



Management Patterns of the Arabic Language Learning Program Based on Language Week at Pondok Pesantren Muallimin Muhammadiyah Bangkinang Kota

Annisa Desriana¹, Hakmi Wahyudi², Zahara Latifa³, Hafiz Abror⁴
^{1,2,3,4}Arabic language education, Sultan Syarif Kasim State Islamic University, Riau

Article Info	Abstract
Received: 2026-09-20 Revised: 2026-09-26 Accepted: 2026-09-29 Keywords: program management; language week; Arabic language; pesantren; bi'ah lughawiyah. DOI: 10.24256/ideas.v14i2.12709 Corresponding Author: Annisa Desriana Annisadesriana98@gmail.com Arabic language education, Sultan Syarif Kasim State Islamic University, Riau	<i>This study examines the management patterns of the Arabic language learning program based on Language Week at Pondok Pesantren Muallimin Muhammadiyah Bangkinang Kota. The analysis focuses on four core management functions—planning, organizing, actuating, and controlling-evaluation—as well as the identification of supporting and inhibiting factors in program implementation. A descriptive qualitative approach with a case study design was employed. Data were collected through participatory observation, in-depth interviews with the program leadership and coordinator, and document review. Data analysis followed the interactive model of Miles and Huberman, encompassing data condensation, data display, and conclusion drawing. The findings indicate that program management has generally adopted George R. Terry's POAC framework, yet its implementation remains uneven across all aspects. Planning has been systematically structured with an orientation toward establishing bi'ah lughawiyah and strengthening maharah kalam. Organizing demonstrates a clear committee structure involving internationally recruited experts and student-based peer tutoring. However, at the implementation stage, the program remains in its early phase, meaning intensity and consistency have yet to be optimized. Meanwhile, the monitoring and evaluation functions have not yet operated in a structured manner and have not employed measurable assessment indicators. The primary supporting factors include strong institutional support, high student motivation, and the competence of teaching staff, whereas the inhibiting factors encompass time constraints, inconsistency in the language environment, and limited Arabic competence among some teachers. This study recommends strengthening the implementation and evaluation aspects to ensure program sustainability and effectiveness.</i>

1. Introduction

As the oldest Islamic educational institution in Indonesia, pondok pesantren continuously strives to transform itself in response to the challenges of the times, one of which is through developing students' foreign language competence. Pondok Pesantren Muallimin Muhammadiyah Bangkinang Kota has formulated its institutional vision as "Becoming an Outstanding, World-Class, and Progressive Pesantren," wherein foreign language proficiency—particularly in Arabic and English—constitutes one of the main pillars in realizing the "world-class" aspiration. This study focuses specifically on the management of the Arabic language program as a field of strategic relevance within the context of Islamic education.

Arabic occupies an irreplaceable position in Islamic education, given its role as the primary key to understanding the Qur'an, hadith, and classical Islamic literature (turats). Beyond its religious dimension, Arabic also functions as an international language that opens access to a vast reservoir of knowledge and global communication networks (Jufrih et al., 2023). This awareness of the importance of Arabic proficiency has driven various Islamic educational institutions—including pesantren, madrasah, and universities—to develop diverse innovative and practical learning programs, ranging from intensive courses and compulsory language programs to language festivals and language weeks (Alfakhaera & Mufidah, 2025; Ichwani et al., 2023). The third, identify the gap between the recent studies and the current empirical and theoretical aspect of your focused study. This could be written in one or two paragraphs.

Nevertheless, a number of studies indicate that Arabic language programs across various institutions frequently encounter serious managerial challenges. Disparities between planning and implementation, limited time allocation, insufficient human resources, weak supervision, and inconsistency in applying language environments are problems commonly encountered in the field (Ichwani et al., 2023; Silvia et al., 2023). On the other hand, existing research has also demonstrated that when management functions are executed optimally—from thorough planning, structured organizing, and consistent implementation, to systematic evaluation—Arabic language programs are capable of producing significant improvements in communicative fluency, learning motivation, and students' confidence in actively using Arabic (Alfakhaera & Mufidah, 2025; Silvia et al., 2023).

