



## Management of the Implementation of Arabic Language Programs in Increasing Learning Motivation

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### Abstract:

This study aims to describe leadership, motivation, and communication in the institution of the Islamic Boarding School, whose members have achieved various achievements at the national and international levels. This study departs from the importance of good program implementation management to produce students who are competent in Arabic and able to compete at various levels. Factors such as participatory and democratic leadership, need-based motivation, and descending and transcendent communication, both formally and informally, verbally and in writing, determine the success of the program. This study uses a qualitative descriptive approach to explore the internal dynamics of the institution. The results show that the combination of inclusive leadership, relevant motivation, and effective communication contribute significantly to the achievement of the institution's achievements. This study provides a practical contribution in understanding the management of Islamic boarding school-based institutions and its relevance to the development of globally competitive Arabic language competencies.

**Keywords:** *Implementation Management, Participative Leadership, Needs-Based Motivation, Transcendent Communication*

### Abstrak:

Penelitian ini bertujuan untuk mendeskripsikan kepemimpinan, motivasi, dan komunikasi di lembaga dari Pondok Pesantren, yang anggotanya telah meraih berbagai prestasi di tingkat nasional dan internasional. Penelitian ini berangkat dari pentingnya manajemen pelaksanaan program yang baik untuk menghasilkan mahasiswa yang kompeten dalam bahasa Arab dan mampu bersaing di berbagai tingkatan. Faktor-faktor seperti kepemimpinan partisipatif dan demokratis, motivasi berbasis kebutuhan, serta komunikasi descending dan transenden, baik secara formal maupun informal, lisan maupun tertulis, menjadi penentu keberhasilan program. Penelitian ini menggunakan pendekatan deskriptif kualitatif untuk menggali dinamika internal lembaga. Hasil penelitian menunjukkan bahwa kombinasi kepemimpinan yang inklusif, motivasi yang relevan, dan komunikasi yang efektif berkontribusi signifikan terhadap pencapaian prestasi lembaga. Penelitian ini memberikan kontribusi praktis dalam memahami pengelolaan lembaga berbasis pesantren dan relevansinya bagi pengembangan kompetensi bahasa Arab yang berdaya saing global.

**Kata Kunci:** *Manajemen Pelaksanaan, Kepemimpinan Partisipatif, Motivasi Berbasis Kebutuhan, Komunikasi Transenden*

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## INTRODUCTION

Arabic language learning in Indonesia is one of the fields of education that has a strategic role in supporting the development of Islamic knowledge and understanding (Ilhami & Robbani, 2021; Zurqoni et al., 2020). However, to date, Arabic language learning still faces various challenges, such as a lack of professional teachers, minimal learning facilities, and teaching methods that are less relevant to students' needs (Akmaliah et al., 2021; Isnaniah & Mustofa, 2020; et al., 2019). On the other hand, private educational institutions, both independent and affiliated with Islamic boarding schools, are at the forefront of teaching Arabic intensively, despite limited resources (Al-Issa, 2020; Islam & Stapa, 2021; Latif & Hafid, 2021).

The Raudah Lughah Arabiyah Institution, located in the Latte II residence of the Annuqayah Islamic Boarding School, Sumenep, Madura, is a small institution that has shown extraordinary achievements in the field of Arabic language learning. Its members, who are all women, have won various Arabic language competitions at the local, regional, national, and ASEAN levels. The institution has a simple organizational structure consisting of a chairman, secretary, treasurer, and several departments, such as education, publishing, security, and cleanliness, with learning classes divided into four levels: preparatory, beginner, intermediate, and advanced. Established in 2007, this institution was initially formed from the initiative of the Himpunan Santri Latte II who love Arabic and are officially accredited as a formal institution under the auspices of the Islamic boarding school. Over time, more and more female students have joined, and the institution's achievements have continued to increase, thanks to good program management.

