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ORGANIZATIONAL MANAGEMENT OF THE ARABIC LANGUAGE PROGRAM AT PONDOK PESANTREN DARUSSALAM SUMANI: IMPLEMENTATION, CONSTRAINTS, AND SOLUTIONS

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Abstract

This study addresses the limited scholarly attention given to the organizing function in the management of Arabic language programs at Islamic boarding schools, despite its critical role in enhancing students' language proficiency. Focusing on Darussalam Sumani Solok Islamic Boarding School, the research aims to examine how organizational structures and practices contribute to the effectiveness of its Arabic language program. Employing a qualitative case study approach, the study involves purposively selected program organizers and students as participants. Data were gathered through in-depth interviews, direct observations, and document analysis, and were subsequently analyzed thematically. The findings indicate that the program is systematically organized through OSPPD, featuring structured task delegation and scheduled activities such as *ilqā' mufradāt*, *muḥādathah*, *muḥāḍarah*, *kitāb kuning*, and art performances that collectively foster a *bi'ah lughawīyah* (Arabic-speaking environment). Despite these strengths, the program faces persistent challenges, including low student motivation, limited vocabulary acquisition, an unconducive learning environment, and the absence of exemplary teaching models. The study concludes that while the organizing function is moderately effective, it requires reinforcement through cultural strategies, intensive

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coaching, and broader stakeholder engagement to ensure program sustainability. These findings underscore the significance of structured management and a coherent curriculum in advancing Arabic language acquisition within Islamic boarding school contexts. Further research should expand to multiple institutions and incorporate mixed-methods designs to enhance generalizability and depth of understanding.

Keywords: Arabic Language Program; Educational Management; Organizing Function; Islamic Boarding School; Qualitative Case Study

INTRODUCCTION

Every institution must have management that functions as an important principle in implementing its programs (Saputra et al., 2025). According to Wagner & Hollenbeck (1992) management is a process of activities carried out by leaders and members of the organization in the form of program planning, organizing work units to implement programs, directing and supervising employee behavior so that all energy is concentrated on efforts to achieve the vision and mission of the organization (Gemnafle & Batlolona, 2021). Management has the main functions of planning, organizing, leading, and controlling (Malikhah, 2021). A school institution, whether formal or non-formal, can be meaningful with the goals and cooperation of various parties and supporting aspects (Syamsuddin, 2017). Planning will not function if there is no organizing process and humans as implementers are responsible for the organizing function (Syukran et al., 2022). The organizing function in management is the process of structuring the duties, authorities, and responsibilities of each individual in the organization to form a coordinated unit in order to achieve predetermined goals (Subekti, 2022). In the organization there are three components that cannot be separated and support each other to achieve common goals (Kahfi, 2020). This is the background of an institution must have good organization so that it can determine the duties of each field to achieve the goals of the institution (Hartono et al., 2023).

Good management criteria can be seen with the following criteria: a) the goals to be achieved must be according to plan, b) can improve student achievement, c) all plans must be implemented by all parties, d) assessment of teacher performance must be clear, e) all instruments must benefit all school parties, f) the use of time must be as effective as

possible (Wicaksono & Roza, 2015). Educational institutions need management to achieve educational goals as stated in Law No. 20 of 2003 concerning the National Education System aims to develop students' abilities so that they become individuals who are faithful and devoted to God Almighty, have noble character, are physically and mentally healthy, knowledgeable, skilled, creative, independent, and become democratic and responsible citizens (Yusuf et al., 2024). More broadly, national education also aims to educate the nation's life and shape the character and civilization of a dignified nation (Rahmawati, 2018). Management will determine the good and bad of learning, as a teacher who uses the right method, good learning tools, and a conducive classroom. This greatly affects learning outcomes (Azainil et al., 2021).

