



# The Role of Management Principles in Improving the Effectiveness of Arabic Language Learning Programs in Madrasah Tsanawiyah Pekanbaru City

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Article Info	Abstract
<p><b>Received:</b> 2025-12-18 <b>Revised:</b> 2026-06-19 <b>Accepted:</b> 2026-06-20</p> <p><b>Keywords:</b> learning management; reciprocity; centralization; Arabic language; effectiveness</p> <p><b>DOI:</b> 10.24256/ideas.v14i1.8923</p> <p><b>Corresponding Author:</b> Winta Fevi Camelia <a href="mailto:22590724335@students.uin-suska.ac.id">22590724335@students.uin-suska.ac.id</a> Arabic Language Education, Sultan Syarif Kasim State Islamic University, Riau</p>	<p><i>This study aims to analyze the role of management principles in improving the effectiveness of Arabic language learning programs in Madrasah Tsanawiyah in Pekanbaru City, Indonesia, with a focus on the principles of reciprocity and centralization. Previous studies have rarely integrated reward systems and centralized curriculum policies in Arabic language learning management. This study employed a descriptive qualitative approach involving two Arabic language teachers and one madrasah principal from MTs Masmur and MTs Al-Fajar. Data were collected through observation, in-depth interviews, and documentation. The findings show that the application of management principles planning, organizing, implementation, and evaluation contributes to improving learning effectiveness. The principle of reciprocity enhances teacher motivation through financial and non-financial rewards, which encourage more innovative teaching practices. Meanwhile, the principle of centralization helps maintain curriculum consistency but may limit teachers' flexibility in adapting learning to students' needs. The hybrid management model, defined as the integration of centralized curriculum standards with limited teacher autonomy in instructional practices, has proven to support adaptive and effective Arabic language learning. This study emphasizes the importance of balancing reward systems and centralized policies to improve teacher performance and the effectiveness of Arabic language learning in the madrasah environment.</i></p>

## **1. Introduction**

Arabic language education plays a strategic role in Islamic education, as it supports students in understanding religious texts, developing communication skills, and strengthening their Islamic identity (Sekarsari dkk., 2024). In Indonesia, particularly in Madrasah Tsanawiyah, Arabic learning is a compulsory subject that contributes significantly to students' academic and religious development. However, the effectiveness of Arabic language learning remains a challenge in many regions, including Pekanbaru City, which has diverse madrasah characteristics and varying levels of educational resources.

Reports from the Ministry of Religious Affairs of the Republic of Indonesia indicate that many madrasah tsanawiyah still face challenges related to curriculum implementation, classroom management, and limited learning facilities, which affect the quality of Arabic language learning (Anwar dkk., 2020). In Pekanbaru, several madrasahs experience similar conditions, such as limited learning media (Maleno dkk., 2022), low student motivation, and insufficient managerial skills among teachers (Siregar dkk., 2024). These challenges often result in passive learning environments where students perceive Arabic as a difficult and burdensome subject rather than a communicative skill relevant to their daily lives and religious understanding (Anugrah dkk., 2025).

Learning management plays an essential role in addressing these challenges and improving the effectiveness of Arabic language learning programs (Ismail dkk., 2023). Management is not merely administrative activity but a strategic process that includes planning, organizing, implementation, and evaluation to achieve optimal learning outcomes (Fitri dkk., 2023; Salajegheh, 2024). Weak management practices frequently lead to problems such as inefficient use of time, inadequate learning facilities, and low student engagement (Hidayati & Hidayat, 2024; Susanti dkk., 2023). Therefore, structured and adaptive learning management is necessary to ensure that Arabic language programs are implemented systematically and effectively.

One important managerial component in education is the principle of reciprocity or reward management, which significantly influences teacher motivation and performance (Simangunsong, 2023). This principle is supported by Equity Theory, Expectancy Theory, and the Total Reward Model, which emphasize that teachers are more motivated when they perceive rewards to be fair and proportional to their performance (Itmeizeh & Ibnian, 2022; Richbell & Wood, 2018).

Rewards may include financial compensation such as salaries and incentives, as well as non-financial forms such as recognition, professional development opportunities, and supportive working environments (Ganotice dkk., 2023; Waked, 2020). Previous studies demonstrate that fair and comprehensive reward systems

can increase teacher engagement, improve instructional quality, and encourage innovation in teaching practices.

