

Organizational Management of Arabic Matriculation Program at IAIN Sultan Amai Gorontalo

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Abstract

The main role of the Arabic matriculation program is to prepare new students who have diverse educational backgrounds, so that their basic Arabic language skills can be equalized. The purpose of this study is to understand how the organizational management of the Arabic language matriculation program at IAIN Sultan Amai Gorontalo's Arabic Language Education Study Program. This research applies qualitative method. The data collection process was conducted through interview techniques and documentation recording. After the data is collected, data analysis is carried out with stages: 1) reducing data, 2) presenting data, and 3) drawing conclusions or verifying, from this study it can be concluded that the Arabic matriculation program has succeeded in equalizing the basic Arabic language skills for new students by measuring initial abilities, selecting appropriate teaching materials, class division, implementation, and evaluation. The result of this research are delegation of authority in this program is listed in the decision letter issued by the study program, complete with the duties and authority of each individual. Decision-making is based on deliberation between the study program and the management of the student association. Span of control is maintained through regular meetings, reporting, and effective communication between all relevant parties. The organizational structure involving the Study Program, the Department Student Association, the head of the language division, and tutors has a clear role in organizing and implementing the program.

Keywords: organizational management; matriculation program; arabic language

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Introduction

Arabic has a central role in Islamic studies and the understanding of Islamic religious literature (Ernawati 2018). Arabic has a central role in Islamic studies and the understanding of Islamic religious literature (Wahab 2016). IAIN Sultan Amai Gorontalo responded to this need by implementing the Arabic Matriculation Program. The design of this program was conceived with the intention of providing support to new students in achieving basic Arabic competencies before entering the following semesters, where the course material taught will be more diverse and complex (Afaria 2020).

Effective organizing management is the key to success (Rahmawati 2018) this Arabic Matriculation program. The importance of good management lies in the smoothness and success of the program (Saefrudin 2017), which in turn will have a positive impact on students' understanding of Arabic and their skills in Islamic literature. In this situation, it should be noted that the Arabic Language Education Study Program does not operate independently, but works closely with the Department's Student Association. The mutually beneficial relationship between the study program and the student association has been mutualistic, where each party provides benefits to the other (Jundi et al. 2022). Student associations have an important role in supporting the implementation of various programs initiated by the study program, while the study program provides the moral and material support needed by student associations in the implementation of their various activities.

The harmonious cooperation between the Arabic Language Education Study Program and the Department Student Association (HMJ) or Study Program Student Association (HMPS) also reflects the importance of organizational management in running the matriculation program and various other educational activities. Organizing management is one of the key aspects that ensure the smooth implementation of the matriculation program and Student Association activities.

In the context of organizing management, planning is an important first step in outlining how the matriculation program and department's student association activities will be carried out (Prima 2021). Study programs and Departmental Student Associations need to formulate clear objectives, strategies and action plans. This includes setting schedules, selecting materials, and allocating resources accordingly. Organizing in this context involves setting up an efficient structure to support the implementation of the matriculation program and Student Association activities. This includes the division of tasks and responsibilities among members of the Student Association, management of facilities, and coordination between the various parties involved. A good organizational structure will help ensure that each member of the Students' Association has a clear role and contributes optimally (Afaria 2020).

Arabic matriculation is an additional learning program provided by the Arabic Language Education Study Program to new students with the aim of equalizing their basic Arabic language skills. This program is better known among students as "Afternoon Learning" where the department's student association plays a role in its success. In implementing this program, the Arabic Language Education study program cooperates with the department's student association. The program implemented is an Arabic language matriculation program for new students. With the collaboration and cooperation with the student association of this department, the study program feels helped in realizing its goals through the program that was launched. So it is interesting to examine how the management of organization to see how the cooperation between the study program and the student association of the department, as well as how the role of each in the implementation of the matriculation program.