One of the most popular Islamic educational institutions in Indonesia is Pondok Pesantren. Islamic boarding schools are formal educational institutions that have more religious and Arabic learning content than other schools (Sanah et al., 2022). Boarding school is a miniature of community life where students learn to live with a community that requires the existence of community rules. These rules function as a control so that all boarding school residents can have the same right to live and carry out the same obligations. Therefore, the boarding school is not only a place to study but also a place to socialize. In addition to having a core teaching and learning program, the pesantren also has additional programs such as extracurricular activities and other skill-building programs. To run all activities in this boarding school, management is needed to organize the continuity of the agenda properly and precisely.

One form of management implementation in Islamic boarding schools is the management of the Arabic language program. The Arabic language program is a forum for developing foreign language skills that are carried out outside of teaching and learning activities (Hikmah, 2024). Although the content of religious learning and Arabic in pesantren is more, it is not enough to form students' language skills so that pesantren usually have extra programs related to foreign languages. This Arabic language program is not arranged randomly but is selected because of the goals that the pesantren wants to achieve such as producing da'i cadres to preach to the world, so it requires at least mastery of 2 foreign languages, namely Arabic and English.

Previous research discussed the management of the Arabic language proficiency program at Naatiq International Arabiyah course institution, by examining four

management functions namely planning, organizing, implementing, and evaluating. Planning is prepared by analyzing the needs of participants, formulating learning objectives, and designing programs according to needs. At the organizing stage, program implementers divide participants into three class levels (mubtadi', mutawassith, and mutaqoddim) with a maximum of 10 participants per class. Tutors are recruited from Naatiq alumni themselves who have attended the course for at least 5 months and have qawaid knowledge. Next, at the implementation stage, learning activities are adjusted to the class level, with a focus on Arabic speaking skills. Finally, evaluation is carried out non-formally through accumulative assessment by tutors (Anisah et al., 2024).

The next research is research conducted at the Mamba'us Sholihin Gresik salaf Islamic Boarding School covering organizational management and division of tasks in the organization. The organization in the Arabic language program has a line and staff structure model (line and staff organization). The division of tasks of administrators and teachers by recruiting from service students, students, alumni, teachers or lecturers on duty at the Foundation (Hidayati et al., 2019). Meanwhile, this study aims to analyze the organization and implementation of the Arabic language program at Pondok Pesantren Darussalam Sumani Solok

METHODS

This research uses a qualitative approach with a case study method. A case study is an in-depth and detailed analysis of specific situations or events involving individuals, groups, or institutions (Ilhami et al., 2024). The data collection techniques consisted of observation, documentation, and in-depth interviews. In this study, the researcher conducted direct field observations to understand how the Arabic language program is organized and implemented at Darussalam Sumani Solok Islamic Boarding School. Observations focused on the structure, activities, and interactions within the program. In-depth interviews were conducted with teaching staff and members of the *qismu al-lughah* (language section) who are directly responsible for planning and executing the Arabic language activities. The interviews aimed to explore their experiences, strategies, and challenges in managing the program. Documentation was carried out by collecting supporting evidence such as photographs, program schedules, and activity reports that reflect the implementation of the Arabic language program and the involvement of

students. The collected data were then analyzed using the Miles and Huberman interactive model, which involves three stages: data reduction (selecting and simplifying relevant information), data display (organizing and presenting the data systematically), and conclusion drawing or verification (interpreting findings and confirming their validity).

RESULTS

1. Organizing the Arabic language program at Pondok Pesantren Darussalam Sumani Solok

The Arabic language program is a program that is included in the agenda or an activity that is mandatory for students who are at the Darussalam Islamic Boarding School under the auspices of the Darussalam Islamic Boarding School Santri Organization (OSPPD). Language is the main support in developing one of the foreign language skills. Arabic language development is supported by the tasks and work programs that have been attached. Organizational management in this Islamic Boarding School is arranged in several sections including the language section. From this section there are several language activity programs which in this pesantren have two languages, namely Arabic and English.

