



Management Patterns of Extracurricular Arabic Language Learning in Higher Education Institutions in Pekanbaru

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Article Info	Abstract
Received: 20265- 12- 15 Revised: 2026 06-15 Accepted: 2026 06-20 Keywords: Arabic language learning, extracurricular programs, higher education, language week, student organizations DOI: 10.24256/ideasv14i1.11218 Corresponding Author: Nafisah Rahmah Nasution nafisahrahmah20@gmail.com	<i>Arabic language programs in Indonesian higher education continue to face challenges related to student participation, opportunities for authentic practice, and the management of learning beyond formal classrooms. This study examines the management patterns of extracurricular Arabic language learning through student organizations and Arabic Language Week activities at Sultan Syarif Kasim State Islamic University of Riau and Riau Islamic University. The study used a qualitative field-research design and reports data from interviews, observations, field notes, and document review involving 18 participants from student organizations, supervising lecturers, and student participants. Data were analyzed through reduction, display, conclusion drawing, and verification, supported by triangulation and member checking. The findings show that the programs were managed through four interrelated stages: planning, organizing, implementation, and evaluation. Planning involved internal meetings and consultation with supervising lecturers; organization relied on task distribution and cross-divisional coordination; implementation emphasized participation, discipline, and collective responsibility; and evaluation was conducted after activities and through periodic review. Participants perceived Arabic Language Week as supporting conversation practice, vocabulary development, confidence, motivation, and the formation of an Arabic-speaking environment (bi'ah lughawiyyah). The findings indicate that institutional supervision and student-led management can provide a practical structure for extracurricular language learning. Because the study did not include direct proficiency measurement or longitudinal evidence, the reported learning benefits should be interpreted as participant perceptions rather than verified causal effects.</i>

1. Introduction

Arabic occupies an important position in Indonesian Islamic education because it supports access to religious texts, academic knowledge, and intercultural communication. Its role has also expanded beyond religious study as Arabic is increasingly used in educational, cultural, political, and professional settings (Ahmadi & Awaluddin, 2024; Muslim & Harisca, 2021). Recent developments in Arabic education in Indonesia have encouraged curriculum adaptation, technology-supported instruction, and more communicative learning practices (Azizah et al., 2024; Ritonga et al., 2021). Nevertheless, the availability of new methods does not automatically ensure that students receive sufficient opportunities to use Arabic meaningfully.

Studies of Arabic language learning in Indonesia continue to report obstacles such as uneven prior knowledge, limited instructional time, inadequate facilities, weak learning environments, and low confidence in speaking (Fitria et al., 2023; Priyanti & Akbar, 2025; Zurqoni et al., 2020). These difficulties are particularly relevant when language practice is restricted to scheduled classroom instruction. A supportive language environment is therefore important because it extends exposure, encourages interaction, and enables learners to use Arabic for practical purposes rather than treating it only as an academic subject (Fitra et al., 2024; Puspitaningrum et al., 2024).

The sustainability of such an environment depends partly on program management. Arabic language program management commonly involves planning objectives and activities, organizing personnel and responsibilities, implementing learning opportunities, and evaluating program performance (Fitri et al., 2023; Jufrih et al., 2022; Pratama et al., 2024). Planning clarifies participant needs, program priorities, and available resources. Organization establishes roles and coordination mechanisms. Implementation translates plans into activities, while evaluation provides feedback for improvement. These four functions offer a useful analytical framework for examining how language programs operate beyond the classroom.

In higher education, student organizations can contribute to this management process by designing activities, mobilizing participants, coordinating with lecturers, and maintaining peer involvement. Student-led programs may include vocabulary practice, conversation sessions, debates, speeches, writing activities, competitions, and cultural events. Previous studies have associated such extracurricular participation with increased opportunities for communication, student leadership, and the development of an Arabic-speaking environment (Amelia et al., 2023; Fadhlan et al., 2024; Ningsih & Zahasfan, 2024; Ridwan et al., 2024). However, the educational value of these activities depends on whether they are systematically planned, supported, and reviewed.