Previous studies have examined various aspects of Arabic language learning, such as the effectiveness of learning methods (Sutaman & Febriani, 2021; Wargadinata et al., 2020), the role of digital learning media (Eltahir et al., 2021; Mudinillah & Rizaldi, 2021; Rawashdeh et al., 2021), student learning motivation (Brosh, 2019; Daud et al., 2020; Mudinillah, 2019), communication strategies in teaching Arabic (Azhar et al., 2022), the influence of the Islamic boarding school environment on Arabic language skills (Marlius et al., 2021; Sofyan et al., 2022), and the role of leadership in Arabic language education management (Arar & Abu Nasra, 2019; Arar & Nasra, 2020; ElKaleh, 2019). However, there is still little research that specifically discusses the integration of leadership, motivation, and communication as the main factors in supporting the success of Arabic language programs in small, high-achieving institutions (Hallinger, 2019; Hammad et al., 2022).

This study offers a new contribution by delving deeper into the management of Arabic language programs at the Raudah Lughah Arabiyah institution, a small institution at the Annuqayah Late II Islamic Boarding School, Sumenep. This study fills the gap in the literature that does not discuss the internal dynamics of small institutions in achieving achievements at the local and ASEAN levels. The novelty of this study lies in the analysis of the relationship between participatory leadership factors, need-based motivation, and effective communication with the success of Arabic language learning programs.

The purpose of this study is to describe in detail the factors of leadership,

motivation, and communication in the implementation of Arabic language programs at the Raudah Lughah Arabiyah institution. This study seeks to reveal how these factors influence the achievement of institutional achievements, both in terms of learning and competition. This study is important to show that good management, even on a small institutional scale, can have a significant impact in supporting Arabic language learning. By analyzing the management model applied in Raudah Lughah Arabiyah, this research can be a reference for similar institutions in developing effective management strategies.

## RESEARCH METHOD

This study uses a qualitative approach with a descriptive design (Dawadi et al., 2021) to understand the implementation of the Arabic language program at the Raudah Lughah Arabiyah institution through the perspective of leadership, motivation, and communication management. This approach aims to describe the phenomenon in depth and contextually by utilizing various data sources. This study involves two main types of data sources, namely primary and secondary data. The primary data source comes from interviews with the head of the Raudah Lughah Arabiyah institution, which provides insight into leadership strategies and policies. Meanwhile, secondary data sources consist of participants or members of the institution, who provide perspectives related to their experiences in participating in the program.

Data collection techniques include in-depth interviews, observations, questionnaires, and documentation. Interviews are used to explore information related to the leadership and motivation strategies applied, while observations provide a direct picture of interaction and communication patterns in the institution. Questionnaires are used to measure participants' perceptions of program implementation, and documentation helps complete data related to organizational structure, activity schedules, and program achievement results. These various data collection techniques provide triangulation that strengthens the validity and reliability of the study.

The data analysis process was carried out using the Miles and Huberman interactive analysis method, which includes four stages (Lê & Schmid, 2022). The first stage is data collection through various techniques that have been explained. Next, the collected data was selected through a reduction process to focus on relevant information. The summarized data was then presented in the form of a descriptive narrative that facilitated interpretation. In the final stage, the researcher drew conclusions based on the main patterns and findings identified during the analysis process. This method allows the researcher to understand the relationship between leadership, motivation, and communication in the implementation of the Arabic language program at the institution.

## FINDINGS AND DISCUSSION

### Leadership in the implementation of Arabic language programs

The Raudah Lughah Arabiyah Institution is one of five institutions in the Late II Dormitory. Late II is one of the dormitories for female students under the auspices of the Annuqayah Islamic Boarding School, Sumenep, Madura. Because it has become an official institution, Raudah Lughah Arabiyah has an

organizational structure and independent system in implementing the Arabic language program. The regulations applied in this institution must remain in line with the Late II rules and not conflict with the policies of the Islamic boarding school. The organizational structure of the Raudah Lughah Arabiyah Institution consists of a chairman, secretary, treasurer, and several departments such as education, publishing, security, and cleanliness. The chairman of the institution is responsible for appointing administrators, preparing work programs, submitting end-of-period reports, and leading meetings and coordination. However, the most important thing is to ensure the sustainability of the program through effective supervision and coordination so that the organization's goals are achieved.

According to one interview participant, "The chairman of the Raudah Lughah Arabiyah Institution not only acts as a formal leader, but also as a motivator who always provides direction and inspiration. For example, when there are obstacles in implementing the program, he is always present to provide solutions and discuss them with the team." This shows that the leadership implemented is able to motivate all members to remain enthusiastic in participating in the program. The chairman is also considered a role model because he is disciplined in using Arabic in everyday life. Another participant added, "We feel very supported by the chairman, because he always ensures that all program needs are met and provides direct guidance when needed."

