



Principles of Education Management in The Planning and Implementation of Arabic Language Learning Programs at Junior High School

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Article Info	Abstract
Received: 2026-06-20 Revised: 2026-10-18 Accepted: 2026-10-19 Keywords: Arabic Language Learning, Educational Management, Islamic Boarding School Curriculum, Dual-Curriculum Synergy, Learning Evaluation. DOI: 10.24256/ideas.v14i2.11356 Corresponding Author: Nicky Bima Koni Ramadhan nicky.bima99@gmail.com Department of Arabic Language Education, Sultan Syarif Kasim State Islamic University, Pekanbaru, Riau	Arabic language education in a pesantren-based school environment requires systematic management to optimize student learning outcomes. This study analyzes the application of educational management principles in the planning, implementation, and evaluation of the Arabic language learning program at SMP-IT Al-Utsaimin Bangkinang Kota. Utilizing a qualitative descriptive approach, data were gathered over three months through in-depth interviews, participatory observations, and documentation involving four key informants, including the Head of Education, School Principal, Head of Language Section, and lead Arabic teachers. The study reveals that management principles are applied through structured planning, organization, execution, and control. Program standards synthesize the formal national Independent Curriculum (Kurikulum Merdeka) with informal pesantren local content by extending classroom teaching into 24-hour boarding habituation (bi'ah 'arabiyyah) using the direct method (Tathbiq Mubasyir) centered on the Al-'Arabiyyah Baina Yadaik textbook. Evaluation is conducted holistically, combining formal academic testing with daily observational monitoring outside the classroom. The study's novelty lies in providing an integrated operational framework for dual-curriculum management in modern Islamic boarding schools. These findings offer valuable managerial strategies for educational administrators aiming to bridge standardized government curricula with immersive religious language habituation.

1. Introduction

Arabic language education serves as an essential foundation in Islamic educational institutions for accessing classical Islamic knowledge and developing academic competencies.(Firdaus, Anam, & Maulana, 2024; Rahmah, 2019) To ensure that learning objectives are met effectively, language programs require structured administrative oversight and systematic operational frameworks.(Akbar, Wahyudi, & Azhar, 2024) However, educational management in pesantren-based schools often faces operational

challenges due to the dual demands of fulfilling formal government curriculum requirements while maintaining traditional boarding school language immersion programs.(Choeriyah & Sukardi, 2021; Achmad Rasyid Ridha , Yusi Tri Hastuti, 2025) Applying classical management principles—specifically George R. Terry’s framework of Planning, Organizing, Actuating, and Controlling (POAC)—provides a necessary structure to align these parallel instructional goals.(Ramadhani, Agung, Chrismantaru, & Mintowati, 2024; Loso Judijanto, Amândio de Araújo Sarmento, Saefrudin Saefrudin, Andro Ruben Runtu, & M. Hamdy Meydiansyah, 2024)

To ensure the effectiveness of these programs, educational management principles—such as George R. Terry's functions of Planning, Organizing, Actuating, and Controlling (POAC)—must be systematically applied. Although a lot of research has been done on learning management, there is still no adequate understanding of the principles of management of Arabic learning programs themselves. Previous studies have touched upon systemic approaches; for instance Hakim (2021) research on the Arabic Language Learning System Approach discusses theoretical implementations. However, this prior research is predominantly descriptive and falls short in critically analyzing the various challenges and obstacles faced by teachers and educational institutions in implementing the system approach in a real-world context.

While extensive literature exists on Arabic language pedagogy, studies focusing specifically on administrative management within pesantren-based middle schools remain limited. Prior research, such as Hakim (2021), examined systems approaches in Arabic learning but focused primarily on theoretical models without evaluating operational implementation challenges faced by practitioners. Similarly, (Thohir, 2017) highlighted the alignment of pesantren learning with traditional institutional values but noted a critical absence of formal evaluation mechanisms to measure program outcomes objectively. Furthermore, (Effendi & Rudi Setiawan, 2022) observed that Arabic language programs in boarding schools frequently rely on rigid internal policies, limiting their ability to adapt to broader national education standards.

Synthesizing these empirical gaps reveals a clear need for a comprehensive managerial framework that reconciles formal academic standards with non-formal language habituation. Previous studies have largely treated formal schooling and pesantren boarding routines as separate entities rather than an integrated educational system.

This study addresses this research gap by analyzing how classical educational management principles bridge formal government curricula (*Kurikulum Merdeka*) and non-formal pesantren habituation at SMP-IT Al-Utsaimin Bangkinang Kota. The inquiry is guided by three primary research questions:

1. How are management principles (POAC) applied in the planning and implementation of the Arabic language learning program?
2. What curricular standards and instructional references are utilized to align formal and non-formal learning?
3. How is the evaluation process conducted to assess both academic performance and daily language proficiency?

