Arabic Language Program Management at Islamic Boarding School Nawaina of Islamic Junior High School 2 Malang

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Abstract
The Arabic language is an essential part of Islamic education, as it is the language of the Quran and a key tool for understanding Islamic teachings. Many Islamic educational institutions offer specialized programs to teach the Arabic language to their students. Understanding the management processes involved in these Arabic language programs is important to ensure their effectiveness and continuous improvement. The aims of this study are to describe the management of Arabic Language Program at Islamic Boarding School Nawaina Islamic Junior High School 2 Malang, with particular emphasis on the planning, organizing, implementation and evaluation aspects. In this study, researchers employed a descriptive qualitative methodology. The data collection techniques are interviews and field observations which are then analyzed with 3 steps, namely data reduction, data presentation and conclusion drawing. The findings of this study indicate that in the planning stage, data presentation and conclusion drawing. The findings of this study indicate that in the planning stage, class classification of students and teachers is carried out. While at the implementation stage it is carried out in 3 Arabic language learning programs, including: Takhossus Kitab, Ta’lim Kitab, Muhadloroh and Compulsory Arabic Extracurricular. And at the evaluation stage, the assessment of student results is carried out through the final semester exam. Researchers propose that future research should prioritize investigating the impact of the Arabic language program on student learning outcomes and Islamic knowledge acquisition.

Keywords: Arabic Language Program, Islamic Boarding School Nawaina, Management

ملخص

اللغة العربية جزء أساسي من التعليم الإسلامي، فهي لغة القرآن الكريم وأداة رئيسية لفهم التعاليم الإسلامية. تقدم العديد من المؤسسات التعليمية الإسلامية برامج مختصة لتعليم اللغة العربية لطلابها. ومن المهم فهم العمليات الإدارية التي تنطوي عليها برنامج اللغة العربية هذه لضمان فعاليتها وتحسينها المستمر. يهدف هذا البحث إلى وصف شامل لإدارة برامج اللغة العربية في المدرسة المتوسطة الإسلامية الحكومية معهد نوينا مالانج، مع التركيز على شكل جوانب التخطيط والتنظيم والتنفيذ والتقييم. استخدم الباحثون في هذا البحث النهج الوصفي النوعي. وتقنيات جميع البيانات بالمقابلات والملاحظات الميدانية التي تم تحليتها بعد ذلك من خلال 3 خطوات، وهي عرض البيانات، وتحليل البيانات، واستخلاص النتائج. ونتائج هذا البحث أن إدارة التخطيط لبرنامج تعلم اللغة العربية في معهد نوينا يتم عن طريق تقسيم كل فصل دراسي بين رئيس المعهد والمعلمين والمشرفين. أما في إدارة التنظيم، يتم تصنيف الطلاب والعلامات في الفصول الدراسية. أما في إدارة التنفيذ، يتم تنفيذها في 3 برامج لتعليم اللغة العربية منها: تخصيص الكتاب، وتعليم الكتاب، ومحاضرة، وبرنامج اللغة العربية لتعليم الإضافي. أما في إدارة التقييم، يتم تقييم
Introduction

Program management plays a very important role in education, especially in Arabic language learning. The management of Arabic in education includes the development of an appropriate curriculum, the determination of effective teaching methods, and the evaluation of student learning progress. In addition, Arabic language management also involves training teachers and lecturers in innovative and adaptive Arabic language teaching skills. Arabic language management also involves training teachers and lecturers in innovative and adaptive Arabic language teaching skills, ensuring that pedagogical approaches are student-centered and culturally responsive. Hence, an educational institution can create a learning environment that supports students to better understand and improve Arabic language skills, thus creating an active, effective and fun learning process.

Learning is more readily accepted by learners when it is meaningful to them. And to achieve that meaningfulness, learning management must be aligned with learning. William et al. said that this alignment allows the design, delivery, and assessment of the learning experience to effectively support and enable meaningful learning for the students. Effective management of Arabic language learning can improve the understanding and use of Arabic among students, thereby strengthening their cultural and religious identity and facilitating their access to Islamic scholarly sources andFinder this work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License.