Arabic Language Week is one form of concentrated extracurricular programming. It brings together communicative, competitive, and cultural activities within a designated period and can encourage broad student participation. Research on activity-based language programs suggests that structured language weeks can support communication practice and motivation when the activities correspond to learners' needs and are followed by systematic evaluation (Amin et al., 2022; Wicaksono et al., 2023). At the same time, a temporary event cannot by itself guarantee sustained language development. Its contribution must be understood in relation to the wider organizational and institutional environment.

Existing research has examined Arabic extracurricular programs in schools, Islamic boarding schools, and language centers, as well as the role of student activities in strengthening linguistic competence (Abidin, 2021; Zulqarnain et al., 2019). Much of this literature emphasizes program types or reported learning outcomes. Less attention has been given to the interaction between student-organization management and Language Week as a connected system of planning, implementation, supervision, and evaluation across higher education settings. A two-institution study can therefore provide useful contextual evidence about the organizational processes that enable these programs to operate.

This study focuses on Sultan Syarif Kasim State Islamic University of Riau (UIN SUSKA Riau) and Riau Islamic University (UIR) in Pekanbaru. Both institutions support Arabic language development through academic and student-led activities. The study does not seek to establish causal effectiveness or to measure proficiency gains. Instead, it describes how the extracurricular programs are managed and how participants perceive their contribution to Arabic language practice.

The study addresses three questions: (1) How are student organization-based Arabic language programs planned, organized, implemented, and evaluated at the two institutions? (2) How is Arabic Language Week implemented as a nonformal language-learning program? and (3) How does the interaction between student organizations and Language Week support the development of an Arabic-speaking environment and students perceived linguistic and communicative development? By addressing these questions, the study contributes a management-oriented account of extracurricular Arabic language learning in Indonesian higher education.

2. Method

This study employed a qualitative field-research design to obtain a contextual understanding of the management of extracurricular Arabic language programs. Field research was appropriate because the study examined organizational practices, participant experiences, and program implementation within their institutional settings (Crump, 2020; Strand & Weiss, 2020). The research was conducted at Sultan Syarif Kasim State Islamic University of Riau and Riau Islamic University in Pekanbaru.

Participants were selected purposively because they were directly involved in planning, supervising, implementing, or participating in Arabic Language Week and related student-organization activities (Sugiyono, 2020). The original manuscript reports a total of 18 participants. The available participant description explicitly identifies six student-organization administrators—AR, AB, and MR from UIN SUSKA Riau and SA, RC, and AF from UIR—four student participants (MKA, RA, NA, and TS), and two supervising lecturers (J and H).

3. Result

The findings are presented according to the four management functions and the implementation of Arabic Language Week. Participant quotations are retained from the submitted manuscript. Interpretive claims about learning outcomes are framed as participant perceptions because no direct proficiency measures were reported.

a. Planning

The findings show that program planning was conducted through internal meetings involving the executive board (Badan Pengurus Harian, BPH), members of the study program student association (Himpunan Mahasiswa Program Studi, HMPS), and supervising lecturers. Planning began with a review of the objectives and continuity of programs conducted in the previous period. SA explained that the program was designed through “meetings and discussions to discuss the objectives of the program, adding to and continuing the previous program.”

Planning proceeded from an initial executive-board discussion to a broader member forum and then to consultation with a supervising lecturer. RC stated, “The planning is first discussed by the BPH, then other members are invited to discuss it, and after that, guidance is sought from the supervising lecturer.” This sequence indicates that students-initiated program design while lecturers provided academic and institutional oversight. Lecturer J further explained that coordination extended to the faculty level: “After the HMPS program is discussed together, everything will be involved with all HMPS supervisors, and it will be commanded by the Vice Dean 3.” The available evidence therefore presents planning as participatory but institutionally supervised.

b. Organizing

The organizational stage involved task distribution and coordination among divisions. Administrators described the relationships among divisions as generally supportive. AR stated, “So far, coordination between divisions has been going well; the BPH embraces the members well.” RC added that “the BPH follows up on passive members in HMPS,” showing that the executive board used personal follow-up to maintain member involvement.