2. Method

This study employed a qualitative descriptive approach to explore educational management practices in their natural setting. SMP-IT Al-Utsaimin Bangkinang Kota was selected via purposive sampling because it represents a model modern pesantren-based integrated junior high school that successfully operates a dual-curriculum system combining national standards with intensive daily Arabic language immersion.(Akbar et al., 2024)

Fieldwork was conducted over three months, from February to April 2025. Data were collected from four key primary informants selected for their central role in program governance and instruction: the Head of Education (AS), the School Principal, the Head of the Language Section (IS), and two lead Arabic instructional teachers.

Data collection involved three primary techniques: (1) In-depth Semi-structured Interviews: Conducted with all four key informants using audio recorders. Beyond primary research questions, iterative probing questions were utilized to explore specific administrative decisions, daily operational obstacles, and teacher coordination mechanisms. All recordings were transcribed verbatim. (2) Participatory Observation: Conducted across formal classroom instructional sessions and informal boarding activities (e.g., daily vocabulary drills and evening public speaking practice) to observe language habituation. (3) Documentation Review: Analysis of institutional artifacts, including lesson plans, language syllabi, student evaluation rubrics, and organizational hierarchy charts.

3. Results and Discussion

Application of Management Principles (POAC)

The management of the Arabic language learning program at SMP-IT Al-Utsaimin Bangkinang Kota operates through a structured implementation of George R. Terry's POAC framework. Table 1 summarizes the practical execution of these management functions across the institution.

Table 1. Summary of Educational Management Principles (POAC) Implementation

Management Function	Practical Implementation at SMP-IT Al-Utsaimin	Key Stakeholders Involved
Planning (Planning)	Formulating target competencies, designing lesson schedules (4–5 hours/week), drafting syllabi, and setting daily/weekly vocabulary targets.	Head of Education, Vice Principal of Curriculum
Organizing (Organizing)	Establishing dual-curriculum roles; assigning formal classroom hours to teachers and informal boarding language drills to dormitory supervisors (<i>musyriq</i>).	Head of Language Section, Dormitory Supervisors.
Actuating (Actuating)	Executing direct communicative teaching (<i>Tathbiq Mubasyir</i>) in class and mandatory daily conversation (<i>muhadatsah</i>), speeches (<i>muhadhoroh</i>), and vocabulary drills outside class.	Arabic Teachers, OSIS Student Board, Dormitory Staff.

Management Function	Practical Implementation at SMP-IT Al-Utsaimin	Key Stakeholders Involved
Controlling (<i>Controlling</i>)	Weekly coordination meetings, academic testing, daily language usage monitoring by student officers, and joint performance reviews.	Head of Education, Quality Assurance Unit (LPM).

Planning

Planning serves as the foundational map for instructional delivery. At SMP-IT Al-Utsaimin, the Head of Education and Vice Principal of Curriculum design learning schedules allocating 4 to 5 instructional hours (40 minutes per period) per week specifically for Arabic local content. This deliberate time allocation supports targeted competency outcomes. This systematic planning aligns with Terry's assertion that structured goal-setting reduces operational ambiguity in organizational performance

Organizing

The organizational structure coordinates formal school administration with informal dormitory leadership. While formal teachers manage classroom instruction, non-formal language routines are delegated to the Head of the Language Section and dormitory supervisors. Furthermore, student leadership organizations (OSIS) are integrated into the organizational hierarchy to assist with peer monitoring of daily language usage. This division of labor reflects Fayol's principle of administrative coordination, ensuring that formal academic instruction and informal boarding habituation reinforce one another rather than working in isolation.

Actuating

Execution bridges curriculum design and practical habituation. In the classroom, teachers utilize direct instructional methods. Outside the classroom, daily habituation programs—such as morning vocabulary memorization (*mufrodat*), evening conversation practice (*muhadatsah*), and weekly public speaking (*muhadhoroh*)—are enforced within the boarding environment. Involving student council members as language monitors creates a peer-driven environment (*bi'ah 'arabiyyah*). This finding builds upon Rahim and Lubis (2023), confirming that peer leadership structures significantly enhance target language adoption in boarding settings.

Controlling

Supervision is conducted through multi-tiered monitoring. Weekly coordination meetings between dormitory supervisors, classroom teachers, and the Quality Assurance Unit (LPM) review student progress and address emerging instructional difficulties. Corrective measures are implemented immediately when students fail to meet vocabulary standards. This ongoing feedback loop demonstrates the functional necessity of continuous administrative control in language program maintenance.

