



Arabic Language Training Program Management: Objectives and Benefits

at Madrasah Tsanawiyah Kampar

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Article Info	Abstract
Received: 2025-12-20 Revised: 2026-01-29 Accepted: 2026-04-04 Keywords: Training Management, Arabic Language, Program Objectives, Program Benefits. DOI: 10.24256/ideas.v14i1.8961 Corresponding Author: Izzatul Mellati Izzatummellati728@gmail.com Arabic Language Education, Sultan Syarif kasim State Islamic University, Riau	<i>This study examines the management of Arabic language training programs at Madrasah Tsanawiyah in Kampar Regency, with particular attention to program objectives and perceived benefits. The study aims to analyze how training objectives are formulated and how the programs contribute to students and institutions. A descriptive qualitative approach was employed, involving eight participants: two principals, two curriculum vice principals, two Arabic language teachers, and two students from MTsN 4 Kampar and MTs Muhammadiyah Pulau Rambai. Data were collected through semi-structured interviews, observations, and documentation, and analyzed using the Miles and Huberman interactive model. The findings indicate that the training programs aim to improve students' Arabic communication skills, vocabulary mastery, Qur'anic comprehension, and religious character development. At MTsN 4 Kampar, approximately 80% of program objectives were achieved, while MTs Muhammadiyah Pulau Rambai faced constraints related to limited learning facilities and instructional media, which affected program effectiveness. Despite these challenges, the programs provided notable benefits, including increased student confidence, motivation, and speaking proficiency, as well as improvements in institutional learning quality. This study contributes by identifying gaps in objective-setting practices, particularly the absence of systematic needs analysis and measurable indicators, which are essential for effective Arabic language training program management</i>

1. Introduction

The Arabic language plays a very important role in Islamic education because it is the language of revelation (the Qur'an) and hadith, so understanding Islamic teachings is highly dependent on mastery of this language (T. Fitri et al., 2025; Jezy et al., 2025; Rusydi Amar, 2023; Yusuf Abdullahi et al., 2023). In Indonesia, Arabic language learning is

implemented from primary to tertiary levels, both in traditional (salaf) and modern Islamic boarding schools, madrasahs, and Islamic universities (Agustini, 2023; Ilyas et al., 2024; Syuhadak et al., 2021).

However, the facts show that Arabic language proficiency at the madrasah level, including in Kampar Regency, still faces various challenges (Khabibul Umam et al., 2024; Muhammad Zikran Adam et al., 2024). Based on data from the Kampar Regency Central Statistics Agency (2021), there are 105 Madrasah Tsanawiyah (MTs) in Kampar Regency, 96 of which are private madrasahs and the remaining 9 are public madrasahs (Kampar, 2021). Meanwhile, data from the National Accreditation Agency for Schools/Madrasahs (BAN-S/M) shows that most MTs in Kampar Regency have B accreditation status (around 45.7%), followed by A accreditation (21.9%) and C accreditation (17.1%) (Ak & Nasional, 2021). This shows that most MTs in Kampar Regency have good accreditation status, but challenges in Arabic language proficiency remain.

One factor that influences Arabic language proficiency is the quality of Arabic language teaching and training. Research by (Nurmaliza & Winda, 2018) at the Darul Qur'an Islamic boarding school in Kampar Regency shows that even though Arabic teachers are highly professional, student learning outcomes do not always improve significantly. This indicates that other factors, such as learning methods and student motivation, also play an important role in the success of Arabic language learning (Yamani & Husni, 2022).

Currently, Arabic language training is seen as one of the strategic efforts to improve Arabic language skills for students and teachers (Manoppo, 2023; Nurhidayati et al., 2022). This training is usually tailored to the participants' skill levels (beginner, intermediate, advanced) and learning styles (audio, visual, kinesthetic) to increase the effectiveness of learning (Huda, 2023; Siswanto, 2022). In Kampar Regency itself, Arabic language training programmes are still limited and have not become a regular part of the madrasah education system (my idea). This situation has led to an urgent need for structured Arabic language training programme management (Amanda Lubis et al., 2024; Annisa & Safii, 2023).