One program innovation that has been gaining attention among researchers is Arabic language training based on a language week or Arabic week model. This model intensifies Arabic language activities within a defined time period—typically one week each month or semester—through a series of communicative activities, competitions, and managed language environment habituation (bi'ah lughawiyyah) (Alfakhaera & Mufidah, 2025; Hasan & Hilmi, 2022). This program seeks to integrate the principles of intensive courses, compulsory language use, and co-curricular activities into a single, integrated, and managerially structured package.

Although language environment-based intensive programs have been studied extensively, research that specifically analyzes management patterns of language week programs in the pesantren context—particularly at the early implementation stage—remains highly limited. This academic gap forms the starting point of the present study. More concretely, this study aims to: (1) analyze the planning, organizing, actuating, and evaluation patterns of the Language Week-based Arabic language program at Pondok

Pesantren Muallimin Muhammadiyah Bangkinang Kota; and (2) identify the supporting and inhibiting factors that influence the program's implementation. The findings are expected to contribute a practical management model for pesantren-based Language Week programs that can serve as a reference for other Islamic educational institutions in developing similar programs.

2. Method

Research Approach and Design

This study employs a descriptive qualitative approach with a case study design. This choice is grounded in the contextual and in-depth nature of the research object: the study aims to uncover how management functions are carried out within the specific context of a Language Week program intensively, rather than to generalize findings statistically (Alfakhaera & Mufidah, 2025; Ichwani et al., 2023; Jufrih et al., 2023). The case study design allows the researcher to gain a holistic understanding of the complexity of program management in the field, including the dynamics between written plans and the realities of their implementation.

Research Site and Subjects

The study was conducted at Pondok Pesantren Muallimin Muhammadiyah Bangkinang Kota, Kampar Regency, Riau Province. This institution was selected because it is currently in the process of developing a Language Week program as part of its strategy for achieving its institutional vision. The research subjects include: the institution's head (Mudir) responsible for program policy, the Arabic language program coordinator, Arabic language subject teachers, and students as program participants (Hasan & Hilmi, 2022; Silvia et al., 2023).

Data Collection Techniques

Data collection in this study was conducted through three main complementary techniques. First, participatory observation of the planning process (committee meetings), the daily implementation of language week activities, the language environment atmosphere, and the evaluation mechanisms. Second, in-depth interviews with the pesantren head (MY) and the program coordinator (RE) to gather information about the background, objectives, and implementation of program management. Third, document study encompassing the program proposal, activity schedule, competition guidelines, meeting minutes, organizational structure, and available evaluation documents (Ahmad et al., 2023; Alfakhaera & Mufidah, 2025; Hasan & Hilmi, 2022).

Data Analysis Techniques

Data analysis employed the interactive model of Miles and Huberman, consisting of three stages: data condensation (selecting, focusing, and categorizing field data into planning, organizing, actuating, and evaluation categories); data display (presenting in the form of narrative text, tables, and flowcharts); and conclusion drawing and verification (connecting findings with theory and prior research) (Alfakhaera & Mufidah, 2025; Ichwani et al., 2023; Roviin, 2020).

Data validity was ensured through source triangulation (comparing information from multiple informants), technique triangulation (confirming data across interviews, observations, and documentation), member checks (confirming interim findings with key informants), and peer debriefing with fellow researchers or supervisors.

3. Result

The management patterns of the Arabic language program at Pondok Pesantren Muallimin Muhammadiyah Bangkinang Kota were analyzed based on four core management functions as proposed by George R. Terry: planning, organizing, actuating, and controlling. The following presents the field findings for each of these aspects.

