

Arabic Language Matriculation Program for High School Tenth Grade Students Based on Boarding School (A Case Study of Ummul Quro al-Islamy Islamic Boarding School)

Moh. Ibrahim^{*1}, Abbas Mansur Tamam²

Universitas Ibn Khaldun, Indonesia^{*1, 2}

^{*1}email. mohibrahim551@gmail.com

Abstract

The aim of this research is to describe and analyze the concept of Arabic language matriculation and its implementation at Ummul Quro al-Islamy Islamic Boarding School, including the urgency, objectives, planning, organization, implementation, and evaluation of the Arabic language matriculation program. The research method employed is field research, involving the researcher as the main instrument at the Islamic Boarding School. Based on the findings of the research conducted by the researcher, it can be concluded that the Arabic Language Matriculation Program at Ummul Quro al-Islamy Islamic Boarding School begins with the establishment of the learning program. The learning program used at Ummul Quro al-Islamy Islamic Boarding School is adopted from Ummul Quro University in Saudi Arabia. The second step is the preparation of teaching materials. In general, the Arabic language learning program at Ummul Quro al-Islamy Islamic Boarding School consists of ten subjects, namely Nahwu, Shorof, Al-Mutholaah Al-Haditsah, Durus Al-Lughoh, Al-Qiroah Ar-Rosyidah, Al-Insya', and Al-Mahfudot, Al-Idhof, Al-Imla' Khot, and Al-Insya'. In conclusion, the researcher states that the Arabic language matriculation program model at Ummul Qura al-Islamy has been running for several months. The program involves 10th-grade students from the senior high school and is conducted every Saturday from after Maghrib until before Maghrib the next day. During the program, students reside in the ma'ahad. The subjects taught include Al-Arabiyyah, At-Tadribat, and Hifdzul Mufradat. Lastly, the organization of the Arabic Language Matriculation Program in 10th-grade high school based on the Boarding School system.

Keywords: Matriculation; Arabic Language; Boarding School.

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Abstrak

Tujuan dari penelitian ini adalah mendeskripsikan dan menganalisis konsep matrikulasi Bahasa Arab dan penerapannya di Pondok Pesantren Ummul Quro al-Islamy berupa urgensi, tujuan, perencanaan, pengorganisasian, pelaksanaan hingga evaluasi program matrikulasi Bahasa Arab. Metode penelitian yang digunakan adalah field research atau penelitian lapangan yang melibatkan peneliti sebagai instrumen utama di Pesantren tersebut. Berdasarkan hasil penelitian yang dilakukan oleh peneliti di atas, dapat disimpulkan bahwa Program Matrikulasi Bahasa Arab di Pondok Pesantren Ummul Quro Al-Islamy dimulai dengan penetapan program pembelajaran. Program pembelajaran yang digunakan di Pondok Pesantren Ummul Quro Al-Islamy diadopsi dari Universitas Ummul Quro Arab Saudi. Langkah kedua adalah penyusunan materi pelajaran. Secara umum, program pembelajaran Bahasa Arab di Pondok Pesantren Ummul Quro Al-Islamy terdiri dari sepuluh pelajaran, yaitu Nahwu, Shorof, Al-Mutholaah Al-Haditsah, Durus Al-Lughoh, Al-Qiroah Ar-Rosyidah, Al-Insya' dan Al-Mahfudot, Al-Idhof, Al-Imla' Khot, dan Al-Insya'. Dalam kesimpulannya, peneliti menyatakan bahwa model program matrikulasi bahasa Arab di Ummul Qura al-Islamy telah berjalan selama beberapa bulan. Program ini melibatkan siswa kelas X MA dan dilaksanakan setiap hari Sabtu setelah Maghrib hingga sebelum Maghrib keesokan harinya. Selama program berlangsung, siswa tinggal di ma'ahad. Mata pelajaran yang diajarkan meliputi Al-Arabiyyah, At-Tadribat, dan Hifdzul Mufradat. Ketiga, pengorganisasian program Matrikulasi Bahasa Arab di SMA Kelas X berbasis Boarding School.