Arabic language training is essentially not just a transfer of linguistic knowledge, but also a programme that is managed with careful planning and oriented towards improving real communication skills in various situations, not just mastery of grammar or vocabulary (Almelhes & Alsaiani, 2024; Ekawati et al., 2024; Febriza & Wahyudi, 2024; Lilis et al., 2025). Therefore, this study focuses on the management of Arabic language training programmes at Madrasah Tsanawiyah in Kampar Regency as an effort to determine the objectives, benefits, and effective strategies for improving students' Arabic language competence.

Well-designed and managed training programmes have been shown to significantly improve participants' knowledge, skills, and attitudes, both in educational and organisational contexts (Lacerenza et al., 2017; Mukhlis & Wahyudi, 2024; Tripathi, 2024). Meanwhile, poorly managed training is often irrelevant, impractical, and has no significant impact on improving participants' skills or performance (Fatur Rizki & Prisila Dian Pertiwi, 2024; Mvuyisi & Mapuranga, 2022).

One important aspect of Arabic language training management is the formulation of objectives (Arifin, 2023; Assagaf, 2024). Clear and well-defined training programme objectives are essential as a foundation for designing, implementing, and evaluating the entire learning process (Fatma et al., 2025; Musgrave et al., 2025). Thus, good programme management will result in clear and focused objectives, while suboptimal management will result in ineffective objectives. Conversely, poor management can cause the overall programme objectives to be unachievable (Noverma & Wahyudi, 2025).

These objectives serve as the main guidelines in curriculum planning, material preparation, method selection, and the establishment of success indicators (Zahra Zahra & Abdul Gofur, 2024). Without measurable objectives, the training process tends to run

aimlessly, so that participants do not know what to achieve and find it difficult to assess learning success (Azka et al., 2024; Jiang et al., 2023; Rizadiliyawati et al., 2025).

In addition to the objectives, the benefits are not only felt by the participants who attend the training, but also have an impact on the organising institution, the community, and even the development of science (Manshur, 2015; Nashoihi et al., 2022). Arabic language training not only improves participants' language skills but also strengthens their confidence (Fadhilah & Jauhari, 2025), motivation (Hamzatul Fajariyah, 2025), and professional readiness (Pamungkas, M. I., Syatibi, D. A., Zakhratunnisa, A., & Lestari, 2024), especially for prospective teachers and interdisciplinary students (Alandejani & Sayed, 2024; Huda, 2023; Husisy-Sabek et al., 2025; Ritonga et al., 2020; Samir et al., 2025).

For the organising institutions, Arabic language training programmes can strengthen the reputation of the institution, expand employment opportunities for graduates, and encourage innovation in learning methods, including the integration of technology and high-impact educational practices (M. R. Anwar & Ahyarudin, 2023; Aunur Shabur Maajid Amadi & Dina Wilda Sholikha, 2023). Therefore, explaining the benefits of Arabic language training programmes is a crucial part of programme evaluation because measurable and clearly identified benefits show the extent to which programme objectives have been achieved and their impact on participants, organisations, and society (M Rizki Septianto & Abdul Gofur, 2024; Mehale et al., 2021; Njah et al., 2021).

Thus, the integration of these two aspects is very important. Careful planning (objectives) and effective implementation (benefits) reinforce each other to produce effective and adaptive programmes (R. Fitri et al., 2023; Shobirin & Hilmi, 2021; Uqba et al., 2024)(Uqba et al., 2024). Without the integration of both aspects, training programmes become mere formalities without any real contribution to the development of participants (Firdaus, 2024; Wicaksono et al., 2023). Therefore, research and studies on Arabic language training management with a focus on these two aspects are important to conduct.

Several previous studies also support the urgency of this study. Anwar (2023) examined the management of Arabic language tutor training programmes, including pre-training, training, and overall programme evaluation (K. Anwar, 2023). Research at the Darul Quran Islamic boarding school in Aceh describes how the Arabic language programme is managed from planning to evaluation in order to achieve optimal learning objectives (Fahmi & Kholid, 2024). Meanwhile, a study by Gerbang at the An-Nur II Al-Murtadha Islamic Boarding School shows that the evaluation process is important in assessing the effectiveness of Arabic language training programmes and ensuring that learning objectives are achieved as planned (Rahmawati et al., 2023).

