

## ACTUATING MANAGEMENT OF MUMARASAH 'ARABIYAH PROGRAM TO IMPROVE LANGUAGE SKILL AT IMAM BONJOL PADANG STATE ISLAMIC UNIVERSITY

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### ABSTRACT

*To improve students' language skills, Student Association Of Arabic Education Study Program took the initiative to implement a program called Mumarasah al-'Arabiyah. As for the program must be managed by good actuating management in three aspects, leadership, communication and supervision. Therefore, this research aims to analyze and discribe the actuating management of Mumarasah al-'Arabiyah program implemented by Arabic Education students at Imam Bonjol State Islamic University Padang, which focuses on three aspects, leadership, communication and supervision. The type of research is qualitative with descriptive methods, with in information collected from Student Association of Arabic Education Study Program by interview and observation technique. Then data analysis used Miles and Huberman analysis model with the following steps: data collection, data reduction, data display, and conclusion drawing. The research results are : 1) The Mumarasah al-'Arabiyah program has been implemented well, this is indicated by implemented 3 aspects (leadership, communication, supervision) of implementation management well, 2) The leadership style is mixed leadership, between democratic and autocratic, 3) The communication applied in three systems: top down communication, bottom up communication, and horizontal communication, 4) The supervision applied by inviting Arabic Education lecturers to attend the Mumarasah al-Arabiyah activities and then provide the improvments, like the hiwar material that was presented was too long, there was a lack of oversight from the committee, or even the suggestion that interesting activities be carried out during mumarasah events, such as occasional mumarasah activities being outdoors.*

**Keywords:** Management; Actuating Function; Arabic Program

### INTRODUCTION

The emergence of various organizations in people's lives to help and facilitate the fulfillment of human needs, both individually and collectively, is one of the phenomena of life in this modern era (Abbas et al., 2024). Likewise, in the world of education, various agencies and a number of programs have been formed with the aim of being able to assist in improving the expected quality of education (Palah et al., 2022). Program implementation in an organization is very important . Where all

elements in the organization are responsible for the implementation of the program that has been prepared. The program will be implemented well if it has good management as well.

Beside that, In general management is a process of regulating and utilizing the resources of the organization through the cooperation of members to achieve organizational goals effectively and efficiently (Candra Wijaya & Rifa'i, 2016) Meanwhile Robbin and Coulter define management as the process of coordinating and integrating work activities so that they are completed efficiently and effectively by others (Novianty Djafri, 2018) A person or group of people will carry out a series of activities or tasks as part of a program (Aini et al., 2022) According to Ananda, a program is a plan consisting of several units, each of which contains policies and a set of tasks that must be completed within a certain period of time. Then in the realm of education, the program is very useful in boosting the quality of learning. The program can function as non-formal education even though it is not part of formal education. The learning objectives or the program itself will be easily realized if the program is planned with good and clear administration (Ananda, 2017)

Then, the implementation function (actuating) is a process involving tasks that have been planned and organized beforehand. Implementation or actuating, also known as implementation or actuation in real conditions and is considered one of the most crucial managerial functions in the management process (Abd. Rohman, 2017) Careful planning and efficient organization cannot achieve the desired results without effective implementation, today's implementation management requires a lot of attention. Leaders of current language institutions or departments must give careful consideration to implementation management in the context of Arabic language programs. The morale of the teaching staff and the results to be achieved in an active Arabic language program will be influenced by effective implementation management (Muhammad, 2022)

Then, Harold Kerzner in his book *"Project Management: A Systems Approach to Planning, Scheduling, and Controlling"* explains that Implementation Management is the process of controlling resources and implementing programs or projects to achieve predetermined objectives (Harold Kerzner, 2009) In their book *"Project Management: The Managerial Process"* Erik W. Larson and Clifford F. Gray explain

that Implementation Management is a process that involves the coordination and integration of all elements in a program or project to achieve the desired results. From these three definitions, it can be concluded that Implementation Management is a process that includes resource control, coordination, integration, monitoring, performance appraisal, as well as making changes and adjustments needed to achieve the stated objectives in the implementation of a program or project (Erik W. Larson and Clifford F. Gray, 2017)

The level of successful implementation of a program greatly influences several factors including: leadership, motivation, communication, and supervision (Jayraj Pandya, 2020) Furthermore, researchers will discuss this matter, but researchers only limit it to 3 factors, namely those related to leadership, built communication, and supervision. Currently, the trend of research and writing of articles on actuating management of Arabic language programs has begun to be developed, bearing in mind that although the percentage of existing research is not as high as research on other management. So, function of the actuating management has a very large impact on the success of the work program of an institution or organization (Muhammad, 2022)