In addition to motivational factors, structural factors such as the principle of centralization also play a crucial role in maintaining educational quality. Centralization in education focuses on ensuring policy consistency, curriculum standardization, and equal distribution of educational resources, which contribute to maintaining national quality standards (Darmansah dkk., 2024; Hartoyo dkk., 2023). However, excessive centralization may limit teachers' flexibility in adapting learning materials and methods to students' characteristics and local needs (Alajmi & Alsaleh, 2023; Fenuku & Akpaku, 2024). As a result, balancing centralized policies with teacher autonomy becomes an important consideration in improving learning effectiveness.

To address this issue, several scholars recommend a hybrid management model that integrates centralized policy standards with limited autonomy at the school level (Nthambeleni & Motadi, 2025). This model enables schools to maintain quality consistency while allowing teachers to innovate and adapt instructional strategies according to classroom realities (Sylvester dkk., 2024). The integration of reciprocity and centralization principles through a hybrid approach has the potential to create a supportive learning environment that encourages teacher professionalism and adaptive instructional practices (West dkk., 2024).

Most previous studies tend to examine reciprocity and centralization separately. Research on reciprocity generally focuses on teacher motivation and compensation systems, while studies on centralization emphasize policy standardization and curriculum management. However, limited studies integrate these two principles within the context of Arabic language learning management, particularly in madrasah tsanawiyah settings. This indicates a research gap that needs to be addressed, especially in regions such as Pekanbaru, where madrasahs face unique institutional and resource-related challenges.

Considering these conditions, this study focuses on the implementation of management principles in Arabic language learning programs in Madrasah Tsanawiyah in Pekanbaru City. The local context of Pekanbaru is important because the diversity of madrasah characteristics, availability of facilities, and teacher competencies influence the effectiveness of learning implementation. Understanding how management principles function within this context is necessary to develop more adaptive and sustainable learning strategies.

Therefore, this study aims to analyze the application of management principles in improving the effectiveness of Arabic language learning in madrasah tsanawiyah in Pekanbaru City. Specifically, this study examines the influence of reciprocity principles on teacher motivation and performance, analyzes the impact of centralization policies on teacher flexibility, and explores how the integration of these principles supports adaptive Arabic language learning.

This study is expected to contribute both theoretically and practically. Theoretically, it enriches the literature on Islamic education management by integrating reciprocity and centralization principles into a unified managerial framework. Practically, the findings provide guidance for teachers, madrasah principals, and policymakers in designing effective learning management strategies that balance national standards with local innovation. The novelty of this study lies in the integration of reciprocity and centralization principles as complementary strategies to improve the effectiveness of Arabic language learning in the specific context of madrasah tsanawiyah in Pekanbaru.

## **2. Method**

This study employed a descriptive qualitative approach to explore the application of management principles in improving the effectiveness of Arabic language learning programs (Creswell & Creswell, 2017). A qualitative approach was selected to obtain detailed and contextual information regarding participants' experiences in managing learning activities.

The research was conducted at MTs Masmur and MTs Al-Fajar in Pekanbaru City. These madrasahs were selected purposively because they actively implement Arabic learning programs and represent different institutional characteristics in terms of student abilities, facilities, and management practices. Preliminary observations indicated that both schools implemented reward systems and centralized curriculum policies, making them suitable research locations.

Participants consisted of three individuals: two Arabic language teachers and one madrasah principal. They were selected using purposive sampling based on criteria such as having at least three years of teaching experience and being actively involved in planning and implementing learning programs (Sugiyono, 2019). The participants were considered capable of providing relevant information related to learning management practices.

Data were collected through observation, in-depth interviews, and documentation (Creswell & Poth, 2016). Observations were conducted during Arabic learning sessions to examine the implementation of management principles, including lesson planning, classroom interaction, use of learning media, and evaluation processes. Each observation lasted approximately 60–90 minutes and was conducted twice in each school.

Semi-structured interviews were conducted individually with each participant to obtain detailed information about their experiences in managing learning activities. Each interview lasted approximately 45–60 minutes and covered themes such as learning planning, implementation, evaluation, reward systems, and centralized curriculum policies.