2 Ahmad Nahidil Silmy dkk., “Urgensi Metode Belajar dalam Pembelajaran Bahasa Arab (Bagi Penutur Non-Arab),” Mantiqu Tayr: Journal of Arabic Language 4, no. 2 (2024): 368–81. DOI: https://doi.org/10.25217/mantiqu.tayr.v4i2.4423
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Good Arabic learning management enables an educational institution to build strong relationships with the Arabic-speaking community and develop a positive brand image among them. In the cultural aspect, good Arabic language management helps in preserving Arab cultural heritage and promoting deeper cross-cultural understanding in an increasingly connected global society.

Thus, effective Arabic language management not only provides practical benefits, but also supports a mutually enriching cross-cultural exchange of knowledge and experience in an increasingly globally connected world.

In the scope of education, Arabic is a subject that is in great demand in various educational institutions, both formal and non-formal. Many educational institutions, including Islamic boarding schools, are competing to make Arabic as a superior subject. Islamic boarding schools are known as the foremost institutions in deepening Arabic knowledge, because they not only teach Arabic as a means of communication, but also as a means to understand the teachings of Islam more deeply.

Islamic boarding schools are institutions with a long history of providing education, having existed prior to the formation of the Indonesian state. The boarding school curriculum is based on strong Islamic religious education that emphasizes morals and manners. It is mandatory for every Islamic dormitory to teach Arabic because all the literature uses Arabic. The emphasis on Islamic values and Arabic language instruction is intended to immerse students in the religious and cultural foundations of the faith. The students in the Islamic dormitory are required to master Arabic through several subjects taught such as Nahwu, Sharof, Balaghab, Arubh, Kbitobab, Mubadatsah, Munadqarah and others. The success of the boarding school in achieving this goal certainly requires good management starting from planning, organizing, implementing and evaluating.

Islamic Boarding School Nawain is a supporting educational institution that has a superior program at Islamic Junior High School 2 Malang as an effort to integrate Islamic dormitory

implementing the program, it also goes through several stages, and in evaluating the program, it
program planning begins with the establishment of an Arabic language learning program. In
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Language Program Management at Daarul Ukhuwwah 2 Malang
in Islamic boarding schools including research written by Dian Ahmad Jufrih, et al.
managing Arabic language learning programs as superior programs. In
innovate and make various kinds of breakthroughs in Arabic language learning as a reference for
other boarding schools that manage Arabic language learning programs as superior programs. In
order to obtain maximum results in Arabic language learning, of course, it must implement good
management. In accordance with the definition of management, which stipulates that
management is a procedure that coordinates the sources of the process, including program planning,
program organization, program implementation and program evaluation.

Some previous studies have discussed the management of Arabic language learning programs
in Islamic boarding schools including research written by Dian Ahmad Jufrih, et al. about “Arabic
Language Program Management at Daarul Ukhuwwah 2 Malang”. The results indicated that the
planning management of the Arabic language learning program at Daarul Ukhwawah adopted the
curriculum of Pondok Modern Darussalam Gontor, Ponorogo. At the organizing management
stage, an organizational structure is formed, at the implementation stage there are various Arabic
language programs and at the evaluation stage consists of daily, weekly, monthly and annual
evaluations.

Similar research was also conducted by Miftakhul Fariz & Agustini with the title “Organizing Management of Arabic Learning at MAN 1 Malang”. The results described that the
Arabic language learning system at MAN 1 Malang has 4 programs. However, there is no structured
organisation in organizational management which is indicated by the absence of an organizational
structure such as a chart and division of tasks of the members involved in the program.

On the other hand, research with the title “Arabic Language Program Management at MTs Nurul Islam
Bukit Kemuning, Riau” by Rahmah Effendi and Hasrian Rudi Setiawan also produced findings that
program planning begins with the establishment of an Arabic language learning program. In
implementing the program, it also goes through several stages, and in evaluating the program, it also

includes several stages such as setting assessment standards. From some of the research above, it can be seen that organizing management in each institution is different and existing management does not always run well in accordance with the specified objectives.

