



Implementation Management Arabic Incentive Program in Markaz al-Lughah al-‘Arabiyah Annuqayah Madura

Achmad Fudhaili¹, Elya Muawanah², Faiqatul Khairiyah³

¹Universitas Islam Negeri Syarif Hidayatullah, Jakarta

^{2,3}Institut Ilmu Keislaman Annuqayah, Sumenep

Correspondence E-mail: fudhaili@uinjkt.ac.id

Abstract:

This study discusses the management of the implementation of the Arabic language course program which was carried out intensively at the Markaz al-Lughah al-Arabiyah (MLA) Pondok Pesantren Annuqayah Madura. This research uses descriptive qualitative research method. Data was collected by observation, interviews, and documentation. The research instrument consisted of the researchers themselves, interview sheets, observation guidelines, recording devices, and writing instruments. Data analysis in this study was carried out by interactive qualitative analysis consisting of data reduction, presentation, and conclusion drawing. The results of this study indicate that: The management of the implementation of the Arabic language course at MLA based on bi'ah lughawiyah consists of learning achievement targets, teaching systems, compacting activities, class classification, textbooks, and daily evaluations. The results of this study indicate that the compulsory environmental management-based language course makes it easier for students to master the language well and quickly.

Keywords: Implementation Management, Intensive Arabic Learning.

Abstrak:

Penelitian ini membahas tentang manajemen pelaksanaan program kursus bahasa Arab yang dilaksanakan secara intensif di Markaz al-Lughah al-Arabiyah (MLA) Pondok Pesantren Annuqayah Madura. Penelitian ini menggunakan metode penelitian deskriptif kualitatif. Pengumpulan data dilakukan dengan observasi, wawancara, dan dokumentasi. Instrumen penelitian terdiri dari peneliti sendiri, lembar wawancara, pedoman observasi, alat perekam, dan alat tulis. Analisis data dalam penelitian ini dilakukan dengan analisis kualitatif interaktif yang terdiri dari reduksi data, penyajian, dan penarikan kesimpulan. Hasil penelitian ini menunjukkan bahwa: Manajemen pelaksanaan kursus bahasa Arab di MLA berbasis bi'ah lughawiyah terdiri dari target prestasi belajar, sistem pengajaran, pemadatan kegiatan, klasifikasi kelas, buku teks, dan evaluasi harian. Hasil penelitian ini menunjukkan bahwa mata kuliah bahasa berbasis manajemen lingkungan wajib bahasa memudahkan mahasiswa dalam menguasai bahasa dengan baik dan cepat.

Kata Kunci: Manajemen Pelaksanaan, Pembelajaran Bahasa Arab Intensif.

A. Introduction

The Arabic language course is a program of learning about knowledge or skill of the Arabic language which is given in a short time. Each Arabic language course institution has a different purpose. Likewise, the Arabic language course held by Markaz al-Lughah al-'Arabiyah (MLA) Pondok Pesantren Annuqayah Madura, aims to master the four skills perfectly by creating bi'ah lughawiyah. In its implementation, the Arabic language course is expected to be able to create effective, efficient, interesting, and fun learning¹ considering this program is focused on one science only. In addition, this program is expected to be a forum for students to develop and improve their Arabic language skills and abilities so that they gain comprehensive knowledge². We can find this in the course programs carried out at MLA which produce the majority of graduates who have qualified abilities. In this program, Arabic learning is carried out intensively to maximize its implementation. The success of intensive Arabic learning in the course program is none other than the management of the implementation that is carried out well by the managers³.

Management is a concept that examines the relationship between behavioral dimensions, and system components in relation to organizational change and development⁴. To carry out organizational change and development, it is necessary to carry out four management functions, namely planning, organizing, mobilizing, and controlling⁵. This means that in the organization it is necessary to plan the direction of an organization's goals, then organize, and then move to match the planned goals, then control to oversee its implementation.

In this case, many researchers have studied Arabic with its management system, including studies that tend to examine Arabic language learning with a curriculum determined by the government at Islamic educational institutions which is closely related to how curriculum management implementation policies continue to innovate from time to time⁶. A program, including an Arabic language course program, will run well and smoothly if there is a plan because a program plan can affect the quality of students at the

¹ I. Umam, M. Hasin, and Z. Arifa, 'Manajemen Pengorganisasian Program Kursus Markaz Bahasa Arab Darul Lughah Waddirasat Islamiyah', *An Nabighoh*, 2019, 69, <https://e-journal.metrouniv.ac.id/index.php/an-nabighoh/article/view/1376>.