Kata Kunci: Matrikulasi; Bahasa Arab; Pondok Pesantren.

A. Introduction

Islamic boarding schools (Pesantren) in Indonesia are generally associated with the expertise of their students in various disciplines of religious knowledge, especially in mastering the Arabic language as the primary foundation for understanding

Arabic literature. This is reasonable, considering that education in pesantren places a greater emphasis on religious aspects rather than general knowledge. Over the years, pesantren has consistently sought to maintain this identity, not only limited to the ability of its students to speak Arabic, read yellow

books correctly, and write in Arabic according to rules. Beyond that, with a good command of the Arabic language, pesantren hopes that its students can comprehend Islam holistically, enabling them to produce individuals with high rational thinking and the ability to develop their knowledge broadly to compete at the international level.

Expertise in religious knowledge holds a special value among the general public because this knowledge is more closely related and relevant to the religious activities of the community. In contrast to general education, which is sometimes considered less connected to the daily activities of the community and its benefits are more individually perceived by the holders of such knowledge. Even in remote rural areas, communities are still hesitant to acknowledge the value of general knowledge, tending to view it as less meaningful in human life.

With the passage of time, the Arabic language has undergone significant advancements and has even become highly important for communities at large. Therefore, in this modern era, Arabic is considered on par with internationally recognized

languages used by the United Nations (UN). This recognition is based on the fact that the number of Arabic speakers has surpassed 200 million people. Arabic, along with English, Chinese, French, and Spanish, is one of the official languages of the UN. The Arabic language has reached a level of maturity and sophistication, evident in its ability to meet the needs of its users and absorb developments in science and technology across various fields. This is attributed to the flexible characteristics of the Arabic language, its adoption of analogical reasoning (*qiyas*), as well as its rich vocabulary (*mufrodat*) and abundant affixation (*isytiqoq*) (Ihsan, 2010).

Muhbib Abdul Wahab elaborates in detail on the unique characteristics that distinguish the Arabic language, which are not found in other languages, including: (1) Arabic consists of 28 letters; (2) The concept of 'Irab in the science of Nahwu, which describes the vowel endings of Arabic words; (3) The notation of poetry, specifically discussed in the science of 'Arudl; (4) The division between spoken language (*'Ammiyah*) and formal language (*fushah*); (5) The existence of the "dhod" letter, which is not present in the articulation

(pronunciation) of other languages; (6) Verb changes and grammar adjusted to the subject; (7) Easy reading of words with diacritics; (8) No two consecutive silent letters in a word; (9) The number of two-letter words is very minimal (*al-alfadz al-tsunaiyyah*); (10) The absence of four consecutive letters with vowels. (Wahab, 2008).

Based on the details regarding the uniqueness of the Arabic language, it can be affirmed that this language is more challenging compared to others. Therefore, seriousness and perseverance are required in learning it. Additionally, an effective teaching method is crucial to ensure that learners can comprehend Arabic easily. Certainly, systematically organized teaching materials are also highly necessary in the process of learning the Arabic language.

Based on the background above, through this research, the researcher aims to analyze the programs used in the Arabic Language Matriculation Program. Thus, the researcher can formulate the "Arabic Language Matriculation Program for High School Tenth Grade Students Based on Boarding School" with the hope that this program can help enhance the language

skills of students in the boarding school environment more quickly.

B. Research Method

The research method employed is field research or field study involving the researcher as the primary instrument in the Islamic boarding school. The researcher utilizes a qualitative descriptive research method, aiming to describe the research findings using words.

The research was conducted at Ummul Quro al-Islamy Islamic Boarding School in Leuwiliang, Bogor, West Java, Indonesia. The primary data sources consisted of interview results, documentation, and observations carried out at Ummul Qura al-Islamy Islamic Boarding School. Interviews were conducted with the main instructor, male students as key informants, as well as the Head of School and the Education Division as informants. Secondary data sources were obtained through observations and documentary studies. Data was collected through direct observation at Ummul Qura al-Islamy Islamic Boarding School and through documentation, including files related to

the Arabic language matriculation program.

