

The Management of International Cooperation in Intensive Arabic Course

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Abstract

Course institutions need good program management to be able to create Arabic language learning in accordance with the goals and objectives. Learning management itself has four functions: planning, organizing, implementing, and controlling. This research aims to describe the planning, organizing, mobilization and management control of the An-Najah Center Course Program in Medan, Indonesia. This research uses a qualitative descriptive research method. Data collection techniques include observation of Arabic language program activities, interviews with course founders and teachers, and documentation. The data collected was analyzed using descriptive data in three main steps, namely data reduction, data exposure, and conclusion drawing. The research results show that planning starts with analyzing needs, classifying student competencies, formulating learning objectives, designing the curriculum and syllabus, and determining teaching materials.

Keywords: *management; program; course; intensive; Arabic Language.*

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INTRODUCTION

The implementation of Arabic language learning in Indonesia can be grouped into three types, namely: First, it is carried out intensively with a long time such as Islamic religious colleges (PTKI), or language colleges to courses. Secondly, it is carried out together with several other subjects, such as in formal schools such as Madrasah Ibtidaiyyah, Madrasah Tsanawiyah, and Madrasah Aliyah. Third, it is done by studying Arabic-language subject matter in a predetermined time, such as in formal Islamic schools, Islamic boarding schools, PTKI, etc (Roviin 2020). The Arabic language learning process can be done in formal or non-formal institutions. Course institutions that study Arabic are non-formal institutions and are mentioned in law No. 20 of 2003 concerning the national education system, article 26 concerning non-formal education. Mentioned in paragraph (4) non-formal education units consist of course institutions, training institutions, study groups, community learning activity centers, and ta'lim assemblies and similar education units (Qotrun Nada, Shofia Faradisa, and Kholid 2022).

Course institutions are formed with the aim of being able to accelerate the achievement of learning targets and objectives tailored to the needs and goals of students towards Arabic language learning (Rahmawati 2018). Therefore, the course institution also needs good program management to be able to run Arabic language learning in accordance with its targets and objectives and program management functions to regulate the course of the educational process contained in the course institution. In the world of education, management has a function as an

important component to run and drive various activities in education (Akbar and Prasetyo 2022).

George R Terry, suggests in his theory that management has four functions, namely planning, organizing, implementing, and supervising (Terry and Winardi 2012). In an educational institution, both formal and non-formal, there is a planning function that will not succeed without an organizing function, and the organizing function will also never be good without human resources as the perpetrators of implementation, and implementation will not run without good supervision. So, the four management functions are formed and designed with segments that are mixed and matched in such a way that between the four functions they have a connection that cannot be separated (Candra and Muhammad 2016). Management program in learning is an activity of managing learning through the process of planning, organizing, controlling and supervising which is useful for achieving learning objectives that have been determined by the Institute and educators (Ari Nurfarida et al. 2012). There are several efforts to achieve the results of the Arabic language course institution's program running well, namely with good management, always improving the institution's program and improving the institution's system to better things (Hasibuan, 2012).

Management Program is very important in managing an institution, both formal and non-formal institutions. Therefore, the An-Najah course institution certainly has a very interesting program management to be researched which is useful for developing the institution and Arabic language learning outcomes. An-Najah course institution which is an Arabic language course institution provides an intensive program for students who want to continue their studies abroad, especially in the Middle East such as Egypt, Morocco, Tunisia, Yemen, etc. In the program of An-Najah course institution, there is no official cooperation facility such as Memorandum of Understanding (MoU) and Memorandum of Agreement (MoA).

An-Najah Center provides an intensive program for students who want to continue their studies to the Middle East with cooperation facilities with teachers who are graduates of universities in the Middle East. The cooperation is also in the form of filing with the Ministry of Religious Affairs, managing departure to the Middle East, accompanying departure, and housing after arriving in the Middle East destination country. Management in the Arabic language program is an activity of planning, organizing, controlling, and supervising to achieve the goals of Arabic language learning where the process has been determined by utilizing resources effectively and efficiently (Lola Hervina et al., 2022).