Pondok Pesantren Darussalam Sumani Solok has a small Arabic language program because it is still within the scope of the pesantren. This Arabic language program emerged from an organizational structure in the pesantren, namely OSPPD. This boarding school is under the auspices of the Ministry of Religious Affairs where there is also an early childhood Islamic school. The administrators of the Arabic language program have te following responsibilities and authorities.

Table 1. Division of Management Duties in the Arabic Language Program

No	Organizational People	Division of Tasks
1	Caretaker	Leads the Islamic boarding school as a whole and makes regulations and works together with teachers and administrators of the boarding school
2	General Chairperson	Guiding those in charge and the uztazahs related to the Arabic language program. Carrying out evaluations of the teachers and administrators of the pondok.
3	Person Responsible	Responsible for the running of OSPPD, coordinating with the language chair, and fostering unity and togetherness of all students and administrators
4	Leader of Qismul Lughah	Responsible for the tasks of each coordinator, Responsible for the head of each section, Controlling the performance of administrators

No	Organizational People	Division of Tasks
		in each field
5	Ilqa' Mufrodat Coordinator	Providing vocabulary to be distributed every morning, providing pocket books for writing vocabulary, conducting pocket book checks, Working together with other members
6	Madrasah Coordinator	Providing daily expressions every morning, carrying out kalam exercises, giving rewards to students who are successful in arranging words well
7	Dalail and Bazanji Coordinator	Provide alternating dalail & bazanji schedules every week, create alternating dalail & bazanji guide schedules
8	Art Performance Coordinator	✓ Providing training for performing arts performances every Sunday afternoon (every 2 weeks)
9	Kitab Kuning Coordinator	✓ Create a schedule for students to study in each class, arrange the teacher schedule for each class
10	Muhadharah Coordinator	✓ Create a schedule for each show and train students who have no experience.

From the table, it has been explained how the organizational system in the pesantren starts from the caregiver to the routines in the pesantren. However, the curriculum in this pesantren has not been well established and the existing curriculum is included in the scope of each program responsible. But on the other hand, management in the division of tasks in the organization is good, as evidenced by the existence of a clear structure and division of tasks.

2. Implementation of the Arabic language program at Pondok Pesantren Darussalam Sumani Solok

Every Arabic language program implemented at Darussalam Islamic Boarding School is supported by the existence of bi'ah lughawiyah and yaumul lughah. With these activities, it is easier for administrators to hold language cycles and optimize in improving Arabic. Arabic language programs that play a role in supporting Arabic language skills in this boarding school are as follows:

(a) Ilqa' Mufrodat. This activity is carried out every day after the morning prayer before leaving for the madrasa. This activity is coordinated directly by the head of the OSPPD language and the provision of mufradat is given 2 vocabulary per day, then the students are given time to repeat and memorize the vocabulary. (b) Muhadtsah. muhadatsah between students by making sample sentences then exchanging dialog with peers to train kalam skills. Muhadatsah is carried out by two people in one group then at the end of the session the results of the group dialog exercise will be displayed in front of

the students appointed by the teacher. This activity is coordinated directly by the teacher. (c) Dalail and Bazanji. This activity is a recitation of shalawat coordinated by the teacher. The dalail and bazanji activities are carried out once a week on Friday nights after Isha prayers in turn. The recitation of solawat is led by one of the students who has memorized the recitation of shalawat and takes turns every week, but in this activity it is less effective due to the lack of members who are able to lead the recitation of shalawat. (d) Pentas Seni. This activity is carried out at the end of each semester. This activity is coordinated by pesantren teachers. This art performance usually features drama or folklore performed in araba or English.However, this activity is still less than optimal due to frequent clashes with out-of-control activities such as pilgrimage to Buya's grave or the return of students. (e) Kitab Kinang. This learning activity is coordinated by the Arabic language teacher. The yellow book activity is carried out every afternoon after the afternoon prayer which is assisted by other teachers and seniors. This yellow book activity is divided into three classes, namely, Ula, Wustha, and Ulya classes. Each class uses books according to their level and the books studied include fiqh, nahwu, and Sharaf. This activity helps train the ability of students in reading skills in order to be able to read. (f) This activity is a display of several students which includes MCs with three languages (Indonesian, Arabic, English), Indonesian speeches, Arabic speeches and English speeches, recitation of the Quran, hifzul quran, and entertainment (singing religious songs / Islamic poetry). This activity is coordinated by one of the teachers and is held once a week on Sunday night. This activity can be carried out optimally because it sees the activeness and courage of students in speaking foreign languages in front of the public.

