Arabic Language Program Management: A Case Study at Al-Kindi Association

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Abstract:
Managing Arabic language instruction for non-native speakers requires strategies that integrate pedagogical clarity, cultural sensitivity, and adaptive learning tools. This study aims to examine the management practices applied in the Arabic program at Al-Kindi Association and how these practices contribute to effective language acquisition. The background of this research stems from the increasing demand for structured Arabic education programs that meet both academic and practical communication needs of diverse learners. The study emphasizes three core areas of program management: curriculum design, instructional methods, and evaluation systems. Using a qualitative descriptive approach, data were gathered through in-depth interviews with program coordinators and instructors, classroom observations, and documentation of learning materials and evaluation instruments. The findings reveal that the program's management is rooted in learner-centered planning, with a focus on communicative competence, blended learning, and reflective evaluation. Key strategies such as the integration of digital platforms, peer-based teaching, and culturally immersive learning activities contribute significantly to learner motivation and achievement. These findings suggest that a holistic and adaptive management model can enhance the quality and sustainability of Arabic language education for non-native speakers.
Keywords: *Arabic Language Program, Language Management, Communicative Approach, Learner-Centered Instruction*

Abstrak:
Pengelolaan pengajaran bahasa Arab bagi penutur non-asli memerlukan strategi yang memadukan kejelasan pedagogis, kepekaan budaya, dan perangkat pembelajaran adaptif. Studi ini bertujuan untuk mengkaji praktik manajemen yang diterapkan dalam program bahasa Arab di Al-Kindi Association dan bagaimana praktik ini berkontribusi pada pemerolehan bahasa yang efektif. Latar belakang penelitian ini berasal dari meningkatnya permintaan akan program pendidikan bahasa Arab terstruktur yang memenuhi kebutuhan komunikasi akademis dan praktis dari berbagai pelajar. Studi ini menekankan tiga bidang inti manajemen program: desain kurikulum, metode pengajaran, dan sistem evaluasi. Dengan menggunakan pendekatan deskriptif kualitatif, data dikumpulkan melalui wawancara mendalam dengan koordinator dan instruktur program, observasi kelas, dan dokumentasi materi pembelajaran dan instrumen evaluasi. Temuan penelitian ini mengungkapkan bahwa manajemen program berakar pada perencanaan yang berpusat pada pelajar, dengan fokus pada kompetensi komunikatif, pembelajaran campuran, dan evaluasi reflektif. Strategi utama seperti integrasi platform digital, pengajaran berbasis teman sebaya, dan kegiatan pembelajaran yang mendalam secara budaya berkontribusi signifikan terhadap motivasi dan prestasi pelajar. Temuan ini menunjukkan bahwa model manajemen holistik dan adaptif dapat meningkatkan kualitas dan keberlanjutan pendidikan bahasa Arab bagi penutur non-asli.
Kata Kunci: *Program Bahasa Arab, Manajemen Bahasa, Pendekatan Komunikatif, Pembelajaran Berpusat pada Pembelajaran*

INTRODUCTION / المقدمة

Education management constitutes a core pillar in ensuring the effectiveness and sustainability of educational programs. It encompasses a series of coordinated activities including planning, organizing, leading, and evaluating applied to both formal and non-formal educational systems. In non-formal education such as language programs, proper management ensures that educational objectives are translated into practical strategies, responsive learning experiences, and measurable outcomes (Blignault et al., 2022; Dillon & Gallagher, 2019; Golchert et al., 2019). These programs demand structured approaches to administration in order to respond to learners' dynamic needs and institutional expectations. The synergy between human resource capacity and managerial design becomes critical in this regard. Therefore, understanding the management cycle especially in independent educational units is essential in mapping how these units function, adapt, and sustain growth (Al-Shehri et al., 2022; An & Zheng, 2022; Hawash et al., 2021). This study views education management not merely as a technical task, but as a transformational process that involves vision alignment, strategic planning, and participatory implementation within a language learning context.