Therefore, this study discusses the management of the Arabic language program at the An-Najah Course Institution with four management functions in accordance with George Terry's theory. With the aim of describing the description of management program at An-Najah course institute, and knowing how the Arabic language program management is applied at An-Najah course institute. This research has a very important urgency because it can make new knowledge about Arabic language program management in non-formal institutions, and contribute as an illustration of program management in non-formal institutions. In this study, researchers examined new things and have never been done by previous studies, although there are similarities in terms of themes and research methods. However, in this study there is Arabic language program management with international partnership management. So, this research is important to do.

METHODS

This research uses descriptive qualitative research methods. Qualitative research according to "Moleong 2002" is research that understands the phenomenon of what is being studied and collects data by describing in the form of words in a special natural context by utilizing various scientific methods (Fadli 2021). Qualitative research is based on the philosophy of post-positivism in which researchers use it on natural object conditions not experiments, the results of data analysis are inductive, and emphasize meaning over generalization. Descriptive qualitative research is a research step by describing an object or phenomenon that is poured in the form of narrative writing (Annur 2018). Data and facts are collected in the form of words or images not

numbers and research reports contain quotations of facts obtained in the field to provide support for what is presented in the report.

This research was conducted at An-Najah Arabic Language Institute by using two data collection techniques, namely interviews and observations. Interviews were conducted by asking questions to the founder of the course institution and the teachers at the an-najah course institution and observing the activities of the Arabic language program carried out at the course institution (Zuchri 2021). The data in this study are divided into two, namely primary data and secondary data. Primary data is original and up to date which is collected directly by researchers through the founder of the Institute and teachers at the An-Najah Course Institute. While secondary data is obtained by researchers through pre-existing sources, namely in the form of documents related to this research which are sourced from the official website of the Institute or from the management of the course Institute (Harahap 2020).

After all the research data was collected, then data analysis was carried out with descriptive data in accordance with what was proposed by Miles and Huberman in Sugiyono, namely with three main steps. (1) data reduction or grouping or classifying and discarding data that is not needed and organizing data validly. (2) data exposure or revealing patterns and relationships that have one meaning by bringing the possibility of determining a conclusion. (3) conclusion drawing or verification (Sugiyono 2020).