Thus, the basic elements of management are common goals, cooperation, and a clear division of tasks between members. Likewise, the management in the Arabic language program of Darussalam Islamic boarding school has been arranged and well formed. Some divisions are also well formed, for example in the muhadatsah section which every day gives kalam practice before leaving for madrasah. The division of tasks is very close to the human resources in the Darussalam Islamic Boarding School, because in the division of tasks they recruit administrators from dedication, senior students and alumni who teach at the boarding school. The general chairman or manager gives tasks to the board after conducting considerations with some of his staff, so that the organization in the boarding school can be arranged properly.

3. Student Achievement After Participating in The Arabic Language Program at The Pesantren

a. National Santri Day MQK Champion 2024

National santri day is a momentum event to affirm the role of santri in maintaining Islamic knowledge. One of the competitions held was the Musabaqah Qira'atil Kutub (MQK) at the Solok Regency and Solok City levels. This competition requires the ability to read and understand the yellow book in Arabic without using harakat. Arabic language learning is the main key to the success of santri in participating in the MQK competition. Through MQK, the ability of Arabic grammar (nahwu-sharaf) is tested directly and practically. Students not only read, but also explain the content and meaning of classical texts. This shows that Arabic is not only taught, but actually practiced. One of the means for practice is the MQK competition.



Figure 1. MQK Champion 2024

Figure 1 shows a student receiving a trophy from the MQK competition at the National Santri Day event. This achievement is the result of diligent learning, teacher guidance, and Arabic language habituation. This success reflects the effectiveness of Arabic language learning in the context of book understanding. With the mastery of Arabic, especially in the field of nahwu Sharaf, students are able to interpret the text deeply and correctly. This victory is proof that Arabic remains relevant and applicable in the pesantren environment. MQK is not just a competition, but also an evaluation of the Arabic learning process. The students who won have shown the quality of critical thinking and deep understanding of the text.

b. Matan Jurumiyah and Matan Bina Memorization Competition

The Matan Jurumiah and Matan Bina memorization competitions are part of the scientific tradition at Darussalam Islamic Boarding School. These two books are an important basis in understanding Arabic grammar systematically. Through memorization, students not only remember the text, but also absorb the language structure in Arabic deeply. Arabic language learning becomes stronger when accompanied by in-depth strengthening of the matan. This competition encourages students to strengthen memorization with correct and contextual understanding. Activities like this are also a motivation to study Arabic consistently and seriously. Participating students show discipline, enthusiasm, and commitment to the study of Arabic.



Figure 2. MQK Champion 2024

This figure shows female students who won the competition to memorize matan jurumiah and matan bina. This achievement is clear evidence of the success of Arabic language learning at the Darussalam Islamic boarding school level. The ability to memorize matan shows proficiency in the basic structure of Arabic language and grammar. Students who are able to memorize fluently have gone through a diligent and continuous learning process. Mastery of the matan is a strong foundation for understanding advanced books in Arabic. This victory is also an inspiration for other students to love Arabic and study it deeply.

c. Champion of Wirid and Prayer Memorization Competition

In commemoration of the 2024 National Santri Day, Pondok Pesantren Darussalam organized various scientific and religious activities, one of which was the Wirid and Prayer memorization competition. This competition aims to

strengthen the daily memorization of santri which is part of the pesantren's practice tradition. The memorization of wirid and prayers is not just to be recited, but also to understand the meaning and content. In this context, Arabic language learning becomes very important because all readings use Arabic. Through this activity, santri are required to not only memorize but also understand the sentence structure, the meaning of each word, and the context of use. By understanding Arabic, students can absorb the meaning of wirid and prayers more deeply, so that they are able to practice them with full awareness



