



Arabic Language Program Management at Dar Al-Lughah Wal-Quran Institute

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Abstract:

Arabic language programs in Islamic institutions have a vital role in fostering linguistic competence and reinforcing students' understanding of Islamic texts rooted in the Arabic language. This study aims to analyze the management of Arabic language programs at Dar Al-Lughah Wal-Quran Institute, focusing on planning, implementation, and evaluation aspects that contribute to program effectiveness. The background of this study is the need for a well-structured and contextually adaptive language program to address students' diverse backgrounds and learning needs. Through an emphasis on immersive environments, integrated tahfidz-based approaches, and rigorous quality control mechanisms, the institute's management practices are expected to support holistic Arabic language acquisition. This research adopts a qualitative descriptive approach with data collected through in-depth interviews, participatory observation, and documentation from administrators, instructors, and students. The findings indicate that strategic program planning aligned with institutional vision, consistent teacher development, and formative evaluations are key to the program's success. Practically, this study demonstrates that effective program management in Arabic learning not only enhances students' proficiency but also nurtures discipline and spiritual development. The implications suggest that structured management models can serve as a reference for similar institutions aiming to improve Arabic education outcomes within faith-based learning environments.

Keywords: *Arabic Language Program, Educational Management, Immersive Learning, Faith-Based Institutions.*

Abstrak:

Program bahasa Arab di lembaga-lembaga Islam memiliki peran penting dalam membina kompetensi linguistik dan memperkuat pemahaman siswa terhadap teks-teks Islam yang berakar pada bahasa Arab. Penelitian ini bertujuan untuk menganalisis manajemen program bahasa Arab di Institut Dar Al-Lughah Wal-Quran, dengan fokus pada aspek perencanaan, implementasi, dan evaluasi yang berkontribusi pada efektivitas program. Latar belakang penelitian ini adalah perlunya program bahasa yang terstruktur dengan baik dan adaptif secara kontekstual untuk mengatasi latar belakang dan kebutuhan belajar siswa yang beragam. Melalui penekanan pada lingkungan yang mendalam, pendekatan berbasis tahfidz yang terintegrasi, dan mekanisme kontrol kualitas yang ketat, praktik manajemen lembaga diharapkan dapat mendukung perolehan bahasa Arab secara holistik. Penelitian ini mengadopsi pendekatan deskriptif kualitatif dengan data yang dikumpulkan melalui wawancara mendalam, observasi partisipatif, dan dokumentasi dari administrator, instruktur, dan siswa. Temuan menunjukkan bahwa perencanaan program strategis yang selaras dengan visi lembaga, pengembangan guru yang konsisten, dan evaluasi formatif adalah kunci keberhasilan program. Secara praktis, penelitian ini menunjukkan bahwa manajemen program yang efektif dalam pembelajaran bahasa Arab tidak hanya meningkatkan kemahiran siswa tetapi juga menumbuhkan disiplin dan pengembangan spiritual. Implikasinya menunjukkan bahwa model manajemen terstruktur dapat menjadi rujukan bagi lembaga sejenis yang bertujuan untuk meningkatkan hasil pendidikan bahasa Arab dalam lingkungan pembelajaran berbasis agama.

Kata Kunci: *Program Bahasa Arab, Manajemen Pendidikan, Pembelajaran Imersif, Lembaga Berbasis Agama*

INTRODUCTION / المقدمة

Educational administration is a complex field that involves managing various educational components, which are interconnected and have specific characteristics. Effective educational management is essential to optimize the use of resources, including human resources, infrastructure, and learning materials, to achieve educational goals efficiently (Mohammed et al., 2021; Omar, 2021; Syifa et al., 2024; Tukimin et al., 2020). Teachers, who often act as educational managers, have an important role in organizing the teaching process and selecting appropriate learning materials so that the education provided is well-structured and effective (Amin & Badreddine, 2020; Sali, 2020). Education itself is seen as a system where success depends on several components, such as curriculum, learning materials, lesson plans, and teaching methods. Therefore, well-managed education becomes a prerequisite to achieve optimal learning outcomes that are meaningful and sustainable.

Studied by an Efendi (2022) shows that management is defined as a process that includes planning, organizing, coordinating, and controlling activities aimed at achieving specific goals. In educational institutions, effective management requires a clear understanding of the manager's or leader's style, skills, and strategies to facilitate smooth implementation of programs and ensure efficiency and effectiveness (Khumaini et al., 2023). So we can conclude that the educational management is not only about administration but also involves deciding what content is taught, how teaching methods are applied, and how to evaluate their impact on student learning. It means explaining that educational management is both an art and a science aimed at managing educational resources to support student development in various competencies through an effective educational process.