Program Planning

The findings indicate that the institution has systematically structured its Arabic language program planning, grounded in the institutional vision of "Becoming an Outstanding, World-Class, and Progressive Pesantren." Goal-setting is oriented toward developing communicative competence encompassing four maharah—istima' (listening), kalam (speaking), qira'ah (reading), and kitabah (writing)—with a particular emphasis on maharah kalam. As stated by the Mudir:

"In order to achieve an outstanding, world-class, and progressive pesantren, there are certainly specific preparations to be made. One of the goals is to achieve 'world-class,' for which the institution has chosen mastery of foreign languages—and one of those foreign languages is Arabic." (MY, Mudir 2026)

The program also orients itself toward establishing bi'ah arabiyah, as expressed by the coordinator:

"Yes, we want to establish bi'ah arabiyah, where we hope our students can use Arabic on a daily basis so that it becomes a habit for them in conversing with people within the pesantren community." (RE, Arabic Language Teacher, 2026).

Operationally, content planning focuses on daily vocabulary, simple sentences, and contextual phrases, as well as the creation of Arabic-language labeling throughout the pesantren area, including situational conversations at strategic locations such as the canteen.

Organizing

The institution has established a comprehensive committee structure under the auspices of the pesantren's language institution. The program coordinator explained:

"We have formed a committee structure comprising the head of the language institution, Syeikh Ahmad (a sheikh from Egypt), the language consultant Mr. Arian (a sheikh from the Netherlands), an expert team who will train the teachers, instructors, and volunteers. The volunteers here are students who are proficient in the language. Each of them has different responsibilities." (RE, 2026).

A summary of the program's role structure is presented in the following table.

Table 1. Role Structure in the Arabic Language Week Program

No	Core Role	Main Tasks in the Language Week Program
1	Leadership/Board of Scholars	Establish policies, provide institutional support
2	Language Coordinator/Language Division	Design the program, schedule, and language rules
3	Teacher/Instructor	Teacher, activity facilitator, learning evaluator
4	Student/Language Volunteer	Technical implementer, driver of bi'ah lughawiyah

Program Implementation

The research findings show that the program remains in the early stage of implementation. Language environment facilitation activities are scheduled daily, while intensive classroom learning sessions are held two days per week (Wednesday and Thursday). The program coordinator stated:

"Our program has not yet fully begun and is still in the planning and preparation stage, currently conducted only two days per week. In the future, we will use Arabic every day, but for this initial phase, it will be implemented only at certain designated points that will later be called mantiqol arabiyah or Arabic zones." (RE, 2026)

Observational findings indicate that on Wednesdays and Thursdays, students receive daily vocabulary from their homeroom teachers in the morning. All subject teachers are required to open, assign tasks, and close lessons using Arabic. In the afternoon, students attend language program classes according to their respective proficiency levels. Throughout these days, students are obliged to use Arabic in all interactions. Every Friday, students have the opportunity to participate in Arabic-language MC activities, speeches, syarhil (Qur'anic interpretation presentations), and other language expression activities. Students also participate in regional-level MQK and MTQ competitions, as well as internal programs such as tilawah (recitation) training, Qur'an memorization, and muhadharah (public speaking exercises).

Monitoring and Evaluation

The program's evaluation mechanism has not yet operated systematically. Monitoring remains informal and has not been supported by structured assessment instruments. The program coordinator acknowledged this condition: "Since we are still in the planning process and the early stages of learning, evaluation broadly remains at the stage of: assessing program goal attainment, measuring student participation, identifying program weaknesses and strengths, and gathering input from teachers, students, or those who observe the program." (RE, 2026). No language proficiency assessment rubric, measurable performance-based reward-punishment system, or language policing mechanism has yet been found in the program's implementation.

Supporting and Inhibiting Factors

Three primary supporting factors were identified. First, strong institutional support, evidenced by the presence of a Sheikh from Egypt as the main teacher, the establishment of a foreign language institution, and the commitment of all teaching staff: "Our supporting factor is the strong backing from the school and the consensus among all teachers—they share the same aspiration and feel that this program should have been running long ago." (RE, 2026). Second, high student motivation inspired by alumni who have succeeded abroad: "Another supporting factor we are grateful for is the motivation and enthusiasm of students who are inspired by alumni who have been able to study and work overseas, so they aspire to do the same." (RE, 2026). Third, the presence of competent teaching staff capable of actively communicating in Arabic.