The research on the management of the Arabic language program at Islamic Boarding School Nawaina Islamic Junior High School 2 Malang builds on and expands the existing literature on Arabic language education in Islamic institutions in Indonesia. It takes a comparative and comprehensive approach, positioning Islamic Boarding School Nawaina as an institution that continues to innovate and make breakthroughs in its program management practices. Unlike prior studies that focused on specific aspects like organizational management, this research examines the complete management process, including planning, organizing, implementation, and evaluation stages. The study aims to identify best practices and challenges in achieving maximum results in Arabic language learning, with the goal of establishing Islamic Boarding School Nawaina's program as a model that can be referenced by other Islamic boarding schools managing similar language learning initiatives. So, in this article the author will focus on describing the ongoing management of program planning, program organization, program implementation and evaluation of Arabic language programs at Islamic Boarding School Nawaina Islamic Junior High School 2 Malang.

Method

In this study, researchers employed a descriptive qualitative methodology. Qualitative research is a type of scientific research focused on holistic inquiry. Johnson et al. added that it seeks to understand and describe phenomena in their natural, real-world contexts rather than in controlled experimental settings. It involves a vast and complex area of methodology that is used to describe phenomena from the participant's viewpoint, with rich, descriptive detail of the human context. Ideally, it is conducted by observing subjects in their natural setting. The objective is not to count, but rather to gain a comprehensive understanding of the phenomenon under study.

The research design follows a systematic approach that involves observing the Subjects observed in their natural settings to ensure the authenticity of the data. In the Arabic language program management research at Islamic Boarding School Nawaina, the data were analyzed through the Miles and Huberman model in three steps as follows; Data Reduction: Data that has been collected through observation and interviews are reduced to focus on the most relevant and significant information pertaining to the Arabic language program at Islamic Boarding School Nawaina. Data Presentation: The reduced data is presented in the form of narratives and key points to make it easier for researchers to understand and organize the information relevant to the Arabic

language program. Conclusion Drawings: Based on the presented data, the researcher draws conclusions regarding the effectiveness and efficiency of the management of the Arabic language program at Islamic Boarding School Nawaina. These conclusions are then used to provide recommendations for future program improvements.25

Result and Discussion

Arabic Program Planning Management

According to Roger A. Kaufman, planning is the cognitive process of determining the specific, measurable goals or objectives to be achieved, and then determining the optimal pathway and resources required to achieve these objectives in the most efficient and effective manner possible.26 The first thing in Arabic program planning is to establish a learning program. This process is carried out in order to achieve learning objectives well in accordance with what is expected. Conversely, in the process of planning, it is also necessary to establish a set of plans and arrangements regarding the objectives, content and learning materials as well as the methods used.27

In this planning, Islamic Boarding School Nawaina conducts a coordination meeting at the beginning of each learning semester to discuss and determine plans, objectives and learning outcomes. This coordination is carried out by the head of the Islamic boarding school, teachers and companions of Islamic boarding school students (musyrif/musyrifah). In accordance with what has been conveyed by Hakiki Rikza Irnaini Al Badri, M.Pd, as musyrifah Islamic boarding school:

“At the beginning of each semester there is a coordination meeting with the head of the Islamic Boarding School and all teaching teachers. In the meeting, various plans are discussed for one semester such as santri activities, the learning process, facilities and infrastructure to support learning, and learning evaluation, so that the standard learning process can run well.”

The results of the interview show that coordination meetings are very important for implementing Islamic dormitory programs including teaching and learning activities, daily, weekly, and monthly activities of students for one semester from the vision and mission and objectives of the Islamic boarding school. In addition, planning activities are also important to determine the use of technology and media in the teaching and learning process, determine teaching materials that are in accordance with the context, and determine the evaluation process.28

In observation activities, researchers saw that the activities of students at Islamic Boarding School Nawaina were organized and there was a schedule of activities for each day. With a regular and orderly schedule, students can be disciplined and still be able to do their schoolwork well. On the other hand, the methods and approaches in the Arabic language program at Islamic Boarding School Nawaina are teacher-centered learning in Takbassus Kitab and Tā’lim Kitab, and student-centered in Muhadloroh and Arabic Extracurricular.