FINDING AND DISCUSSIONS

Finding

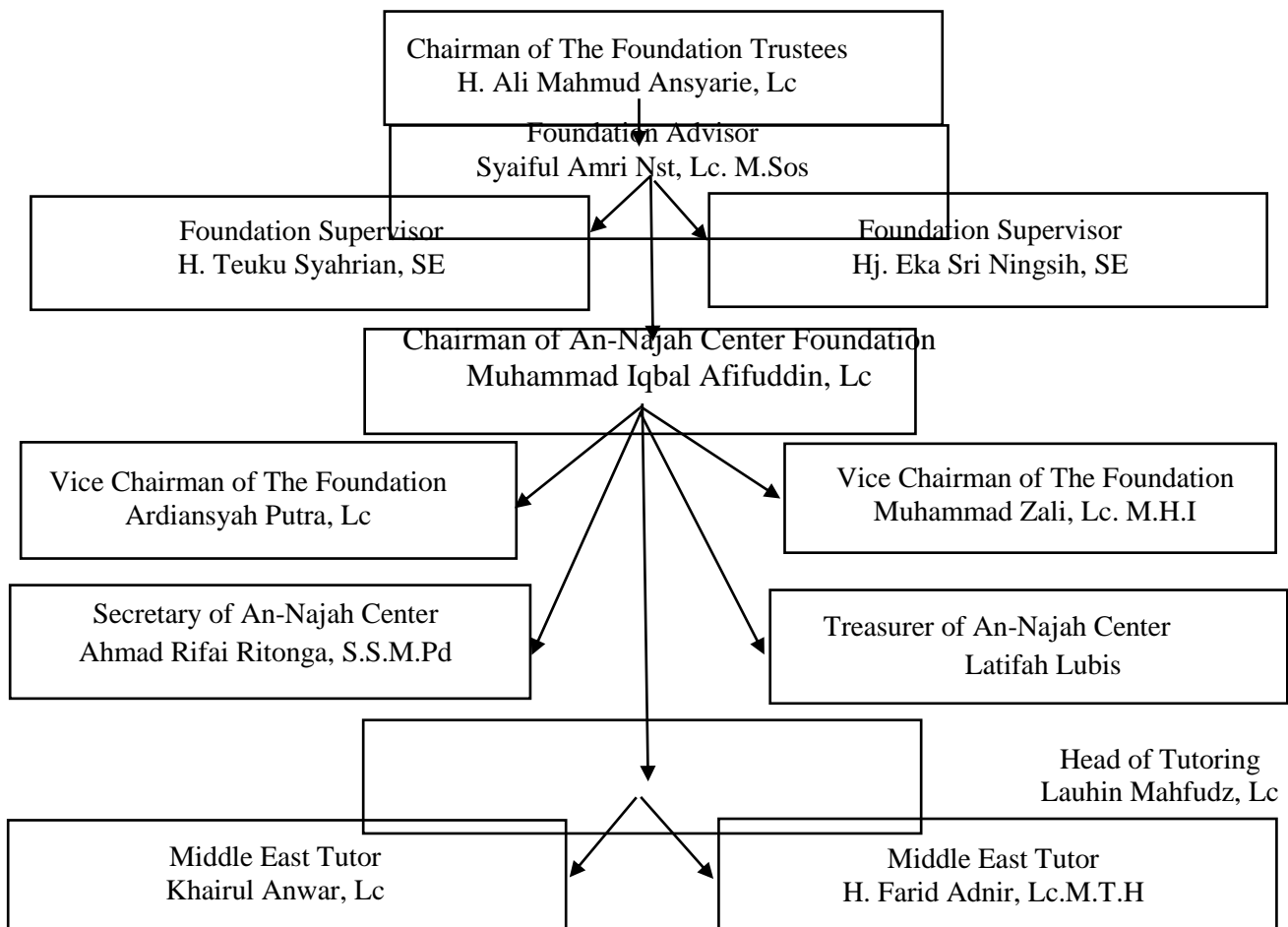
Management is a very important process in an institution that aims to achieve the goals of an institution, both large-scale and small-scale goals. Through management, it can also determine the success of a program and can measure the effectiveness of a program (Solihati et al. 2022). Meanwhile, a program is a collection of projects that are interrelated and have benefits if managed together or in groups. Program management defines the application of knowledge, skills, and principles to a program to achieve program objectives, and to gain benefits and control that are not available through managing program components separately (Maisaro, Wiyono, and Arifin 2018). Program management involves the alignment of program components to ensure program objectives are achieved and program benefits are fully realized.

After conducting the research, the following findings will explain the program management contained in the an-najah course institution and in accordance with the POAC program management function (planning, organization, implementation, and supervision).

Planning of International Cooperation in Intensive Arabic Course It is an activity of describing and formulating activities that are considered important to be carried out to achieve the desired results. A plan is set and carried out within a certain period of time using certain resources to produce certain results. All activities must be planned in advance so that the results of planning can be used to reduce the risk to be relatively small (Terry and Winardi 2012:162). Planning in a program is done to determine clear and detailed strategies, policies, projects, procedures, methods, budget systems and standards or rules to achieve goals (Ahmad et al. 2023). The an-najah course institution has implemented planning starting from (1) analyzing the needs and competencies of course participants, (2) formulating learning objectives that are in accordance with the objectives of the course participants, (3) designing the curriculum and syllabus used in the course program, (4) determining the teaching materials to be studied in the skinny program with maharah lughawiyah learning.