The data analysis technique used is data triangulation, which involves using various data sources in one research method. Data is analyzed through data immersion, data reduction, and data verification. Conclusions and data validity are confirmed through Focus Group Discussions (FGD) involving several experts in the fields of education and the Qur'an.

C. Results and Discussion

1. History of Ummul Quro al-Islamy Islamic Boarding School

Originating from the desire to actively participate in Islamic preaching through the educational path of the Islamic Boarding School, and the aspiration to realize the noble ideals of KH. Helmy, to establish an Islamic Educational Institution in Bogor, either in the form of a Madrasah or an Islamic Boarding School.

Initially, this Islamic Boarding School was merely a boarding house for orphaned children or economically disadvantaged male and female students. However, recognizing the importance of preaching, with a single phrase:

"BISMILLAH," KH. Helmy Abdul Mubin and his companion KH. Drs. Syihabudin Raso, M.Pd.I., in mid-July 1993, took the initiative to establish the school.

At the time of the establishment of this Islamic boarding school, it was only initiated with the utterance of "Bismillah" and a piece of land wakaf (endowment) from the late KH. Helmy Abdul Mubin, approximately 150 square meters. Initially, there were only 5 students from outside Bogor who resided and 4 students from the surrounding neighborhood who did not reside at the boarding school.

Around the year 1995, several siblings of KH. Helmy Abdul Mubin donated their land, which was an inheritance from H. Mahfudz, namely Hj. Marfu'ah (Mother), Hj. Karimah Mahfudz (Sister), KH. Helmy Abdul Mubin (Third Son), Hj. Nafiqoh (Sister), Hj. Maschuroh (Sister), Hj. Siti Aisyah (Sister).

The name of Ummul Quro' Al-Islamy Islamic Boarding School is derived from the words "ummul" and "qura." The term "ummul" means mother, while "qura" means homeland or native village, broadly interpreted as the

homeland. The name Ummul Quro' is adopted from Ummul Quro University in Saudi Arabia as a form of blessing (*tabaruk*). One of its caretakers is an alumnus of Ummul Quro University in Saudi Arabia and served as a lecturer there for about 5 years.

With the knowledge from Ummul Quro, it is hoped that Ummul Quro Al-Islamy Islamic Boarding School can become one of the icons of Islamic boarding schools in Bogor and eventually evolve into an Islamic Center for Islamic preaching. The goal is to popularize the Qur'an and Sunnah as guidance for humanity in daily life.

Through various struggles and a long journey, the noble aspirations of Islamic preaching have finally been realized with the help of Allah SWT, expressed through the words of gratitude, *Alhamdulillah Rabb Alamin*, and prostration of thanks.

2. The Urgency of Arabic Language Matriculation

The rapid and widespread development of technology worldwide has a significant impact on the younger generation of the Muslim community and has become one of the main factors

contributing to their lack of interest in learning, both in general knowledge and religious studies. Particularly, religious studies and the Arabic language are often overlooked and considered less important compared to general knowledge. The younger generation frequently cites reasons that general knowledge is more essential in pursuing their careers and lives, while religious studies are deemed relevant only to worship aspects.

The advancement of technology has led many young generations to be reluctant in enhancing their knowledge through reading Islamic literature. They prioritize the use of gadgets or playing games over opening books. It is not uncommon for them to admire Western figures as their primary role models rather than studying or idolizing Islamic figures. Furthermore, the current young Muslim generation has lost interest in entering the world of Islamic boarding schools. They prefer public schools over boarding schools. Boarding schools are considered outdated educational institutions, and their students are seen as unable to compete with students in public schools. They take more pride in their English language proficiency than

in Arabic. Arabic is viewed as the language of the Quran and hadith, which is challenging to learn and understand, and is considered relevant only for Arabs. (Nasta'an, 2017)

The lack of interest among the Islamic generation in Islamic teachings, especially the Arabic language, also impacts the development of the Arabic language in the education world, particularly in Islamic boarding schools. The Arabic language proficiency of students has experienced a significant decline, and not all students are capable of mastering Arabic well.