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Arabic Program Organizing Management

Once the curriculum at the planning management has been established, it is essential to create an effective learning environment in order to ensure the successful implementation of the planned Arabic language programme. Organizing comes from the word organize which means creating a structure with parts that are integrated in such a way that there is a relationship with each other bound together.29 Therefore, organizational management is needed in a program in order to determine what tasks need to be carried out and who will be responsible for these tasks so as to create a good division of labor in a coordination system.

The organization of the Arabic language program at Islamic Boarding School Nawaina is carried out at the beginning of the semester before learning is carried out. In it, the teaching schedule is arranged and determined as well as the distribution of tasks to the ustadz/ustadzah teaching Islamic boarding school. On the other hand, organizing is also done to new students who register for Islamic boarding school. They will be classified into class levels, namely Ula and Wustho based on their ability to follow Arabic language learning. This is done so that students can feel comfortable in learning because it is in accordance with their abilities, and so that the ustadz can maximize the potentials that already exist in the students. In accordance with the results of interviews from musyrifah Islamic boarding school:

“These new students will have to take a placement test at the beginning of their entry, so that later they will know whether they are in the Ula or Wustho class. The tests include religious questions, reading the Qur’an, reading the book and Arabic language tests.”

The organizational structure at Islamic Boarding School Nawaina is interrelated and mutually supportive of the Arabic language learning program for students. Starting from the top level, namely the mudir or head of the Islamic boarding school to the lowest, namely the santri. Ustaz/ustazah where also taken from Islamic Junior High School 2 Malang teachers play a role in improving Arabic language skills by at the Wustho level sometimes using Arabic in the learning process. Musyrif/musyrifah plays a role in accompanying and monitoring all students, not infrequently they also become substitute teachers when there are ustaz who are unable to attend Arabic language learning.

Arabic Program Implementation Management

Implementation is an effort made to carry out all plans and policies that have been formulated and determined by completing all the needs of the necessary tools, who will carry out, where the place of implementation and when the time starts.30 Based on the results of observations, researchers found that the implementation of the Arabic language program at Islamic Boarding School Nawaina is divided into 4 programs, namely Takbossus Kitab, Ta’lim Kitab, Muhadloroh and Compulsory Arabic Extracurricular.

1. Takbossus Kitab

Takbossus Kitab is an activity to study Arabic Islamic religious books such as the Aqidatul Awam, Mabadi Figh, and so on. This activity is carried out every morning by Islamic Boarding School Nawaina students who are selected in a test at the beginning of the semester. In this activity,


approximately 20 male and female students were selected. Meanwhile, other students who are not selected in the *takhossus kitab* every day deposit their memorization of juz 30 of Qur'an. The existence of this *takhossus kitab* program is to facilitate students who already have more understanding in the field of religion and memorization to be able to further explore religious sciences.

2. *Ta’lim Kitab*

*Ta’lim Kitab* activities are carried out every day by Islamic Boarding School Nawaina students after Maghrib prayer in congregation. In it, students learn books in various fields, such as *Akhlak*, *Fiqh*, *Tarikh* and Arabic. In this *ta’lim kitab* activity, the *santri* class is classified into 2, namely the *Ula* and *Wustho* classes. In the *Ula* class, the students are introduced to Arabic books. While in the *Wustho* class, the students begin to be taught how to read and give meaning to the books being studied. As for when in Arabic language material, the *Ula* class focuses on simple *biwar* (conversation) and the *Wustho* class focuses on deepening Arabic language rules such as *Nabun* and *Shoruf*.

3. *Muhadloroh*

*Muhadloroh* activities or lectures according to Syukir are a technique or method of da'wah that is colored by the characteristics of the speech of a preacher or preacher in a da'wah activity. This lecture can be a speech (rhetoric), sermon, teaching speech and so on. Muhadharah is a concrete form of learning in modern huts in training the oration and public speaking skills of the students. In the systematics of its activities, the students are not only required to deliver the material, but also required to be able to lead the course of the activity as the host in the activity. The objectives of this activity are threefold: firstly, to foster self-confidence in students; secondly, to increase fluency in Arabic; and thirdly, to encourage students to think more critically.