Specifically, managing Arabic language teaching programs in secondary education levels requires a systematic approach encompassing planning, organizing, implementation, and evaluation to ensure that learning objectives are achieved optimally (Camilleri, 2021; Kusumaputri et al., 2023; Osias Kit T. Kilag et al., 2023). Poor management in language teaching often results in a mismatch between teaching materials, methods, and student learning needs, thus hindering learning effectiveness. Educational institutions, especially those providing Arabic language education, have an important role in facilitating learning that is not only linguistically accurate but also culturally enriching. Therefore, strong program management is essential for success in language acquisition and overall educational quality.

This non-formal educational institution specializes in Arabic language teaching by focusing on developing the four core language skills: listening, speaking, reading, and writing across three proficiency levels: basic, intermediate, and advanced. The intensive 22-day Arabic course aims to rapidly achieve conversational fluency, supported by highly motivated students and innovative teaching methods adapted to the local context. (AlSabban et al., 2020; Amin & Badreddine, 2020; Paradis et al., 2020). The program management excels in creating an immersive learning environment where students

actively practice Arabic through diverse, culturally rich activities such as language demonstrations, tours, football commentary, classical text study, sermons, competitions, and debates. This multifaceted approach not only enhances linguistic proficiency but also fosters cultural and intellectual engagement. The program's comprehensive management, covering planning, organizing, implementation, monitoring, and evaluation, offers a novel and valuable model for effective Arabic language education in non-formal settings, providing important insights for improving language program effectiveness.

This research is important because, despite the increasing attention to Arabic language education, few studies have specifically examined the management aspects of Arabic language programs in non-formal institutions like Darul Lughah Wal Quran. This study provides a comprehensive analysis of how program management influences the effectiveness of Arabic language teaching, contributing to the literature on educational management in language learning contexts. The original contribution of this research lies in its empirical evaluation of program management stages within a specialized Arabic language institute in Madura, offering practical insights for educational practitioners and policymakers aiming to improve language program quality. By highlighting the strengths and challenges of the current management practices, this study supports the development of more efficient, culturally responsive, and student-centered Arabic language teaching programs.

RESEARCH METHOD / المنهجية

This study uses a qualitative approach with a descriptive method to describe in depth the characteristics of Arabic language program management in a non-formal educational setting. This approach was chosen because it allows the researcher to naturally and holistically examine language learning activities, without manipulation, as they occur in their original context (Pyo et al., 2023). The focus of the study is the implementation of Arabic language program management, which includes planning, organizing, implementation, monitoring, and evaluation within an immersive language environment. The study was conducted at a non-formal Arabic learning institution located in a pesantren-based environment in Madura, which offers intensive language activities tailored to different proficiency levels through a 22-day immersion program.\

Data collection techniques in this study include observation, interviews, and documentation. Observations were carried out directly and participatorily, where the researcher was actively involved in the daily activities of language instruction and practice to understand how language management is operationalized in a dynamic educational setting. Interviews were conducted using a structured format with 20 respondents consisting of language instructors, curriculum supervisors, and students who were actively involved in language activities such as Arabic demonstrations, debates, sermons, and language tours. Respondents were selected purposively to ensure relevance and depth of information according to the research focus. Documentation was used to support field data through the collection of instructional materials, event programs, institutional reports, and photos of language activities.

Data analysis in this study follows the Miles and Huberman model, which involves three main stages: data reduction, data display, and conclusion drawing (Finn, 2022; Waruwu, 2023). Data reduction was conducted by filtering essential information relevant to Arabic language program management; the data was then displayed in thematic narratives for analytical clarity. The final stage involved concluding a systematic process of

data triangulation and member checking to ensure accuracy and validity of the findings. This methodology provides a comprehensive understanding of how effective management strategies can enhance Arabic language acquisition in non-formal educational contexts.

FINDINGS AND DISCUSSION / نتائج البحث و المناقشة

Findings

Strategic Planning Enables Accelerated Arabic Language Acquisition

The Implementation of strategic planning in Arabic language instruction at Dar Al-Lughah Wal-Quran proves to be one of the strongest factors contributing to the program's success. The institute begins every learning cycle with a needs analysis, collecting data on participants' educational background, previous exposure to Arabic, and their learning goals. This is confirmed by a program coordinator who stated, "We categorize students into levels not just based on entrance tests, but also through interviews to understand their learning targets. Some want to be fluent in speaking, others focus on grammar or reading classical texts." This initial planning phase ensures that the program design is personalized and target-oriented.