Over time, public trust in Islamic boarding schools has declined, and many parents are hesitant to send their children to boarding schools. They are anxious and fearful about their children's future if they attend boarding schools, concerned about being outdated and lacking competitiveness in pursuing careers in the future. These concerns are based on the realities faced by previous boarding school graduates. The fears and concerns of parents have a significant impact on the development of boarding schools. Therefore, boarding schools need to demonstrate their identity as educational institutions that can compete well

nationally and internationally. Better management than before is required, along with the development of flagship programs that attract public interest and align with their needs. This will help restore public confidence in boarding schools.

Parents expect their children to have broad knowledge in two fields: religion and general knowledge. General knowledge is needed as a foundation for achieving success in the future, while religious knowledge plays a role in getting closer to Allah Subhanahu wa Ta'ala and protecting them from the negative influences that arise due to the increasingly unrestricted development of technology.

Currently, there is an institution established to meet the community's desire for a combination of these two disciplines, namely religious knowledge and general knowledge. This institution is known as a Boarding School. This educational institution is designed by combining religious programs with general education programs. Students in boarding schools typically reside in dormitories. In the classroom, they receive general education comprising 60%, and religious education constitutes

around 40%. Additionally, religious education is also provided outside the classroom, within the framework of a caregiving program.

The students entering Boarding School come from diverse backgrounds. Some of them come from public schools where Arabic language instruction is limited, resulting in a lack of understanding of Arabic rules. Meanwhile, there are also those who come from religious schools or Islamic boarding schools, giving these students a basic understanding of Arabic rules. These background differences become a significant factor that greatly influences the development of Arabic language in Boarding School, as it poses challenges for Arabic language teachers in the classroom.

Similarly, parents have different goals when enrolling their children in integrated Islamic boarding schools. Some parents are more inclined to want their children to excel in the field of science rather than in religious studies, especially in mastering the Arabic language (Chaer, 2003)

Additionally, the lack of support or contribution from various parties within the integrated Islamic boarding school or

Boarding School environment is also crucial. No matter how well-designed the program is, without support or contribution from all parties in its implementation, the program will not achieve the success as expected. One of the main factors contributing to the lack of support and contribution from all parties in the development of the Arabic language is the issue of the Arabic language proficiency of the staff themselves (Chaer, 2003).

In addition to the advantages mentioned above, there are many other factors that can lead to a decline in interest and a decrease in the teaching of the Arabic language in integrated Islamic boarding schools or boarding schools. This ultimately becomes a barrier for learners due to the complexity of the language, resulting in difficulties in the learning and teaching process. Therefore, a learning model is needed that can provide a solution to minimize the difficulties faced by students without compromising the characteristics of the Arabic language itself. This learning model can be applied in both formal and non-formal institutions that focus on Arabic language learning. This learning model then developed in Indonesia and

is known by the term "matrikulasi," offering a basic program to facilitate students in pursuing advanced Arabic language learning in class.

Currently, Arabic Language Matriculation has become one of the increasingly adopted solutions by educational institutions, especially in Islamic boarding schools. Matriculation offers a short learning period but can have a positive impact on the development of students' Arabic language proficiency, especially for those who have not had prior experience in learning Arabic (Saproni, 2020).

The success of the matriculation program in improving students' language skills cannot be separated from the existence of a comprehensive support program in the learning process. Without a structured program based on the goals and needs of learners, the matriculation program will not be effective. The program presented in matriculation should have a systematic, concise, and easily understandable structure. The selection of learning materials in this program should be tailored to the average abilities of the participants who will take it, and the content should be a summary or have a connection to the

material that will be taught in classes after completing the matriculation program.

