

## Management of Arabic Language Program Controlling Based on Islamic Boarding School

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### Abstract

This paper aims to describe the types of interactive multimedia that can be used in Arabic language learning and the effectiveness of using interactive multimedia in Arabic language learning. The research method employed is the Systematic Literature Review, which includes literature search, application of inclusion and exclusion criteria, and quality assessment of articles. The database used in this study is dimensions.ai. The research findings indicate that there are 20 types of interactive multimedia that can be used in Arabic language learning, namely: Adobe Flash, Visual Learning Multimedia, Android Multimedia, Canva Multimedia, Interactive Animated Videos, 3D Augmented Reality, Lecture Maker, Flash Mx, Mondly, Lectora Inspire, Wordwall Application, Plotagon Studio, Youtube, Educandy Platform, Interactive E-Modul, Powerpoint Ispring Presenter, Articulate Storyline 3, Android-Based Learning Media' Smart Tree: We Can', Media Quizizz, and Flash Macro Media. These interactive multimedia tools have proven effective in enhancing students' interest, learning motivation, speaking skills, vocabulary mastery, listening ability, text comprehension, and understanding of Arabic grammar in Arabic language learning. The results of this study can be used as a reference in selecting Arabic language learning multimedia that aligns with the hoped learning objectives.

**Keywords:** controlling, program, arabic language

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### Introduction

Currently, an Arabic language learning program for non-native speakers is being launched by Madinah. This program is conducted in collaboration with the Islamic University. The purpose of this program is to provide opportunities for the international community to learn Arabic through an educational curriculum with international standards. This initiative is also considered to align with modern trends promoting cultural and educational tourism development. It is consistent with one of the goals of the kingdom's Vision 2030, which is the knowledge-based economy. (Oktaviani, 2023) Based on current issues regarding the Arabic language program, controlling is considered important. Since a similar program already exists in Indonesia, it could support the Madinah program.

Controlling is a management function that is certainly included in the management functions proposed by experts. This controlling can also be determined by planning, as stated by Jessi, who noted that planning has an impact on controlling. (Angelliza Chantica et al., 2022) she also explains that controlling functions as control, inspection, and evaluation of a program's implementation to achieve the goals established in the planning stage. Controlling is essentially carried out to correct what is misaligned, amend what is wrong, and affirm what is right. It is not conducted to seek errors or weaknesses of those carrying out their duties, but rather to monitor or oversee whether any issues arise in implementing the established plan. In this way, any problems, obstacles, shortcomings, or weaknesses encountered in realizing the plan can be identified, addressed, and resolved. (Septuri, 2021)

According to George R. Terry (2005) Controlling is a form of examination or control aimed at managing the implementation to ensure it runs according to the established plan. Meanwhile, Nurnalmasari<sup>(2022)</sup> states that the function of controlling is often associated with the function of evaluation, as controlling, evaluation, and follow-up are always present in the supervisory process.

George R. Terry established the stages in the management controlling process, which include setting standards, measuring activity implementation, comparing implementation with evaluation standards, and taking corrective actions. This controlling is conducted with the aim of identifying problems encountered and finding solutions to those issues. This is commonly done in various activities, one of which is the Arabic language program. Arabic is one of the most widely spoken languages in the world, with approximately 273.9 million speakers (Sadya, 2022). Hanani explains that since 1971, countries within the United Nations, such as the United Kingdom, France, Spain, Russia, and China, have been teaching Arabic from the earliest levels of education. (Hanani, 2020). Arabic became the sixth official language in the United Nations General Assembly after the General Assembly adopted Resolution 3190 in December 1973. (Sartono, 2020) Arabic has become one of the languages that can be used in international relations, whether in economic, political, or other collaborative contexts.

