



Management of the Arabic Language Teaching Program for Non-Native Speakers

Maryam Abdullah^{1*}

¹ Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia

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Abstract:

Arabic language teaching for non-native speakers plays a pivotal role in building linguistic competence and intercultural understanding, especially within Islamic educational institutions. This study aims to explore the management of Arabic language teaching programs for non-native speakers at the secondary school level, with a focus on MTsN 3 Nganjuk as a case study. The background of this research lies in the need for effective educational management that ensures Arabic language learning remains structured, goal-oriented, and responsive to student needs. Employing a qualitative descriptive approach, data were collected through interviews with Arabic teachers, observations of classroom activities, and documentation analysis related to teaching plans and evaluations. The findings reveal that successful program management is marked by clear planning, adaptive curriculum design, innovative teaching methods, and systematic evaluation strategies. Teacher competency, administrative support, and student-centered learning models also contribute to the effectiveness of the program. In practice, this study underscores the importance of integrated program management in enhancing student motivation, engagement, and Arabic language proficiency. The implications suggest that a well-managed teaching program can provide a sustainable model for Arabic language instruction tailored to the needs of non-native learners in the context of secondary madrasahs.

Keywords: *Arabic Language Teaching, Program Management, Non-Native Speakers, Madrasah Education, Educational Strategy*

Abstrak:

Pengajaran bahasa Arab bagi penutur non-asli memegang peranan penting dalam membangun kompetensi linguistik dan pemahaman antarbudaya, khususnya dalam lembaga pendidikan Islam. Penelitian ini bertujuan untuk mengeksplorasi manajemen program pengajaran bahasa Arab bagi penutur non-asli di tingkat sekolah menengah, dengan fokus pada MTsN 3 Nganjuk sebagai studi kasus. Latar belakang penelitian ini terletak pada perlunya manajemen pendidikan yang efektif yang memastikan pembelajaran bahasa Arab tetap terstruktur, berorientasi pada tujuan, dan responsif terhadap kebutuhan siswa. Dengan menggunakan pendekatan deskriptif kualitatif, data dikumpulkan melalui wawancara dengan guru bahasa Arab, observasi kegiatan kelas, dan analisis dokumentasi yang terkait dengan rencana pengajaran dan evaluasi. Temuan penelitian mengungkapkan bahwa manajemen program yang sukses ditandai dengan perencanaan yang jelas, desain kurikulum yang adaptif, metode pengajaran yang inovatif, dan strategi evaluasi yang sistematis. Kompetensi guru, dukungan administratif, dan model pembelajaran yang berpusat pada siswa juga berkontribusi terhadap efektivitas program. Dalam praktiknya, penelitian ini menggarisbawahi pentingnya manajemen program terpadu dalam meningkatkan motivasi, keterlibatan, dan kemahiran bahasa Arab siswa. Implikasinya menunjukkan bahwa program pengajaran yang dikelola dengan baik dapat memberikan model berkelanjutan untuk pengajaran bahasa Arab yang disesuaikan dengan kebutuhan pelajar non-asli dalam konteks madrasah menengah.

Kata Kunci: *Pengajaran Bahasa Arab, Manajemen Program, Penutur Non-Asli, Pendidikan Madrasah, Strategi Pendidikan*

*Corresponding author

Email: 200104210018@student.uin-malang.ac.id

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INTRODUCTION / المقدمة

Arabic language teaching for non-native speakers is an educational effort that goes beyond mere linguistic transmission; it is a comprehensive program aimed at developing communication skills, cultural understanding, and intercultural competence (Han & Oh, 2018; Rana et al., 2021; Salem et al., 2020; Zoghbor, 2018). Learning a foreign language, particularly one as deeply rooted in religious, literary, and historical contexts as Arabic, requires a well-managed instructional system that supports the gradual development of linguistic and cognitive competencies in learners (Dussling, 2018; El-Dakhs et al., 2019; Khasawneh & Khasawneh, 2022). Therefore, the management of Arabic language teaching programs plays a pivotal role in ensuring learning effectiveness, curriculum alignment, and learner engagement.