Programs dedicated to Arabic language learning are increasingly recognized as important platforms for linguistic and intercultural development (Omar, 2021). Within university environments, student-based organizations often fill the gap between formal instruction and applied language use. One such initiative is the Al-Kindi Association, affiliated with the Department of Arabic Language Education, which serves as a dynamic platform for Arabic language development among university students. The association's structure includes language clubs, coaching programs, competitions, and workshops, all of which aim to enrich students' linguistic skills and professional competencies. The program's informal character enables it to apply flexible and context-sensitive learning strategies while maintaining academic relevance (Elshahat & Moffat, 2020; Mohammed et al., 2021). With a record of notable achievements both nationally and internationally, the Al-Kindi Association has demonstrated its potential in transforming extracurricular activities into credible and sustainable educational experiences.

Previous studies on Arabic language program implementation have primarily focused on curriculum development, pedagogical strategies, and student motivation. Al-Blignault et al. (2019) examined the role of instructional design in enhancing Arabic listening and speaking skills, while Hazimeh et al. (2023) analyzed the integration of digital tools in Arabic learning environments. Bandu et al. (2021) emphasized the importance of teacher training and material contextualization in sustaining student engagement. Although these studies contribute significantly to the discourse on Arabic language instruction, they largely concentrate on the teaching and learning process, leaving the management aspects such as strategic planning, resource management, leadership dynamics, and internal evaluation underexplored. This reveals a clear gap in theory regarding how autonomous, student-led initiatives conceptualize and implement educational management practices in non-formal Arabic language programs. The present

study addresses this theoretical gap by investigating the internal management framework of the Al-Kindi Association, thereby expanding the scope of Arabic language education research to include grassroots-level program leadership and sustainability strategies.

The Al-Kindi Association represents a unique model of student-led language education, where managerial responsibility is shared among student leaders and academic advisors. This collaborative model supports a broad range of activities including language immersion sessions, mentoring, multimedia integration, and cultural events. The association adopts a semi-structured approach that allows students to explore various teaching methods, design curriculum content, and evaluate peer learning outcomes (Busahdiar et al., 2023; Efendi, 2022). Furthermore, its engagement with external networks such as academic institutions, native speakers, and media platforms extends its influence beyond the campus. This decentralized yet coordinated structure offers valuable insight into how student-driven language programs can be organized and maintained effectively. Despite this, most existing literature tends to overlook these grassroots models, often prioritizing government-led or formal institutional programs (Allam et al., 2020). As a result, there is a clear research gap concerning the managerial strategies used by student organizations to sustain Arabic language education in higher education settings.

This study seeks to address the gap by investigating how Arabic language program management is conducted in the Al-Kindi Association. Specifically, it explores the association's practices in strategic planning, resource allocation, leadership structuring, and program evaluation. The rationale behind this study lies in the need to understand how non-formal, student-organized programs contribute to Arabic language learning outcomes in a university setting. While previous studies have primarily focused on curriculum and pedagogy, this research emphasizes the managerial dimension as a key determinant of program success. The originality of this study lies in its case-based approach that documents internal organizational processes, decision-making patterns, and sustainability practices from within the association itself. By offering a detailed account of how the Al-Kindi Association manages its Arabic language initiatives, the research provides a new perspective that integrates educational management theory with practical student-led implementation. It is hoped that the findings can inform broader strategies for developing effective, autonomous, and sustainable language programs across diverse academic contexts.

RESEARCH METHOD / المنهجية

This study adopts a qualitative research design with a case study approach to explore in depth the internal management system of the Arabic language teaching program organized by the Al-Kindi Association at the Department of Arabic Language Education. The case study method was selected because it provides a comprehensive and contextualized understanding of unique organizational phenomena, especially relevant to autonomous student-run institutions (Lutsenko, 2018; Mottaghizadeh & Khanabadi, 2020). This method allows the researcher to examine the complexity and uniqueness of Al-Kindi's program, including its strategic planning, leadership structure, resource mobilization, and sustainability efforts.