The effectiveness of leadership in an organization like this cannot be separated from the harmonious relationship between the leader and its members. The head of the Raudah Lughah Arabiyah Institution applies an inclusive leadership style and values input from participants. In an interview, the head of the institution said, "I try to establish intense communication with members. We always discuss every criticism and input together in a forum so that the decisions taken truly represent shared needs." This approach creates a conducive work environment and encourages active participation from all parties. The head of the institution also often holds regular meetings to evaluate the program and provide opportunities for participants to submit new ideas. One of the administrators said, "We feel heard and appreciated, because every decision taken is always through deliberation involving all members."

The leadership style implemented by the head of the Raudah Lughah Arabiyah Institution is a combination of participatory and democratic. The head of the institution always involves members in every important decision-making process and shows attention to their needs and aspirations. For example, in the last meeting regarding the annual activity plan, the head of the institution asked each department to submit their plans first before giving directions. This creates a sense of shared responsibility and increases the commitment of members to the designed program. The head of the institution also consistently monitors the implementation of the program and provides constructive feedback to ensure that the program is running according to target. This combination of participatory and democratic approaches not only increases the effectiveness of the organization but also builds an inclusive and collaborative work culture at the Raudah Lughah Arabiyah institution.

Leadership at the Raudah Lughah Arabiyah Institution shows a close relationship between the role of the leader as the driving force of the organization

and the level of member participation in the Arabic language program. The findings reveal that the participatory and democratic leadership style applied has succeeded in creating an inclusive environment, where every member feels heard and appreciated. This is reflected in the head of the institution's initiative to involve members in every decision-making process, as expressed by interview participants. In addition, the use of an intensive communication approach by the head of the institution has increased the sense of collective responsibility among members. The findings also show that the success of implementing the Arabic language program in this institution is not only determined by program planning, but also by the effectiveness of coordination and supervision by the head of the institution. With direct guidance from a disciplined leader who provides real examples in the use of Arabic, this program not only runs according to plan but also succeeds in attracting more members to join (Adinugraha, 2022; Aina & Atan, 2020; Bodolica et al., 2021). This interpretation strengthens the understanding that inclusive and collaboration-based leadership is the main key to the success of a small organization like Raudah Lughah Arabiyah.

### **Motivation for Students**

Motivation at the Raudah Lughah Arabiyah Institution is very much needed, because the participants in this institution not only have tasks and jobs related to the institution, but also have tasks and jobs as students in the Late II dormitory and at school, so that the burden and responsibility are getting heavier. Participants need motivation to maintain their enthusiasm in carrying out the Arabic language program at the Raudah Lughah Arabiyah Institution. Motivation given to them in the form of advice can provide encouragement to them. One participant said he had a difficult job, and then one of the older students helped him and gave him motivation to encourage him to be enthusiastic again. Motivation at the Raudah Lughah Arabiyah Institution is very much needed, because the participants in this institution not only have tasks and jobs related to the institution, but also have responsibilities as students in the Late II Dormitory and at school. These burdens and responsibilities often make participants feel tired, so motivation is needed to maintain their enthusiasm in carrying out the Arabic language program. Motivation given to them in the form of advice or direct support can be a significant boost. One participant stated, "When I find it difficult to do my assignments, my seniors help me and give me motivation. It really helps me to get up and continue my work with enthusiasm." Motivation is an important element in an organization, because it is one way for leaders to influence subordinates to work hard and smart as expected.

Motivation at the Raudah Lughah Arabiyah Institution is often done in various forms, ranging from direct advice, intensive training to prepare for competitions, to scientific trips aimed at improving the learning experience of participants. In an interview, the head of the institution explained, "We try to create a supportive atmosphere by providing various forms of motivating activities, such as interactive games or giving awards to the best participants." Observations also show that activities such as giving prizes to the best participants or those who win competitions have a positive influence, as seen from the enthusiasm of participants in improving their efforts. In addition, another form of motivation that

is applied is through persuasive communication.