In educational institutions where Arabic is taught as a foreign language, such as international universities or specialized language centers, program management includes planning, organizing, implementing, and evaluating the instructional process (Almuallem et al., 2021; Oudeh, 2019; Shehata, 2018). This encompasses teacher recruitment and training, development of appropriate teaching materials, student assessment systems, and the use of modern technology in instructional delivery. The success of the teaching program depends on how well these components are coordinated and adapted to the diverse needs, motivations, and backgrounds of non-native learners (Al-Khresheh et al., 2020; Parahita Anandi & Zailaini, 2019; Yunis & Dajani, 2022).

The phenomenon observed in several Arabic language teaching institutions for non-native speakers indicates a growing demand for professional program management. Many learners experience obstacles not due to the complexity of the language itself, but because of inconsistencies in the curriculum, lack of teacher preparedness, or inadequate instructional support (Al-Jahwari & Abusham, 2019; Alqadheeb et al., 2021; Huneety et al., 2020). As such, it becomes essential to evaluate how Arabic language teaching programs are designed and managed. Institutions that have succeeded in this regard tend to adopt an integrated approach that combines pedagogical, administrative, and technological strategies in managing their programs.

Methodologically, Al-Assaf (2021), Moghnem (2020), & Akhtar et al. (2020) effective management in Arabic language teaching programs involves strategic planning that aligns with learner needs, institutional goals, and international standards for foreign language teaching. It also emphasizes continuous teacher development, learner-centered curricula, use of authentic language input, and evaluation mechanisms that measure both progress and proficiency (Almegren, 2021; Mahzari et al., 2021; Najjar, 2020). These elements, when integrated systematically, not only improve student outcomes but also enhance institutional credibility and program sustainability in the competitive field of foreign language education.

This study aims to analyze the management strategies of Arabic language teaching programs for non-native speakers by focusing on three main aspects: instructional planning, implementation mechanisms, and evaluation systems. The research examines how educational institutions manage these components to improve student achievement,

support teachers, and ensure continuous program improvement. By doing so, it contributes to the development of more effective and contextually appropriate models for Arabic language teaching to non-native speakers across diverse educational settings.

The novelty of this research lies in its focus on the management aspect of Arabic language programs an area often overlooked in favor of pedagogical or linguistic analysis. By framing the discussion within an educational management perspective, this study offers a fresh and practical contribution to the discourse on Arabic language education for non-native speakers. It highlights the importance of strategic leadership, systematic planning, and adaptive evaluation as core pillars in sustaining quality Arabic language instruction in international and multicultural contexts.

RESEARCH METHOD / المنهجية

This study uses a qualitative approach with a descriptive method to describe in depth the characteristics of the phenomenon of Arabic language teaching management for non-native speakers at the Institute of Arabic Language, Umm Al-Qura University. This approach was chosen because it allows the researcher to explore naturally and comprehensively various aspects of language program management in its original institutional context without manipulation (Stern et al., 2020). The research is grounded in the subjective dimension of human experience, which constantly changes depending on time and place. Therefore, this type of research does not rely on statistical output but emphasizes depth, interpretation, and contextual understanding.

Data sources in this study are divided into two categories. The first is primary data, which refers to data collected directly from credible individuals who experienced the phenomenon or acted as key intermediaries in conveying the data. In this research, primary data were obtained through remote interviews with a Ph.D. holder who specializes in Arabic language education at the Institute of Arabic Language for Non-Native Speakers, Umm Al-Qura University. The informant was selected purposively due to their expertise, involvement in curriculum design, and direct experience in the management of the teaching program.

The second is secondary data, which consists of information gathered from institutional documents and scientific references. These include official documents related to the vision, mission, academic curriculum, strategic plans, and scholarly publications discussing the Arabic language teaching program for non-native speakers at Umm Al-Qura University. These documents served to complement the primary data and provide structural, policy-related, and historical insights into the management system of the program.