4. Compulsory Arabic Extracurricular

This compulsory Arabic extracurricular program is carried out by Islamic Boarding School Nawaina every Saturday in the morning. This program is a supporting program to improve the ability of students in the field of Arabic, especially in *maharah kalam* (Arabic speaking skills). What distinguishes this program from others is the learning atmosphere built by the teacher. In this extracurricular learning process, the learning atmosphere is made as fun as possible so that students can feel more free, active and happy without any pressure in participating in learning. Usually, this extracurricular learning is carried out outside the classroom and mingles with nature.

From the results of the researchers' observations of the implementation of the Arabic language learning program at Islamic Boarding School Nawaina, the Arabic language learning process at Islamic Boarding School Nawaina is conducted in both the classroom and outside the classroom. This is to avoid boredom of students when the learning process is carried out only in the classroom, where students also study in class when studying school lessons. In addition, the implementation of good Arabic language learning is when the learning process is combined between in the classroom and outside the classroom.

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Arabic Program Evaluation Management

To determine the level of success in a program, of course, it is mandatory to evaluate the program. The evaluation carried out in the Arabic language learning program at Islamic Boarding School Nawaina is carried out at the end of the semester along with the final semester exams at school. Evaluation is carried out through written exams by working on the questions provided and oral exams by memorizing *mufrodat* (Arabic vocabulary), *kalam* (speaking Arabic), and *tarkih* (Arabic rules). With this evaluation, Islamic Boarding School Nawaina can identify the strengths and weaknesses of the learning program, and take the necessary corrective measures to improve the quality of Arabic learning at Islamic Boarding School Nawaina. This evaluation also aims to determine whether the planning process is in accordance with the implementation and whether the language environment in Islamic boarding school has been created and running well.

In addition, program evaluation also provides an opportunity for students to evaluate themselves in learning Arabic. Students can see the development of their abilities from the beginning of the semester to the end of the semester, as well as knowing the extent to which they have achieved the learning objectives that have been set. In this evaluation process, students are also given constructive feedback to help them improve their weaknesses and develop their potential in learning Arabic. Thus, program evaluation is not only a tool to measure the success of the program, but also as a means of continuous learning for students.

The evaluation conducted at Islamic Boarding School Nawaina includes several types of exams to measure various aspects of students' ability to speak Arabic.

1. **Weekly Exams**
   Weekly exams are held regularly to measure students' understanding of the material that has been delivered during the week. This evaluation aims to ensure that students follow and understand each topic taught on a regular basis.

2. **Skills Test**
   In addition to weekly exams, skills tests such as speech (*khitobah*) and writing (*kitabah*) are conducted once a month. This evaluation aims to ensure that students not only understand the material theoretically but are also skilled in speaking and writing Arabic. Through the khitobah exam, students' ability to deliver speeches and speak in public is tested. Meanwhile, through the kitabah exam, students' ability to write well and correctly in Arabic is assessed.

3. **Final Semester Exams**
   At the end of each semester, students at Islamic Boarding School Nawaina must take a final exam. This exam is designed to know, assess, and measure students' ability to speak Arabic comprehensively. The results of this semester's final exam are used to assess student progress and determine areas that need further improvement in the learning process.

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4. Annual Report Cards
At the end of the semester of the school year, students will receive a report card summarizing their learning outcomes for one year. This report card contains assessments of all types of exams achievements in learning Arabic. The results of this report card will be reported to the parents of the students to provide information about their child's academic development.

Evaluation findings at Islamic Boarding School Nawaina show the use of a variety of evaluation methods that are in line with several main theories in education. Weekly evaluations and end-of-semester exams measure students' understanding from basic level to application and analysis, in accordance with the principles of Bloom's taxonomy, ensuring gradual mastery of knowledge. Skills exams such as speech (khitobah) and writing (kitabah) prioritize active learning through interaction and real experience, in accordance with constructivist theory, developing speaking and writing skills. Skills evaluation also reflects social learning theory, which encourages learning through observation and social interaction, enhancing interpersonal and collaborative skills.