Participants who experience obstacles usually express their problems to administrators who are close to them, and the administrators will provide encouragement and solutions. This fosters a sense of closeness between the administrators and participants. One participant said, "When I feel tired, the administrators give me encouragement and help me find solutions to the difficulties I face."

Motivation is also realized through strict selection for participants who want to take part in competitions outside the institution (Biberman-Shalev, 2021; Fakunle et al., 2019). This selection not only instills a sense of responsibility, but also encourages participants to continue improving their abilities. Observations show that participants who pass the selection have a high commitment to practice and provide the best results, thus having a positive impact on individual and institutional performance as a whole. Internal motivation such as the desire to speak Arabic is the main driving force that raises the enthusiasm of participants in every activity. External motivation provided through training programs, awards, and communicative approaches successfully creates a supportive and conducive environment for participants to develop. Observations also show that participants who receive motivation are more likely to show improved performance, both in daily tasks and in participating in competitions. Thus, the combination of internal and external motivation is an effective strategy to increase the enthusiasm and productivity of participants (Al-Thani et al., 2021; Yosintha, 2020), which ultimately makes a positive contribution to achieving organizational goals.

### **Effective Communication**

In this institution, there is a "sharing" program that must be carried out once a month, where all officials/managers and participants will be open to expressing complaints, opinions, ideas, input, and others. But unfortunately this program is implemented several times only because sometimes there are obstacles that cannot be avoided, so this program is only incidental. Communication is the process of conveying thoughts, plans, or feelings by someone (communicator) to another person (communicant). Thoughts can be information, opinions, and others that arise from the mind. The communication process will be effective if the ideas discussed in the deliberation can be understood and lead to consensus and unity of opinion. The communication process aims to achieve mutual understanding between the parties involved in it. This is in accordance with what happened at the Raudah Lughah Arabiyah Institution. There are five important elements in communication, namely the sender of the message, the message, the way to send the message, the recipient and the reply to the message. Communication at the Raudah Lughah Arabiyah Institution has achieved these five elements. However, sometimes, as stated by several participants who provided input or criticism, they did not get a response to the message. Communication is divided into three types: downward and upward communication, formal and informal communication, and oral and written communication. These three types of communication exist in the Raudah Lughah Arabiyah Institution. Communication can be seen from the guidance given by the Head or other administrators to participants. Upward communication can be seen



from the input or criticism of participants in the institution.

Then official communication can be seen through meetings and the use of messages or notes by officials of the Raudah Lughah Arabiyah Institution. One example is when participants ask their classmates for help in studying. Oral communication in the Raudah Lughah Arabiyah Institution occurs in many cases. For example, as previously mentioned, is when participants provide input to administrators, either during personal situations or participation sessions. Then written communication can be seen through the use of notes and letters. Usually, the use of letters and notes is for internal meetings between members of the Raudah Lughah Arabiyah Institution, while invitation letters and notifications are for other parties outside the Raudah Lughah Arabiyah Institution.

The communication program at the Raudah Lughah Arabiyah Institution, especially the "sharing" program, has a significant role in encouraging open interaction between administrators and participants. Although this program was only implemented incidentally, its existence reflects an effort to create an inclusive communication environment. However, the lack of consistency in its implementation indicates challenges in maintaining effective communication channels (Brosh, 2019; Sutaman & Febriani, 2021). In addition, complaints from several participants regarding the lack of response to their criticism and input indicate potential imbalances in the feedback process, which can affect participants' trust in the management. This study contributes to identifying elements of communication that are successful and those that need to be improved in Islamic boarding school-based educational institutions.

## CONCLUSION

After analyzing the research results, it can be concluded that the leadership at the Raudah Lughah Arabiyah Institution shows a good relationship between superiors and subordinates. The head of the institution applies a participatory and democratic leadership style, which creates an inclusive and conducive working atmosphere. In addition, motivation in this institution is given through two main approaches, namely fulfilling the needs of members and persuasive communication in the form of words that inspire enthusiasm. In terms of communication, the Raudah Lughah Arabiyah Institution adopts various types of communication, including downward and upward communication, formal and informal communication, and oral and written communication. The combination of these communication approaches supports the effectiveness of interactions between administrators and participants, although there are several challenges that still need to be improved to create more optimal communication.

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