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## MANAGEMENT OF ARABIC LANGUAGE PROGRAM AT THE ARABIC LANGUAGE DEVELOPMENT PROGRAM INSTITUTE (PPBA) UNIVERSITY OF MUHAMMADIYAH MALANG

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### **ABSTRACTS**

Arabic has an important role in intellectual development. Along with the increasing need for the use of Arabic in Indonesia, PPBA UMM strives to improve the quality of Arabic language education through comprehensive program management. Therefore, this study aims to examine the management of Arabic language programs implemented in the Arabic Language Development Program Institute (PPBA) of the Universitas Muhammadiyah Malang (UMM). This study uses a qualitative approach with a descriptive type. Data was collected through interviews, observations, and documentation. The results of the study show that: 1) PPBA UMM uses an internal curriculum designed and developed by a team of lecturers and program managers, adjusted to the needs and context of learning at UMM; 2) PPBA UMM applies a variety of teaching methods such as communicative, audiolingual, interactive, and translation-grammar to develop students' Arabic language competence; 3) PPBA UMM human resources consist of program coordinators, administrative staff, assistants, and teaching lecturers who play an important role in program management. These findings provide insight into the practice of managing Arabic language programs in higher education and can be a reference for the development of similar programs.

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**Kata Kunci:**

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**ABSTRACT**

Bahasa Arab memiliki peran penting dalam pengembangan intelektual. Seiring dengan peningkatan kebutuhan akan penggunaan bahasa Arab di Indonesia, PPBA UMM berupaya meningkatkan kualitas pendidikan bahasa Arab melalui manajemen program yang komprehensif. Oleh karena itu, penelitian ini bertujuan untuk mengkaji manajemen program bahasa Arab yang diterapkan di Lembaga Program Pengembangan Bahasa Arab (PPBA) Universitas Muhammadiyah Malang (UMM). Penelitian ini menggunakan pendekatan kualitatif dengan jenis deskriptif. Data dikumpulkan melalui wawancara, observasi, dan dokumentasi. Hasil penelitian menunjukkan bahwa: 1) PPBA UMM menggunakan kurikulum internal yang dirancang dan dikembangkan oleh tim dosen dan pengelola program, disesuaikan dengan kebutuhan dan konteks pembelajaran di UMM; 2) PPBA UMM menerapkan beragam metode pengajaran seperti komunikatif, audiolingual, interaktif, dan terjemahan-tata bahasa untuk mengembangkan kompetensi bahasa Arab mahasiswa; 3) Sumber daya manusia PPBA UMM terdiri dari koordinator program, staf administrasi, asisten, dan dosen pengajar yang berperan penting dalam pengelolaan program. Temuan ini memberikan wawasan tentang praktik pengelolaan program bahasa Arab di perguruan tinggi dan dapat menjadi referensi bagi pengembangan program serupa.

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## A. INTRODUCTION

Arabic as one of the languages of Islamic religion and culture has an important role in the intellectual and spiritual development of society (Ridwan, 2023). Mastery of Arabic not only allows one to deeply understand Islamic religious texts, such as the Qur'an and Hadith, but also enriches the cultural and historical insights of Islamic civilization which are very rich and diverse. In recent years, the need for Arabic language education has increased, especially among Indonesians who want to improve their knowledge and ability to interact with Arab and other Islamic societies. (Annisa & Safii, 2023).

The importance of mastering Arabic as an international language and the liturgical language of Islam cannot be denied (Fathoni, 2021). Along with the increasing demands of globalization and communication between nations, Arabic language skills are becoming increasingly significant, especially among academics and professionals engaged in Islamic and Middle Eastern studies (Surur, 2022). The increase in demand for Arabic language education in Indonesia is also driven by the role of educational institutions, both formal and informal, which are increasingly active in providing Arabic language learning programs. The success of Arabic language development programs cannot be separated from the management of a well-organised program.

One institution that is prominent in this area is the Arabic Language Development Program Institute (PPBA) of University Muhammadiyah Malang (UMM).