Figure 3. Champion for Memorizing Wirid and Prayer

Figure 3 shows the victory of students in the Wirid and prayer memorization competition. This victory is clear evidence that learning Arabic has a real positive impact on students. With the mastery of Arabic, the students are able to memorize, understand, and appreciate each recitation that is recited. This makes the memorization of wirid and prayers not mechanical, but meaningful and rooted in the heart. This achievement reflects the success of the integrative learning approach between language and spirituality. In addition to being a source of personal pride, this success is also a motivation for students to develop their potential in Arabic. Arabic as the language of worship and prayer, must be consistently taught and practiced so that it does not just become memorization but becomes a light in everyday life.

4. Obstacles and Solutions at Pondok Pesantren Darussalam Sumani Solok

The obstacles in the implementation of the Arabic language program at the Darussalam Sumani Solok Islamic boarding school are known through the results of interviews with the uztazah conducted showing that the implementation of santri in using Arabic is still less than optimal. This is a special concern, considering that mastery of foreign languages is crucial in supporting the quality of education

On the other hand, the limited mastery of vocabulary is also a factor that inhibits the smooth communication of santri. Many of them, especially new students, do not have adequate vocabulary. The lack of vocabulary causes them to feel insecure about speaking in Arabic. The feeling of being afraid of being wrong, embarrassed, and worried about being ridiculed is a strong psychological barrier. In fact, in the process of learning a foreign language, especially Arabic, mistakes are natural and actually become the beginning of the entrance to improvement. However, this fear tends to dominate the attitude of students and triggers a sense of reluctance to start trying.

Another factor that affects the low level of interaction using Arabic is the students' habit of using local languages. Their social environment is dominated by local language, both in the dormitory and in the madrasah school environment. This habit indirectly kills their opportunity to familiarize themselves with Arabic. When local language becomes the main language in communication, then foreign language or Arabic is only needed as an academic language, not as a functional language in everyday life. This is a big challenge that must be addressed immediately by the pesantren management.

In addition, what also influences the lack of interaction with Arabic is the lack of exemplarity from teachers in using Arabic in daily communication with students. Teachers become the initial model in the application of Arabic in the boarding school environment. When teachers do not use Arabic in their daily interactions, the students do not have enough motivation to speak Arabic in communication, both in the dormitory and in the school environment. This also weakens the use of Arabic that should be created in the boarding school environment.

This condition is exacerbated by the lack of involvement of the surrounding community in supporting the language program implemented at the Darussamal boarding school. The Darussalam Islamic boarding school is located in a village that is directly adjacent to the native community of the area. People tend to use local languages when

interacting with santri. The lack of Arabic language interaction both in dormitories, schools, and the environment makes students have no additional space to train their abilities naturally. Whereas the surrounding environment should be a living language laboratory, where students can learn theory in class and practice directly in the surrounding environment. Without the support of the surrounding community, the Institute's efforts in creating a language environment are less than optimal.

To overcome the psychological barriers experienced by students, such as shyness, fear of being wrong, and fear of bullying, a supportive and motivating approach is needed. Teachers and boarding school administrators must create a learning atmosphere that is fun and not scary. Students must feel safe to try speaking in Arabic, without fear of ridicule or punishment when they make mistakes. A culture of appreciation for students' efforts in using Arabic needs to be established. With this kind of atmosphere, students will be more confident and motivated to remind their abilities gradually.

Strengthening the Arabic actrakulikurel program is also one of the solutions in increasing the intensity of the use of Arabic. Programs such as language drama, foreign language debate, foreign language madding, and speech competency can provide creative space for students to express their language skills. These programs not only train speaking and writing skills, but also build the courage and confidence of the students. When they get used to performing and practicing, their abilities will grow significantly. This also reduces dependence on local languages in daily communication.