Data for this study were collected through three primary techniques: interviews, observation, and documentation (Eder et al., 2021; Nadirah et al., 2022; Udyavar et al., 2018). Interviews were conducted with key stakeholders involved in the Al-Kindi Association, including program managers, instructors, and alumni of the Arabic language

program. Observations were carried out directly during language learning activities and program coordination sessions to capture authentic managerial practices. Documentation involved analysis of both written and digital sources such as internal reports, program brochures, official profiles published on the Al-Kindi website, and relevant social media content that reflects the association's organizational identity and public engagement.

The data analysis procedure followed the interactive model developed by Wolak & Johnson (2021), which consists of three stages: data reduction, data display, and conclusion drawing/verification. In the data reduction phase, the researcher selected and coded relevant information from interview transcripts, field notes, and documents that aligned with the study's focus. The data display phase involved organizing information into thematic matrices that highlight patterns of leadership, decision-making, and program evaluation. Finally, conclusions were drawn through iterative interpretation and validation of emerging insights, including cross-verification between data sources.

To strengthen the credibility and trustworthiness of the findings, source triangulation was applied by comparing information from different participant roles (managers, teachers, alumni) and diverse data formats (oral, written, observational). Analytic memos were maintained throughout the study to record the researcher's interpretations, theoretical reflections, and methodological decisions. This rigorous qualitative framework enables the study to produce a detailed and original portrait of how non-formal educational initiatives manage Arabic language programs within the context of Islamic higher education, thus filling an essential theoretical and empirical gap in Arabic language pedagogy research.

FINDINGS AND DISCUSSION / نتائج البحث و المناقشة
Findings
Collective Leadership Model Based on Musyawarah in Decision-Making

Leadership practices at Al-Kindi Association reveal a distinctive orientation toward collective decision-making rooted in the Islamic principle of musyawarah (consultative deliberation). Rather than concentrating authority in a singular administrative figure, academic leadership here is exercised through shared forums where lecturers, program coordinators, and occasionally students engage in open and dialogic processes. This structure allows for a more participatory approach to policy-making, especially in matters of curriculum design, interdisciplinary planning, and pedagogical innovation.

Observations of faculty meetings show that decisions often emerge through stages of deliberation involving both formal and informal dialogues. Leadership is expressed not through command but through facilitation ensuring that each voice is heard, especially those of junior lecturers or new staff members. As one faculty member noted, "We don't implement policies outright. Usually, there's a small meeting first, followed by a larger deliberation. Every voice has a share, including junior lecturers." This statement reflects a deeply embedded ethos of inclusivity and mutual respect within institutional governance.

The musyawarah framework is not merely procedural but formative. It serves as a space for intellectual negotiation where ideas are tested, responsibilities clarified, and implementation pathways are collaboratively shaped. These sessions such as the Academic Council or the Curriculum Innovation Forum act as platforms where leadership becomes a shared experience rather than a positional role. Within these deliberations, academic staff refine their administrative awareness while contributing to a collective vision for curricular innovation.

This approach also redefines authority as dialogical rather than hierarchical. The value lies not only in the outcomes of decisions but in the ethical processes that guide them. Faculty members report that such dialogic leadership nurtures a strong sense of ownership and collegiality, reducing resistance and enhancing follow-through. Ultimately, leadership at Al-Kindi Association emerges not from directive control but from sustained, respectful engagement a model that aligns with the institution's broader vision of integrating Islamic values with innovative, community-centered education.

Integrating Self-Learning and Peer-Teaching to Strengthen Instructor Quality

Professional development at Al-Kindi Association is characterized by a reflexive, peer-driven model that blends autonomous learning with structured peer collaboration. Moving away from dependency on top-down training models or isolated workshops, the institution fosters a culture where lecturers are encouraged to pursue self-directed learning often through online platforms then internalize and disseminate their insights via collaborative (sharing sessions). This method not only decentralizes knowledge acquisition but also institutionalizes peer validation as a critical step in pedagogical growth.