Organizing of International Cooperation in Intensive Arabic Course It is an activity to unite the main resources by arranging and organizing human resources in a strategic pattern so that they can carry out useful activities to achieve the desired goals (Hidayati et al. 2019). According to G.R Terry, organizing is an activity of connecting the work of each human resource so that they can work together in certain conditions and environments effectively and efficiently in

carrying out tasks to achieve the desired goals and objectives (Terry and Winardi 2012:233). The administrators and also the educators at the an-najah course institution play an important role in this matter with efforts to form a structure in the course program and job descriptions in accordance with the required structure. The structure contained in the an-najah course institution is as follows:



Actuating of International Cooperation in Intensive Arabic Course It is an activity to mobilize group members in carrying out tasks carefully and enthusiastically. Implementation is also an action to carry out a program that has been directed to achieve planned goals by utilizing existing resources (Terry and Winardi 2012:311). The implementation activities at the an-najah course institution run in accordance with the planning that has been carried out previously with efforts to mobilize all related resources by motivating, directing so that they can be full of awareness to carry out tasks with discipline, effectively and optimally.

Controlling of International Cooperation in Intensive Arabic Course It is an activity of supervising the work carried out and evaluating the results of work. Supervision activities require corrective actions that make the work results in accordance with what has been planned. Supervision activities are also useful for finding weaknesses or mistakes in implementing existing programs (Terry and Winardi 2012:395). After the supervision is carried out, it will be continued with the evaluation process, which is a process to assess how far a policy can produce, namely by comparing the results obtained with the specified target. In this Middle East course program, monitoring is always held to control the discipline of both teachers and course participants in the hope of collecting data on implementation in the field. Evaluation is also held in learning either structured in each stage or carried out by the teacher in each class (Bako et al. 2018). The results of the evaluation will be used as a reference and consideration for taking action and determining future policies.

Every institution, whether formal or non-formal, must use management to run various programs in it. Likewise, the an-najah Arabic language course institution uses management by

using four management functions of planning, organizing, implementing, and supervising. Based on this, the following results are obtained.

First, the purpose of the An-Najah Arabic Course Institution is to provide services in the form of teaching that can add insight and improve skills in the field of Arabic so that it can make provisions in continuing studies to Middle Eastern countries such as Morocco, Sudan, Egypt, Tunisia, etc. Second, the division of tasks to the staff and staff of An-Najah Arabic Course Institution. Secondly, the distribution of tasks to staff and educators at the an-najah course institution is carried out by direct discussion with the founder of the institution in a work meeting so that everyone gets responsibilities that are in accordance with their fields and the needs of the institution listed in the Standard Operating Procedure (SOP). The staff and educators at An-Najah are alumni of universities in the Middle East, both undergraduate and postgraduate, so that learning can be adapted to the objectives of the course.

Third, learning activities are carried out every day according to working hours with a learning duration of 180 minutes/3 hours. The guidance program has learning time options, namely morning at 09.00 to 12.00 and afternoon at 14.00 to 17.00. The learning time is divided into 2 parts: (1) the first two hours for material, (2) the next hour for questions related to the material. Five days before the end of the learning program will be focused on answering questions and their discussion. The learning activities carried out are more emphasized on tarkib skills, namely skills that focus on nahwu and shorof with the aim of being able to understand the core of Arabic, being able to translate and understand Arabic texts.

Fourth, the supervision in an-najah course institution is carried out by controlling the class conducted by the director of the institution and then evaluated together with the staff and educators so that the program in the course institution can continue to run and develop better than before.

Discussion

Every program held by an institution must have a management that aims to make the program run optimally and as expected. Likewise, at the an-najah intensive course institution, which arranges its various programs in accordance with management functions starting from planning, organizing, implementing, and supervising. Regarding the management component of the Middle East intensive course program at the an-najah center, it is realized as follows:

First, course participants (raw input). Course participants are people who have completed high school / MA education, PTKI, and Islamic boarding schools that are not bound by age and education level.