Data collection was carried out through two main techniques: interviews and document analysis (Gray et al., 2020). The interview technique allowed the researcher to obtain deep and authentic narratives about program implementation, while document analysis offered a basis for verifying and triangulating findings. Data analysis followed the qualitative data processing model by Miles and Huberman, which includes data reduction, data display, and conclusion drawing. Data reduction was done by selecting relevant information, data display was arranged in systematic narratives to facilitate thematic analysis, and conclusions were drawn through cross-verification with multiple data sources. To enhance data validity, triangulation of sources and methods was applied, along with member checking to ensure that interpretations accurately reflected the informants' intentions. This methodological design provides a rich and trustworthy

foundation for understanding how Arabic language education is managed for non-native speakers at Umm Al-Qura University.

FINDINGS AND DISCUSSION / نتائج البحث و المناقشة

Findings

Structured Curriculum Design Based on Learners' Needs

The implementation of structured curriculum design in the Arabic language teaching program for non-native speakers is one of the key findings at the selected institution. This design is based on the principle of aligning the curriculum with the actual linguistic needs and abilities of students. At the beginning of the program, students undergo a diagnostic test that classifies them into three levels: beginner, intermediate, and advanced. One curriculum coordinator explained, "We cannot use the same module for everyone. Each level has its own challenges, and we adjust the teaching materials accordingly." This statement shows that the institution prioritizes personalized and developmental learning paths. The curriculum is arranged in stages, starting from basic vocabulary and sentence structure in the beginner level, advancing to complex grammar and textual interpretation in the higher levels. Through this structured and sequenced arrangement, the program ensures that learners gradually master the four Arabic language skills (listening, speaking, reading, and writing) contextually and functionally.

This tiered system creates a clear progression in learning, helping students to build confidence as they move from one level to the next. Teachers play a critical role in ensuring that each learner is placed correctly and receives the appropriate level of support. One Arabic teacher shared, "Students become more active when they feel the material suits their level. If it's too difficult, they become silent; if it's too easy, they get bored. Balance is the key." This illustrates how curriculum structure, when aligned with learner needs, can boost student participation and retention. Moreover, instructional materials are selected to reflect students' communicative needs, such as using role-plays, dialogues, and situational learning that simulate real-life interactions in Arabic. The institution also designs formative assessments that allow teachers to monitor progress and adjust teaching strategies accordingly.

The structured curriculum not only guides content delivery but also reinforces learning consistency and direction. By clearly defining the learning objectives at each level, the program enables both teachers and learners to track their achievement and learning gaps. This results in a disciplined and organized learning atmosphere where students are aware of what is expected from them at every stage. One supervisor noted, "Students are more motivated because they can see their progress. Moving from beginner to intermediate feels like an achievement." This motivation is a result of systematic planning that avoids randomness and promotes coherence in instruction. The design also accommodates cultural and linguistic differences, ensuring that students from diverse backgrounds feel included and understood in their learning journey.

In conclusion, the structured curriculum design in this Arabic language teaching program demonstrates a strong learner-centered management approach. By using diagnostic placement, progressive scaffolding, and communicative goal-setting, the institution provides a responsive and adaptive curriculum. Interview and observation data confirm that students benefit from this system through increased engagement, improved linguistic competence, and stronger motivation to continue learning. The curriculum model proves that effective management in language education begins with understanding

who the learners are and what they need then designing a flexible yet organized system that can meet those needs efficiently and sustainably.

Integration of Technology in Arabic Language Delivery

The integration of technology into Arabic language instruction at the Institute of Arabic Language for Non-Native Speakers, Umm Al-Qura University, constitutes a strategic and systematic element in enhancing learning effectiveness. Teachers apply various digital platforms such as Learning Management Systems (LMS), language learning apps (Kahoot, Quizlet, Duolingo Arabic), and multimedia-based resources to support vocabulary mastery, grammar understanding, and pronunciation accuracy. This integration is not treated as an accessory but as an essential instructional tool, embedded within daily learning scenarios. Observations and interviews show that teachers frequently open classes by accessing digital platforms, displaying interactive slides, and assigning online exercises that can be accessed synchronously and asynchronously by students.