The data also indicate a vertical coordination structure. Program plans developed by student administrators were communicated to advisors and faculty leaders for approval and support. This structure connected student initiative with institutional accountability. However, the submitted data do not provide a detailed organizational chart, role description for each division, or site-specific account of how responsibilities differed between UIN SUSKA Riau and UIR.

c. Implementation

Implementation emphasized discipline, participation, punctuality, and shared responsibility. AB reported that “HMPS members always ensure that activities run on time by speeding up the event and imposing fines on members who are late.” Although the use of fines requires further contextual explanation, the statement indicates that administrators used internal rules to maintain schedules and member responsibility.

Supervising lecturer J viewed students’ ability to design and conduct activities as evidence of organizational independence, stating that “HMPS members are also able to carry out or design activity programs.” Program delivery therefore depended not only on lecturer direction but also on the initiative and operational competence of student administrators.

d. Evaluation

Evaluation occurred after individual activities and through periodic review. AB stated that “HMPS members monitor the program’s progress to ensure it is on track by conducting monthly evaluations,” while AR explained that “evaluations are always carried out after each event is held.” These statements show that evaluation was both event-based and periodic.

Supervising lecturers also participated in the review process. Participant H stated that “organizational advisors are also involved in the evaluation.” Their involvement provided an additional layer of supervision and enabled student administrators to receive feedback. The submitted findings, however, do not specify the evaluation criteria, instruments, written records, or follow-up decisions resulting from these meetings.

e. Arabic Language Week as a Learning Program

Participants described Arabic Language Week as an official student-organization program designed to create opportunities for practical Arabic use. RC characterized it as “an activity to practice conversation, increase vocabulary, and get used to using Arabic every day on campus.” Students learned about the program through HMPS announcements, classroom socialization by lecturers, peers, and campus social media. MKA explained that information was received through “official announcements from HMPS PBA, lecturers’ socialization in class, as well as information from friends and campus social media.”

All student respondents represented in the findings had participated either as committee members or activity participants. Their motivations included improving speaking ability, developing confidence, gaining experience, and strengthening social relationships. A quotation attributed to RH states, “I participated because I wanted to improve my speaking skills, so that I would be brave enough to speak and be fluent in Arabic.”

Activity types were selected through internal meetings and adjusted to students’ abilities. The original manuscript refers to conversation practice, vocabulary development, speeches, debates, competitions, poetry, drama, writing activities, and other Arabic-related events. Participants described the program positively. H stated that “this activity has an impact on improving the Arabic language skills of participants,” and AR reported that “with the creation of a *bi’ah lughawiyah* and competitions held by HMPS, the participants’ skills have improved.” These statements represent participants’ perceptions. The study did not report proficiency tests, pre- and post-program measures, or longitudinal evidence; therefore, actual skill gains cannot be independently verified from the submitted data.

f. Cross-Site Synthesis and Program Synergy

Across the two institutions, the available data identify a common pattern: student administrators-initiated activities, supervising lecturers provided guidance, faculty structures supported approval, and evaluation followed implementation. Arabic Language Week served as the practical expression of this management system by providing occasions for conversation, vocabulary use, public performance, and peer interaction.

The interaction between organizational management and language activities was mutually supportive. Management provided schedules, roles, coordination, and review, while Language Week gave the organization a concrete language-learning purpose. The evidence supports a shared cross-site pattern of student participation and institutional supervision. It does not, however, provide sufficient institution-specific detail to establish systematic differences between UIN SUSKA Riau and UIR. A fuller comparative analysis requires clearer site attribution for participant quotations, activities, resources, and evaluation practices.

4. Discussion

The findings indicate that extracurricular Arabic language programs at the two institutions were organized around planning, organizing, implementation, and evaluation. This pattern is consistent with Arabic language program-management studies that emphasize the need to connect objectives, role allocation, activity delivery, and review (Fitri et al., 2023; Jufrih et al., 2022; Pratama et al., 2024). In the present study, student administrators did not function merely as participants. They helped formulate activities, coordinate divisions, enforce schedules, and

conduct evaluations. This finding highlights the educational role of student organizations as sites of both language practice and leadership development.