Weekly exams serve as ongoing feedback, consistent with the concept of formative evaluation, while end-of-semester exams and annual report cards assess students' final achievements, consistent with summative evaluation. Additionally, various types of evaluation pay attention to students' diverse intelligences, in accordance with Howard Gardner's theory of multiple intelligences, ensuring abilities are demonstrated holistically. Overall, the evaluation method at Islamic Boarding School Nawaina creates a comprehensive and effective learning system, ensuring mastery of theoretical material and practical skills in Arabic.

Closing
Based on the explanation above, the researcher concluded that there is a system of planning, organizing, implementing, and evaluating the Arabic language learning program at Islamic Boarding School Nawaina. The system is designed to ensure that all Islamic Boarding School students can actively improve their Arabic language skills and study more deeply the main sources of Islamic teachings. In addition, this system also serves as a means to overcome the challenges of the contemporary global era and build Arabic as a medium of communication in the context of economic, cultural, and technological competition.

The management of the planning of the Arabic language program at Islamic Boarding School Nawaina, which is located in Islamic Junior High School 2 Malang, is carried out through a coordination meeting every semester. This meeting involved the chairman of the Islamic Boarding School, teachers, and student assistants. During the coordination meeting, various aspects of planning are discussed and agreed upon to ensure that the program runs in accordance with the goals that have been set.

At the organizing stage, the classification of students and teachers is carried out. This process ensures that each student is placed in a class that matches their level of ability, and that each teacher is assigned responsibilities that match their skill set. Good organization helps in the implementation of effective and efficient programs.

The implementation stage of the Arabic language learning program at Islamic Boarding School Nawaina consists of four main programs. First, Takhossus Kitab, a special program for studying Arabic classic books. This in-depth study of seminal Arabic literature and texts is designed to

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35 Howard E Gardner, Intelligence reframed: Multiple Intelligences for the 21st Century, (Hachette Uk, 2000), hlm. 95.
immerse students in the rich linguistic and cultural heritage of the language. Students engage with these works through close reading, analysis, and discussions, developing a deep appreciation for the nuances and complexities of classical Arabic. Second, Ta'lim Kitab, a program for teaching certain Arabic books as part of the curriculum. Unlike the specialized Takhossus Kitab program, this initiative integrates the use of Arabic texts directly into the school's core academic offerings. This ensures that the language is not confined to a standalone subject, but is woven into the broader educational experience of the students. Third, Arabic Extracurriculars, additional activities outside of class hours that focus on developing Arabic language skills. These extracurricular programs provide students with opportunities to practice and apply their Arabic in more informal, conversational settings. Activities may include Arabic language clubs, debate teams, cultural festivals, and other initiatives that foster the practical use of the language. Fourth, Muhadhoroh, a compulsory activity that involves practicing public speaking to improve communication skills in Arabic. This program is designed to challenge students to develop their oral proficiency and confidence in using Arabic for formal, presentational purposes. Through regular practice and feedback, students hone their abilities to articulate their thoughts, ideas, and knowledge effectively in the Arabic language.

At the evaluation stage, the evaluation conducted at Islamic Boarding School Nawaina includes several types of exams to measure various aspects of students' ability to speak Arabic. Weekly exams are held regularly to ensure that students follow and understand each topic taught on a consistent basis. This assessment aims to track students' ongoing comprehension of the material covered in the classroom. In addition to the weekly exams, the school also administers more comprehensive skills tests on a monthly basis. These include speech (khitobah) and writing (kitabah) examinations, which assess students' practical abilities to effectively communicate in Arabic through public speaking and written expression. The results of these assessments provide valuable insights into the students' applied language proficiency, beyond just their theoretical knowledge. Furthermore, the program culminates in a final semester exam that holistically evaluates each student's Arabic language capabilities. The outcome of this exam is then summarized in an annual report card, which is shared with parents to communicate the student's overall progress and achievements in their Arabic language learning journey.

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