The program adopts a structured 22-day curriculum divided into three levels: basic, intermediate, and advanced. Each level has its detailed syllabus outlining specific daily learning outcomes that integrate all four key language skills listening, speaking, reading, and writing. Daily lesson plans also include contextualized themes such as daily life expressions, market conversations, religious contexts, and media language, making the material relevant and practical for learners. A teacher shared, "We are given a teaching kit that includes a day-to-day guide, learning materials, vocabulary targets, and communicative activities. This helps us stay on track and meet daily objectives."

The use of outcome-based education (OBE) principles is also evident in the planning documents, where the desired result functional fluency in Arabic is broken down into measurable daily achievements. Students are expected to master not just isolated vocabulary, but to perform real-life language tasks such as introducing themselves, asking for directions, or giving opinions. This clear alignment between planning and instructional outcomes reduces ambiguity for both teachers and learners, which enhances instructional focus and student confidence.

From Observations and interviews, it was also found that the systematic planning significantly minimizes time waste. One participant mentioned, "On the first day, I already knew what the next 21 days would look like. The schedule was tight, but every hour felt useful." The program's clear structure helps create a learning rhythm and reduces the cognitive load of adjusting to unexpected lesson shifts. Moreover, teachers, many of whom are program alumni, demonstrate a strong understanding of the content flow, allowing for seamless transitions between units and fostering a consistent learning environment.

Thus, strategic planning at Dar Al-Lughah Wal-Quran not only structures the learning process but also empowers both instructors and learners to achieve rapid and measurable progress. The alignment between planning, instructional delivery, and student outcomes confirms that strategic educational planning, when grounded in context-specific analysis and practical implementation, can accelerate language acquisition effectively. The success of this approach may serve as a reference for other non-formal institutions

aiming to optimize short-term language immersion programs.

Immersive Environment and Active Organization Boost Student Engagement

The immersive Arabic environment at Dar Al-Lughah Wal-Quran is a key pedagogical strategy that significantly enhances student engagement and motivation. This immersion goes beyond formal instruction by embedding Arabic language use into every facet of the students' daily lives. Based on observations and interview data, the institution has transformed its entire space, including dormitories, canteens, classrooms, prayer halls, and activity centers, into interactive language learning zones. Every part of the day becomes an opportunity to practice Arabic, with specific areas designated as "Arabic Only Zones." A student stated, "We don't just learn Arabic in class we live with it, talk with it, and joke with it every day."

The program also integrates a rich array of co-curricular and extracurricular activities designed to stimulate active language use. Activities such as group chants (nashid lughawi), live Arabic news reading, football match commentaries in Arabic, and structured dialogue simulations form part of the daily routine. Each student is also assigned rotating roles, such as *mudir hiwar* (dialogue moderator), *mufasssir* (explainer), or *musajjil* (recorder), which promote responsibility and continuous engagement. A language supervisor explained, "In each shift, students must lead or contribute using Arabic. This forces them to step out of passive learning and take initiative." These dynamic practices reinforce vocabulary and build spontaneous language use in a supportive, peer-driven context.

The success of this immersive strategy is inseparable from the program's highly organized structure. A dedicated student committee is assigned to manage various domains discipline, time scheduling, material reinforcement, and extracurricular innovation. These student-led units function under mentor supervision and are responsible for enforcing the use of Arabic in all public interactions. This system encourages peer accountability and creates a communal atmosphere of language learning. One committee member mentioned, "Even if someone forgets and speaks Indonesian, a friend will gently remind them with the Arabic equivalent." This collaborative discipline ensures that immersion is sustained consistently throughout the intensive course.

Table 1 below outlines key immersive activities observed in the program and their effects on student participation and motivation:

Immersive Activity	Implementation Form	Observation Notes
Group Chants (Nashid Lughawi)	Conducted every morning and evening with rotating student leaders	Builds rhythm and confidence; students gradually lead the chants without a script
Football Commentary in Arabic	Matches are narrated in Arabic with vocabulary drawn from sport-related language guides.	Students show excitement and volunteer to participate; vocabulary recall increases.
Arabic-Only Zones	Signage enforces Arabic speaking in canteens, dorms, and prayer areas	Students self-monitor and correct peers; creates 24-hour language exposure
Public Speaking & Role Play	Weekly simulations of market dialogue, storytelling, and religious sermons	Enhances fluency and builds presentation skills; peer feedback is a part of the process

From table 1 above, we can see that the immersive and well-organized approach

not only builds fluency but also creates a shared identity among learners as members of an Arabic-speaking community. Students begin to internaturally and natural and enjoyable way, breaking the barrier between “study” and “use.” Observations showed that students actively initiated conversations in Arabic during breaks and even while queuing for meals. A participant stated, “It feels strange now to speak in Indonesian we’ve been wired to think in Arabic during this course.” This indicates a successful cognitive shift supported by environmental cues and peer reinforcement.