Fitri Hidayati, et al. in their research stated that effective governance results in an efficient organizational structure, including in terms of work systems, structures, resources, and other aspects (Hidayati et al. 2019). Fathor Rachman, in his research, highlighted that careful planning will not be optimally successful without active and clear implementation, including an understanding of tasks and who is responsible for carrying them out. This is the essence of the concept of organizing (Rachman 2015). In addition, Neng Silvia, et al. also mentioned in their research that organizational management in Arabic language learning begins with the division of teaching tasks, then the preparation of lesson schedules, and the provision of learning facilities (Silvia et al. 2023).

Careful organizational management is the pillar that can support successful cooperation, so that educational goals can be achieved optimally (Hikmawati 2019). By considering the context and previous information, the Arabic matriculation program at the Arabic Language Education Study Program, IAIN Sultan Amai Gorontalo, becomes an interesting subject to be investigated in depth. Therefore, the formulation of the problem at hand is: "How is the organizational management of the Arabic language matriculation program for new students at the Arabic Language Education Study Program, IAIN Sultan Amai Gorontalo, run and function?" In this study, an in-depth analysis of all aspects of the organizational management of the Arabic language matriculation program will be conducted. This aims to understand how the program is designed, organized, led, and supervised.

Method

This research applies a research method with a qualitative. Qualitative research methods are one type of method to describe, explore and understand the meaning that some individuals

or groups of people ascribe to social or human problems (Creswell and Poth 2016). In this study, researchers describe the Arabic language matriculation program from the perspective of organizing management. The discussion focuses on the organizational aspects of the Arabic language matriculation program at IAIN Sultan Amai Gorontalo's Arabic Language Education Study Program, including the identification of the main actors and implementers in each stage of the activity, as well as task mapping to form effective communication and cooperation between individuals. In this context, the step taken by the researcher was to conduct interviews with the head and secretary of the Arabic Language Education study program, the head of the student association, the person in charge of the program, tutors, and several students who participated in the Arabic language matriculation program.

Meanwhile, the data collection method is carried out through an interview and observation process (Hermawan 2019) In the Arabic Language Education Study Program of IAIN Sultan Amai Gorontalo, the researcher conducted interviews with the head and secretary of the study program, the head of the student association, the person in charge of the program, tutors and several students who participated in the Arabic language matriculation program and made observations and reviewed all activities carried out in the implementation of the program. After collecting all the data, the researcher analyzed the data using the descriptive data analysis method which involved three main stages, namely: 1) data reduction, which includes grouping, classifying, mapping, classifying, eliminating irrelevant information, and organizing data with validity; 2) data presentation, by exposing patterns and relationships that have meaning and bring the possibility of formulating conclusions or conclusions; and 3) drawing conclusions or further checks on validity (Miles and Huberman 1994).

In this context, researchers conducted structured interviews with the head and secretary of the Arabic Language Education Study Program at IAIN Sultan Amai Gorontalo, the head of the Arabic Language Education Study Program Student Association at IAIN Sultan Amai Gorontalo, the person in charge of the Arabic language matriculation program, and the tutors involved in the implementation of this program. Not only that, researchers also conducted interviews with upper-level students who have participated in the Arabic language matriculation program, to get their views on the management of the program that has been implemented. Furthermore, this data is synchronized with the theory that has been explained previously.

Result and Discussion

The matriculation program is a learning or training initiative aimed at new students with diverse educational backgrounds, with the aim of equalizing their basic abilities. In the Arabic Language Education Study Program, every year there are variations in the educational background of new students, which have an impact on their level of understanding and basic abilities at the beginning of the lecture period. Students who come from boarding schools or madrassas generally already have the basics of Arabic, although not yet adequately. Meanwhile, high school alumni, both general and vocational, who do not have experience with Arabic language are a challenge. There are exceptions for those who have taken Arabic courses before starting college.