² I. Rohhani and I. Istikomah, 'Implementasi Perencanaan Pembelajaran Di Kursus Bahasa Arab Al-Iman Surabaya', *Idaarah: Jurnal Manajemen ...*, 2021, 201, <https://journal3.uin-alauddin.ac.id/index.php/idaarah/article/view/20884>.

³ R. Roviin, 'Manajemen Program Kursus Intensif Bahasa Arab: Studi Pada Metode Mustaqillī', *AL-TANZIM: Jurnal Manajemen Pendidikan Islam*, 2020, 42, <https://www.ejournal.unuja.ac.id/index.php/al-tanzim/article/view/1237>.

⁴ J. Suprihanto, 'Manajemen' (books.google.com, 2018), 82, https://books.google.com/books?hl=en&lr=&id=5cdVDwAAQBAJ&oi=fnd&pg=PR1&dq=manajemen&ots=rCdCmHKJxC&sig=bL9xT7BzNVA_AeVNORBiVJYf19k.

⁵ I. Gunawan and D. D. N. Bentley, *Manajemen Pendidikan: Suatu Pengantar Praktik* (senayan.iain-palangkaraya.ac.id, 2017), 98, http://senayan.iain-palangkaraya.ac.id/index.php?p=show_detail&id=12310&keywords=.

⁶ T. Triwiyanto, 'Manajemen Kurikulum Dan Pembelajaran' (books.google.com, 2022), 117, <https://books.google.com/books?hl=en&lr=&id=GeNwEAAAQBAJ&oi=fnd&pg=PP1&dq=manajemen+pelaksanaan&ots=ea2jCRY7TP&sig=vN4RAox6HitPw8MTAtkhDIqfT8s>.

institution⁷. The success of teaching and learning activities is not only determined by the student and environmental factors but is also greatly influenced by the teacher's activity in exploring and other supporting tools called learning media⁸. Although a lesson has succeeded in improving students' Arabic learning outcomes by using various approaches and learning methods, the Arabic concepts taught do not last long in students' memory⁹. To manage a course institution, organizational management is an absolute requirement in order to be able to decide and assign various tasks that are deemed urgent to be implemented and who will make decisions about these tasks so that a structural division of labor is realized in a line system of coordination¹⁰.

This study will examine the management of the implementation of Arabic courses at non-formal institutions from its function, namely the implementation of Arabic language courses which are carried out intensively within a certain time limit. The non-formal institutions studied were course institutions under the auspices of Markaz al-Lughah al-Arabiyah (MLA) Pondok Pesantren Annuqayah Madura. The author considers this title interesting to study because of the competence of the graduates being able to speak Arabic well within 22 days. In addition, this research has never been studied. Based on this, this study aims to determine the management of the implementation of the Arabic language course program which is carried out intensively at MLA Pondok Pesantren Annuqayah.

B. Research Method

This type of research is field research with a qualitative descriptive nature. Descriptive research is research that seeks to describe and interpret objects as they are¹¹. In this case, the researcher describes the process of intensive Arabic learning at Markaz al-Lughah al-Arabiyah Pondok Pesantren Annuqayah Madura from the implementation of learning to the evaluation of learning. The subject of this research is the implementation of intensive Arabic learning in MLA, consisting of learning objectives, methods, materials, media, educators, and students.

Data collection techniques in this study consisted of three kinds, namely observation, interviews, and documentation. Observations are used to obtain data about

⁷ Rohhani and Istikomah, 'Implementasi Perencanaan Pembelajaran Di Kursus Bahasa Arab Al-Iman Surabaya', 201.

⁸ Y. F. Wardani, 'Nilai Pendidikan Karakter Dalam Novel Rindu Karangan Tere Liye: Tinjauan Psikologi Karakter', *AKSIS: Jurnal Pendidikan Bahasa Dan Sastra ...*, 2018, 72, <http://journal.unj.ac.id/unj/index.php/aksis/article/view/9550>.