The inhibiting factors include three issues: (1) inconsistency in the language environment due to some students not residing in the dormitory and thus being exposed to an external environment where Arabic is not used; (2) limited Arabic communicative competence among some teachers, which reduces the intensity of language interaction; and (3) insufficient time allocation for the program, meaning implementation intensity has not yet reached the level required to produce effective language habituation.

4. Discussion

Planning: Habituation Orientation as the Primary Strength

The Arabic language program planning at Pondok Pesantren Muallimin Muhammadiyah Bangkinang Kota exhibits characteristics that align with the theoretical standards of language program management. The orientation toward establishing *bi'ah arabiyah* and habituating language use in daily life—rather than merely acquiring cognitive content—constitutes the primary strength that distinguishes this program from conventional approaches. This supports the argument of (Ichwani et al., 2023; Silvia et al., 2023) that effective planning must begin from real needs analysis and be directed toward contextual objectives (Roviin, 2020). Further affirms that a habit formation orientation is a determinant factor in the success of foreign language learning within the pesantren environment. Accordingly, the planning foundation established by this institution is sound and deserves to be maintained and strengthened in subsequent implementation phases.

Organizing: An Innovative Multi-Level Model

The organizing structure, which involves consultants from abroad (Egypt and the Netherlands), an expert team, instructors, teachers, and students as language volunteers, reflects an innovative multi-level model in the pesantren context. From an educational management perspective, this organizing structure aligns with Louis A. Allen's principle of purposeful activity grouping and task division (Allen, 1958), as well as Robbins and C(Allen, 2021) view of structural clarity as a determinant of organizational effectiveness.

Most notable is the application of a peer tutoring mechanism through the involvement of students as language volunteers. (Khoiri & Mustofa, 2025) demonstrate that peer tutoring is pedagogically effective in increasing the frequency of language interaction and participants' confidence. This model is highly compatible with the pesantren culture that prioritizes role modeling and intergenerational knowledge

transmission, making the program's organizing structure not only functionally sound but also culturally organic.

Actuating: Great Potential Amid Early-Phase Constraints

The implementation condition, still limited to two intensive days per week, highlights the gap between ideal plans and implementation realities that is commonly observed in the early phases of a program. (Hasan & Hilmi, 2022) affirm that effective intensive programs require a dense schedule, repetitive practice, and consistent language use—standards that have not yet been fully met under current conditions. Nevertheless, this limitation does not straightforwardly signify failure; rather, it reflects a natural stage in the program development cycle. What must be anticipated is that this limitation does not become institutionalized as a permanent norm.

From the perspective of actuating theory, efforts to build a motivational ecosystem through MQK/MTQ competitions, weekly talent performances, and various Arabic expressive activities constitute an appropriate strategy (Terry, 2014). The findings of (Fatim et al., 2020) and (Jufrih et al., 2023) demonstrate that creative and competitive activities contribute significantly to improving students' productive language skills and confidence in using Arabic.

Monitoring and Evaluation: Prioritas Penguatan Mendesak

The monitoring and evaluation aspect is the dimension most urgently in need of strengthening. The absence of standardized assessment rubrics, a systematic language monitoring system, and a feedforward-current-feedback control mechanism—as reviewed by (Alfakhaera & Mufidah, 2025) and (Asbarin et al., 2024)—results in the program's success being difficult to measure objectively. (Silvia et al., 2023) emphasize that a comprehensive control mechanism, including formative and summative evaluation as well as observation of language behavior, constitutes a prerequisite for program quality assurance. Without a valid measurement system, the program risks operating on the basis of subjective perception alone, rather than empirical data that can serve as the foundation for managerial decision-making. This represents the largest gap in current program management and must be addressed as a priority in the next development phase.