Documentation was used to support data obtained from observations and interviews. The collected documents included lesson plans (RPP), learning schedules, curriculum documents, evaluation reports, and policy documents related to reward systems. These documents were used to strengthen data accuracy and provide supporting evidence.

Data collection was conducted until data saturation was achieved, indicated by the absence of new themes or significant information from additional observations and interviews (Guest dkk., 2006). Data analysis followed the interactive model proposed by Miles, Huberman, and Saldaña, which includes data reduction, data display, and conclusion drawing. Data reduction involved selecting relevant information, data display involved organizing findings into descriptive narratives, and conclusion drawing involved interpreting the data to answer the research objectives (Miles dkk., 2014).

To ensure data validity, source triangulation, technique triangulation, and member checking were applied. Information from teachers and the principal was compared to ensure consistency, while findings from observation, interviews, and documentation were cross-checked. Member checking was conducted by confirming interview results with participants (Creswell & Poth, 2016).

Ethical considerations were maintained throughout the research process. Participants were informed about the research objectives and provided informed consent prior to participation. Confidentiality and anonymity were ensured, and all collected data were used solely for academic purposes.

This study has limitations related to the limited number of participants and relatively short observation period, which may affect the generalizability of the findings.

### **3. Result**

#### *Application of Program Management Principles in the Effectiveness of Arabic Language Learning*

The application of management principles serves as the operational foundation for implementing the principles of reciprocity and centralization in Arabic language learning management.

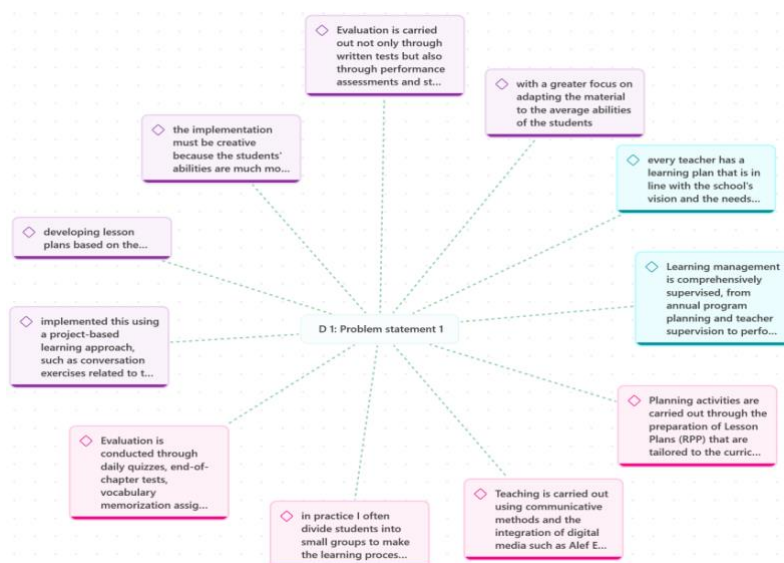


Figure 1. Interview with Arabic teachers and the principal

Based on interviews at Masmur Islamic Junior High School and Al-Fajar Islamic Junior High School in Pekanbaru, the application of management principles, including planning, implementation, and evaluation, has been carried out systematically at both schools. An Arabic teacher at MTs Masmur explained that:

*Planning activities are carried out through the preparation of Lesson Plans (RPP) that are tailored to the curriculum and students' abilities. Teaching is carried out using communicative methods and the integration of digital media such as Alef Education and vocabulary cards. I also emphasize that MTs Masmur students have diverse abilities, so in practice I often divide students into small groups to make the learning process more focused. Evaluation is conducted through daily quizzes, end-of-chapter tests, vocabulary memorization assignments, and classroom attitude assessments. (R.Interview;2025)*

Meanwhile, the principal of MTs Masmur emphasized that;

*Learning management is comprehensively supervised, from annual program planning and teacher supervision to performance evaluation. I ensure that every teacher has a learning plan that is in line with the school's vision and the needs of the students. (VQ. Interview; 2025)*

Meanwhile, the Arabic teacher at Mts Al-fajar stated that;

*I designed the learning process by developing lesson plans based on the curriculum guidelines, but with a greater focus on adapting the material to the average abilities of the students, as many students at MTs Al-Fajar have a very low level of Arabic. I implemented this using a project-based learning approach, such as conversation exercises related to the students' daily lives. Meanwhile, the implementation must be creative because the students' abilities are much more diverse than in other schools. Evaluation is carried out not only through written*

tests but also through performance assessments and students' communication skills. (SA.Interview;2025)

Overall, all three respondents agreed that the application of good management principles had a direct impact on learning effectiveness. Teachers became more focused, learning activities were better planned, and students showed increased motivation and learning outcomes.