This pedagogical pattern reflects a shift from traditional teacher-centered methods to a more interactive and learner-driven environment. One Arabic instructor noted, “Our students are digital natives. They are more engaged when we use visual tools, quizzes, and self-paced games. It helps them learn without stress.” This statement illustrates how the integration of technology not only supports cognitive engagement but also enhances affective motivation. In practice, digital games like Kahoot are used at the end of lessons to reinforce vocabulary through competition, while Quizlet helps students memorize root words and morphological forms using flashcards. Meanwhile, the LMS is used to store materials, assignments, and feedback, creating a centralized and accessible learning hub.

The application of virtual tools also fosters student autonomy. Students can review materials independently, redo quizzes, or access multimedia explanations according to their own pace and comprehension level. Teachers reported that students from remote areas or different time zones particularly benefit from this flexibility. For example, Duolingo Arabic is used as a daily home-based practice tool, while YouTube videos with subtitles are assigned to strengthen listening comprehension. One academic coordinator mentioned, “Technology allows us to personalize instruction. Some students improve faster because they have access to many support systems beyond the classroom.” This indicates that technological integration serves not only instructional purposes but also acts as a bridge to accommodate diverse learner needs.

The use of technology is not without planning; it follows a structured design aligned with the curriculum goals and students’ linguistic stages. Digital tools are chosen based on their function drill, visualization, or evaluation, and are implemented in alignment with learning objectives. Teachers also receive periodic training on educational technology and are encouraged to update content based on feedback and learner performance. This systemized approach ensures that technology enhances, rather than distracts from, the learning process.

Table 1. Patterns of Technology Integration in Arabic Language Teaching

Technology Activity	Implementation Form	Observation Notes
Interactive Quizzes	Kahoot and Quizizz used after new vocabulary sessions	Students compete and recall terms better through timed gamification.
Vocabulary Reinforcement	Quizlet and Duolingo assigned as independent practice tools	Learners practice autonomously and show improved memorization in follow-up tasks.
Multimedia Listening	Arabic YouTube videos with	Enhances listening skills; students

Task	captions	can replay unclear parts.
Learning Management System (LMS)	Class resources, assignments, and feedback uploaded regularly	Centralizes materials and helps students track learning progress efficiently.

Table 1 presents the key patterns of technology integration observed during the implementation of the Arabic program. Each tool serves a unique pedagogical function reinforcing vocabulary, enhancing engagement, or supporting assessment. Observations suggest that learners respond positively to these technological interventions, especially when the content is interactive and visually engaging. Moreover, technology plays a vital role in reducing classroom anxiety, allowing students to learn at their own pace and space.

Overall, the integration of technology in the Arabic teaching program at Umm Al-Qura University exemplifies adaptive and responsive instructional management. With the right alignment to learners' digital habits and educational needs, the program succeeds in enhancing language learning outcomes and accessibility. The structured use of digital media, supported by teacher readiness and curriculum design, transforms Arabic instruction into a dynamic, modern, and inclusive learning experience.

Continuous Assessment and Reflective Feedback Mechanism

The implementation of continuous assessment combined with reflective feedback mechanisms is one of the distinguishing features of Arabic language instruction at the Institute of Arabic Language for Non-Native Speakers, Umm Al-Qura University. Evaluation is not merely conducted at the end of a module (summative), but it is carried out periodically throughout the learning process (formative) using oral presentations, group interactions, digital portfolios, and weekly structured written tasks. Each assessment is tailored to measure students' communicative competence in authentic contexts, focusing on fluency, accuracy, and contextual usage of the Arabic language.