Leadership is a process of social influence that occurs when someone can persuade others to support them in carrying out tasks (Arita marini, 2016) Furthermore Weirich and Koontz interpret that leadership is an art to influence other people so that they are consciously and enthusiastically willing to work in order to achieve common goals in the organization (Indartono Setyabudi, 2012) In line with this opinion, Candra Wijaya and Rifai define leadership as the ability to invite a group of people to have the desire to collaborate on tasks intended to achieve goals that have been chosen together (Candra Wijaya & Rifa'i, 2016) Based on the above understanding, it can be concluded that leadership is a skill that includes a person's ability to influence, lead, and direct a group of people to want to work together in achieving common goals. Furthermore, there are several kinds of leadership styles that can be applied by a manager or leader in managing an organization or institution. In the world of education there are 3 kinds of leadership styles that can be applied including: 1) Autocratic leadership, in which the leader acts as a dictator for his followers; in such a situation, there is no deliberation; 2) Laissez faire

leadership, in which the leader abstains from exercising authority or allowing members to act as they please without supervision or reprimanding them, 3) democratic leadership, namely a leader who is not a dictator to his members, which means that a leader believes in its member (Baharuddin dan Makin, 2016)

Definitions of communication contained in the book "The Handbook of Communication Science" is: "Communication is a process consisting of dynamically interconnected actions, involving messages, participants, as well as certain contexts that influence each other" (Berger et al., 2017) There are three communication systems in organizations, namely communication from superiors to subordinates (*top down communication*), from subordinates to superiors (*bottom up communication*), and horizontally (*horizontal communication*). Communication from superiors to subordinates emphasizes the flow of information from superiors to subordinates. Meanwhile, communication from subordinates to superiors emphasizes giving ideas, input, and personal thoughts by members to the leadership. Meanwhile, horizontal communication emphasizes task coordination, information sharing, and problem solving among friends or members (Candra Wijaya & Rifa'i, 2016) Regarding the forms of communication that can be applied in an organization, Abd. Rahman stated that communication within an organization can carried out in the following forms: 1) Conducting meetings, 2) Giving information, 3) Conducting interviews, 4) Writing reports, 5) Writing memorandums, 6) Announce through notice boards, 7) Telephone calls, 8) Face-to-face talks.(Abd. Rohman, 2017)

Supervision is all the efforts of school officials in leading teachers and other education personnel, to improve teaching, including stimulating, selecting the growth and development of teacher positions, selecting and revising educational goals, teaching materials, and teaching methods and evaluation. Teaching (Mulyasa, 2003) Furthermore, Mukhtar and Iskandar argued that supervision is an activity of observing, guiding, supervising, and stimulating activities carried out by other people in order to carry out improvements (Hakim and Mukhtar, 2018)

In line with the writing of this research, there were several studies that were used as researchers as preliminary studies, including Hasan and Hilmi which contained the management of the implementation of the Arabic language course

program at the Sunan Kalijogo Islamic Boarding School (Hasan & Hilmi, 2022) The results showed that the implementation of the course program was carried out well. The successful implementation of this course is inseparable from good management. It's just that the implementation of the program has several obstacles including limited teaching staff, facilities for language activities such as language labs and special dormitories, and helpers to make the program successful. The difference between this article and this research is in the research subjects, the subjects of this research are college students. However, the article is useful for researchers as an example for a research model related to implementation management.

In addition to the articles above, this research is also supported by some of the results of previous research, Darsa Muhammad research implementation function in the management of Arabic language programs in Elementary School, from this article the authors concluded that the implementation of program in these institutions had been carried out well. this is indicated by the application of various implementation methods in several aspects of implementation including aspects of leadership, communication, and supervision. Factors supporting this implementation are the enthusiasm, enthusiasm, and activeness of all school members in learning Arabic, while the inhibiting factors are the impact of the pandemic and the unstable condition of elementary school-age children (Muhammad, 2022) The article can be a reference for researchers regarding the study of implementation management theory, namely the elements of leadership, communication, and supervision.

Similar research was also carried out by Nurul fadhilah and Zakiyah Arifa who conducted research on the implementation of Arabic language programs in Islamic boarding schools between communication, leadership and supervision. The author concludes that the implementation model for the implementation of the cottage language program from the communication aspect is in the form of directions and input from the school principal regarding the program and always establishes interactive communication. In the aspect of leadership that is built in the form of participatory leadership. Whereas in the aspect of supervision, namely in the form of supervision with overall attention to the program implemented (Hasan & Hilmi, 2022). This article and this research both study related to the management

of the implementation of the Arabic language program, it's just different in the realm of the subject level, in this article the subject is secondary education, while this research is in higher education, namely Imam Bonjol Padang State Islamic University. However, the article can also be a reference for researchers regarding the implementation management research model.