Thus, it can be concluded that the application of systematic management principles contributes significantly to the effectiveness of Arabic language learning. An effective learning process is not only born from teaching methods, classroom management, and time allocation, but is also the result of planned, adaptive, and continuous governance.

### The Effect of the Principle of Reciprocity on Teacher Motivation and Performance

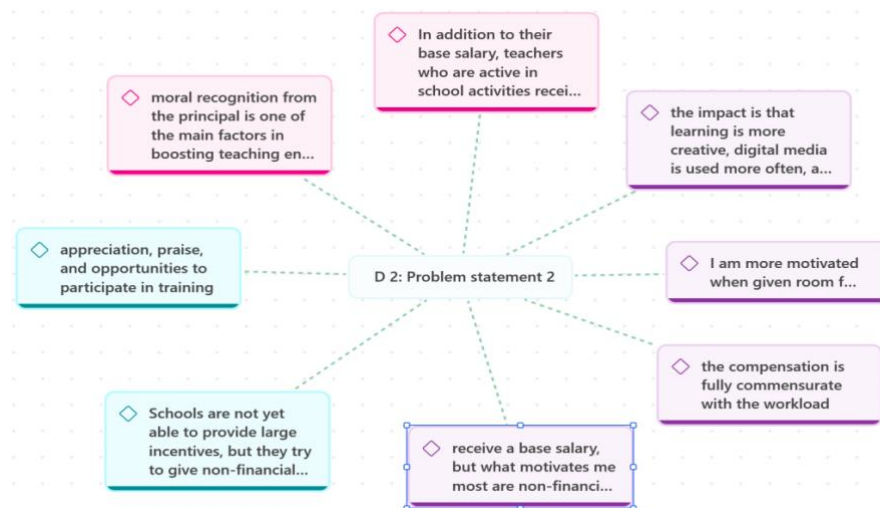


Figure 2. Interview with Arabic teachers and the principal

From the interviews, it was found that the forms of compensation received by teachers generally consist of financial compensation (salaries and allowances) and non-financial rewards (praise, moral support, and training opportunities).

Arabic teacher Mts Masmur said that;

*In addition to their base salary, teachers who are active in school activities receive additional incentives. I believe that moral recognition from the principal is one of the main factors in boosting teaching enthusiasm. (R.Interview;2025)*

Meanwhile, the principal of Mts Masmur acknowledged that;

*Schools are not yet able to provide large incentives, but they try to give non-financial rewards such as appreciation, praise, and opportunities to participate in training. (VQ.Interview;2025)*

Both agreed that compensation was not yet fully commensurate with the workload, but non-financial compensation helped boost teacher morale. As a result, Arabic teachers felt more motivated when they received direct appreciation, support from the principal, and training opportunities. The impact on learning at MTs Masmur was that teachers were more diligent in preparing lesson plans, more creative in preparing teaching materials, even if they were simple, and more enthusiastic about teaching.

Meanwhile, Arabic language teachers at Mts Al-fajar stated that;

*I receive a base salary, but what motivates me most are non-financial rewards such as direct praise, the trust to manage additional programs, and the opportunity to develop my own media. And in my opinion, the compensation is fully commensurate with the workload, but the principal often provides moral support that is very meaningful. I admit that I am more motivated when given room for innovation, and the impact is that learning is more creative, digital media is used more often, and students are more active (S.A.Interview;2025)*