Observation of faculty dynamics reveals that these sessions are more than mere presentations; they are dialogic spaces where lecturers engage in critical reflection, mutual feedback, and adaptive transformation of teaching practices. As one senior instructor remarked, "Lecturers here often learn on their own first through digital channels, such as Coursera, then we hold sharing sessions. There, we also correct each other." This highlights a cycle where individual initiative becomes communal expertise, and every knowledge contribution undergoes real-time scrutiny from peers. Such processes eliminate the passivity of traditional professional development by placing faculty as both learners and co-facilitators.

The integration of independent learning and internal teaching reflects a dynamic development loop. Table 1 illustrates how key components of this model interact to foster continuous growth:

Table 1. Integration of Self-Learning and Peer-Teaching

Component	Example Activity	Analytical Insight
Self-Learning	Online micro-course on Digital Pedagogy	Develops domain-specific content mastery
Peer-Teaching	Sharing session: Gamifikasi dalam Kuliah	Facilitates collective sense-making and internal calibration
Reflective Cycle	Post-session feedback loop	Reinforces adaptive thinking and pedagogical humility

This structured yet organic model enables a professional culture where hierarchy gives way to horizontal learning relationships. Junior and senior lecturers co-participate as co-learners, and credibility stems not from position but from demonstrable insight. Through these peer-led forums, faculty members continuously negotiate the relevance, effectiveness, and applicability of new knowledge creating a feedback-rich environment that reinforces collective excellence.

What emerges is not simply a mechanism for knowledge dissemination but a pedagogical ethos grounded in trust, mutual accountability, and intellectual humility. Instructors grow not only through content mastery but through the process of articulating, defending, and refining their understanding in front of colleagues. The model reflects Al-

Kindi Association's commitment to multidimensional quality, where innovation, collaboration, and reflective teaching become inseparable facets of faculty identity. Ultimately, this peer-sharing approach transforms professional development into a living academic discourse adaptive, inclusive, and deeply human-centered.

Reflection-Based Evaluation and Student Feedback System

. One of the most innovative evaluation models developed in the Arabic teaching program at Al-Kindi Association is the integration of reflection-based assessment with structured student feedback systems. Rather than relying solely on numerical grading or summative tests, lecturers design dialogic spaces at the end of each module, such as Refleksi Lingkaran (Circle Reflection) to invite students to critically assess their own learning process and provide feedback on the teaching strategies they experienced. These reflective sessions are complemented by anonymous digital tools like Google Forms or Padlet, which provide a safe and open channel for student voices.

The format of Refleksi Lingkaran allows for a collaborative and emotionally grounded atmosphere. In one observed session, students gathered in a circle and were asked to share a key challenge they faced and one insight they gained. The lecturer served not as an evaluator but as a facilitator guiding the flow of discourse without judgment. One student noted, "I like the way the lecturer invites discussion, not just giving marks. So we feel appreciated in the process." ("I appreciate how the lecturer invites discussion, not just gives grades. It makes us feel our process is valued.") This illustrates how evaluation becomes part of the student's learning journey, rather than merely its endpoint.