In conclusion, the immersive Arabic-speaking environment at Dar Al-Lughah Wal-Quran, backed by a structured organizational system and engaging co-curricular activities, plays a pivotal role in enhancing student engagement. It transforms language learning from a classroom-bound task into a lived experience, ensuring that students not only learn Arabic but also think and operate within it. This finding underscores the importance of environmental design and active learner organization in building meaningful and lasting language acquisition outcomes.

Continuous Monitoring and Participatory Evaluation Improve Program Quality

Documentation analysis and field observation at Dar Al-Lughah Wal-Quran reveal that continuous monitoring and participatory evaluation are systematically embedded into the Arabic language program. These evaluation mechanisms are not limited to end-term assessments but are present as formative, ongoing processes that involve both students and instructors in shaping the direction of the learning journey. Daily monitoring is conducted through class visits, impromptu Arabic speaking checks, and the review of daily learning logs, while weekly participatory feedback forums are facilitated to capture student input. This process creates a loop of real-time reflection and adjustment, making the program agile and learner-responsive.

Student performance records and evaluation sheets indicate a multi-layered assessment framework. Each sheet includes not only scores but also personalized progress notes, weekly learning goals, and student reflections. For example, students are required to write short feedback after each oral practice session, guided by prompts such as “What part of today’s dialogue did you find most challenging?” or “How confident were you using new vocabulary?” These reflective notes are then reviewed by teachers to tailor upcoming learning materials. One evaluator noted, “We use student feedback to revise weekly speaking topics. If students feel stuck on a form, we reinforce it in creative ways like role play or interactive games.” This iterative model ensures a feedback-based improvement cycle.

Evaluation forms also incorporate participatory rubrics, where both teacher and student assign scores on performance indicators such as fluency, pronunciation, vocabulary use, and confidence. In peer review sessions, students provide comments for one another using structured templates. This peer-evaluation component builds responsibility and helps normalize constructive critique among learners. The participatory system enhances metacognition and accountability, where students begin to understand their learning processes and areas that require focus. As one student shared, “I used to fear evaluations, but now I see them as helpful checkpoints. When I write my weekly reflection, I realize what I’ve improved and what I should repeat.”

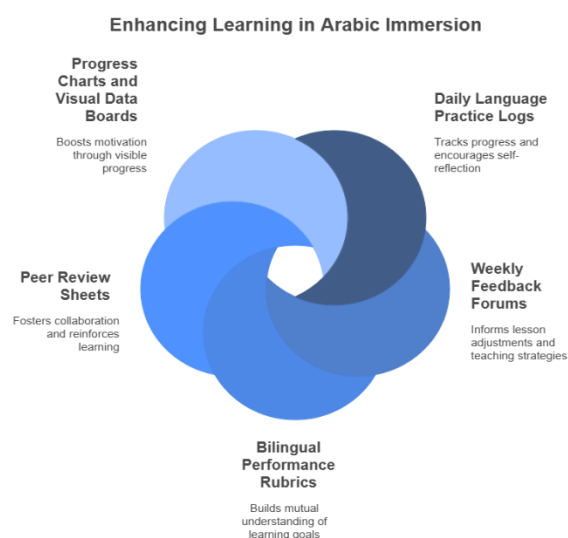


Figure 1. Continuous Monitoring and Participatory Evaluation Improve Program Quality

The documentation (see Figure 1 above) shows the detail-oriented approach of the institute's evaluation system. For instance, in the weekly oral assessment sheet, there are columns for fluency, intonation, vocabulary variety, and comprehension. Each column includes a qualitative comment from the instructor and a self-score from the student. This bilateral evaluation ensures transparency and fosters a strong growth mindset. Additionally, students who consistently perform below target levels are assigned to special remedial workshops focused on targeted skill enhancement, such as listening drills or pronunciation clinics.