Supporting and Inhibiting Factors: Analisis Kritis

Strong institutional support, as identified by (Jufrih et al., 2023) and (Silvia et al., 2023), constitutes a fundamental prerequisite that this institution has already fulfilled. The alignment of vision between the leadership and all teaching staff creates valuable social capital for the program's sustainability. High student motivation—particularly that stemming from inspiration drawn from successful alumni—is consistent with motivational theories in language learning that place extrinsic and intrinsic motivation as primary determinants of success (Maujud, 2022; Silvia et al., 2023).

On the inhibiting side, inconsistency in the language environment for non-dormitory students represents a structural challenge that cannot be resolved through pedagogical approaches alone but requires systemic solutions. The concept of total immersion that underpins *bi'ah lughawiyyah* requires environmental consistency that cannot be achieved if some participants only interact with an Arabic-speaking environment partially (Silvia et al., 2023).

Limited Arabic language competence among some teachers also constitutes a serious obstacle, given that Latif et al. (2024) affirm that teachers simultaneously function as language models, learning facilitators, and language environment controllers—three roles that cannot be performed optimally without adequate linguistic competence. Both challenges need to be addressed through planned and sustained intervention programs so that the considerable potential of the Language Week program at this institution can be realized optimally.

5. Conclusion

This study concludes that the management of the Language Week-based Arabic language learning program at Pondok Pesantren Muallimin Muhammadiyah Bangkinang Kota has conceptually adopted George R. Terry's POAC framework; however, its implementation remains uneven across all management functions. Planning has been well structured and is oriented toward establishing *bi'ah lughawiyyah* and strengthening *maharah kalam*. Organizing demonstrates a comprehensive structure involving international experts and a peer tutoring mechanism. However, implementation remains in an early phase that has yet to achieve ideal intensity and consistency, while the monitoring and evaluation functions still require significant strengthening—particularly in terms of developing measurable assessment instruments and a systematic language control system.

Based on these findings, the study recommends several strategic steps: (1) developing a planned program intensity escalation roadmap, with phased targets toward full-day language environment implementation; (2) developing comprehensive evaluation instruments, including a *kalam* proficiency assessment rubric, a daily monitoring system, and regular feedback mechanisms; (3) initiating an Arabic language competence development program for all teaching staff as a medium-term strategy; and (4) designing a special scheme to bridge non-dormitory students so they remain engaged in the *bi'ah lughawiyyah* ecosystem. Future research is expected to examine the effectiveness of this program after it has undergone a full implementation phase, employing a mixed methods research design to measure its impact quantitatively on students' Arabic language proficiency.

6. References

- Ahmad, F., Mufidah, N., & Setiawan, A. (2023). Monitoring and evaluation of Arabic language programs in Islamic educational institutions: A comparative study. *Jurnal Pendidikan Islam*, 12(1), 45-67.
- Aini, N., & Anisha, R. (2023). *Bi'ah lughawiyyah* as a strategy for Arabic language habituation in modern pesantren. *Al-Arabiyyah: Jurnal Pendidikan Bahasa Arab*, 10(2), 88-104.
- Alfakhaera, D., & Mufidah, N. (2025). Management of intensive Arabic language courses at Pare language institutions: Implementation of POAC functions. *Jurnal Manajemen Pendidikan Islam*, 8(1), 15-38. <https://doi.org/10.24256/jmpi.v8i1.2025>
- Allen, L. A. (1958). *Management and Organization*. McGraw-Hill.
- Asbarin, M., Hidayat, R., & Fauzi, A. (2024). Application of management functions in dormitory-based Arabic language learning programs. *Ta'lim: Jurnal Pendidikan Islam*, 6(2), 112-130.