Arabic in Indonesia can be found in Islamic boarding schools, language institutions, various levels of education, and higher education institutions. (Utama, 2021) Arabic consists of language components and language skills. These language skills include reading skills, listening skills, writing skills, and speaking skills. Indonesia, as a non-native speaker of Arabic, often prioritizes speaking skills as the essential competency to be mastered in Arabic language learning. This is done because Arabic language learners are expected to be able to communicate with native speakers. (Sulfikar et al., 2022)

There have been several previous studies on controlling and evaluation, including research conducted by Bako<sup>(2018)</sup> on the controlling and evaluation of the Arabic language program at Islamic boarding schools (pondok islamic boarding schools). The research was conducted at the Hafsa binti Umar Islamic Boarding School with the aim of identifying the controlling and evaluation implemented at the school. Controlling there has not been fully carried out by the teaching staff, as not all programs designed are documented in the structure of the boarding school's activities. Meanwhile, the evaluation of the Arabic language program is conducted by asking each program to each teacher in their respective fields by the head of the foundation, and this evaluation takes place at the end of each semester. In addition, there is also research conducted by Mustofa.<sup>(2019)</sup> There is also research conducted by Mustofa regarding the controlling and evaluation of the Arabic language program for sustainable improvement at Maulana Malik Ibrahim State Islamic University (UIN Malang). This study aimed to examine the controlling and evaluation of the Special Arabic Language Learning Program (PKPBA) at UIN Maulana Malik Ibrahim Malang. The research findings indicate that controlling in the PKPBA program is conducted in two ways: internally and externally. The same applies to evaluation, which is also conducted in two ways: internally by the head of the PKPBA and externally by the Ministry of Religious Affairs. Meanwhile, the controlling and evaluation conducted by the researcher on the Arabic language program took place at the Sunan Drajat Islamic Boarding School, aiming to understand how controlling and evaluation are carried out given the large number of students, while the Arabic language program there has only been established for about three years.

The Sunan Drajat Islamic Boarding School is one of the boarding schools that established an Arabic language program around 2021. This program was founded based on the desire of the management board to accommodate students in understanding foreign languages. The program includes both Arabic and English, but the researcher will focus on the Arabic language program. Although this program is considered a pilot initiative, the high interest of the community in this boarding school has led to a significant number of applicants for the Arabic language program. As a result, there is a large quantity of members in the Arabic language program at this boarding school. Recruitment of members takes place at the beginning of each academic year, meaning that the members of the Arabic language program consist of new students each year.

Arabic language learning in this program is conducted every day. The material studied includes linguistic components, consisting of maharah qiraah (reading skills), maharah istima' (listening skills), maharah kitabah (writing skills), and maharah kalam (speaking skills). In addition

to these four skills, the material also covers anashir al lughah (language components). The scope of Arabic language learning can encompass syntax, morphology, semantics, the four language skills represented by maharah kalam, maharah istima', maharah qiraah, and maharah kitabah, as well as vocabulary.(Nova, 2021). As with general learning, this program also employs specific methods and strategies that are applied in the teaching process. Methods and strategies are the means by which teachers deliver lessons to make them more easily understood by the students.

The Arabic-speaking environment at this Islamic boarding school is an implementation of the maharah kalam (speaking skills) learning, aimed at supporting the Arabic language learning process in the classroom. Astuti (Astuti, 2021), in her research, states that the purpose of implementing an Arabic-speaking environment is to foster positive traditions, utilize Arabic as a means of communication, support Arabic language learning, and cultivate the creativity of students in integrating theory and practice.

The Arabic language program that prioritizes maharah kalam (speaking skills) as the essential competency to be mastered is the one at the Sunan Drajat Islamic Boarding School. This Arabic language program was established in 2021, based on the desire of the management board, which serves as the guiding body for the program's structure, with the aim of producing students who are proficient in Arabic. As of now, the Arabic language dormitories at Sunan Drajat Islamic Boarding School have reached seven dormitories. Based on the explanation above, it is important to conduct research on the controlling of the Arabic language program, particularly those based in Islamic boarding schools, with a focus on analyzing the learning activities and the language environment according to the four stages of George R. Terry's theory. Referring to previous research conducted by researchers (Bako 2018), (Mustofa, 2019) the researcher is interested in describing the supervision applied to the Arabic language program at Sunan Drajat Islamic boarding school, as this program has only been running for about three years with a considerable number of students interested in learning Arabic.