Arabic plays a central role in Islamic education as the language of the Qur'an and Hadith, making its mastery essential for understanding Islamic teachings (Alhirtani, 2018). In Indonesia, Arabic language instruction is implemented across various educational institutions, including madrasahs and Islamic boarding schools, with the expectation that students develop both linguistic competence and religious understanding (Khabibul Umam et al., 2024). Despite its strategic importance, Arabic language proficiency at the madrasah level continues to face persistent challenges, particularly in terms of students' communicative ability and practical language use (Maghfurin et al., 2023).

In Kampar Regency, the condition of Madrasah Tsanawiyah (MTs) reflects this broader issue. Official data show that most MTs hold moderate to good accreditation status, indicating that basic institutional standards have largely been met (Cueto Jr et al., 2006). However, accreditation achievement does not automatically guarantee the effectiveness of Arabic language learning outcomes (Amirudin et al., 2020). In practice, many madrasahs still report limited student proficiency, especially in active communication and text comprehension. This gap suggests that factors beyond formal accreditation such as

program planning, instructional strategies, and training management play a decisive role in shaping Arabic language competence (Hamdan et al., 2025).

One strategic effort to address these challenges is the implementation of Arabic language training programs. Unlike regular classroom instruction, training programs are designed to strengthen practical language skills through structured activities, repetition, and immersive practice (Husein et al., 2023). Previous studies have shown that well-managed Arabic programs can improve students' vocabulary mastery, speaking confidence, and learning motivation. However, the effectiveness of such programs largely depends on how clearly their objectives are formulated and how their benefits are evaluated (Buska et al., 2020).

Several studies have examined Arabic language program management from perspectives such as curriculum implementation, instructional methods, and evaluation processes. While these studies provide valuable insights, most focus on general management practices or single institutional contexts. Relatively few studies explicitly examine how training objectives are formulated and whether program benefits are systematically identified and assessed, particularly across different types of madrasahs.

This gap is significant because objective formulation and benefit evaluation are core components of training management. Without needs-based objectives and measurable indicators, training programs risk becoming routine activities with limited sustainability and unclear impact. Furthermore, weak evaluation of benefits makes it difficult for institutions to justify program continuation or improvement.

Based on preliminary observation, Arabic language training programs in Kampar Regency remain limited and have not yet been fully institutionalized within the madrasah education system. This condition highlights the need for a focused investigation into how such programs are managed in practice. Therefore, this study examines the management of Arabic language training programs at two Madrasah Tsanawiyah MTsN 4 Kampar and MTs Muhammadiyah Pulau Rambai by focusing on the formulation of program objectives and the benefits perceived by participants and institutions. This study contributes by identifying gaps in objective-setting practices and benefit evaluation, offering insights into how Arabic language training programs can be managed more effectively and sustainably in diverse madrasah contexts.

2. Method

This study employed a descriptive qualitative approach to explore in depth the management of Arabic language training programs, particularly focusing on the formulation of program objectives and perceived benefits. A qualitative design was selected because it allows for a contextual and interpretative understanding of management practices without experimental intervention, making it suitable for examining institutional processes and participant experiences.

The study was conducted at two Madrasah Tsanawiyah in Kampar Regency: MTsN 4 Kampar and MTs Muhammadiyah Pulau Rambai. These two schools were purposively selected to represent contrasting institutional contexts, namely a public madrasah and a private madrasah, which differ in governance structure, resource availability, and program implementation capacity. This comparison was intended to provide a more comprehensive understanding of Arabic language training management across different madrasah settings.

A total of eight participants were involved in the study, consisting of two principals, two vice principals for curriculum, two Arabic language teachers, and two students. Participants were selected using purposive sampling based on their direct involvement in the planning, implementation, or participation in Arabic language training programs. Data saturation was used as the criterion for determining the adequacy of participant numbers.