⁹ I. Iskandar and S. Widyastri, 'Analisis Manajemen Lembaga Bahasa Arab Dalam Meningkatkan Kualitas Pembelajaran', *An Naba*, 2020, 101, <https://ejournal.darulfatah.ac.id/index.php/Annaba/article/view/60>.

¹⁰ N. Rahmawati, 'Pengembangan Alat Permainan Edukatif Dalam Pembelajaran Bahasa Arab Di Madrasah Ibtidaiyah Wahid Hasyim Sleman Yogyakarta', *Lisanul Arab: Journal of Arabic Learning and ...* (journal.unnes.ac.id, 2018), 88, <https://journal.unnes.ac.id/sju/index.php/laa/article/view/26072/11583>.

¹¹ J. M. Frambach, CPM van der Vleuten, and ..., 'AM Last Page: Quality Criteria in Qualitative and Quantitative Research', *Academic ...*, 2013, 237, https://journals.lww.com/academicmedicine/Citation/2013/04000/AM_Last_Page_Quality_Criteria_in_Qualitative_and.29.aspx.

the process of learning activities or the situation and condition of the extent to which the process of improving the quality of Arabic course participants in MLA. Interviews were used to collect data about the efforts made by MLA in improving the Arabic language skills of course participants as well as supporting and inhibiting factors in improving Arabic language skills. This interview was conducted with tutors, course participants, the head of the cottage, and the head of the cottage. The documentation is used to collect data related to data on learning targets, students, classes, textbooks, activity schedules, supervisors, and teachers.

The research instruments consisted of researchers, interviews and observation drafts, recording devices, and writing instruments. The data analysis is descriptive-analytic, namely the data obtained, in the form of words, pictures, and behavior, all of which are not stated in the form of numbers or statistics, but in a qualitative form that has a richer meaning than just numbers or frequencies¹². The technique used in analyzing the data is an interactive qualitative analysis which consists of data reduction, data presentation, and drawing conclusions¹³.

C. Results and Discussions

Management of Intensive Arabic Course Program Activities at Markaz al-Lughah al-Arabiyah

This intensive course activity was attended by various groups, ranging from students, santri, students, and even teachers or lecturers who came from various institutions in Madura and outside Madura. Based on observations and interviews conducted by researchers with the administrators as well as teachers at MLA, it was conveyed that the process or steps for the management of an intensive Arabic language course at Markaz al-Lughah al-Arabiyah (MLA) Pondok Pesantren Annuqayah Madura consisted of the following:

1. Target of Intensive Arabic Course Achievement

The purpose of implementing this intensive Arabic course is to be able to master Arabic correctly and quickly, as well as to create a generation of the Arabic language that is capable, and able to compete in the national and international arena. This goal is in line with the goal of the formation of a national educational institution, which is a goal to be achieved through comprehensive educational efforts¹⁴. These goals include general goals that have been approved by the government through the GBHN; 2) Institutional goals, namely goals that are formulated and to be achieved by an educational institution, and these goals are specific in nature are tailored to what

¹² A. L. Casebeer and M. J. Verhoef, 'Combining Qualitative and Quantitative Research Methods: Considering the Possibilities for Enhancing the Study of Chronic Diseases', *Chronic Diseases in Canada* (floppybunny.org, 1997), 131, http://www.floppybunny.org/robin/web/virtualclassroom/chap5/s5/articles_qual_quant_approaches/combining_qual_quant.pdf#page=23.

¹³ J. Tacq, 'Causality in Qualitative and Quantitative Research', *Quality & Quantity*, 2011, 237, <https://doi.org/10.1007/s11135-009-9293-0>.

¹⁴ A. N. Whitehead, 'Tujuan Pendidikan' (Nuansa Cendekia, 2021), 74.

will be achieved by certain institutions; 3) Curricular goals, namely educational goals to be achieved in a particular field of study. In other words, this goal is something to be achieved through each field of study being taught. Therefore, the objectives contained in the implementation of the Intensive Arabic course are institutional goals, because in the formulation of these goals there is no government intervention¹⁵ because this institution is an independent institution. However, apart from that, this institution does not rule out the goals of national education as stated in the GBHN.