Discussion

The implementation of Arabic language education at Dar Al-Lughah Wal-Quran demonstrates a holistic and highly systematic model grounded in strategic planning, immersive practice, and participatory evaluation. These three pillars reflect not only pedagogical rigor but also a learner-centered approach that integrates contextual relevance, environmental immersion, and continuous improvement. When examined collectively, these elements represent a dynamic framework that supports accelerated and sustainable language acquisition, particularly within short-term intensive learning contexts (Khoo & Kang, 2022).

The emphasis on strategic planning anchors the entire instructional framework and sets a strong foundation for instructional coherence and personalization. This is by the theory put forward by Sirojuddin et al. (2022), who said that the initial needs analysis, carried out through interviews, placement tests, and goal mapping, enables differentiated instruction aligned with learner profiles. This practice echoes principles of outcome-based education (OBE), in which learning objectives are explicitly defined and mapped to daily instructional targets. By breaking down broader fluency goals into tangible and measurable tasks. Altohami et al. (2022) also say that the use of thematic daily syllabi enhances contextual learning, helping students see the relevance of language use in real-life scenarios. This planning minimizes wasted instructional time and creates a predictable learning rhythm that supports both cognitive efficiency and motivational stability.

The full-language immersion approach at Dar Al-Lughah Wal-Quran transforms Arabic from an academic subject into a lived linguistic experience. Through environmental cues, structured activities, and peer-enforced discipline, students are exposed to consistent Arabic input throughout the day. This model mirrors Krashen's input hypothesis,

yet it is implemented through behaviorist mechanisms such as structured repetition, role rotation, and peer accountability that reinforce desired language behaviors through consistent exposure and reinforcement (Alshehri et al., 2021). Activities like “nashid lughawi,” football commentaries in Arabic, and public speaking simulations do not merely entertain but function as practice arenas where vocabulary and structures are repeatedly applied. These co-curricular activities provide low-anxiety environments for students to experiment with language use while internalizing linguistic forms through context and routine (Camilleri, 2021; Nurnaningsih et al., 2023). The presence of “Arabic-only zones” further reinforces immersion, encouraging students to remain mentally and linguistically engaged beyond the classroom.

The system of continuous monitoring and participatory evaluation represents an innovative blend of formative assessment and reflective pedagogy. The program moves beyond summative tests by embedding real-time feedback loops into daily and weekly routines. Evaluation forms that include personalized teacher comments, student self-assessments, and learning reflections foster metacognitive awareness and mutual accountability (Mitchell et al., 2022; Zhashkenova et al., 2021). This dual-feedback model, where students and instructors co-construct learning evaluations, supports adaptive teaching and aligns well with the principles of reflective teaching. Moreover, participatory rubrics and weekly feedback forums ensure that learner voices are incorporated into program adjustments, making the curriculum more responsive and democratic (Kitsiou & Kondyli, 2020). This practice not only improves instructional quality but also empowers students to take ownership of their learning trajectories.

Collectively, the findings from Dar Al-Lughah Wal-Quran indicate that the synergy between strategic planning, immersive environments, and participatory evaluation fosters a robust ecosystem for language acquisition. Each component reinforces the others: strategic planning ensures clarity and personalization, immersion drives practice and contextual fluency, while participatory evaluation sustains improvement and motivation. These mechanisms, while grounded in differing theoretical traditions (behaviorism, constructivism, and reflective pedagogy), coalesce into a cohesive instructional model that yields accelerated outcomes in a short period. The program’s structure also demonstrates that non-formal institutions can achieve high-quality results through intentional design and disciplined execution.

In conclusion, the Arabic language immersion program at Dar Al-Lughah Wal-Quran offers a compelling example of how structured planning, immersive practice, and participatory assessment can work in tandem to produce rapid and lasting language gains. Its alignment with behaviorist principles such as repetition, reinforcement, and environmental control is complemented by modern pedagogical tools like learner reflection and adaptive instruction. As such, this model may serve as a valuable reference for other language programs seeking to enhance both the effectiveness and learner experience in short-term instructional contexts.

CONCLUSION / الخلاصة

The study on Arabic Language Program Management at Dar Al-Lughah Wal-Quran Institute reveals that the integration of structured curriculum planning, immersive learning environments, and consistent evaluation practices is key factors in enhancing students’ Arabic proficiency. Scientifically, this research contributes to the growing body of knowledge in language program management within Islamic boarding school contexts,

offering a practical framework that merges classical Islamic pedagogy with modern instructional management strategies. However, this study is limited by its single-institution focus, which may not fully represent the diversity of Arabic language programs in other pesantren or international contexts, thereby opening future research opportunities for comparative analysis and broader empirical validation.

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