To systematically capture emerging themes from these reflections, lecturers use a visual synthesis model in the form of a feedback map. Figure 1 presents a sample diagram used to cluster student responses into actionable categories:
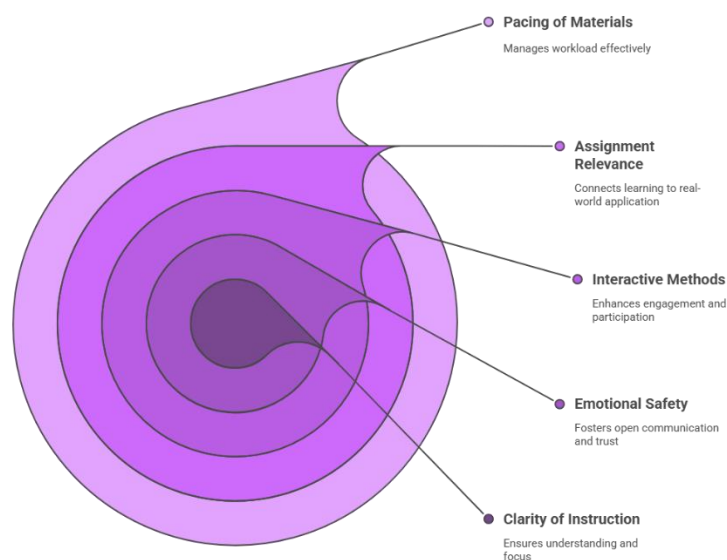
Figure 1. Reflection-Based Evaluation and Student Feedback System

Each node reflects a dominant pattern from the students' input during both oral and written feedback. For instance, if "Emotional Safety" is frequently mentioned, lecturers revisit their classroom interactions, tone, or flexibility in assignments. If "Assignment Relevance" surfaces as a recurring concern, the course design team may reevaluate the alignment between tasks and learning objectives. Instructors then use this map as a

diagnostic tool to adjust subsequent teaching strategies making evaluation a truly formative process.

This model transforms the role of evaluation into a co-constructed inquiry, where both students and lecturers reflect critically on the quality of instruction. Importantly, it reinforces core values such as mutual respect, emotional awareness, and ethical dialogue. The feedback process also nurtures a sense of responsibility among students, who are empowered to shape their educational environment. The result is a reflective learning culture that places growth, empathy, and transformation at the heart of academic evaluation.

Discussion

The findings from Al-Kindi Association reflect a significant departure from conventional hierarchical leadership and pedagogical models toward a more participatory, ethical, and human-centered educational paradigm. Drawing from Islamic epistemological foundations particularly the principle of musyawarah the institutional model of academic leadership aligns with contemporary theories of distributed leadership and collaborative governance in higher education (Hempler et al., 2023). Instead of positioning authority within static administrative hierarchies, leadership emerges dialogically through inclusive decision-making forums involving lecturers, program coordinators, and students. This model challenges the transactional norms of top-down policy formulation by foregrounding leadership as a facilitative and ethical process rooted in mutual listening and co-construction. It repositions academic leadership as a space for shared intellectual labor and communal responsibility what Ghazy et al. (2023) refers to as "leadership-as-practice," where agency is exercised collectively through situated interactions rather than formal titles.

The implementation of musyawarah-based decision-making particularly resonates with models of deliberative democracy and dialogic pedagogy. As observed in institutional forums such as Majelis Akademik and Forum Inovasi Kurikulum, decision-making is not defined by efficiency or authority assertion, but by the ethical deliberation of diverse viewpoints. Faculty members are encouraged to speak, challenge, and contribute irrespective of their rank or tenure. The testimony of a junior lecturer who noted the significance of "small meetings followed by larger deliberations" highlights the scaffolding nature of participation that mirrors Vygotskian principles of guided learning within institutional structures (Khraim et al., 2023; Zolezzi et al., 2023). These inclusive practices foster not only collective ownership but also social trust, which has been identified as a critical variable in the sustainability of organizational innovation.

Equally transformative is the institution's approach to professional development, which blends self-learning and peer-teaching into a reflexive ecosystem of knowledge construction. This model resonates with adult learning theories, particularly Talaat et al. (2023) transformative learning, which emphasizes the role of critical reflection and dialogue in reshaping professional identities. Rather than being passive recipients of externally imposed knowledge, lecturers at Al-Kindi Association actively curate their learning often via digital platforms such as Coursera and then recontextualize it in peer-sharing sessions. These sesi berbagi become dialogic nodes where pedagogical insights are tested, modified, and calibrated through collective sense-making (Faisol, 2024; Hidayah, 2024). This shift from vertical training to horizontal knowledge networks affirms the institution's commitment to epistemic humility and collegial accountability. The

documented cycle of self-learning, peer validation, and reflective feedback demonstrates how autonomy and community are not mutually exclusive, but mutually reinforcing.