What makes this system unique is the incorporation of reflective feedback cycles. After each task, students are asked to reflect on their performance, identify errors, and propose personal learning targets for improvement. This is conducted through self-assessment forms and structured peer-review sessions. One instructor explained, "Students here don't just receive grades. They learn how to evaluate themselves, give and receive feedback. It teaches accountability and awareness." This shift reflects a pedagogical movement toward learner autonomy, aligning with the principles of metacognitive development, where students are trained to understand their learning patterns and correct them through structured feedback loops.

From classroom observations and document analysis, it is evident that each student's progress is carefully monitored using digital rubrics embedded in the LMS. These rubrics contain detailed performance indicators for pronunciation, grammar, vocabulary usage, and interactional skills. Feedback is provided in both written and audio-visual formats, and students are encouraged to revise their tasks accordingly. For instance, a weekly vocabulary journal is assessed with comment-based feedback that students must respond to by editing their work, thus turning evaluation into an active learning process rather than a passive judgment. Moreover, group tasks are followed by discussion sessions where peers provide constructive critique guided by reflective question prompts such as: "What part of your speaking was clear?" or "What could be improved in your vocabulary choices?"

From a managerial standpoint, this approach reflects a shift from static evaluation to

dynamic, data-informed learning management. Instructors use analytics from student performance (compiled weekly from the LMS) to adjust lesson plans and target weak areas without waiting for formal exams. Academic advisors review these reports monthly and provide support strategies for students who show stagnation or regression. This feedback-driven system ensures that instructional content remains responsive to learners' actual progress and needs.

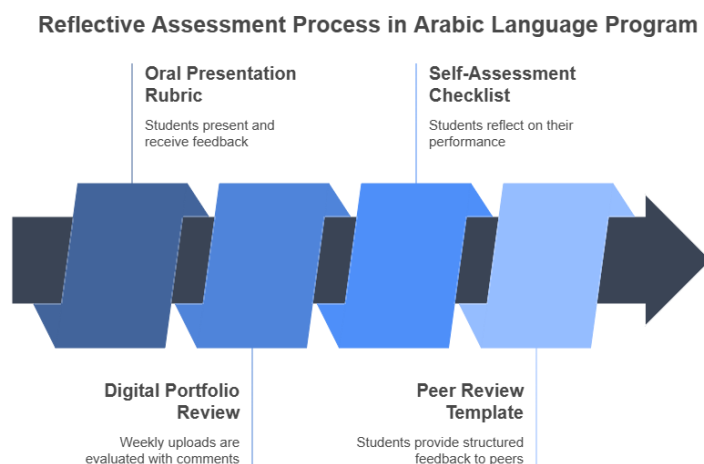


Figure 1. Reflective Assessment Documentation in Arabic Language Program

Figure 1 displays the reflective documentation framework used to manage assessment and feedback in the Arabic language program. Each component plays a dual role: as a diagnostic tool for instructors and as a self-monitoring aid for students. The emphasis on reflection, rather than mere scoring, cultivates a growth-oriented learning culture. The combination of formative tools and individualized commentary contributes to continuous performance tracking and internal motivation development among learners.

In summary, the reflective and continuous assessment system used in this program is not just evaluative but transformative. It nurtures learners' metacognitive abilities, enhances the teacher's role as a facilitator of growth, and ensures that instruction is tailored to real-time student needs. This model represents a significant advancement in Arabic language pedagogy, especially in non-native contexts, where consistent feedback and reflection can bridge the gap between exposure and mastery.

Discussion

The management of Arabic language teaching for non-native speakers at the Institute of Arabic Language for Non-Native Speakers, Umm Al-Qura University, reveals three core strategies that collectively reflect a learner-centered, innovation-oriented, and quality-driven instructional system: structured curriculum design, integration of educational technology, and reflective continuous assessment. Each of these components represents a systemic approach to addressing the diverse needs of learners in a globalized educational environment, aligning with contemporary theories of second language acquisition and program management.