2. Implementation Time of the Intensive Arabic Course

Intensive activities contain short implementation times¹⁶. Likewise, the implementation of the Arabic language course program at MLA is very short, which is 22 days. And the program was held during the Maulid month holiday so that learning was more centered and focused on what was intended, as well as helping students who were reluctant to return to their homes by choosing to take courses at the cottage, so they could fill their vacant time during the holidays. In such a short time, participants are targeted to be able to speak Arabic when they return to their respective cottages, schools, or homes.

3. Determination of the Grouping of Participants in the Intensive Arabic Language Course

According to Permana, grouping is the classification of students based on their respective characteristics. By conditioning students in this way, it will be easier for students to get the same services¹⁷. With such grouping, it is hoped that teaching and learning activities will run effectively and efficiently and learning objectives can be achieved optimally¹⁸. According to Yeager, the grouping of students is based on two functions integration and function of difference. This integration function is based on the similarities of the students, this kind of grouping is based on gender, age, and so on¹⁹. The difference function is the grouping of students based on individual differences possessed by students such as interests, talents, abilities, and others²⁰.

¹⁵ H. B. Uno, 'Landasan Pendidikan' (books.google.com, 2022), 112, https://books.google.com/books?hl=en&lr=&id=9DxlEAAAQBAJ&oi=fnd&pg=PP1&dq=tujuan+pendidikan&ots=PE4yi_XSDU&sig=u-QhtkQ2LkTCNUHVX4l0h3by2DQ.

¹⁶ O. P. Y. Meishanti, M. F. Nasrulloh, and ..., 'Program Penguatan Pembelajaran Bagi Santri Di Madrasah Aliyah Al-i'dadiyyah Melalui Bimbingan Belajar Intensif', *Jumat Pendidikan* ..., 2021, 69, <http://ejournal.unwaha.ac.id/index.php/abdimaspen/article/view/1162>.

¹⁷ A. Permana, H. H. Purba, and ..., 'A Systematic Literature Review of Total Quality Management (TQM) Implementation in the Organization', ... *of Production Management* ..., 2021, 79, <http://polipapers.upv.es/index.php/IJPME/article/view/13765>.

¹⁸ B. Irawan and Z. Berlian, 'Implementasi Manajemen Peserta Didik Berbasis Sekolah Di Palembang', *Studia Manageria*, 2020, 77, <http://jurnal.radenfatah.ac.id/index.php/studiamanageria/article/view/4155>.

¹⁹ D. C. Yeager, 'Systems and Methods for Secure Application-Based Participation in an Interrogation by Mobile Device', *US Patent 10,032,171*, 2018, 109, <https://patents.google.com/patent/US10032171B2/en>.

²⁰ D. S. Yeager, 'Social and Emotional Learning Programs for Adolescents', *The Future of Children*, 2017, 97, <https://www.jstor.org/stable/44219022>.

Based on observations made by researchers in determining the grouping of the Intensive Arabic course implementation in MLA, based on the two functions, namely the difference function. So, first, the committee implemented a difference function where in the course of the course there were 9 classes of 4 levels according to the ability level of each individual. The following four levels are based on the ability of course participants.

- a. **I'dad/Mubtadi'**: I'dad is the level for participants who have almost no experience in learning Arabic such as language skills (according to Nahwu and Sharaf rules) that have not been honed at all²¹. In this level, participants will be guided and trained to be able to master basic Arabic, as well as its rules. In addition, instilling a sense of optimism and confidence in students is the main activity, so that they are motivated to continue learning Arabic²². This level is divided into two classes, namely I'dad A and I'dad B. In accordance with the results of an interview conducted by the researcher on one of the teachers at the Islamic boarding school, the reason why there are two classes at the level, he said that in the I'dad level it is divided into two classes. two classes, namely class A and class B, their abilities are the same but the difference is only in terms of their age. Because sometimes there are participants who are more than 17 years old but whose Arabic language skills are minimal, we are immediately grouped into I'dad A level. So, I'dad A is reserved for participants over the age of 15, while I'dad B is for participants aged under 15 years. Classification based on age is also important to maximize the effectiveness of learning without anyone feeling embarrassed²³.
- b. **Ibtida'/Mubtadi'**: Ibtida' is the level for participants who have little experience in learning Arabic, and have not mastered all Arabic language skills or skills. In addition, they have not been able to use the basic rules in language activities²⁴. At this level, participants will be guided and trained to be able to develop what they already have and will be given supporting materials to complete their experiences related to Arabic, so that they are expected to develop and master the basics of the language. This level is divided into four classes, namely Mubtadi 'A, Mubtadi' B, Mubtadi' C, and Mubtadi' D. The division of these classes is based on their respective abilities. Class A is a superior class, class B is a superior companion, and classes C and D are regular.
- c. **Mutawassth**: Mutawassith is the level for participants who have sufficient experience in learning Arabic but are not yet maximal in mastering language

²¹ Rohhani and Istikomah, 'Implementasi Perencanaan Pembelajaran Di Kursus Bahasa Arab Al-Iman Surabaya', 201.