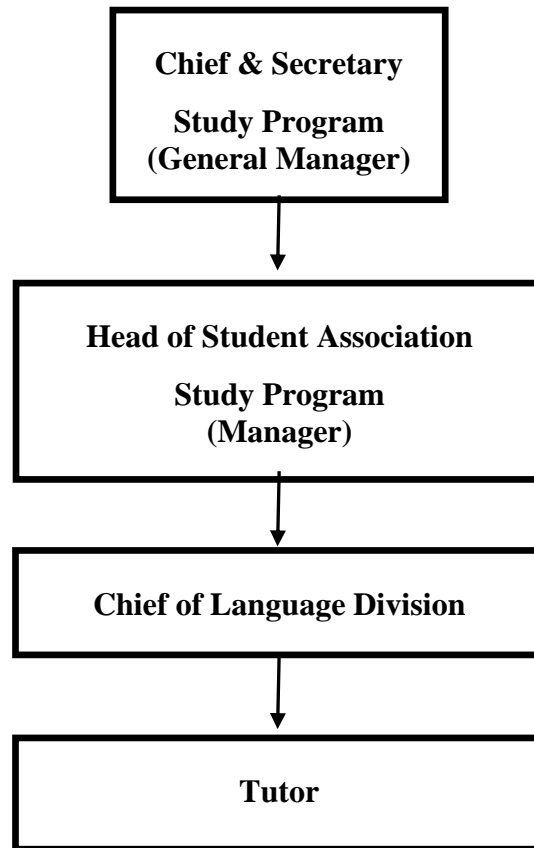
Over the past few years, the matriculation program for new students in the Arabic Language Education Study Program has been run consistently. This initiative originated from the study program as an effort to assist new students in achieving basic competencies in Arabic before entering the following semesters, where the course material taught will be increasingly diverse and complex. In its implementation, this program does not stand alone, but involves close cooperation between the study program and the Department Student Association. The positive relationship between the two has a mutualistic nature, where each party makes a mutually beneficial contribution. The Department Student Association plays a role in supporting the implementation of study programs, while the study program provides moral and material support to the student association as long as they carry out various activities. Therefore, the

relationship that exists is not only institutional or formal, but has developed into a close family bond.

This situation also applies to this program, where the study program acts as a policy maker that includes curriculum design and textbook preparation, while the student association acts as an implementer in the field. Research shows that the relationship between students and lecturers in higher education has a positive impact on students' academic development. This includes factors such as satisfaction, retention, approach to learning, and achievement. Based on observations and interviews that have been conducted by researchers to the head and secretary of the Arabic Language Education Study Program at IAIN Sultan Amai Gorontalo, the process or stages of organizing management in the Arabic language matriculation program can be described as follows:

- a. The purpose of the Arabic matriculation program is to achieve a standard of equality in basic Arabic language skills for new students who enroll in the Arabic Language Education Study Program at an institution of higher education. The existence of this program is significant because the students who join have diverse educational backgrounds, so their basic abilities in Arabic also vary.
- b. Determination and grouping in the Arabic matriculation program begins with measuring the initial ability of students by conducting a pretest. Furthermore, the selection of teaching materials is carried out in accordance with the abilities of students and focuses on what students want to improve their abilities. Then the division of classes is carried out according to the results of the initial ability test (pre-test) which has been recapitulated and students with similar ability levels will be placed together.
- c. The role of each individual in the Arabic matriculation program is the Head and Secretary of the study program act as the main person in charge and supervisor in the matriculation program. The head of the student association has a role as the person in charge of the program. The Head of the Language Division has a dual role as the head of the tutor team as well as the person in charge of the implementation of activities. While the tutors, in this case, are students of the Arabic Language Education study program who have participated in the Arabic language matriculation program and who have passed the selection of tutors, have a role as teachers in the classroom.
- d. The grouping of participants in the Arabic language matriculation program is carried out by considering the level of initial ability as measured through a pre-test. Students are divided into groups (mubtadi, muttawasith, and muttaqadim) based on their level of understanding.
- e. Delegation of authority in the Arabic matriculation program is that the Arabic Language Education study program, as a higher party in the organizational structure, has delegated the responsibility for implementing the program to the management of the student association at a lower level. This delegation is contained in a decree that defines the duties and authority of each individual involved in the program.
- f. The span of control in the Arabic matriculation program includes direct monitoring and supervision by the Arabic Language Education Study Program and the Head of the Student Association. In this context, the supervisory role of the Arabic Language Education Study Program and the Head of the Student Association is very important to ensure that the matriculation program runs in accordance with the predetermined objectives. In addition, the tutors involved in the program regularly conduct evaluation meetings to identify problems or challenges that may arise during the implementation of the program.
- g. The organizational structure in the Arabic matriculation program has proven to be a well-established and well-organized structure. Each member has assigned responsibilities and duties according to the position in the organizational structure. Therefore, each individual is expected to carry out their duties and responsibilities without deviating