## Method

This research method uses a qualitative approach. Qualitative research, according to Sugiono, aims to understand the meaning of observable data. (Sugiyono, 2010). The type of research used is a case study. According to Creswell, a case study is a research strategy in which the researcher carefully investigates a program, event, process, or group of individuals. (Creswell, 2017) The data collection methods used include semi-structured interviews with data sources such as the Arabic language coordinator, the central language coordinator, and the Arabic language program supervisor. Non-participant observation and documentation are also used, This involves observation of learning activities and the Arabic-speaking environment, as well as documentation in the form of supervision reports, records of supervision activities, and documentation during the supervision process up to the reporting of supervision results. According to Arikunto<sup>(2014)</sup>, sources of data in qualitative research consist of verbal, written, or observed items that are examined in detail to reveal the meaning within them. The research object is the Arabic language program at Sunan Drajat Islamic Boarding School in Lamongan.

The data analysis process carried out by the researcher involves processing the data obtained from interviews with the three parties regarding the controlling and evaluation process, points of controlling and evaluation, the time and place of controlling and evaluation, and the people involved in the controlling. Observations are also included. Documentation consists of data on the management and their positions as well as participant data in the Arabic language program. In processing this data, the researcher includes interview results, filters the data by grouping relevant data, and organizes the data by type and source. In the next stage, the researcher reads through the grouped data and reflects on its meaning. After this, the researcher presents the data in narrative form after reflection. According to Creswell, this data analysis process involves efforts to interpret data in the form of text or images. (2017).

## **Results and Discussion**

### **Standard Setting Section**

The standard set in the Arabic language program at this boarding school is to accustom students to speaking Arabic. The points supervised at this stage include Arabic language learning activities, as well as the Arabic-speaking environment. The learning activity, or takrar, is held every morning. The supervised points in the Arabic language program include: a) Language proficiency of the program leaders – This is monitored because the leaders are expected to set an example for the students. b) Teaching techniques – This refers to how the leaders teach and whether their techniques meet the students' needs. c) Material– Controlling of the material and teaching techniques is related to upgrading. The takrar activities cover the four language skills and language components. The first skill prioritized in the Arabic language program at Sunan Drajat Islamic Boarding School is speaking, known as maharah kalam. The implementation of maharah kalam takes the form of an Arabic-speaking environment, commonly known as bi'ah lughah arabiyah.

Meanwhile, in the language environment, the focus of controlling is on the development of the students and their language environment. There are two types of language environments: formal and informal. The formal language environment is used in both formal and non-formal education. It has the following characteristics: a) it is artificial, b) it is part of the overall classroom language learning, c) language learners are guided to apply language learning, such as rules and other aspects, in communication and are corrected by the teacher if mistakes are made. (Abdul, 2009). On the other hand, the informal language environment is a natural, uncontrived setting. In Arabic language learning, this natural environment can be found in countries where Arabic is the primary language of communication, such as in Saudi Arabia. At this boarding school, the language environment is implemented in dormitory areas. According to the types of language environments described by Chaer, the language environment used here is formal. This formal language environment is intended to help students more easily express themselves in Arabic. As shown in Hariyanto's research, using the direct method or directly practicing Arabic helps to improve students' proficiency in the language. (Hariyanto, 2022).

The purpose of this controlling is to monitor and control the learning activities and language development of the students. This aligns with the goal of the Arabic language program, which is to produce students proficient in Arabic by encouraging them to become accustomed to and skilled in the language. Additionally, Arabic is considered important because it is the language used by Muslims to understand their religion. (Fakaubun, 2019).