Universitas Muhammadiyah Malang, as one of the leading educational institutions in Indonesia, has attempted to improve the quality of Arabic language education through the Arabic Language Development Program Institute (PPBA). In this context, the management of Arabic language programs at PPBA Universitas Muhammadiyah Malang is very important to improve the efficiency and effectiveness of Arabic language education programs. PPBA UMM was established with a vision to produce graduates who are not only proficient in Arabic, but also have qualified abilities in applying the language in various academic and professional contexts. Program

management at PPBA UMM plays a key role in achieving this vision through strategic planning, relevant curriculum implementation, and continuous evaluation to ensure the success of Arabic language learning in the campus environment.

Several studies have been conducted to investigate the management of Arabic language programs in an institution, such as by (Hidayati et al., 2019), which in this study obtained research results that the organizational management of the Arabic language program at Pondok Pesantren Salaf uses a coordination system and the division of tasks of administrators and teachers recruiting from service students, students, alumni, teachers or lecturers on duty at the foundation. The administrators in the Arabic language program have the responsibility and authority in the organizational system of the Arabic language program. Furthermore (Wahyu Styabudi, 2018) with the results of research that program management goes through several processes ranging from planning, organizing, implementing and evaluating as well as the pattern of Arabic language learning programs that are applied following the vision, mission and goals of the boarding school. While research (Intan Firdausi, 2018) with the results of research that program management through several processes ranging from planning, organizing, implementing, evaluating and increasing learning development increases significantly after each post-test which shows that learning in P2B is very good and only needs to be improved in its services.

The difference in this research is that this research will focus on the management of Arabic language programs at PPBA Universitas Muhammadiyah Malang by highlighting important aspects such as curriculum, teaching methods, human resources, and supporting infrastructure. This research aims to reveal how PPBA Universitas Muhammadiyah Malang manages the Arabic language program and how this program can improve the quality of Arabic language education. Thus, this research is expected to contribute to the development of Arabic language program management especially at PPBA Universitas Muhammadiyah Malang and generally in Indonesia.

## **B. METHOD**

This research employs a descriptive qualitative approach. Qualitative research is designed to explain, understand, and describe phenomena holistically in their natural context. Meanwhile, this research is descriptive because this research has procedures that produce descriptive data in the form of narratives, either oral, written, or policy actions (Fadli, 2021). In the context of qualitative research, the main data is obtained from humans and the results of the research are in the form of words or statements that reflect the actual or natural situation (Moleong, 2017). This descriptive qualitative research is used to describe how the management of Arabic language programs at the institution of the Arabic Language Development Program Institute (PPBA), Universitas Muhammadiyah Malang (UMM).

The data sources in the research are primary data and secondary data. Primary data sources come from interviews with PPBA lecturers and leaders. While secondary data sources come from documentation of Arabic language program management activities and journals and books relevant to the research topic. Data collection was carried out in several ways, namely observation, interviews, and documentation (Sugiyono, 2018). Observations were conducted directly to collect information in the field on Arabic language program management at the institution of the Arabic Language Development Program Institute (PPBA) at the Universitas Muhammadiyah Malang

(UMM). Interviews were conducted to collect data related to how the program management at the institution. Interviews were conducted with teachers and principals. Documentation was used to collect a number of information on the results of the observations made at the Arabic Language Development Program Institute (PPBA) of Universitas Muhammadiyah Malang (UMM).

The analysis techniques used were data reduction, data analysis, and conclusion making (Miles & Huberman, 2014). Data reduction means summarizing, selecting key aspects, and focusing on important things (Sugiono, 2020). The data reduction process began at the beginning of the research and continued during data collection to focus on the important things obtained during the research. Meanwhile, data analysis is the process of organizing information systematically to obtain conclusions as research findings (Sugiono, 2020). Data analysis in this study is in the form of narrative text descriptions. The last step is making conclusions based on the results of data analysis obtained from observation field notes and documentation during the research. This conclusion is resulted through analysis that can be used to make a credible final conclusion.