Based on the background above, it can be seen that the lack of effectiveness in Arabic language learning is generally caused by several factors. First, the presence of diverse student backgrounds. Second, the tendency of parents who prefer their children to enroll in public universities. Third, the use of programs that are less simple and structured, making them difficult to understand. Fourth, the lack of engaging teaching methods in Arabic language instruction. Fifth, the advancement of sophisticated technology that diminishes interest in religious learning. Sixth, the insufficient intensive application of the Arabic language in the boarding school environment. Finally, the differences in the backgrounds of educators present in the Boarding School.

Teaching Arabic in the 10th-grade classes at the Islamic Senior High School (MA) faces several challenges. The difference in students' backgrounds is one factor, where some students admit that they have never received Arabic language coaching in their previous schools. This poses difficulties for them

in understanding Arabic language lessons, especially in the 10th-grade classes at the Islamic Senior High School. Therefore, the researcher conducted a study on two educational institutions that could serve as references to formulate an Arabic language matriculation program for 10th-grade high school students based on the boarding school system. These institutions are the Ummul Quro Al-Islamy Islamic Boarding School and Ummul Qura al-Islamy, both of which are private Islamic educational institutions. The Arabic language subjects in both institutions are included in the core curriculum program.

3. Objectives of Arabic Language Matriculation Program

The current Arabic Language Matriculation Program is managed individually with a charismatic approach and still employs traditional patterns. Managers must have the ability to optimize the institution, human resources, and existing personnel. In essence, these factors consist of two aspects, namely internal and external factors.

Internal factors of the

Matriculation Program refer to the vision, mission, and goals of the Islamic Boarding School. Good planning and the implementation of the right program system, as well as appropriate strategies, are needed to achieve these visions, missions, and goals. In the process of achieving these objectives, various alternatives also need to be considered.

As for external factors, it involves the surrounding environment of the Islamic boarding school, including policies from top leadership aimed at enhancing Human Resources (HR). This is typically done through training or seminars organized by relevant educational institutions.

Based on field observations and interviews with relevant sources regarding the Arabic language matriculation program in 10th-grade high school based on the boarding school system, which includes planning, organization, implementation, and evaluation of the program, the researcher can conclude that the implemented Matriculation Program in 10th-grade high school based on the boarding school system is based on the vision, mission, and educational goals as well as activities aimed at improving the quality

of the Matriculation Program. The vision, mission, and goals of the 10th-grade high school based on the boarding school system are as follows:

a. Islamic Boarding School Motto:

Cultivating noble values such as good moral character, optimal physical health, extensive knowledge, independent thinking, skilled expertise, creativity, innovation, effective communication, and religious piety.

b. Islamic Boarding School Vision:

To become a respected and recognized institution in terms of noble moral character and outstanding achievements.

c. Islamic Boarding School Mission:

- 1) Strengthening the understanding and application of Islamic teachings in every activity at the Islamic Boarding School.
- 2) Encouraging enjoyable learning, especially in the fields of Arabic, English, and Islamic studies, with an approach that is active, creative, effective, communicative, and

innovative, in line with the current developments.

- 3) Empowering students to recognize their potential and providing both academic and non-academic activities for their development.

- 4) Building the image of the Islamic Boarding School as a good and trustworthy partner in the broader community.

d. The objectives of the Islamic Boarding School are as follows:

- 1) Guiding students to remain steadfast in faith and piety to Allah SWT, while maintaining good character in facing various changing situations and conditions.
- 2) Guiding students to have physical and spiritual health, broaden their horizons, and become a unifying force for all groups and various segments of society.
- 3) Guiding students to have a foundation in knowledge, active language skills in Arabic and English, and the ability to pursue higher

education or be directly involved in real-life situations in society.

- 4) Guiding students to apply religious teachings in daily life, build harmonious families, love the homeland, country, nation, society, and its culture.

4. Planning for Arabic Language Matriculation Program

William H. Newman argues that planning is the process of determining what actions should be taken. Planning involves a series of extensive decisions and explanations of goals, policies to be adopted, programs to be implemented, and specific procedures to be followed. Moreover, planning also involves determining activities based on the daily schedule (Majid, 2007).