Table 1. Research Participants

	No	Role	Institution	Code
	1	Principal	MTsN 4 Kampar	MY
	2	Principal	MTs Muhammadiyah Pulau Rambai	S
	3	Vice Principal (Curriculum)	MTsN 4 Kampar	NA
	4	Vice Principal (Curriculum)	MTs Muhammadiyah Pulau Rambai	H
	5	Arabic Language Teacher	MTsN 4 Kampar	TH
	6	Arabic Language Teacher	MTs Muhammadiyah Pulau Rambai	AH
	7	Student	MTsN 4 Kampar	SQ
	8	Student	MTs Muhammadiyah Pulau Rambai	ZN

Data were collected between March and April 2025 using three techniques: semi-structured interviews, observations, and documentation review. Semi-structured interviews were conducted face-to-face and lasted approximately 45–60 minutes per participant. All interviews were audio-recorded with participants' consent.

The interview guide was developed based on training management theory and previous studies, covering key aspects such as program planning, objective formulation, implementation strategies, evaluation practices, and indicators of program benefits. Prior to data collection, the interview guide was reviewed by two experts in Arabic language education to ensure clarity and relevance, and minor revisions were made accordingly.

Observations focused on Arabic language training activities, including vocabulary drills, speech practices, and daily communication routines. Documentation sources included training modules, school policy documents, activity schedules, teacher notes, and student performance records related to the Arabic language training program.

Data analysis followed the interactive model proposed by Miles and Huberman, consisting of data reduction, data display, and conclusion drawing. Relevant data were coded and categorized according to emerging themes related to objectives and benefits. Data displays were organized in narrative and thematic formats to identify patterns and relationships across participants and institutions.

To enhance the credibility of the findings, triangulation was conducted across data sources (interviews, observations, and documents) and participant roles. Member checking was also applied by sharing preliminary interpretations with selected participants to confirm accuracy. Researcher bias was addressed through reflexive note-taking and peer discussion, allowing the researcher to critically reflect on assumptions and interpretations throughout the research process.

This study adhered to ethical research principles. All participants were informed about the purpose of the study and their voluntary participation. Written and verbal consent was obtained prior to data collection, and participants were given permission to withdraw at any stage. Confidentiality was maintained by using initials instead of real names, and all audio recordings and documents were securely stored and used solely for research purposes.

3. Result

Formulation of Arabic Language Training Program Objectives

The findings indicate that both MTsN 4 Kampar and MTs Muhammadiyah Pulau Rambai formulated Arabic language training objectives aligned with their institutional vision. The primary objectives included improving students' active Arabic communication

skills, expanding vocabulary mastery, enhancing Qur'anic text comprehension, and strengthening religious character.

At MTsN 4 Kampar, program objectives were described as a continuation of previous language initiatives and integrated into daily school routines. According to the vice principal for curriculum, the achievement of program objectives reached approximately 80%, based on managerial estimation derived from students' participation levels, observed speaking performance, and teacher evaluations. However, this figure was not supported by formal assessment instruments or standardized performance indicators.

In contrast, MTs Muhammadiyah Pulau Rambai articulated similar objectives but faced greater implementation challenges. Limited learning facilities, instructional media, and time allocation affected the consistency of training activities. As a result, the achievement of program objectives was perceived as still developing rather than measurable.

Across both institutions, the formulation of objectives was not preceded by a systematic needs analysis, and explicit success indicators were not formally documented.

Benefits of the Arabic Language Training Program

The results show that Arabic language training programs provided benefits across three learning domains: cognitive, affective, and psychomotor.

Cognitively, students demonstrated increased vocabulary recognition and improved understanding of Arabic texts, particularly in Qur'anic contexts. Affective benefits included heightened learning motivation, greater self-confidence, and more positive attitudes toward Arabic usage. Psychomotor improvements were evident in students' willingness to participate in Arabic speech activities and daily communication practices.

Comparatively, students at MTsN 4 Kampar exhibited higher participation consistency due to better facilities and structured schedules. At MTs Muhammadiyah Pulau Rambai, benefits were present but uneven, with some students remaining hesitant to speak Arabic actively. This variation highlights the influence of institutional support on training outcomes.

Despite these benefits, both schools acknowledged obstacles such as limited instructional media, varying teacher strategies, and the absence of formal evaluation tools to systematically measure progress.

4. Discussion

Needs Analysis and Planning Gaps in Training Management

The absence of a formal needs analysis in both madrasahs indicates a weakness in the planning (P) function of the POAC management model. Objectives were formulated normatively, based on institutional ideals rather than empirical data on students' linguistic needs. This condition may stem from limited managerial training, time constraints, and the perception that training programs function as supplementary rather than strategic interventions.