Curricular Integration and Methodological Standards

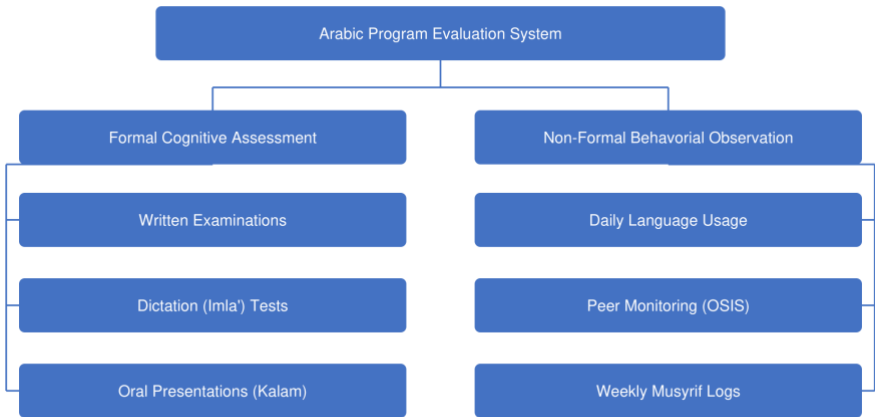
A major challenge in pesantren-based education is managing the dual demands of government-mandated curricula and internal institutional programs. SMP-IT Al-Utsaimin addresses this through strategic curricular synergy.

Formally, the school complies with national standards by adopting the Independent Curriculum (*Kurikulum Merdeka*). Because national junior high school standards do not mandate intensive Arabic instruction, the institution exercises structural autonomy under Ministry of Religious Affairs Regulation (KMA No. 347/2022) by designating Arabic as a core local content subject (*mulok*).

Instructionally, the school utilizes a centralized direct approach (*Tathbiq Mubasyir*) centered on the *Al-'Arabiyyah Baina Yadaik* (ABY) textbook series. ABY was selected for its communicative orientation and contextual dialogue structure. However, field observations revealed practical challenges: because ABY relies heavily on Middle Eastern cultural context and native-speaker audio materials, novice Indonesian learners occasionally struggle with abstract vocabulary. To mitigate this limitation, instructors supplement classroom instruction with contextual non-formal practice in dormitories. This dual-curriculum integration demonstrates that structural alignment between government frameworks and localized institutional goals can be achieved without compromising core learning targets.

Evaluation Mechanisms and Program Impact

Program evaluation at SMP-IT Al-Utsaimin spans two complementary domains: formal cognitive assessment and longitudinal behavioral observation.



In the formal domain, subject teachers evaluate cognitive domain achievement through written examinations, dictation (*imla'*), and oral presentations (*kalam*). In the non-formal domain, language supervisors and dormitory staff track daily conversational fluency using structured observation rubrics.

This comprehensive evaluation model addresses the gap identified by Thohir (2017), who noted that traditional pesantren programs often lack objective measurement instruments. By combining formal academic grading with continuous behavioral tracking, the administration obtains clear empirical feedback regarding both linguistic knowledge and practical language usage. This multi-dimensional approach confirms that language program evaluation in boarding schools must extend beyond written examinations to evaluate active communicative competence in authentic daily settings.

4. Conclusion

This study demonstrates that the successful execution of an Arabic language program in a pesantren-based school depends on the systematic application of educational management principles (POAC). SMP-IT Al-Utsaimin Bangkinang Kota achieves curricular synergy by embedding national Independent Curriculum (*Kurikulum Merdeka*) standards within a localized boarding school framework. By utilizing the *Al-'Arabiyyah Baina Yadaik* textbook through the direct practice method (*Tathbiq Mubasyir*) and pairing formal classroom teaching with 24-hour dormitory language immersion (*bi'ah 'arabiyyah*), the school creates a practical environment for language acquisition. Furthermore, combining academic testing with daily observational evaluations ensures a comprehensive measurement of student progress.

Theoretical Implications: This research contributes an operational dual-curriculum management framework to educational management literature, demonstrating how classical POAC functions can bridge national educational standards with localized religious immersion.

Practical Implications: School administrators and managers in similar Islamic boarding institutions can adapt this multi-tiered organizational structure, peer-monitoring framework, and dual-domain evaluation system to enhance language program outcomes.

Limitations & Future Research: This study focused on a single qualitative site. Future research should employ quantitative or multi-site comparative approaches to examine the statistical impact of dual-curriculum management on student language proficiency metrics across diverse institutional contexts.

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