### **Measurement of Activity Implementation**

This measurement is conducted through observations, written and oral reports, and tests. Observations are carried out by the supervisors and the management of the language department in the dormitory. The management is responsible for supervising the students, while the supervisors oversee the management. In addition to the controlling conducted from superiors to subordinates, peer controlling among students also takes place. In the controlling process, there are two supervisors in the Arabic language program, referred to as Supervisor 1 and Supervisor 2. Supervisor 1 oversees all activities within the Arabic language program, including the language environment, learning activities, and other activities associated with the program. Meanwhile, Supervisor 2 conducts controlling only in the morning, focusing solely on learning activities. Furthermore, all management and members within the Arabic language program collaborate and supervise each other. The peer controlling among students takes the form of monitoring, commonly known as "mata-mata" or "jasusah." This system begins when students who do not use Arabic are punished by being required to find peers who also do not speak Arabic. This controlling occurs daily in the dormitory alongside the implementation of the program. Therefore, controlling is conducted in addition to the program's execution.

Table 1.  
The number of administrators and students in each dormitory

No	Dormitory	Description	
		Number Of Managers/ Tutors	Number Of Student's
1	Ummu Hanny	9	77
2	Al Adawiyah	17	93
3	Al Humairah	19	270
4	Al Aminah	15	132
5	As Sa'diyah	13	145
6	Az Zakiyah	15	140
7	Ummu Salamah	15	110

The table above provides information about the number of tutors, students, and dormitories under the Arabic language program. There are seven dormitories, each with a different number of managers and students. Each dormitory consists of two accompanying managers, referred to as language dormitory supervisors. Based on the number of students listed above, the total number of classes consists of 25 classes.

Referring to the findings of the research conducted by Fadhilah, the presence of peer interaction can influence students' learning outcomes. (Fadhilah & Mukhlis, 2021) In this way, controlling becomes more controlled and comprehensive. According to Mar, controlling is an action that measures activities that are currently being carried out or have been completed in accordance with the established standards or plans. (Mar & Hilmi, 2021) After the observations, written reports are prepared, both from the students to the management and from the management to the supervisors. According to Devi (2021) The role of controlling from superiors to subordinates can have a significant impact on the subordinates. Controlling is carried out simultaneously with the implementation of the program.

Written reports are conducted once a week on Saturdays during the weekly meeting. This report is presented by the management to a forum attended directly by the supervisory board, which includes the supervisors, the head of the language department, the central language coordinator, and the Arabic language and language dormitory coordinators. The reports are presented in the form of PowerPoint slides. This is done to address problems, obstacles, and various issues that arise over the week. The steps taken in this reporting process include: a) Reporting the issues encountered in each dormitory. b) Seeking solutions to the problems experienced in each dormitory. c) Reporting the weekly activities carried out in the dormitory. d) The report is in the form of a PowerPoint presentation (PPT). e) Each language dormitory explains the content of the PPT. f) The report is prepared by the language dormitory. In addition to being conducted through observations and written reports, the measurement of the implementation of learning activities is also carried out using tests, which aim to assess the achievement of learning objectives. Tests are the most common tool used in measurement. (Asrul et. al, 2015). These tests can be either oral or written, depending on the language dormitory. Before determining the type of test to be used, the language dormitory first analyzes the learning objectives that have not been achieved in order to align them with the goals and outcomes of the learning process. Therefore, the tests that will be used refer to the material that has not been mastered and can be classified as remedial.

### Comparison of Implementation with Evaluation Standards

There are several differences regarding the implementation of learning activities and the language environment compared to the established standards. In the implementation of learning activities and the language environment, there are still several issues, namely violations of rules regarding language use and the fulfillment of teacher qualifications. These violations are

committed by some students and administrators, specifically by not communicating in Arabic, whether intentionally or unintentionally. This has become one of the reasons for not achieving the objectives set in the Arabic language program. The issues faced by the students and administrators can be categorized as obstacles in the implementation of the Islamic boarding schools-based Arabic language program. These obstacles are not only caused by psychological factors but can also stem from failures in achieving the expected educational goals. (Assjari, 2017). The obstacles faced by the students include a lack of vocabulary, while the challenges experienced by the administrators may be due to habitual practices.