from the provisions that have been set. The structure listed on the Arabic language matriculation program is as in the following chart:



1. Objectives of the Arabic Matriculation Program

The Arabic Matriculation Program is designed with the aim of achieving equality in basic Arabic language skills among new students enrolling into the Arabic Language Education Study Program. The importance of this program lies in the variety of educational backgrounds of the students who join, which results in diversity in their basic proficiency in Arabic.

This goal is closely related to the vision of educational institutions, which generally emphasizes the provision of quality and sustainable education (Hikmawati 2019). By providing an Arabic Matriculation program that focuses on improving students' Arabic language competence, IAIN Sultan Amai Gorontalo's Arabic Language Education study program seeks to achieve an equalization of Arabic language preparation levels among its students.

The equalization of basic abilities in Arabic through the matriculation program has positive implications in supporting the quality of education that emphasizes the importance of improving the quality of education in Indonesia (Wahab 2016). With this program, new students have the opportunity to have an equal understanding in Arabic, which in turn can improve the effectiveness of learning and teaching in the higher education environment. In addition, the aim of the program is also to ensure that no student is left behind or feels left behind in the teaching material due to differences in their educational background. Thus, the Arabic Matriculation program plays an important role in ensuring equality of access and opportunity in higher education, which is also one of the important goals in the Indonesian educational context.

2. Program Determination and Assignment

The process of determining and determining the Arabic matriculation program is in accordance with the principles and stages of determining and determining the program, namely:

- a. **Measuring Initial Ability:** The stage of measuring learners' initial abilities through pre-tests in the Arabic matriculation program reflects an approach that is in line with educational planning theory. Educational planning theory emphasizes the importance of understanding the level of preparation of learners before designing an education program (Kaukab and Rahman 2021). In this context, the pre-test is used as an evaluation instrument to measure the initial ability of new students in Arabic. This test instrument is prepared by the study program based on a predetermined framework. This framework includes relevant criteria for measuring basic skills in Arabic. Furthermore, this pre-test is given to all new students who will take part in the matriculation program. The process of implementing the pre-test is handled by students who are members of the management of the Arabic language education study program student association. They are responsible for administering the test to new students, supervising the implementation of the test, and collecting test result data. The results of this pre-test are very important because it helps in determining the level of beginners and individual needs (students). Thus, the test results become the basis for determining programs that are in accordance with the initial abilities and needs of each student (Bako et al. 2018). Arabic matriculation programs can be designed more appropriately and effectively based on this test result data. This reflects an evidence-based approach to designing educational programs that takes into account the individual characteristics of learners.
- b. **Selection of Teaching Materials:** One of the main criteria in the selection of teaching materials is ease of use for beginners. This refers to the policy of selecting materials that are not too complex or difficult for new students to understand (Saproni 2020). Understanding the initial level of learners is considered in designing appropriate teaching materials. The selection of teaching materials should be highly relevant to the entry level of freshmen. This means that the material taught should be in line with the learners' initial proficiency in Arabic. This is in accordance with the principles of the competency-based curriculum, which emphasizes that the material taught must be in accordance with the competencies to be achieved by the learners (Makinuddin 2015). The selection of teaching materials involves active participation from students, which in this case is represented by students who are members of the management of the study program's student association. The selection of teaching materials is carried out through deliberations between the study program and the management of the student association. This reflects the principle of student participation in the decision-making process related to their education program. Cooperation between the study program and students in the selection of teaching materials creates a collaborative process that allows consideration of various perspectives. Thus, the selection of teaching materials in the Arabic matriculation program reflects an approach that focuses on the needs and abilities of learners and involves cooperation between the study program and students. This supports the delivery of a program that is appropriate to the level of understanding and needs of new students.
- c. **Class Division:** The process of class division in this program is based on the results of pre-tests that have been recapitulated by the student association management and also ensures that students with similar ability levels are placed together. Meanwhile, the determination of the number of classes is regulated and decided by the study program. This reflects the principle of division of labor in organizing theory, which leads to learning efficiency and effectiveness. Thus, learners can get a learning experience that suits their ability level.