First, the structured curriculum design, rooted in diagnostic placement and tiered learning levels, embodies the principle of curriculum alignment the deliberate match between instructional content, learner readiness, and expected outcomes. This design not only personalizes the learning path based on initial proficiency but also facilitates scaffolding as students move through levels of complexity in linguistic skills (Esaulova et

al., 2021; Savo & Peltola, 2019). Such a model resonates with Vygotsky's concept of the Zone of Proximal Development, where learners perform optimally when tasks are matched with their developmental stages and are supported by guided instruction (Ghani et al., 2021; Mehdaoui, 2019). Moreover, by sequencing materials from functional vocabulary to textual interpretation, the curriculum strengthens inter-skill connections and enhances communicative competence in real-world contexts. This confirms prior findings that level-specific curricula improve learner engagement and reduce cognitive overload.

Second, the integration of technology across instructional activities reflects a deliberate shift toward digital pedagogy where technological tools are not auxiliary but fundamental in organizing, delivering, and personalizing instruction. The use of platforms like LMS, Quizlet, Duolingo Arabic, and YouTube videos with captions demonstrates a multi-modal strategy aimed at reinforcing vocabulary, grammar, and listening skills through interactive and autonomous learning. Ma & Alfaouri (2022) tell us that this approach is consistent with Mayer's Cognitive Theory of Multimedia Learning, which posits that learners absorb information more effectively when content is presented through visual-verbal channels. The strategic use of gamification elements such as Kahoot also enhances affective engagement, particularly among digital-native learners (Contreras-Saavedra et al., 2020; Stavans & Webman Shafran, 2018). Furthermore, teachers' training in EdTech usage ensures that these tools are implemented pedagogically, aligning with the principles of technological pedagogical content knowledge (TPACK). This alignment is critical in transforming digital resources into effective language acquisition mechanisms rather than superficial novelties.

Third, the implementation of continuous assessment and reflective feedback mechanisms situates the program within a formative evaluation paradigm. Through structured tasks, digital rubrics, and peer/self-assessment, students are encouraged not merely to demonstrate learning but to understand their learning trajectory. This reflective practice fosters metacognitive awareness, as learners critically analyze their linguistic performance, identify patterns of error, and set improvement targets. According to Alzayer et al. (2018), feedback becomes formative only when learners actively engage with it precisely what the reflective system in this program promotes. Moreover, the integration of weekly feedback into the Learning Management System enables both students and instructors to track growth longitudinally, thereby making instruction data-driven and adaptive (Touati-Hamad et al., 2022). Such mechanisms represent an institutional shift toward assessment for learning rather than assessment of learning, which has been widely endorsed in contemporary language education literature.

Collectively, these three management strategies exemplify a holistic, data-informed, and learner-responsive approach to Arabic language instruction for non-native speakers. The synergy between curriculum structuring, digital facilitation, and reflective evaluation ensures that teaching is not only pedagogically sound but also contextually adaptive. As such, the program aligns with the key tenets of Total Quality Management (TQM) in education, where continuous improvement, client (learner) focus, and evidence-based decision-making are prioritized. It is through this framework that the program has successfully addressed learner diversity, enhanced instructional efficiency, and promoted sustainable outcomes in Arabic language acquisition.

CONCLUSION / الخلاصة

Based on the findings of the study, it can be concluded that the management of the

Arabic language teaching program for non-native speakers at MTsN 3 Nganjuk has been implemented effectively through an integrated approach involving planning, implementation, and evaluation. The program's success is supported by the formulation of clear learning objectives, the adaptation of curriculum content to students' linguistic levels, and the use of varied and interactive teaching methods, including digital media, role-play, and contextual exercises. Furthermore, the presence of continuous teacher supervision, structured evaluation mechanisms, and consistent administrative support contributes to the quality assurance of the program. These management practices not only enhance student engagement and motivation but also improve their Arabic language competencies in a structured and sustainable manner. Overall, this study affirms that effective program management anchored in professional planning, interactive pedagogy, and systematic evaluation plays a crucial role in supporting Arabic language acquisition among non-native speakers in the context of Islamic secondary education.

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