Second, the course program. The Middle East course program at an-najah Institute uses Arabic language books as follows:

Nahwu	Matn alfiyah ibn malik
Shorof	Matn alfiyah ibn malik
Balaghah	Jauhar maknun/balaghah wadihah (badi')
Tauhid	Aqidatul awwam
Fiqh	Al-yaqut an-nafis
Akhlaq	Bidayatul hidayah
Tahsin dan tahfiz	Matn jazari

Third, the human resources at An-Najah are graduates of various majors with S1 and S2 qualifications from various universities in the Middle East. Apart from being a teacher at the an-najah course institution, many of the teachers are involved in the education process in other places such as universities and boarding schools. Fourth, the facilities and infrastructure available at An-

Najah Course include: classrooms, textbooks, media supporting the learning process, Arabic-speaking environment, prayer rooms. Fifth, the cost of the Middle East course program is the initial registration fee of IDR 1,500,000 (construction and equipment), monthly dormitory package IDR 950,000, monthly non-dormitory IDR 500,000.

Sixth, the learning process is carried out in an intensive time and the material taught uses books that are in accordance with learning standards plus supporting books if needed. Seventh, the management carried out in the middle east course program runs according to planning from the beginning of learning to the end of learning, and in accordance with existing management functions so that it can support the implementation of the program. Eighth, the results of the middle east course program process carried out show the success of students in achieving their goals, namely entering universities in the middle east.

Each institution has its own management steps and processes, because in every program management carried out there is a process and steps that must be taken. The middle east course program is a non-formal education program related to the skills education program needed for students who want to continue their studies to the middle east (Umam, Hasin, and Arifa 2019). This program is implemented with planned objectives; therefore, it needs to be managed properly so that the process in an effort to achieve these goals requires the application of management in accordance with the appropriate functions.

The success of an Arabic language educational institution cannot be separated from the concept and implementation of good Arabic language management. Therefore, Arabic language educators must understand the concept of Arabic language learning management well so that the implementation of planned educational goals can be achieved effectively and efficiently (Roviin 2020). The implementation of program management is very suitable for this intensive middle eastern course program because this program is an Arabic language program where Arabic is a social phenomenon, in addition to cooperation in groups also provides space for students to practice and mingle with fellow friends without fear and embarrassment.

Good and effective management in this Middle East course program will greatly support the successful implementation of the program, so a Foundation chairman as a program manager must be able to carry out management functions properly, effectively and efficiently. As with the existence of clear planning, development and appropriate processes, effective and efficient program implementation, open evaluation and feedback, performance and innovative efforts and running positively. This intensive middle east course program is a program whose learning is carried out in accordance with management functions so that it can meet the needs of program participants even though it is carried out in the form of non-formal education or as a special program prepared to meet the needs of formal education supporters.

CONCLUSION

The An-Najah Arabic Course Institution follows the POAC program management function, including planning, organizing, implementing, and supervising. Planning involves analyzing needs, formulating learning objectives, designing the curriculum, and determining teaching materials. Organizing involves uniting resources and connecting human resources to work together effectively. Implementing mobilizes group members to carry out tasks carefully and enthusiastically. Controlling involves supervising work and evaluating results, with corrective actions as needed.

The purpose of An-Najah Arabic Language Course is to provide teaching services to improve Arabic language skills for continuing education to universities in the Middle East. Tasks are divided among staff and teachers based on their fields and the needs of the institution. Learning activities are conducted daily with emphasis on tarkib skills. Supervision is conducted by the director and evaluated together with staff and teachers for program improvement. The Middle East intensive course program at the An-Najah center is designed for participants who have completed high school or MA education. The program is managed according to planning,

organizing, implementing, and supervising. It includes human resources, facilities, infrastructure, costs, and an intensive learning process. The success of students in achieving their goals is a result of the program's management.

The Middle East course program is a non-formal education program related to skills education needed for students who want to continue their studies in the Middle East. Effective management is crucial for the successful implementation of the program. The concept and implementation of good Arabic language management are essential for the success of an Arabic language educational institution. The intensive Middle East course program is designed to meet the needs of program participants through effective and efficient management. The program's learning is carried out in accordance with management functions, even though it is a non-formal education program.

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