### The Impact of Centralization Principles on Teacher Flexibility

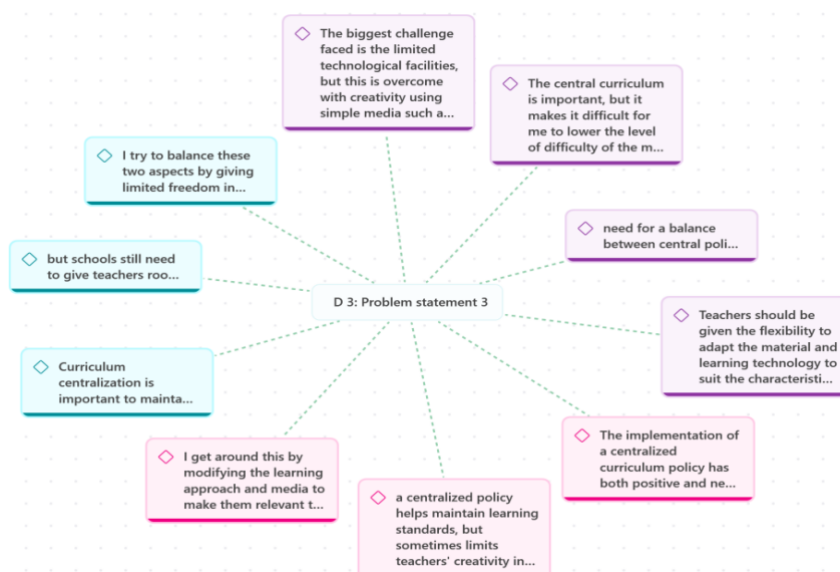


Figure 3. Interview with Arabic teachers and the principal

Teachers at MTs Masmur and MTs Al-Fajar acknowledge the benefits of the central curriculum as a standard guideline, but also expect flexibility in adjusting learning materials and methods according to students' abilities and characters. Thus, the effectiveness of Arabic language learning will be more optimal if the principle of centralization is implemented along with limited autonomy for teachers to innovate.

Based on interviews at Mts Masmur, Arabic language teachers stated that;  
*The implementation of a centralized curriculum policy has both positive and negative aspects. In my opinion, a centralized policy helps maintain learning standards, but sometimes limits teachers' creativity in adapting the material to students' abilities. I get around this by modifying the learning approach and media to make them relevant to the classroom conditions. (R. Interview; 2025).*

Meanwhile, the principal of Mts Masmur assessed that;  
*Curriculum centralization is important to maintain quality consistency, but schools still need to give teachers room for innovation. I try to balance these two aspects by giving limited freedom in teaching methods. (VQ.Interview;2025)*

Meanwhile, at Mts Al-fajar, the Arabic teacher stated that;  
*The central curriculum is important, but it makes it difficult for me to lower the level of difficulty of the material. Therefore, I emphasize the need for a balance between central policy and local needs. Teachers should be given the flexibility to adapt the material and learning technology to suit the characteristics of the students. The biggest challenge faced is the limited technological facilities, but this is overcome with creativity using simple media such as vocabulary cards or free applications. (SA.Interview;2025)*

*The Role of Program Management Principles (Rewards and Centralization) in Supporting Adaptive Learning*

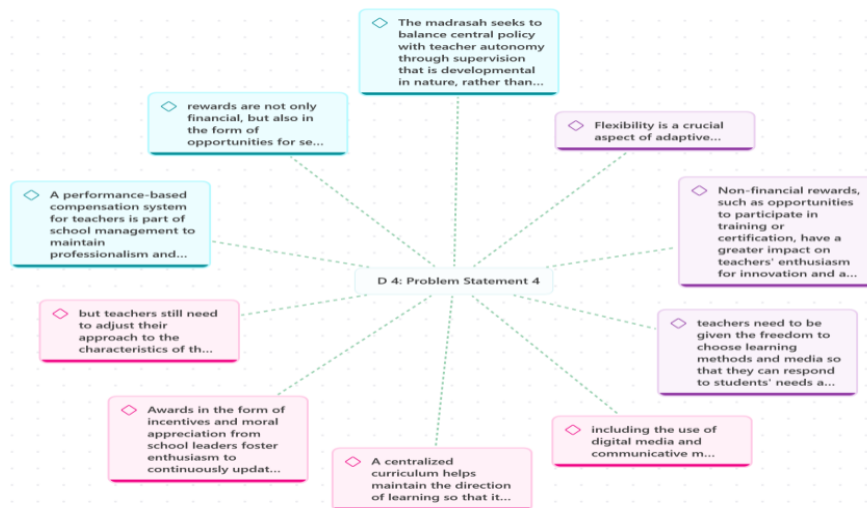


Figure 4. Interview with Arabic teachers and the principal

Based on the results of interviews at Mts Masmur and Mts Al-fajar, the principle of reciprocity in the madrasah environment plays an important role in motivating teachers to improve the quality and innovation of learning. Arabic teachers at MTs Masmur explained that;