The definition of lesson planning varies, and experts have not fully agreed on defining the term. According to Abdul Majid, in the context of teaching, lesson planning can be interpreted as the process of preparing lesson materials, selecting teaching media, and assessments carried out within a specific time allocation to achieve predetermined

objectives (Majid, 2007).

Based on the research findings, it was discovered that the planning of the Arabic Language Matriculation Program aligns with the theories previously explained by William H and Abdul Majid. The following are some planning activities carried out in the Arabic Language Matriculation Program:

- a. Determination of the Matriculation Program: The Arabic Language Matriculation Program has a structure evident from the books used as reference sources in the learning process. This includes the specification of subjects and lesson plans.
- b. Preparation of Lesson Materials: The materials in the Arabic Language Matriculation Program are divided into two groups, namely core materials and supporting materials. Core materials include subjects such as *Nahwu* (Arabic grammar), *Shorof* (Arabic morphology), *Muhadasah* (conversation), *Mutholaah*

Haditsah (hadith), *Durrus Al-Lughoh* (Arabic writing), and *Mahfudzot* (memorizing). Meanwhile, supporting materials include *mufrodat* (vocabulary), *Imla* (writing), *Khot* (reading), and *Insyah* (writing).

By using this approach, the planning of the Arabic Language Matriculation Program is carried out through program arrangement and the development of learning materials covering various essential aspects in teaching Arabic. Additionally, in the Arabic Language Matriculation Program, the use of instructional media is also implemented by teachers, such as the use of blackboards and textbooks. Moreover, students are provided access to use library facilities, language laboratories, and computer laboratories at predetermined schedules.

In the Arabic Language Matriculation Program at Boarding School-based 10th-grade high schools, there are various subjects such as *Nahwu*, *Shorof*, *Muhadasah*, *Mutholaah*, *Haditsah*, *Qiroah*, *Ar-Rosyidah*, *Mahfudzot*, *Insyah*, *Imla*, and *Tamrinat*. Each subject employs different teaching

approaches and methods.

Firstly, there is the Teacher-Centered Approach applied in the subjects *Nahwu* and *Shorof*. In this method, the teacher's role is more dominant in teaching and directing the learning process.

Secondly, there is the Student-Centered Approach used in the subjects *Muhadasah*, *Mahfudzot*, *Tamrinat*, and *Imla*. In this method, the student's role becomes more active and directly involved in the learning process.

Thus, in the Arabic Language Matriculation Program at Boarding School-based 10th-grade high schools, there are two teaching methods used: the teacher-centered method for *Nahwu* and *Shorof*, and the student-centered method for *Muhadasah*, *Mahfudzot*, *Tamrinat*, and *Imla*.

5. Organization of the Arabic Language Matriculation Program

After the planning process is carried out, by setting goals and developing programs to achieve them, the next step is to design and develop a learning organization that can successfully implement various programs.

Organization is an important step

towards the implementation of the previously prepared plan (Satori, 2007). The goal of organization is to create a cohesive and unified organization.

According to Handoko, as cited by Husaini Usman, organization involves several aspects, namely:

- a. Determining the resources and activities needed to achieve organizational goals.
- b. The process of designing and developing an organization that can guide these things towards the set goals.
- c. Understanding and mastering specific responsibilities within the organization.
- d. Delegating the necessary authority to individuals to carry out their tasks (Usaman, 2006).

Based on the research findings, it was found that the organization of the Arabic Language Matriculation Program aligns with the concept proposed by Husaini Usman earlier. Some organizational activities of the Arabic Language Matriculation Program include the division of teaching tasks. In this program, the division of teaching tasks is based on the last educational

qualifications and involves alumni from several Islamic boarding schools, including one of them who is an alumni of an Islamic boarding school.