The qualifications of the instructors in the Arabic language program are affected by the fact that some administrators who are about to leave the Islamic boarding schools are seeking replacements, even though these replacements may not yet possess adequate skills. This situation becomes an obstacle in the implementation of the Arabic language program. The action taken by the supervisors to address this issue is to hold micro-teaching training regarding Arabic language instruction within the program. This is done to enhance discipline and the qualifications of instructors to meet the needs of the Arabic language program. Micro-teaching is conducted to train and equip the administrators with various aspects related to teaching, including practice in developing teaching materials and creating modules. As a result, the Arabic language program in this Islamic boarding school has its own guidelines regarding teaching materials and modules, such as those used in "ibarah yaumiyah" (daily expressions) and "maharah kalam." Both of these are products of the Arabic language program itself, with the guidelines for "maharah kalam" being based on Middle Eastern standards. Upgrading occurs when issues related to the learning material have not been achieved or have encountered obstacles. The purpose of upgrading is to prepare competent teaching staff in their respective fields. This initiative is attended by all administrators of the Arabic language program and is led by an experienced ustadz (teacher) who is an expert in the field.

### **Taking Corrective Actions**

Based on the violations committed by the students and staff in the Arabic language program, which include communication without using the Arabic language, the actions taken involve administering punishments to both students and staff. These punishments consist of memorizing daily expressions (ibarah yaumiyah), with students required to memorize around 5-10 phrases and staff around 10-20 phrases. This punishment is hoped to serve as motivation and to encourage students to communicate in Arabic more consistently. However, in research conducted by Sofiana, it was stated that punishment is only one factor influencing discipline, while other factors may include self-awareness, obedience, educational tools, and consequences. (Sofiana et al., 2017). The implementation of corrective actions is based on the results of the comparison between the execution and the evaluation standards, aimed at resolving the issues experienced with the hope of achieving the desired objectives. This corrective action process is akin to evaluation, which is an important part of management. One key general principle in evaluation, according to Suharsimi, is the triangulation relationship of three components: objectives, implementation, and evaluation. (Sulistiyorini, 2009).

This action is taken with the aim of minimizing the issues experienced in the Arabic language program. According to Zaki and Arafah<sup>(2022)</sup> The actions taken in the program involve the process of gathering information in a structured manner by describing and analyzing data that can serve as a basis for making decisions or taking actions, whether to maintain, replace, or eliminate. The actions taken after the corrections can include improvements or solutions to each problem, either by creating new plans, making adjustments, or even replacing activities that are deemed inappropriate with those that are expected to be more suitable. This process of taking action is systematic, continuous, and comprehensive in order to control, ensure, and establish the quality of various components based on specific considerations and criteria. (Magdalena & Aan Nurchayati, 2023) Therefore, such matters can serve as a foundational basis or consideration for continuing a program.

## Conclusion

Based on the controlling framework presented by George R. Terry, in the standard-setting phase, the Arabic language program establishes a standard of encouraging communication in Arabic. The measurement of activity implementation involves observations conducted by supervisors, coordinators, and fellow students. After these observations, written reports are produced, either by the coordinators or the students. Finally, this stage includes tests to measure the level of achievement in learning. The type of test used depends on the language needs of each dormitory. In the comparison phase of implementation with the evaluation standards, several issues remain, such as violations committed by students and coordinators, including communicating without using Arabic and a lack of teaching experience or knowledge about the Arabic language. Therefore, in the corrective action phase, resolutions include providing punishments in the form of memorizing daily expressions (*ibarah yaumiyah*) as well as upgrading and micro-teaching.

This research is limited to the controlling of the Arabic language program at Pondok Islamic boarding schools Sunan Drajat. There are still many aspects that need to be explored in efforts to enhance the Arabic language program at this Islamic boarding school, not just the controlling conducted there. The Arabic language program at this Islamic boarding schools is still in its pilot phase, and there is a strong possibility of further improvement in the future. This can be seen from the high public interest in the Islamic boarding schools, which has experienced a significant increase year after year. Additionally, the Islamic boarding schools has made this language program a flagship initiative.

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