## **C. RESULT AND DISCUSSION**

### **Result**

The Arabic Language Development Program (PPBA) of the University of Muhammadiyah Malang (UMM) is an institution that plays an important role in the implementation of the Arabic Language Intensive Program. As part of the Faculty of Islamic Religion, PPBA has a vision to become a leading Arabic language development center in Indonesia, especially in the context of Muhammadiyah. This program aims to develop students' ability to read the Qur'an well and master four language skills: listening, speaking, reading, and writing. Based on observations and interviews with the head of PPBA, Mr. MFR, and his staff, Mrs. IAP, the following are the findings regarding several important aspects in the management of PPBA:

#### **a. Curriculum**

The Arabic Language Development Program (PPBA) of Universitas Muhammadiyah Malang (UMM) is designed internally, adjusted to the needs of students and Arabic language competency standards. The curriculum development team, consisting of lecturers and program managers, ensures that the curriculum supports the achievement of Arabic language skills across the board. Thus, the UMM PPBA curriculum does not adopt models from other institutions, but is developed specifically to support learning goals at UMM.

#### **b. Teaching Methods**

The Arabic Language Development Program (PPBA) at Universitas Muhammadiyah Malang applies a variety of teaching methods to achieve optimal learning goals. Some of the methods used include:

Communicative Method, which focuses on the development of speaking and writing skills. The Audiolingual method, which emphasizes the practice of listening and speaking. Interactive Method, which encourages students' active participation in discussions and other learning activities. Translation and Grammar Methods, which focuses on the analysis of Arabic texts and the understanding of language structures. The application of these diverse methods aims to ensure that students master the four Arabic skills in a balanced manner.

#### c. Human Resources

Human resources (HR) at PPBA include program coordinators, administrative staff, teaching lecturers, and students. Each of them has a crucial role in the smooth running of the program:

The Program Coordinator is responsible for the planning, implementation, and evaluation of the program. The coordinator also liaises directly with faculty and university leaders to ensure the achievement of the program is in accordance with the objectives.

The Administrative Staff manages the administration of the program, including student admissions, lecture schedules, and attendance, as well as ensuring the smooth operation of the program.

Teaching Lecturers have a S2 qualification in Arabic language education and are responsible for designing and implementing teaching materials that suit the needs of students.

Students as active participants in learning, play a role in practicing Arabic and provide constructive feedback.

#### d. Supporting Infrastructure

PPBA UMM is equipped with facilities that support learning, including classrooms equipped with projectors, whiteboards, sound systems, and stable internet access to support various media-based learning activities.

### **Discussion**

This discussion uses an education management framework that includes planning, organizing, implementing, and evaluating as the basis for analyzing the management of the Arabic Language Development Program (PPBA) of the University of Muhammadiyah Malang. This framework is commonly used to assess the effectiveness and quality of management of educational programs (Tahvildarzadeh et al., 2017).

#### a. Planning

The results of the study show that PPBA UMM has implemented structured learning planning through the development of an internal curriculum that is tailored to the needs of students. The use of al-'Arabiyyah lil-Indunisiyyin (ALI) books at the initial stage (Mulya Rahmawati et al., 2022) and al-'Arabiyyah lil-Takhasusi (ALT) at the advanced stage reflects the application of the principle of graded learning.

This practice is in line with the theory of systematic learning planning that emphasizes alignment between objectives, materials, methods, and evaluation (Hidayat et al., 2023). However, PPBA planning is still oriented to internal needs and is not fully based on the analysis of external needs, such as the demands of Arabic language competencies in the world of work. Therefore, needs-based planning needs to be strengthened so that programs are more adaptive to changes in the educational environment (WS et al., 2024).

