practices that are more reflective, adaptive, and oriented toward continuous quality improvement. Madrasahs that consistently utilize EDM data throughout the cycles of planning, implementation, and instructional evaluation are likely to possess greater capacity to respond effectively to the evolving changes and challenges of education (Rabbirham et al., 2025).

#### **4. Discussion**

##### **1. Planning of the EDM-Based Arabic Language Learning Program**

The analysis demonstrates that instructional planning at MAN 1 Mandailing Natal was conducted through madrasah work meetings at the beginning of the academic year, utilizing Madrasah Self-Evaluation (EDM) results as the empirical foundation for program formulation. These findings align with the concept of learning management, which positions planning as the initial stage in the educational management cycle. Instructional planning is defined as the process of formulating objectives, strategies, and the necessary steps to achieve learning goals effectively and efficiently. In the context of modern education, instructional planning extends beyond the preparation of teaching instruments to encompass students' needs, teachers' competencies, and available evaluation data (Sugiyono, 2023).

This finding supports the argument proposed by Hayatun Nufus et al. (2025), who state that systematic instructional planning, including the preparation of instructional instruments based on the applicable curriculum, constitutes an important factor in the success of Arabic language learning in madrasahs. The utilization of Madrasah Self-Evaluation (EDM) results in the planning process indicates that the madrasah has implemented a data-driven planning approach, in which institutional self-evaluation functions as a tool for identifying institutional strengths and weaknesses and thereby serves as the basis for designing sustainable educational quality improvement programs (Rabbirham et al., 2025).

Previous studies have also demonstrated that systematically planned Arabic language instruction can improve the effectiveness of the learning process and encourage teachers to employ more innovative and varied instructional strategies. Effective planning also assists teachers in determining appropriate instructional methods, learning media, and evaluation techniques that correspond to students' characteristics (Nuramalia, Susiawati, and D. Utami 2023). Integrated financial planning likewise constitutes an essential component of program management. As emphasized by Nanang Fattah (2012), educational financial planning aims to ensure that funds are utilized effectively, efficiently, and accountably in order to support the achievement of educational objectives (Fattah, 2012).

These results confirm that program planning at MAN 1 Mandailing Natal has been conducted systematically through madrasah work meetings and curriculum-aligned instructional instruments, with EDM serving as the evidence base for designing teacher competency improvement programs. From a Total Quality Management (TQM) perspective, this EDM-driven planning approach reflects the "Plan" phase of a continuous improvement cycle, wherein systematic internal evaluation drives strategic decision-making (Mulyasa, 2013). However, several critical limitations must be acknowledged. The planning process does not yet fully integrate School-Based Management (SBM) principles, particularly in terms of financial autonomy and participatory decision-making involving teachers, students, and the community.

Budget allocations for the Arabic Language Olympiad remain fragmented across separate financial sources rather than consolidated under a dedicated program budget, limiting the sustainability of student competency development initiatives. Strengthening financial planning and integrating community stakeholders into the planning cycle would significantly enhance the long-term effectiveness of instructional management in this madrasah (Mulyasa, 2013)(Sagala, 2017).

## *2. Organization of the Arabic Language Learning Program*

The findings of this study indicate that the organization of the Arabic language learning program at MAN 1 Mandailing Natal was implemented through a clear division of responsibilities among the head of the madrasah, the vice principal for curriculum affairs, and Arabic language teachers. This distribution of responsibilities is consistent with educational management theory, which defines organization as the process of structuring human resources, work systems, and responsibilities to achieve educational objectives effectively. Effective organization enables every component within an educational institution to perform its duties optimally and in a coordinated manner (Firdausiyah and Ulum, 2023).

This finding supports the argument advanced by Firdausiyah and Ulum (2023), who state that a madrasah head who actively provides policy support and facilitates educational infrastructure contributes significantly to the creation of a conducive learning environment. Furthermore, effective organization also includes the management of professional teacher forums, such as internal MGMP (Subject Teacher Consultation Forum) activities, which facilitate the exchange of experiences, instructional methods, and teaching strategies that can continuously enhance teachers' professional competencies (Nuramalia, Susiawati, and D. Utami, 2023).

The collaborative handling of EDM findings across different institutional divisions also reflects the development of a quality-oriented culture within the madrasah. Madrasahs that possess a strong quality culture tend to be more capable of implementing improvement recommendations consistently and systematically, thereby enabling gradual and measurable improvements in instructional quality (Rahman, Abdullah, & Fauzi, 2021). This finding supports the argument proposed by Rabbirham et al. (2025), who emphasize that collaborative follow-up actions based on EDM results reflect an effective internal quality assurance system.