Furthermore, the dynamic between junior and senior lecturers as co-learners reflects a disruption of status-bound hierarchies in academic settings. Peer-teaching activities validate intellectual contributions based on relevance and clarity rather than institutional seniority mirroring Abdullahi et al. (2023) concept of "communities of practice," where knowledge is socially negotiated and learning is sustained by participation. This process not only empowers individual lecturers but also cultivates a culture of pedagogical innovation that is both bottom-up and collectively vetted. Such an environment ensures that professional growth is continuous, dialogic, and context-sensitive a critical factor for achieving sustainable instructional quality in 21st-century education.

The third dimension, the reflection-based evaluation system embedded in Arabic language instruction, further exemplifies the institution's holistic and human-centered ethos. The model transcends traditional summative assessments by integrating student voices through emotionally attuned, dialogic reflections such as the Circle Reflection (Baharun, 2023; Wicaksono et al., 2023). This approach aligns with principles of formative assessment and dialogic feedback, where evaluation becomes a learning experience rather than a final judgment. The use of anonymous tools like Padlet and Google Forms ensures psychological safety and inclusivity, particularly for students who may be reluctant to speak openly (Imam & Al-Thallab, 2023). These practices not only improve instructional alignment and responsiveness but also enhance students' meta-cognitive awareness and emotional engagement with the learning process.

The use of visual feedback maps to synthesize and categorize student input represents a further advancement in ethical evaluation design. By turning raw feedback into actionable insights, lecturers close the feedback loop in real time, aligning with Alwehebi (2023) model of formative assessment where evaluative information leads directly to instructional improvement. Moreover, the emphasis on emotional safety, relevance of assignments, and reflective self-assessment aligns closely with socio-emotional learning (SEL) frameworks that advocate for relational and affective dimensions in educational evaluation (Daass-Iraqi et al., 2023). These elements are not incidental but foundational to the pedagogical vision of Al-Kindi Association, which aspires to integrate Islamic values with inclusive and reflective educational practices.

In conclusion, the findings from Al-Kindi Association articulate a coherent and innovative model of educational management rooted in dialogic leadership, peer-driven professional development, and reflective pedagogy. Each component musyawarah-based governance, peer-sharing professional culture, and emotionally grounded assessment contributes to a unified vision of higher education that prioritizes ethical engagement, mutual respect, and continuous growth. This multidimensional model holds promise not only for Islamic higher education but for broader discourses on institutional reform in diverse cultural contexts. It illustrates how leadership, learning, and evaluation when guided by dialogic and value-based principles can coalesce into a sustainable and humanizing educational paradigm.

CONCLUSION / الخلاصة

Based on the findings of the study, it can be concluded that the management of the Arabic language program at Al-Kindi Association demonstrates a structured and strategic

approach that significantly contributes to the effectiveness of Arabic learning for non-native speakers. The implementation of a needs-based curriculum, supported by clear organizational planning, targeted pedagogical methods, and regular program evaluations, reflects a commitment to quality improvement and learner-centered outcomes. The program emphasizes a balance between classical Arabic and practical communication skills, enabling learners to engage with the language in both academic and everyday contexts. Moreover, the role of qualified instructors, integration of digital learning tools, and support for cultural immersion activities further enhance students' linguistic and intercultural competencies. The case of Al-Kindi Association serves as a model for effective language program management that combines educational innovation with administrative efficiency. Overall, the Arabic program at Al-Kindi fosters a sustainable and adaptive learning environment that aligns with the linguistic needs and aspirations of its diverse student population.

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