- Fatim, N., Rosyid, A., & Muhaimin, Z. (2020). Arabic Week: Innovation in competition and creativity-based Arabic language training programs. *Prosiding Seminar Nasional Bahasa Arab*, 3(1), 201-215.
- Fitra, D., Hasibuan, A., & Jazilah, M. (2024). The Arabic culture program and its impact on the language environment in pesantren. *Jurnal Bahasa Arab dan Pendidikan*, 5(1), 33-49.
- Hasan, M., & Hilmi, M. (2022). Management of dormitory-based Arabic language programs in madrasah aliyah: A POAC theory perspective. *Jurnal Tarbiyah*, 29(1), 78-96.
- Hasibuan, A., & Jundi, M. (2023). The Arabic environment program at Ma'had Al-Jami'ah: A management analysis and its impact. *Jurnal Pendidikan Bahasa Arab*, 4(2), 67-85.
- Hasibuan, A., & Khair, U. (2025). Bi'ah lughawiyyah control strategies at STIBA Ar-Raayah. *Al-Arabiyyah: Jurnal Pendidikan Bahasa Arab*, 12(1), 44-61.
- Ichwani, R., Mufidah, N., & Arifin, Z. (2023). Management of Arabic language learning programs: Challenges and strategies in Islamic educational institutions. *Jurnal Manajemen Pendidikan*, 11(2), 155-172.
- Jazilah, M., & Mufidah, N. (2024). Arabic language camp as a model of intensive programs in pesantren: A study of management and effectiveness. *Jurnal Pendidikan Islam*, 13(1), 22-40.
- Jufrih, M., Mufidah, N., & Rahman, A. (2023). Management of extracurricular Arabic language programs in madrasah: A review of planning and evaluation functions. *Jurnal Tarbiyah dan Ilmu Keguruan*, 10(1), 99-117.
- Khoiri, A., & Mustofa, B. (2025). The peer tutoring method in intensive Arabic language learning: Effectiveness and implementation. *Al-Lisaniyat: Jurnal Bahasa dan Linguistik*, 6(1), 11-28.
- Latif, M., Wibowo, A., & Halim, N. (2024). Human resource management in pesantren-based Arabic language programs: A scientific management perspective. *Jurnal Manajemen Pendidikan Islam*, 7(2), 80-98.
- Maghfiroh, L., Ahmad, F., & Syafi'i, M. (2023). The communicative approach in Arabic Week: Impact on speaking ability and learning motivation. *Jurnal Pendidikan Bahasa Arab*, 5(2), 110-128.
- Maujud, F. (2022). Optimization of Arabic language programs in pesantren: Between curricular ideals and field realities. *Jurnal Pendidikan Islam*, 11(2), 88-105.
- Robbins, S. P., & Coulter, M. (2016). *Management* (13th ed.). Pearson Education.
- Roviin, M. (2020). Management of intensive Arabic language course programs: A case study at an Arabic language institution. *Jurnal Pendidikan dan Kebudayaan Islam*, 8(1), 55-74.
- Setiawan, A., & Mufidah, N. (2023). Drill and repetitive practice methods in intensive Arabic language programs: A study of effectiveness and implementation. *Jurnal Pendidikan Bahasa Arab*, 4(1), 22-38.
- Silvia, R., Mufidah, N., & Zainuddin, A. (2023). Management of compulsory Arabic language programs in madrasah aliyah: An analysis of supporting and inhibiting factors. *Al-Arabiyyah: Jurnal Pendidikan Bahasa Arab*, 10(1), 66-82.
- Shobirin, M., & Hilmi, M. (2021). The impact of Arabic language program management on student achievement in national-level olympiads. *Jurnal Tarbiyah*, 28(2), 143-160.

Annisa Desriana, Hakmi Wahyudi, Zahara Latifa, Hafiz Abror
Management Patterns of the Arabic Language Learning Program Based on Language Week
at Pondok Pesantren Muallimin Muhammadiyah Bangkinang Kota

Solihati, E., Hasibuan, A., & Rosyad, A. (2022). Monitoring Arabic language behavior at Ma'had Al-Jami'ah UIN Malang: Strategies and challenges. *Jurnal Manajemen Pendidikan Islam*, 5(2), 98-116.

Terry, G. R. (2014). *Principles of Management* (8th ed.). Richard D. Irwin.