Thus, the organization of the Arabic language learning program in this madrasah demonstrates the existence of a clear management structure as well as effective collaboration between madrasah administrators and teachers in improving instructional quality. These findings support the argument of Firdausiyah and Ulum (2023), who state that effective organization enables each institutional component to perform its functions optimally, while also reinforcing the findings of Nuramalia et al. (2023) that internal MGMP forums serve as important platforms for teachers to exchange strategies and align perspectives in improving the quality of Arabic language learning.

## *3. Implementation of Arabic Language Learning*

The findings of this study indicate that the implementation of Arabic language learning at MAN 1 Mandailing Natal was carried out through a combination of theoretical and practical instructional methods, such as Arabic text-reading exercises, conversational practice, and the completion of Olympiad-style questions. In addition, teachers experimented with various innovative instructional approaches, including discussions, role play, and the use of Arabic audio and video media. These findings are consistent with language learning theories that emphasize the importance of communicative and participatory methods in improving students' language proficiency (Nuramalia, Susiawati, and D. Utami, 2023).

Arabic language instruction was not limited to grammatical aspects alone, but also emphasized communication skills such as speaking, reading, and contextual comprehension of texts. This finding supports the argument proposed by Nuramalia et al. (2023), who state that the combination of theoretical and practical methods, including reading exercises and conversational activities, represents an effective approach to Arabic language learning in developing students' language skills comprehensively. Furthermore, the communication of learning objectives at the beginning of each lesson constitutes an important classroom management practice for directing students' focus and learning motivation (Nuramalia, Susiawati, and D. Utami, 2023).

The use of digital instructional media in Arabic language learning also emerged as an important factor in enhancing instructional effectiveness. The utilization of educational technology can assist teachers in presenting learning materials in more engaging and interactive ways, thereby increasing students' learning motivation (Firdausiyah and Ulum, 2023). Research conducted by Azizah and Khasanah (2022) also demonstrated that the use of digital media, such as instructional videos, language-learning applications, and interactive media, can improve students' learning motivation and facilitate their understanding of Arabic learning materials.

The use of audio media, videos, and language-learning applications can provide students with more contextualized and engaging learning experiences (Fauzan et al., n.d.). This finding reinforces the study conducted by Fauzan et al., which identified instructional variations such as discussions, role play, and the use of audio-visual media as important innovations that support active student engagement. Nevertheless, the inconsistent use of digital media in every classroom session remains a weakness that must be addressed through more targeted madrasah policies, for example by establishing minimum standards for the use of digital media in each instructional cycle.

Thus, the implementation of Arabic language learning in this madrasah demonstrates ongoing efforts to innovate instructional methods and utilize more varied learning media. This conclusion is consistent with field findings showing that teachers have employed a combination of instructional methods such as reading exercises, conversational practice, discussions, and role play, while also utilizing audio and video media. These findings support the argument advanced by Nuramalia et al. (2023), who found that communicative and participatory methods are effective in improving students' language skills, while also indicating the need for greater consistency in the use of instructional media during every learning session.

#### *4. Supervision and Evaluation of the Arabic Language Learning Program*

The findings of this study indicate that supervision of the Arabic language learning program was conducted through academic supervision carried out by the vice principal for curriculum affairs, as well as through instructional reflection conducted by teachers after the learning process had taken place. In addition, the results of the Madrasah Self-Evaluation (EDM) were utilized as the basis for continuously improving the learning program. From the perspective of educational management, supervision or controlling refers to the process of monitoring program implementation to ensure that activities are carried out in accordance with predetermined plans (Sugiyono, 2023).

The use of EDM as part of the instructional evaluation process indicates that the madrasah has implemented an internal quality assurance system. Institutional self-evaluation enables the madrasah to reflect on the quality of instructional processes and to formulate sustainable quality improvement strategies (Rabbirham et al. 2025). This

finding supports the argument proposed by Rabbirham et al. (2025), who state that routine instructional reflection conducted by teachers represents a form of formative evaluation that encourages gradual improvement in teaching methods.

Previous studies have also demonstrated that academic supervision conducted regularly by the head of the madrasah or the curriculum team can improve instructional quality because teachers receive constructive feedback regarding instructional methods, classroom management, and teaching strategies (Firdausiyah and Ulum 2023). The findings of Rahman, Abdullah, and Fauzi (2021) further emphasize that the implementation of educational quality management systems involving continuous internal evaluation can improve instructional quality, teacher competence, and student learning outcomes.

These findings are consistent with field data showing that supervision was conducted through academic supervision involving classroom observations and constructive feedback, instructional reflection at the end of each lesson, and the mapping of EDM recommendations into corrective action plans. These findings support the argument advanced by Firdausiyah and Ulum (2023), who state that regular and constructive academic supervision contributes significantly to improving instructional quality, while also reinforcing the view of Rabbirham et al. (2025) that utilizing EDM findings as the basis for action plans represents an optimal form of a sustainable internal quality assurance system.