Planning was participatory because proposals moved from the executive board to broader student discussion and then to supervising lecturers. This arrangement gave students operational responsibility while maintaining institutional oversight. Similar studies have shown that student organizations can strengthen language activities when students, lecturers, and institutional units share responsibilities (Amelia et al., 2023; Ningsih & Zahasfan, 2024). The contribution of the present study lies in showing how this collaboration was embedded in a sequence of managerial practices rather than occurring only during the activity itself.

The organizational findings also show that informal interpersonal strategies were important. Follow-up with passive members and efforts to maintain supportive coordination helped sustain participation. Formal structures alone may not be sufficient in voluntary or semi-voluntary student programs; administrators must also manage motivation and relationships. Nevertheless, the available evidence does not explain the extent of nonparticipation, conflict, or workload imbalance. These issues should be examined in future research because they may affect the continuity of student-led programs.

Arabic Language Week provided a concentrated context for communicative use of Arabic. Participants associated the program with conversation practice, vocabulary development, confidence, motivation, friendship, and the creation of *bi'ah lughawiyah*. These perceptions align with research describing extracurricular programs and intensive activity-based language environments as opportunities for practical communication and increased engagement (Amin et al., 2022; Fadhlan et al., 2024; Ridwan et al., 2024). The program's combination of language practice and public performance may be particularly valuable for students who receive limited opportunities to speak Arabic during ordinary classroom instruction.

The findings must, however, be interpreted cautiously. Participant statements that skills improved do not constitute direct evidence of proficiency growth. The study did not report standardized measures, performance rubrics, comparison groups, or repeated observations of language use. Consequently, the manuscript can reasonably conclude that participants perceived benefits, but it cannot establish that Language Week caused significant or sustained linguistic improvement. This distinction is important because qualitative evidence of experience and quantitative evidence of achievement answer different research questions.

Sustainability is another central issue. Language Week can intensify exposure during a defined period, but a temporary event is unlikely to maintain an Arabic-speaking environment without follow-up activities. Research on language environments and extracurricular learning similarly suggests that repeated

practice and broader institutional support are needed to sustain language use (Karlova & Lapko, 2023; Puspitaningrum et al., 2024). The monthly evaluations and continued HMPS programming identified in this study may provide a foundation for continuity, but the submitted data do not show how regularly Arabic was used after the event or how evaluation results informed subsequent programming.

The cross-site design has potential value, yet the evidence is reported largely as a combined account. The findings identify shared management practices across the two institutions but do not provide enough site-specific information to explain differences in organizational culture, resources, participation, or outcomes. Future comparative research should attribute data more clearly to each site and examine how institutional conditions shape program implementation.

Overall, the study contributes a management perspective to research on extracurricular Arabic learning. It demonstrates that the educational value of Language Week is linked to the organizational system surrounding it: participatory planning, clear responsibility, student initiative, lecturer supervision, and periodic evaluation. Its practical implication is that higher education institutions should treat extracurricular language programs as structured learning environments rather than isolated ceremonial events.

5. Conclusion

This study describes the management of extracurricular Arabic language learning through student organizations and Arabic Language Week at two higher education institutions in Pekanbaru. The reported management pattern consisted of participatory planning, division of responsibilities, student-led implementation, lecturer and faculty supervision, and post-activity and monthly evaluation. Arabic Language Week provided a practical setting for conversation, vocabulary use, competitions, public performance, and peer interaction.

Participants perceived the program as supporting motivation, confidence, speaking practice, vocabulary development, social relationships, and the formation of an Arabic-speaking environment. These findings indicate the potential of structured student-organization programs to complement classroom instruction. They should not be interpreted as verified causal evidence of proficiency improvement because the study did not include direct language assessment or longitudinal measurement.

The study is limited by unresolved inconsistencies in the reported participant total and respondent codes, insufficient detail about data collection and analysis, limited institution-specific comparison, and the absence of documented proficiency measures. Confirmation of these methodological details is required before publication. Subject to these corrections, the study offers a useful account of how student leadership and institutional support can be combined in the management of extracurricular Arabic language learning.

6. References

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