In addition, the scheduling of lessons is also one of the organizing activities in the Arabic Language Matriculation Program at the X-grade Islamic Boarding School. This program is conducted two days a week, on Saturdays and Tuesdays. The subjects taught include Instrumental Sciences (*Nahwu* and *Shorof*), which are core materials with a duration of one hour per week or each session, taught in Ula and Wustho classes. Additionally, there are also Language Skills subjects (*Muhadasah*, *Durus Al-Lughoh*, and *Qiroah Ar-Rosyidah*) with the same duration and taught in Ula and Wustho classes. Then, there is a Writing Skills subject taught in Ula and Wustho classes with a duration of one hour per week or each session.

Furthermore, there is the scheduling and evaluation improvement in the Arabic Language Matriculation Program. The evaluation of this program is conducted once per semester using the Memorization (*Syafawi*) and Multiple Choice (*Tahriri*) methods. If the

evaluation results indicate that students do not meet the minimum passing criteria set by the X-grade Islamic Boarding School students, they are required to take a makeup exam (Remedial) one week after the semester evaluation is conducted.

Finally, equipment facilities are also provided to support the Arabic Language Matriculation Program for X-grade Islamic Boarding School students. There is a language lab, computer lab, and library, but the conditions are concerning with only one room for each of these facilities.

6. Implementation of the Arabic Language Matriculation Program

Implementation or actuating aims to encourage and direct the workers to carry out tasks in accordance with the established organizational goals. The goal of this actuating is to stimulate team members to perform tasks with enthusiasm and proficiency.

The ability to actuate involves the ability to persuade people to achieve established goals with high spirits. According to Dimas and his colleagues, the objectives of actuating are as follows:

- a. Creating efficient collaboration among team members.
- b. Developing the abilities and skills of the staff.
- c. Cultivating a sense of ownership and enjoyment in the work performed.
- d. Building a work environment that enhances motivation and staff performance.
- e. Encouraging dynamic organizational development.

Based on the research findings, the researcher found that the organization of the Arabic Language Matriculation Program aligns with the theory proposed by Dimas and his colleagues as explained above.

1) Pesantren Opening Meeting

The Pesantren Opening Meeting in the Arabic Language Matriculation Program at the Boarding School-based 10th-grade level is held twice a week, specifically on Saturdays and Tuesdays. This meeting is scheduled in the morning before the Arabic language learning activities commence. All Arabic language teaching staff, the head of the Arabic language program, the coordinator of the Arabic language

program, and other relevant elements participate in this meeting. The purpose of this meeting is to discuss issues and obstacles that arise during the Arabic Language Program learning process.

2) Teacher Training

To enhance the quality of the teaching staff in the Arabic Language Matriculation Program, the Pesantren leadership consistently includes them in seminars or training sessions. In this semester, they have attended a training session for the Arabic Language Matriculation Program using the *Mustaqilli* method, held at the Boarding School-based 10th-grade level.

Class visits are conducted twice a week, specifically on Saturdays and Tuesdays. These visits are directly led by the head of the Boarding School-based 10th-grade level, with the assistance of the coordinator of the Arabic language program, Ustadazah Eni Rahmawati. During these visits, several aspects are assessed comprehensively, including mastery of teaching materials, teaching strategies, utilization of teaching aids, and the assessment process in the Arabic Language Matriculation Program.

The communication pattern established by the Head of the 10th-

grade Boarding School-based SMA revolves around the use of the Arabic language within the pesantren environment. They do not hesitate to provide direct admonishments to all elements present in the pesantren, including both the teaching staff and the students under their guidance.

7. Evaluation of the Arabic Language Matriculation Program

According to Siswanto, control and evaluation in the management function are systematic efforts to establish performance standards with the goal of planning, designing a feedback information system, comparing actual performance with established standards, identifying deviations, and taking corrective actions as needed to ensure the efficiency and effectiveness of the use of company resources to achieve company goals (Siswanto, HB, 2012). In the context of education, there are three steps that must be taken by school/madrasah management, namely setting assessment standards, conducting learning evaluations, and corrective actions.