²² N. P. Paramita, 'Implementasi Pendekatan Sociolinguistik Dalam Pembelajaran Bahasa Arab', *AL-MANAR: Jurnal Komunikasi Dan ...*, 2017, 73, <http://journal.stainsy.ac.id/index.php/almanar/article/view/75>.

²³ N. Natsir, 'Hubungan Psikolinguistik Dalam Pemerolehan Dan Pembelajaran Bahasa', ...: *Jurnal Bahasa, Sastra, Dan Pengajarannya*, 2017, 180, <https://ojs.unm.ac.id/retorika/article/view/4610>.

²⁴ Rohhani and Istikomah, 'Implementasi Perencanaan Pembelajaran Di Kursus Bahasa Arab Al-Iman Surabaya', 102.

skills²⁵, For example, the rules of language can be understood but cannot be practiced in language activities. At this level, participants will be trained and guided to be able to develop their language skills and how apply linguistic rules in language activities. This level consists of one class.

- d. **Mutaqaddim:** a level for participants who have sufficient experience and Arabic language skills, and can also master the four language skills along with the rules of Nahwu and Sharaf²⁶. At this level, participants will only be guided to further develop what they already have with various kinds of training, and additional information from teachers who have more experience abroad. This level consists of one class.

4. Activities of Intensive Arabic Course Implementation

The implementation of this intensive Arabic course has various activities that refer to the ability in language skills. These activities are divided into two parts, namely main activities, and additional activities. The main activities of the intensive Arabic language course are as follows:

Nu	Time	Activity	Description
1	05.00-06.00	<i>Ta'lim</i>	Builder
2	06.00-07.00	<i>Ta'lim Shobahi</i>	Advisor of each class
3	08.00-09.30	<i>Ta'lim Dhuha (1)</i>	Teacher
4	09.45-11.15	<i>Ta'lim Dhuha (2)</i>	
5	14.00-15.00	<i>Ta'lim Nahari</i>	
6	16.00- 17.00	<i>Ta'lim Masai</i>	Builder
7	20.00-22.00	<i>Ta'lim al-Lailah</i>	Advisor of each class
8	22.00-finish	Vocabulary Deposit	

Additional activities are activities that are held outside the core lesson hours, which aim is also to train the language skills possessed by the participants, which are mandatory. and these activities include:

- a. *Barnamij Usbu'i* (Weekly Activities)

Al-Narnamij al-Usbu'i is a weekly activity held every Tuesday night, where there will be one level that will be in charge of filling the event that night. This event is filled with various performances, such as Arabic speeches, Arabic poetry, Arabic dramas, and so on, all of which will be guided by an MC. This activity is monitored directly by the musyrif and administrators.

- b. *Munazharah 'Arabiyah* (Weekly Debate)

Munazharah 'Arabiyah is a weekly activity that will be held on Sunday morning. This activity will be filled with Arabic debate events between levels

²⁵ Rohhani and Istikomah, 102.

²⁶ Rohhani and Istikomah, 102.

and classes, and this event is led directly by the course supervisor, and the material that will be discussed is the issue of *nahrwiyah* and *sharfīyah* rules.

c. *Jaulah 'Arabiyah*

Jaulah 'Arabiyah is a weekly activity carried out on holidays, namely Friday after the dawn prayer. The activity is a leisurely walk while speaking Arabic. Participants will be invited to tour the cottage area, one of which is to spread Arabic to the general public. And the main event of this activity is a competition between levels and classes which is placed on a field. At that time, participants will be given the opportunity to show their quality in Arabic, such as Arabic speeches, Arabic stories, and so on. This activity is led by the supervisor and monitored directly by the mentors.