#### b. Organizing

From the organizational aspect, PPBA UMM has clearly determined the division of roles and qualifications of human resources. The determination of lecturers with a linear Arabic education background shows the application of the

principle of human resource placement according to competence. In addition, the involvement of lecturers of the Arabic Language Education Study Program in PPBA reflects institutional integration efforts.

These findings are in line with education management theory that emphasizes the importance of organizing human resources to support program effectiveness (Permatasari & Tandiyuk, 2023). However, the organization of PPBA still focuses on structural and administrative aspects, while the continuous professional development of lecturers has not been seen systematically. In fact, increasing the capacity of human resources is an important factor in improving the quality of educational programs (Dung, 2021).

#### c. Implementation

The implementation of PPBA UMM shows consistency between planning and practice. Learning scheduling that does not clash with regular courses and the support of learning facilities indicates effective operational management. This is in line with the view that good implementation depends on coordination, adequate resources, and program leadership (Molenveld et al., 2020).

However, the implementation of PPBA still emphasizes adherence to the plan rather than measuring the impact of learning. The evaluation of learning effectiveness has not been fully associated with the achievement of student learning outcomes longitudinally. Thus, program implementation needs to be directed not only to the process, but also to the outcome (outcome-oriented implementation).

#### d. Evaluation

The evaluation of PPBA UMM is carried out periodically through evaluation meetings, exams, and review of learning materials. The four-skill Arabic language based assessment reflects a comprehensive assessment approach and is aligned with language competency evaluation standards (Lazuardi & Syaheed, 2025).

However, PPBA evaluation is still internal and administrative and has not been optimally utilized as a basis for strategic decision-making. The evaluation has not explicitly included critical reflections on program weaknesses or implementation limitations. From the perspective of education quality management, evaluation should be part of the cycle of continuous quality improvement (Akdemir et al., 2020).

Overall, the management of PPBA UMM has implemented the education management function systematically. However, the integration between planning, organizing, implementing, and evaluation has not yet fully formed a sustainable cycle of quality improvement. PPBA management can be understood in the following conceptual framework:

Planning → Organizing → Implementation of → Evaluation → Program Quality Improvement

Strengthening the integration of theory and data, as well as the use of evaluation results as a basis for strategic improvement, is an important step to improve the quality and sustainability of the PPBA program.

Although PPBA UMM has been managed systematically, this study found several challenges and limitations. First, program planning is still more oriented to the internal needs of the institution and is not fully based on the analysis of external needs, such as the demands of Arabic language competencies in the world of work or international standards. Second, program evaluation tends to be administrative and has not been optimally utilized as a basis for strategic decision-making for quality improvement. Third, the professional development of lecturers has not been carried out in a sustainable and structured manner based on the results of performance evaluations. These limitations show that the management of PPBA still needs to be directed towards a continuous quality improvement approach so that the program can adapt more effectively to the dynamics and demands of Arabic language education in the future.

#### **D. CONCLUSION**

This study concludes that the management of the Arabic Language Development Program (PPBA) of the University of Muhammadiyah Malang has implemented an education management function which includes planning, organizing, implementing, and evaluating systematically. Program planning is shown through the development of an internal curriculum oriented towards mastering the four Arabic language skills. Human resource organization is carried out by determining the qualifications of lecturers in a linear manner and a clear division of roles. At the implementation stage, learning is carried out on a scheduled basis with the application of various teaching methods to support the achievement of student competencies. Program evaluation is carried out periodically and becomes an instrument for controlling the quality of learning. Theoretically, the findings of this study contribute to the study of Islamic education management by showing that the classical management model is still relevant in the management of Arabic language programs in higher education, although it requires strengthening the aspect of the use of evaluation for continuous quality improvement. Practically, this study emphasizes the importance of needs-based planning, professional development of lecturers, and the use of evaluation results as a basis for strategic decision-making in the management of Arabic language programs. The limitation of this study lies in the focus of the study which only covers one institution. Therefore, further research is recommended to involve more institutions, use diverse methodological approaches, and examine the impact of program management on student learning outcomes more comprehensively.

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