*Awards in the form of incentives and moral appreciation from school leaders foster enthusiasm to continuously update teaching strategies, including the use of digital media and communicative methods. (R.Interview;2025)*

Meanwhile, the principal of MTs Masmur emphasized that;

*A performance-based compensation system for teachers is part of school management to maintain professionalism and quality of learning. I ensure that rewards are not only financial, but also in the form of opportunities for self-development and training. (VQ.Interview;2025)*

Meanwhile, the Arabic teacher at MTs Al-Fajar said that;

*Non-financial rewards, such as opportunities to participate in training or certification, have a greater impact on teachers' enthusiasm for innovation and adaptation to developments in technology-based learning. (SA.Interview;2025)*

The principle of centralization in madrasah tsanawiyah is evident in the implementation of a curriculum set by the central government. Respondents agreed that this policy plays an important role in maintaining the uniformity of Arabic language education quality, but it also needs to be balanced with flexibility for teachers.

According to Arabic teacher Mts Masmur;

*A centralized curriculum helps maintain the direction of learning so that it remains in line with national standards, but teachers still need to adjust their approach to the characteristics of the students in their class. (R. Interview; 2025)*

The principal of Mts Masmur added that;

*The madrasah seeks to balance central policy with teacher autonomy through supervision that is developmental in nature, rather than merely monitoring. (VQ.Interview;2025)*

Meanwhile, the Arabic teacher at Mts Al-fajar assessed that;

*Flexibility is a crucial aspect of adaptive learning. I believe that teachers need to be given the freedom to choose learning methods and media so that they can respond to students' needs and the dynamics of the digital age. (SA.Interview;2025)*

#### **4. Discussion**

##### *Application of Program Management Principles in the Effectiveness of Arabic Language Learning*

The application of management principles in Arabic language learning has proven to be an important foundation for the effectiveness of learning programs in junior high schools in Pekanbaru City. This is in line with the findings of Fitri et al., who emphasize that the effectiveness of learning programs will be achieved if management functions are carried out comprehensively, including planning, organizing, implementing, and evaluating in a continuous manner (Fitri dkk., 2023).

Salajegheh's findings also support that the success of the learning process depends on consistency in planning and controlling learning activities (Salajegheh, 2024). Good planning refers to the curriculum components, which enable teachers to set measurable learning objectives, develop learning steps, and prepare media according to student needs. Structured implementation helps maintain student engagement in the classroom, while continuous evaluation is an important means of measuring achievement, identifying weaknesses, and providing feedback on the learning process.

#### *The Effect of the Principle of Reciprocity on Teacher Motivation and Performance*

The principle of reciprocity has a direct and significant influence on the motivation and performance of Arabic teachers in junior high schools in the city of Pekanbaru. Reciprocity or compensation in the perspective of educational management is seen as a strategic instrument to encourage performance improvement.

This is in line with Equity Theory, which emphasizes the importance of fairness in reward distribution; Expectancy Theory, which asserts that teachers will be motivated if they believe that their efforts are directly proportional to their results and rewards; and the Total Reward Model, which underlines the need for a balance between financial compensation (salaries, allowances, incentives) and non-financial (awards, career development, conducive work climate) (Richbell & Wood, 2018). The findings of Itmeizeh & Ibnian also support the notion that fair compensation increases the satisfaction of Arabic teachers (Itmeizeh & Ibnian, 2022).

Thus, fair and proportional compensation not only increases motivation but also encourages teachers to innovate in Arabic language learning. This shows that the success of education is not only determined by pedagogical factors but also by policies on the welfare of educators. Therefore, teacher self-development, planning, and funding are key priorities in improving the quality of educational institutions, as both have a direct impact on school development and the effectiveness of learning programs.