d. *Musyahadah al-Aflam*

Musyahadah al-Aflam is a weekly activity that will be held every Thursday (Friday night), this activity is in the form of watching together, the goal is to give participants rest time after one week of very busy activities. Films that will show various themes, some are themed on debates between Muslims and non-Muslims, some are themed on Islamic history, and others.

e. *Qiroah al-Mufradat*

Qiroah al-mufradat is an activity that is carried out at the end of each ta'lim al-masa' (evening activity) and is always made to compete between male participants and female participants. towards the end of the course, this activity will be recorded to be used as documentation and motivational material for participants in the following year. This activity is to hone the ability of students in compiling vocabulary into rhythmic, this activity also fosters the students' interest in learning²⁷.

f. *Yaum al-'Arabiyah*

Yaum al-'Arabiyah is an activity that requires participants to use Arabic as the main language of communication during their course activities. Habituation of language every time and every day will greatly support the success and achievement of learning²⁸.

²⁷ U. Albab, 'Motivasi Dalam Pembelajaran Bahasa Arab Sebagai Bahasa Asing', *Tamaddun: Jurnal Kebudayaan Dan Sastra Islam*, 2019, 141, <http://jurnal.radenfatah.ac.id/index.php/tamaddun/article/view/3398>.

²⁸ S. Ni'matuzahroh and S. Prasetyaningrum, 'Observasi: Teori Dan Aplikasi Dalam Psikologi' (books.google.com, 2018), 119, https://books.google.com/books?hl=en&lr=&id=CMh9DwAAQBAJ&oi=fnd&pg=PR5&dq=psikologi+pembelajaran+bahasa&ots=FI343nSG0i&sig=dCE126oz5RNqPg0j_WUuADYybZ0.

5. Learning Materials in the Intensive Arabic Course Program

The main learning must be prepared in such a way because the main learning becomes the heart of the course activities²⁹. In addition, the success of the course is determined by the main material given to the participants. The main lessons that will be delivered include:

- a. Muthalaah Juz 1
- b. Muthalaah Juz II
- c. Muthalaah Juz III
- d. Al-Majmu'at Al-Lughawi
- e. Al-Lughah Al-Shahafah
- f. Al-Mufradat
- g. Ilmu Balaghah
- h. Nusus Adabiyah
- i. Al-Sirah An-Nabawiyah
- j. Thuruq At-Tadris
- k. Taqdim Al-Mufradat
- l. PPL

All of the above materials are used to practice language skills or skills possessed by each participant, which include:

- a. *Maharatul Istima'* (Listening Skills)
- b. Maharah al-Kalam (Speaking Skills)
- c. Maharah al-Qiroah (Reading Skills)
- d. Maharah al-Kitabah (Writing Skills)
- e. Maharah at-Tarjamah (Translating Skills)

Specific materials for each level are:

- a. I'dad
 1. Muthala'ah Juz I
 2. Al-Majmu'at Al-Lughawi
 3. Mufrodat Juz I
 4. Sirah Nabawiyah
- b. Muftadi'
 1. Muthola'ah Juz I
 2. Al-Majmu'at Al-Lughawi
 3. Mufrodat Juz I
 4. Sirah Nabawiyah
- c. Mutawassith
 1. Muthola'ah Juz II
 2. Mufrodat Juz II

²⁹ D. F. Handayani, *RANCANG BANGUN SISTEM E-CRM DALAM SISTEM PEMBELAJARAN PADA KURSUS BAHASA INGGRIS (STUDI KASUS: SPEAKUP COURSE LAMPUNG)* (repository.teknokrat.ac.id, 2021), 209, <http://repository.teknokrat.ac.id/id/eprint/3294>.

3. Balaghah
 4. Sirah Nabawiyah
 5. Lughah Shahafah
- d. Mutaqaddim
1. Muthala'ah Juz III
 2. Mufrodat Juz III
 3. Balaghah
 4. Sirah Nabawiyah
 5. Lughah Shahafah
 6. Thuruq at-Tadris
 7. PPL

6. Number of Participants in the Intensive Arabic Language Course

Talking about the number of participants in this Intensive Arabic course, it is not small. That is around 250 for male students and 130 for female students. According to the results of interviews conducted by researchers every year, sometimes the participants, called Musytarik of the Intensive Arabic course decrease or increase. However, even if it decreases, it is not possible to get below 200 for male students and 100 for female students. Of participants of this intensive Arabic language course, from various parts of Indonesia, the majority are from Madura itself. There are those from Banyuwangi, Probolinggo, Papua, Kalimantan, Aceh, Semarang, Cianjur, and others.