##### *5. Contribution of EDM-Based Program Management to the Improvement of Learning Quality*

The analysis reveals that EDM-based management of the Arabic language learning program has contributed positively to instructional quality at MAN 1 Mandailing Natal. These contributions are reflected in evidence-based program planning, a clear organizational structure, diversified instructional practices, and continuous evaluation processes. The improvements are also manifested in students' progressively stronger performance in Arabic language competitions at district, provincial, and national levels.

However, a critical and balanced assessment reveals important sustainability challenges that must be addressed. First, teacher digital readiness remains uneven; while some teachers have adopted audio-visual media effectively, others continue to rely predominantly on conventional methods, creating instructional inconsistency across classrooms. Second, institutional resistance to change, particularly among teachers accustomed to established routines, poses a barrier to the full implementation of EDM recommendations. Third, the absence of dedicated funding for the Arabic language program — with budgets distributed across multiple uncoordinated sources — threatens the long-term sustainability of student coaching and competition programs. Fourth, comparative analysis with public school management systems suggests that madrasahs face additional regulatory and resource constraints that limit the scalability of EDM-based reforms. Addressing these challenges requires not only institutional commitment but also targeted policy support at the regional education authority level.

The improvement of learning quality depends not only on classroom instructional processes but also on how educational institutions manage learning programs systematically and sustainably. Effective learning management enables educational institutions to optimize available resources while improving the quality of instructional processes and student learning outcomes (Halimah, 2022). This finding reinforces the

study conducted by Halimah (2022), which identified teachers' patience and the use of varied instructional methods as the primary supporting factors directly perceived by students in enhancing the quality of their Arabic language learning experiences.

The implementation of Madrasah Self-Evaluation as part of an internal quality assurance system can also assist madrasahs in identifying weaknesses in learning programs and designing more effective improvement strategies. Madrasahs that consistently utilize self-evaluation results in the planning and evaluation of learning programs tend to possess more effective educational management systems and greater capacity to improve instructional quality continuously (Rabbirham et al., 2025). Rahman, Abdullah, and Fauzi (2021) further emphasize that learning management integrated with institutional evaluation systems constitutes an important strategy for improving educational quality in madrasahs.

Thus, the integration of learning program management and Madrasah Self-Evaluation can serve as an effective strategy for improving the quality of Arabic language learning in madrasahs. This conclusion is reinforced by students' statements indicating that teachers' patience and the variety of instructional methods were the primary factors contributing to the improvement of Arabic language learning in the madrasah. These findings reinforce the study conducted by Halimah (2022), which demonstrated that the quality of teacher-student interaction and the diversity of instructional methods are concrete indicators of successful learning management supported comprehensively by a madrasah self-evaluation system. Research conducted by Azizah and Khasanah (2022) further supports these findings by demonstrating that the integration of digital media into instruction provides students with more engaging and contextualized learning experiences, thereby significantly improving the overall quality of learning.

## **5. Conclusion**

Based on the findings and discussion, it can be concluded that the management of the Arabic language learning program based on Madrasah Self-Evaluation (EDM) at MAN 1 Mandailing Natal has been implemented through the stages of educational management, namely planning, organizing, implementation, and supervision. At the planning stage, the Arabic language learning program was formulated through madrasah work meetings by referring to the applicable curriculum and aligning it with the vision and mission of the madrasah. In addition, the results of the Madrasah Self-Evaluation were utilized as the basis for designing teacher competency improvement programs, such as training activities, academic supervision, and professional development initiatives. Financial planning for the program also needs to be strengthened so that budget allocations for the Arabic Language Olympiad (OBA) program and student competency development activities can be implemented in a more integrated and sustainable manner (Fattah, 2012; Syaiful Sagala, 2017).

At the organizational stage, responsibilities were distributed clearly among the head of the madrasah, the vice principal for curriculum affairs, and Arabic language teachers, enabling the implementation of the learning program to proceed in a directed and coordinated manner. The existing internal MGMP (Subject Teacher Consultation Forum) also functioned as an effective platform for teachers' professional development in fostering shared perspectives and exchanging best practices in Arabic language instruction. The implementation of Arabic language learning in the classroom was carried out through a combination of theoretical and practical methods, including reading

exercises, conversational activities, discussions, and the use of instructional media such as Arabic audio and video materials.

The processes of supervision and instructional evaluation were conducted through academic supervision, instructional reflection, and the utilization of EDM findings as the basis for continuous improvement of the learning program. Thus, the implementation of EDM-based learning program management has contributed positively to improving the quality of Arabic language learning in the madrasah, as reflected in the use of data-driven planning, innovation in instructional methods, and continuous improvement efforts in the learning process. The integration of learning management and Madrasah Self-Evaluation constitutes an important strategy for improving instructional quality and promoting more effective and sustainable educational processes. Future studies are recommended to examine the implementation of EDM-based Arabic language learning management in broader contexts involving a greater number of madrasahs, so that the findings may provide more significant contributions to the development of Arabic language education policies at the national level.

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