#### *The Impact of Centralization Principles on Teacher Flexibility*

The principle of centralization in education has had a dual impact on Arabic language learning in Tsanawiyah madrasahs in the city of Pekanbaru. First, the centralization policy, especially in the curriculum, is designed to ensure national quality standards. This is in line with the classical theory of educational administration proposed by Darmansah, who emphasizes the importance of centralization as an effort to maintain uniformity in quality and efficiency in educational policy (Darmansah dkk., 2024). In addition, Khabiyev's theory also supports that centralization can improve learning effectiveness through curriculum standardization, quality control, and equitable distribution of

resources (Khabyev, 2024).

However, on the other hand, the centralization policy limits teachers' flexibility in adjusting methods to students' needs. This is in line with findings in the field that indicate the need for balance, as described in the hybrid centralization-decentralization model by Sylvester et al., which emphasizes that central policies must allow room for local innovation so that learning remains contextual (Sylvester dkk., 2024).

Thus, curriculum centralization essentially plays a role in maintaining consistency in education quality, but without adequate autonomy, teachers will find it difficult to adapt teaching methods to student conditions. Therefore, a hybrid policy model is needed that combines centralization of core policies with decentralization of technical implementation.

#### *The Role of Program Management Principles (Rewards and Centralization) in Supporting Adaptive Learning*

The integration of the principles of reciprocity and centralization plays a strategic role in supporting adaptive and high-quality Arabic language learning in junior high schools in the city of Pekanbaru. This is in line with Memon's view, which emphasizes that teacher welfare is one of the strategic factors in maintaining the quality of Islamic education, where a balance between fair compensation and a supportive work environment will increase teachers' professionalism and commitment to teaching (Memon dkk., 2024).

Furthermore, these findings are reinforced by Asbari's theory, which explains that the success of Islamic educational institutions depends on managerial capabilities in harmoniously integrating curriculum policies, teacher welfare, and institutional values (Asbari dkk., 2024).

This integration not only maintains national quality standards, but also allows teachers to innovate contextually according to the needs of students. However, if these two principles are separated, tension may arise between achieving quality standards and local needs. Therefore, the two must be combined in order to create effective and adaptive learning.

When the principles of reward and centralization are implemented in a balanced manner, they form a synergy that supports the creation of adaptive Arabic language learning. The reward system increases teacher motivation and performance, while centralization policies provide a framework and direction for learning implementation. On the other hand, the head of the madrasah plays an important role in integrating these two principles through management policies that reward teacher creativity without violating national curriculum regulations.

Interview results show that madrasahs that are able to balance central policies with local reward systems tend to have more innovative teachers, more active students, and Arabic language learning processes that are more relevant to the

challenges of the times.

Thus, the synergy between the principles of reciprocity and centralization can create a more adaptive Arabic language learning management pattern that is consistent in quality and responsive to the local needs of students.

Theoretically, these findings reinforce the discourse of Islamic education management that teacher welfare and curriculum policy should be viewed as two complementary instruments. In practical terms, these findings emphasize the need for government and school policies that are able to balance national quality standards with the autonomy of teachers in the field.

## **5. Conclusion**

This study confirms that the application of structured and sustainable management principles plays a significant role in improving the effectiveness of Arabic language learning at the madrasah tsanawiyah level. Learning quality increases when teachers implement systematic planning, instruction, and evaluation, supported by fair financial and non-financial reward systems that enhance motivation and innovation.

The findings also reveal that centralization has a dual impact: it ensures curriculum consistency but limits teacher flexibility. Therefore, a hybrid model that combines centralized standards with limited teacher autonomy is essential to create adaptive and contextual learning.

Practically, this study recommends that madrasah leaders develop balanced reward systems, support continuous teacher training, and implement flexible curriculum practices. A simple implementation can begin with internal evaluation, followed by the development of proportional rewards, flexible teaching approaches, and continuous monitoring.

However, this study is limited by its small sample size and focus on only two madrasahs, as well as the absence of student perspectives. Future research should involve broader participants, include student voices, and apply quantitative approaches to strengthen findings.

Overall, this study contributes to Islamic education management by proposing a hybrid framework that integrates teacher welfare and curriculum policy, offering a strategic approach to developing adaptive and effective Arabic language learning.

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