By following these stages and linking them to relevant theories, the Arabic matriculation program is designed to create an effective learning experience, appropriate to the level of understanding of new students, and ensure that they acquire a solid foundation in Arabic before proceeding to higher levels of study. This shows that an evidence-based approach and

systematic planning are the keys to success in determining and establishing educational programs.

3. Role of Each Individual

In the Arabic matriculation program, each individual plays an important role in the implementation of the program, and the role of each individual can be linked to several relevant management and organizational theories:

- a. Prodi (Arabic Language Education Study Program): Prodi acts as the main person in charge and supervisor in the matriculation program. This role is in accordance with management theory, which highlights the importance of leadership and supervision in organizations (Kuswaeri 2017). Prodi is responsible for planning, organizing, implementing, and controlling the program. In this case, the relevant contemporary management theory is transformational leadership theory, where the leader (Prodi) plays a role in motivating and inspiring the team to achieve common goals (Rivai 2020).
- b. Head of the Student Association: The Head of the Association has a role as the person in charge of the program. This role reflects the concept of participation in organizational management, where decisions and responsibilities are not only centered on one individual (Prodi) but also shared with members of the organization (Student Association). The theory of participation in management emphasizes the importance of involving organizational members in decision-making and program implementation. (Arifah 2021).
- c. Chief of Language Division: Chief of Language Division has a dual role as the head of the tutor team as well as the person in charge of the implementation of activities. This role reflects organizing theory, where individuals are assigned to smaller work units (divisions) to achieve a common goal. (Saefrudin 2017). In this case, the relevant organizational structure theory is the matrix organizational structure, where the individual (Language Division Chair) has responsibilities in two dimensions: as the leader of the tutor team and as the person in charge of the division (Fadlan 2021).
- d. Tutors: Tutors have a teaching role in the classroom. This role reflects learning and teaching theory (Khansa 2016). Tutors are responsible for delivering learning materials to new students. In this case, the relevant teaching theory is constructivism theory, where the tutor acts as a learning facilitator who helps students build their own understanding.

Overall, the role of each individual in the Arabic matriculation program reflects management and organizational principles that focus on leadership, participation, organizational structure, and teaching. The cooperation between these individuals helps the implementation of the program to be more effective and efficient in accordance with relevant theories.

4. Grouping of Arabic Matriculation Program Participants

The importance of grouping students in the learning process lies in the differences that each individual in the group has, both in terms of ability, talent, and background (Setiawan 2021).

The grouping of participants in the Arabic matriculation program is done by considering the initial level of ability measured through tests. This approach reflects the principles of differentiation, where learners are divided into groups (mubtadi, muttawasith, and muttaqadim) based on their level of understanding. In addition, this approach is also in line with competency-based curriculum theory, which emphasizes curriculum design in accordance with the competencies to be achieved by each group of learners.