7. Evaluation of the Intensive Arabic Course

In the implementation of this intensive Arabic course, there are three types of evaluation in the form of tests. The first is an entrance test (pre-test), the second is a class transfer test (daily evaluation) and the last is a final test or final exam (post-test).

a. Entrance Test

The entrance test is carried out to determine the level of students, and that the materials and exercises that will be received are in accordance with their abilities³⁰. The things that must be considered in this test, include.

1) Examiner

Examiners must be people who understand the targets of each level, so that prospective participants can get classes, lessons, and exercises that are according to their abilities.

2) Test Material

The test material must be something that is agreed upon by the testers, that the measures used are equivalent and in the same direction. The test material includes two basic things, namely:

- a) Commands or questions that test listening skills
- b) Commands or questions that test speaking skills

³⁰ H. R. Setiawan, 'Manajemen Kegiatan Evaluasi Pembelajaran', *Seminar Nasional Teknologi Edukasi ...*, 2021, 508, <http://jurnal.ceredindonesia.or.id/index.php/sintesa/article/view/350>.

b. Daily Test

In the implementation of this course, there is a daily test for class transfer. This means that after one week of course participants attending an intensive Arabic course, they can transfer classes to a higher level through tests, in order to measure the abilities they have acquired during the course. In addition, the supervisors control the progress of course participants in the classroom every day, then submit the names of those who are entitled to transfer classes to the examiner team for testing.

c. Final Exam Test

The final exam is conducted to determine how far the participants have progressed so that they can be evaluated and developed for future recycling activities. And what you need to prepare is:

1) Examiners

The examiners are supervisors from each level and class because they are the only ones who understand and understand the development of their students. So that a supervisor is not allowed to test participants who are not his responsibility.

2) Exam material

The exam material is taken from material that has been taught, which has been adjusted to the curriculum and targets that have been determined by the tarbiyah. The exam material also includes four language skills, namely: listening, speaking, reading, and writing accompanied by mastery of vocabulary.

3) Exam time

The time for the exam will be carried out after the core activities have been completed in their entirety, and the time will be conditioned by the organizing committee.

4) Scoring system

The assessment will be carried out in a way, each participant (one by one) will be tested by their respective supervisors, and it will be seen how far the language skills they have mastered, along with the material that has been taught and memorized. Assessment will be submitted in full to each supervisor.

Management of the Intensive Arabic Course Program Implementation at MLA

In the management of the implementation of this intensive Arabic course program, the learning activities carried out in the classroom are divided into three procedures, namely:

1. **Introduction:** at the preliminary stage the teacher performs attendance and motivation. As a stimulus, the teacher asks questions about the material that has been studied to check students' understanding abilities³¹. Then the teacher tells the material

³¹ A. Pane and M. D. Dasopang, 'Belajar Dan Pembelajaran', *Fitrah: Jurnal ...*, 2017, 99, <http://jurnal.iain-padangsidempuan.ac.id/index.php/f/article/view/945>.

being studied at that time and conveys the learning objectives so that students focus on what abilities they will get from the learning itself. This activity only takes about 10-15 minutes. At this stage, exploration of the child's experience with the theme to be presented can be carried out. Some examples of activities that can be done are storytelling, physical/physical activities, and singing³². Mulyasa explained that opening a lesson is an activity carried out by the teacher to create mental readiness and attract the attention of students optimally so that they focus fully on the lesson to be presented³³.