Based on the research findings, the researcher found that the evaluation of

the Arabic Language Matriculation Program aligns with the theory presented by Siswanto, HB, M.Si, as explained above. The following are some of the evaluation activities carried out in the Arabic Language Matriculation Program:

- a. Establishment of Assessment Standards: The Arabic Language Matriculation Program in Boarding School-based Senior High School (SMA) class X applies four criteria for assessment standards, namely graduate competency standards, class competency standards, subject competency standards, and minimum completion criteria standards.
- b. Implementation of Learning Evaluation: The evaluation of the Arabic Language Matriculation Program is conducted at Pondok Pesantren Darusalam once every semester. The program's learning evaluation includes memorization evaluation

(*Syafawi*) and assessment formats such as essays or multiple-choice (*Tahriri*).

- c. Assessment and Follow-up: After the evaluation of the Arabic Language Matriculation Program in Boarding School-based Senior High School (SMA) class X, the evaluation results will be discussed in the Iftitah meeting held every Saturday and Tuesday. This meeting is directly led by the highest leader in the Pesantren to discuss the follow-up actions based on the evaluation results.

Managers need to have the ability to optimize the institution and human resources as well as the available personnel. According to Shonhadji Sholeh, in the development and improvement of institutions and human resources (SDM), managers need to consider internal and external factors. Internal factors include the vision, mission, and goals of the boarding school, good planning, the implementation of the right program, and appropriate strategies to achieve the

vision, mission, and goals with various available alternatives. External factors involve the boarding school manager in planning, managing, providing services, and building good cooperation with the community, especially the guardians of the students, to educate high-quality students.

D. Conclusion

Based on the research conducted by the above researcher, it can be concluded that the Arabic Language Matriculation Program at Pondok Pesantren Ummul Quro Al-Islamy begins with the establishment of the learning program. The learning program used at Pondok Pesantren Ummul Quro Al-Islamy is adopted from Ummul Quro University in Saudi Arabia. The second step is the preparation of teaching materials. In general, the Arabic language learning program at Pondok Pesantren Ummul Quro Al-Islamy consists of ten subjects, namely *Nahwu*, *Shorof*, *Al-Mutholaah*, *Al-Haditsah*, *Durus Al-Lughoh*, *Al-Qiroah*, *Ar-Rosyidah*, *Al-Insya'*, and *Al-Mahfudot*, *Al-Idhof*, *Al-Imla'*, *Khot*, and *Al-Insya'*.

Furthermore, the third step in the use of the Arabic Language

Matriculation media at Pondok Pesantren Ummul Quro Al-Islamy is using blackboards and books as learning sources. Meanwhile, the fourth step is the determination of the approach and teaching methods. At Pondok Pesantren Ummul Quro Al-Islamy, there are two approaches or teaching methods used, namely a student-centered learning approach and a teacher-centered learning approach.

Second, the Arabic Language Matriculation Program at Ummul Qura al-Islamy has been analyzed after the researcher conducted interviews with three respondents. In conclusion, the researcher stated that the model of the Arabic language matriculation program at Ummul Qura al-Islamy has been running for several months. This program involves students from Class X MA and is conducted every Saturday after Maghrib until before Maghrib the next day. During the program, students stay in the ma'ahad. The subjects taught include Al-Arabiyyah, At-Tadribat, and Hifdzul Mufradat.

Third, the organization of the Arabic Language Matriculation Program at Class X Boarding School involves four steps. The first step is the division

of teaching tasks. The second step is the preparation of the class schedule. The third step involves the preparation of evaluation and improvement schedules. The fourth step is the preparation of student activity schedules. In addition, facilities and equipment need to be provided.

The implementation of the Arabic Language Matriculation Program at Class X Boarding School involves several stages. First, there is a pesantren iftitah meeting held twice a week. This meeting serves as a forum to discuss learning issues and provide solutions. The leaders of the boarding school assess, appreciate, and sanction, as well as support the achievement of educational goals set by Class X Boarding School. The second step involves training Arabic language teachers. The third step is classroom learning visits. Finally, it is important to establish a communication pattern in the environment of Class X Boarding School using Arabic as a means of communication.

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