Parental involvement is no less important in supporting foreign language habituation. Although most parents may not have a language education background, they can still provide moral encouragement and motivation. By understanding the importance of mastering foreign languages, especially Arabic, for the future of their children, parents will be more active in supporting the program designed by the Darussalam Islamic boarding school. For example, they can monitor the use of language at home during holidays or support students to take part in language programs outside of school hours, support from parents will strengthen the foundation of the students' learning indirectly.

DISCUSSION

Management as a process of planning, organizing, directing, and controlling according to Wagner & Hollenbeck (1992) is the main theoretical framework underlying

this research. The systematic organization at the Darussalam Sumani Islamic Boarding School, through the OSPPD organizational structure, shows the application of good management functions, especially in the aspect of organizing which regulates the division of tasks and responsibilities clearly. This is in line with the opinion (Kahfi, 2020), which states that organizing is the process of forming coordinated work units to achieve common goals. Good management criteria according to (Wicaksono & Roza, 2015), such as achieving goals according to plan, involving all parties, and effective use of time, are also reflected in the implementation of the Arabic language program in this pesantren. However, this study revealed a shortcoming in the formation of a structured curriculum, which is an important note for the development of program management in the future.

This research corroborates the findings of (Anisah et al., 2024), which emphasize the importance of class division based on ability level and continuous evaluation in the management of Arabic language programs. However, in Pondok Pesantren Darussalam Sumani, the division of classes is more focused on yellowIslamic classic book learning, while the daily Arabic program is more general and has not been integrated into the formal curriculum. The concept of bi'ah lughawiyah (language environment) applied in this pesantren is very important in learning Arabic. Language learning theory emphasizes that a conducive environment and active language practice greatly determine the success of language acquisition. Activities such as ilqa' mufradat, muhadatsah, and muhadharah strengthen the active practice of Arabic language in accordance with the communicative approach in language learning. However, obstacles such as students' lack of motivation and the limited role of teachers as role models indicate that the affective aspects and learning models still need to be strengthened. Various constraints have been identified in the implementation of the education program, including: (a) constraints related to information and socialization (Fibra & Indrawadi, 2021), (b) constraints concerning implementation readiness (Andriani & Widiyono, 2024), and (c) constraints in terms of time and management (Pauziah et al., 2023).

The implications of this research highlight that effective management practices and the establishment of a structured curriculum are crucial to improving Arabic language acquisition in Islamic boarding schools. Program managers should pay attention to integrating daily language activities into the formal curriculum and develop teacher competencies to be good language role models. Furthermore, efforts to foster students' intrinsic motivation and to design varied learning models are necessary to support the

affective domain of learning. However, this research has certain limitations. The study focuses only on a single Islamic boarding school, which may not represent the management practices of other pesantren with different contexts and resources. In addition, the data were collected qualitatively, which provides in-depth understanding but limits generalizability.

CONCLUSION

The organizational management of the Arabic language program at Pondok Pesantren Darussalam Sumani Solok has been implemented systematically through a clear organizational structure and a detailed division of tasks. This program is under the auspices of the Organization of Santri Pondok Pesantren Darussalam (OSPPD) by involving various elements. The division of roles shows strong cooperation and a system of coordination and evaluation that supports periodically. Each activity has its own coordinator who runs the activity. Evaluation is also carried out both weekly and monthly. This shows the organizing function in good management.

However, there are still some challenges that need to be addressed to optimize the implementation of organizational management. Obstacles such as lack of vocabulary, weak role models from teachers to speak Arabic in interactions and so on. Therefore, a strategic approach is needed that not only focuses on the organizational structure, but also on the formation of an overall language culture. With a comprehensive improvement, the Darussalam Islamic boarding school is able to produce a generation of students who are proficient and confident in using Arabic actively. Effective organizational management will create a vibrant and sustainable language ecosystem in the pesantren environment. For the future research is recommended to involve a broader scope of institutions and apply mixed-methods approaches to enrich and validate the findings.

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