5. Delegation of Authority

The delegation of authority in the Arabic matriculation program reflects important management principles. The Arabic Language Education Study Program, as the higher party in the organizational structure, has delegated the responsibility of implementing the program to the management of the student association at the lower level. This delegation is contained in a decree that defines the duties and authority of each individual involved in the program. This approach is in accordance with the principles of delegation of authority in management, which encourages the distribution of responsibility according to the level of involvement.

In addition, decision-making through deliberation between the study program and the student association board reflects a participatory management approach. This principle promotes the active participation of organizational members in the decision-making process, creating a greater sense of ownership of the results achieved. In addition, the transformational leadership approach is also reflected where the study program encourages the development of leadership and responsibility among the student association administrators.

Well-structured delegation of authority based on decrees and deliberation helps to create an efficient and participatory management framework in the implementation of the Arabic matriculation program. This supports modern management principles that emphasize flexibility, participation, and effective distribution of responsibilities in organizations.

6. Span of Control

The span of control in the Arabic matriculation program includes direct monitoring and supervision by the student association and the Arabic Language Education Study Program. This reflects management principles that focus on operational control. In this case, the student association and the Arabic Language Education Study Program play a supervisory role in ensuring that the matriculation program runs according to the set objectives.

In addition, the internal control mechanism is also reflected in this program. The tutors involved in the program conduct evaluation meetings to identify problems or challenges that may arise during the implementation of the program. Corrective actions and solutions are proposed in these meetings to address the issues. This approach is in line with the principles of internal control in management, which emphasize the importance of identifying, evaluating, and addressing problems that arise in the organization.

By involving the student association, Arabic Language Education Study Program, and tutors in the controlling and monitoring process, the Arabic language matriculation program creates a transparent and collaborative span of control. This is in accordance with modern management principles that emphasize the importance of continuous supervision and responsiveness to changes and challenges that arise during program implementation. Through this approach, the program can be controlled more effectively and can address problems quickly and in a timely manner.

7. The Organizational Structure

The organizational structure of the Arabic matriculation program reflects relevant management principles of organization and coordination. In this context, the matriculation program has several key roles in the organizational structure. Prodi acts as the general manager and supervisor, ensuring that the whole program runs according to plan. Meanwhile, the Head of the Student Association acts as the person in charge of the program, responsible for the planning and implementation of the program. The Head of the Language Division, in addition to heading the tutor team, also acts as the person in charge of the implementation of the activities.

The theory relevant to this organizational structure is the function-based organization theory, in which the organization is divided into functional units based on their roles and responsibilities (UR 2019). In this case, each unit has a clear role in achieving the goals of the matriculation program. In addition, this structure reflects the importance of leadership and

coordination in the organization. The Head of Association and the Head of Language Division have important leadership roles in the organization of the program. They are responsible for decision-making, planning, and implementation of the program.

Coordination and communication between units or teams are well maintained through regular meetings, reporting to Prodi, appointing team leaders, and preparing schedules or work plans together. This reflects management principles that emphasize the importance of effective leadership and good coordination in achieving organizational goals. This organizational structure also shows flexibility in management, where the program can adjust to changes and problems that arise during implementation. This is in line with management principles that emphasize an organization's ability to adapt to the environment and changes that occur. Thus, this organizational structure helps the Arabic matriculation program run effectively and efficiently.

Conclusion

Based on the results of this study, it can be concluded that the organization of management in the Arabic language matriculation program in the Arabic Language Education Study Program at IAIN Sultan Amai Gorontalo has been well organized. The organizational structure involving Prodi, Department Student Association, head of language division, and tutors have clear roles in the organization and implementation of the program. The program ensures the equalization of the basic Arabic language skills of new students by measuring initial abilities, selecting appropriate teaching materials, class division, implementation, and evaluation.

In addition, delegation of authority is regulated through decree letters, and decision-making is based on deliberation between study programs and student association administrators. Span of control is maintained through regular meetings, reporting, and effective communication. The program reflects management principles that include function, leadership, coordination, and flexibility.

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