2. **Core activities:** at this stage, the teacher informs the strategy or learning steps that will be used, with the aim that students are more focused on the goals to be achieved. In delivering the material, the teacher applies the question and answer method, demonstration, *Qarwaid wa Tarjamah*, drill, and practice and assignments. The material taught is related to four language skills which are linked to the language component. There are three forms of core activities in learning, namely individual learning, group learning, and classical learning³⁴. In this Arabic language course program at MLA, all kinds of core activities are applied to each meeting with alternating techniques with the aim of making learning more varied so as to eliminate the boredom and boredom of course participants³⁵. The use of this type of learning adapts to the circumstances of the course participants and the conditions at that time. Core activities are basically activities to achieve learning goals or processes for competency achievement that are carried out interactively, inspiring, fun, challenging, motivating students to participate actively, and providing sufficient space for the initiative, creativity, and independence according to their talents, interests. and physical and psychological development of students by using methods adapted to the characteristics of students and subject matter³⁶. In this activity, the teacher gives a test to course participants which aim to determine their ability to understand the material presented. So that the course participants when outside the class really understand the material being studied.
3. **Closing:** at the end of the lesson the teacher gives the task of reading or working on questions from textbooks or the internet related to the material that has been studied as a reinforcement to their understanding, and reaffirming the material that has been

³² Iskandar and Widyastri, 'Analisis Manajemen Lembaga Bahasa Arab Dalam Meningkatkan Kualitas Pembelajaran', 76.

³³ H. E. Mulyasa, 'Manajemen Pendidikan Karakter' (books.google.com, 2022), 102, <https://books.google.com/books?hl=en&lr=&id=GT6AEAAAQBAJ&oi=fnd&pg=PP1&dq=manajemen+pelaksanaan&ots=sdBJPbZoh8&sig=9T0qoGdLhJ3XFTBQgwqeIQWeYc>.

³⁴ S. Panggabean et al., 'Konsep Dan Strategi Pembelajaran' (books.google.com, 2021), 148, <https://books.google.com/books?hl=en&lr=&id=zIM8EAAAQBAJ&oi=fnd&pg=PR13&dq=strategi+pembelajaran&ots=TqQWu9IMy5&sig=GxCHg4CLO8FaIaBkRDeXieGGQrc>.

³⁵ F. Djalal, 'Optimalisasi Pembelajaran Melalui Pendekatan, Strategi, Dan Model Pembelajaran', *SABILARRASYAD: Jurnal Pendidikan Dan ...*, 2017, 126, <https://jurnal.dharmawangsa.ac.id/index.php/sabilarrasyad/article/view/115>.

³⁶ F. Fatimah and R. D. Kartikasari, 'Strategi Belajar Dan Pembelajaran Dalam Meningkatkan Keterampilan Bahasa', *Pena Literasi*, 2018, 97, <https://jurnal.umj.ac.id/index.php/penaliterasi/article/view/3210>.

taught, then the teacher and students draw conclusions. The final activity in learning is not only defined as an activity to close the lesson but also as an activity for assessing student learning outcomes and follow-up activities³⁷. Follow-up activities must be taken based on the process and student learning outcomes³⁸. The activity of closing the lesson is an activity carried out by the teacher to determine the achievement of the goals and understanding of the students towards the material that has been studied, as well as ending the learning activities³⁹.

D. Conclusion

The findings of the study are the management of the implementation of an intensive Arabic language course implemented at Markaz al-Lughah al-Arabiyah Pondok Pesantren Annuqayah Madura based on *bi'ah lughawiyah* (Arabic-speaking compulsory environment) which consists of (a) learning targets, (b) teaching system, (c) Textbooks, (d) Class classification, (e) Condensation of activities, (f) Daily evaluation. The results of this study indicate that the management of the implementation of *bi'ah lughawiyah*-based language courses makes it easier for students to master the language well and quickly.

Acknowledgment

The researchers would like to thank all those who have helped provide data for this research, especially: (1) Director of Markaz al-Lughah al-'Arabiyah Pondok Pesantren Annuqayah Madura. (2) All instructors and committee of the Intensive Arabic course. (3) Course participants who have been proactive in data collection. (4) Research friends who have provided methodological input for the improvement of this research.

³⁷ Pane and Dasopang, 'Belajar Dan Pembelajaran', 86.

³⁸ Z. Arifin, 'Meningkatkan Hasil Belajar Dengan Strategi Pembelajaran Peningkatan Kemampuan Berpikir', *Jurnal THEOREMS (The Original Research of ... (core.ac.uk, 2018)*, 62, <https://core.ac.uk/download/pdf/228883464.pdf>.

³⁹ N. M. Ratminingsih, *Metode Dan Strategi Pembelajaran Bahasa Inggris* (ecampus.unusia.ac.id, 2021), 81, <https://ecampus.unusia.ac.id/repo/handle/123456789/165>.

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