Without needs-based planning, objectives remain broad and difficult to evaluate. Consequently, training effectiveness relies heavily on subjective perceptions rather than measurable outcomes, reducing managerial accountability and long-term sustainability.

Institutional Differences and Management Implications

The comparison between MTsN 4 Kampar and MTs Muhammadiyah Pulau Rambai reveals that institutional capacity significantly affects training implementation. MTsN 4 Kampar benefited from better facilities, clearer organizational structure, and stronger administrative support, enabling more consistent training execution. Conversely, MTs

Muhammadiyah Pulau Rambai faced structural limitations that weakened the organizing (O) and controlling (C) functions of training management.

Interestingly, despite resource constraints, teachers at MTs Muhammadiyah Pulau Rambai demonstrated strong commitment, suggesting that human factors can partially compensate for infrastructural limitations. However, reliance on individual motivation without institutional reinforcement limits program scalability.

Evaluation Challenges and Lack of Measurable Indicators

The lack of measurable indicators reflects a gap in the controlling (C) function of POAC. The reported “80% achievement” at MTsN 4 Kampar represents a managerial perception rather than an empirically measured outcome. This finding underscores the need for standardized evaluation tools to objectively assess training effectiveness.

To strengthen evaluation practices, Arabic language training programs should incorporate measurable indicators such as: speaking assessment rubrics (fluency, pronunciation, interaction), vocabulary mastery growth measured through weekly quizzes, student confidence scales using simple questionnaires, participation rates in Arabic speech and communication activities.

These indicators would allow schools to monitor progress, compare outcomes across periods, and make evidence-based improvements.

Sustainability and Scalability of Arabic Language Training Programs

Sustainability of training programs depends on systematic planning, institutional commitment, and outcome-based evaluation. Programs that rely solely on routine activities without clear objectives and indicators risk stagnation. Scalability across madrasahs requires adaptable management frameworks that consider institutional capacity while maintaining core quality standards.

The findings suggest that strengthening training management particularly in needs analysis, indicator formulation, and evaluation can enhance the long-term impact of Arabic language training programs across diverse madrasah contexts.

5. Conclusion

This study examined the management of Arabic language training programs at MTsN 4 Kampar and MTs Muhammadiyah Pulau Rambai, focusing on the formulation of program objectives and the benefits generated for participants and institutions. The findings show that while both madrasahs have articulated training objectives aligned with their institutional vision—particularly in improving communication skills, vocabulary mastery, and religious character—these objectives are largely normative and not grounded in systematic needs analysis. In addition, program benefits, although evident across cognitive, affective, and psychomotor domains, are not supported by measurable indicators, limiting objective evaluation.

From a management perspective, these findings highlight weaknesses in the planning and controlling functions of the POAC model, especially in the absence of needs-based objective formulation and standardized evaluation tools. Institutional differences also influence program effectiveness, as better facilities and administrative support enable more consistent implementation, while resource limitations constrain program scalability.

Theoretically, this study reinforces the importance of integrating training management principles particularly needs analysis and measurable indicators into Arabic language education. Practically, it demonstrates that Arabic language training programs can yield meaningful outcomes when managed systematically and supported institutionally.

To enhance program effectiveness and sustainability, the following recommendations are proposed: Teachers should apply simple, measurable assessment tools such as speaking rubrics, weekly vocabulary quizzes, and participation logs to monitor student progress continuously. Madrasahs are encouraged to conduct annual needs analyses and biannual program evaluations, develop clear performance indicators, and allocate resources strategically to support training activities. Relevant stakeholders should provide policy guidelines and technical support for Arabic language training management, including capacity-building programs for school leaders and standardized evaluation frameworks.

This study is limited to two Madrasah Tsanawiyah in Kampar Regency and relies on qualitative data from a small number of participants, which may limit generalizability. Future research is recommended to involve larger samples, apply mixed-methods approaches, and examine the long-term impact of Arabic language training programs across different regions and educational levels.

Overall, strengthening Arabic language training management through needs-based planning, measurable evaluation, and institutional commitment is essential for ensuring sustainable and effective language development in madrasah education.

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