With regard to the previous research above, the researcher intends to continue the steps of the previous authors, by conducting research related to the management of the implementation of the Arabic language program, but on a different subject, that is Arabic Education study program students at Imam Bonjol Padang State Islamic University. It is hoped that the results of this study can become a reference for implementers of the Arabic language program as evaluation material in managing the program to be implemented.

Based on the background above, the purpose of this study was to find out: 1) the implementation of the *Mumarasah Al-Arabiyah* program, 2) aspects of leadership in program implementation management, 3) communication aspects in program implementation management, 4) supervision aspects in program implementation management.

## METHODS

The type of research used in this study is a type of qualitative research with descriptive methods. The qualitative research method is a research method based on postpositivism, used to examine the conditions of natural objects, where the researcher is the key instrument (Sugiyono, 2020). Zef Risal explained that the purpose of qualitative research is to describe complex realities, gain an understanding of the meaning of the research (Zef Risal, Rachman hakim, 2022)

In this study the researchers attempted to disclose information about the management of the implementation of the *Mumarasah al-'Arabiyah* program implemented by Arabic Education students at Imam Bonjol State Islamic University Padang. Implementation management focused by researchers on three aspects, namely leadership, communication and supervision. In line with Creswell, this type of research, researchers depend on information from participants or objects, namely in the form of general questions, by collecting data in the form of text or words from

participants, then analyzing data in the form of text and conducting research subjectively (Creswell, 2008).

The data in this study is in the form of information collected by researchers directly from students implementing this program, namely from the Student Association of Arabic Education Study at Imam Bonjol Padang State Islamic University. While the data collection techniques carried out by researchers are interviews and observation. One of the data collection processes was carried out by recording information that could support or support this research which was obtained by interviewing committee students from the intellectual field of the this campus. Furthermore, data in the form of information through interviews will be strengthened by observation techniques carried out by researchers.

Then, the data analysis technique was carried out, the researcher used the theory of Miles and Huberman. The steps of data analysis included: first, the researcher collected data from interviews with the chief executive of the *al-Mumarasah al-'Arabiyah* program and the head of event coordination; second, data reduction was carried out by researchers, namely selecting and sorting from the results of interviews and what was needed; After the data is reduced, the data that is relevant to the management of the implementation of the Arabic language program at the institution is presented in a way that is grouped according to their respective points in the research objectives to be given meaning in accordance with the existing theory; third, data display in which the researcher processes the data that has been classified based on the pattern of the planning approach and finally concludes from the research results based on the categories and meaning of the findings (Miles, B. M., Huberman, 2014)

## RESULT AND DISCUSSION

The *Mumarasah al-'Arabiyah* program by Student Association of Arabic Education Study at the Imam Bonjol State Islamic University Padang has been realized into several elements of the implementation function in management which are the determining factors for the successful implementation of the program. The determinants of the success of the program implementation include the actual



conditions of the program implementation in the field, leadership, communication, and supervision. The detailed explanation is as follows:

#### 1. Implementation of the *Mumarasah al-'Arabiyah* Program

Based on the results of interviews with the chairman of the committee who is also the head of the intellectual field of the Student Association of Arabic Education Study at Imam Bonjol State Islamic University of Padang, it was found that the implementation of the program was held once a week, on Saturday at 06.00 in the morning. The program is named "*Mumarasah al-'Arabiyah*", it is hoped that with the establishment of this program it can become a forum for students, especially Arabic Education students, to get used to speaking Arabic. It should be noted that the design of this program is based on the fact that there are not a few Arabic Education students who cannot yet speak and express their thoughts and feelings using Arabic.

This program was purely formed by the Students Association of Arabic Education Study and is a separate work program from the intellectual field. The implementing committee from the committee team required this program to be for Arabic Education students class of 2022. Apart from that, initially this program was intended only for Arabic Education students, but seeing the enthusiasm and enthusiasm of fellow students from other study programs, the committee took the initiative to hold this program open for public. Based on the information obtained, the number of students participating in this program reached 100 students.

The data obtained shows that this program has been implemented for approximately 4 years and was stopped during the pandemic. Furthermore, the chief executive said that this program was directly supervised by one of the Arabic Education lecturers in this campus, namely ustadz YM, M.Ed, who is a Middle Eastern alumni to be precise in Sudan. Because of his enthusiasm and enthusiasm to help students, especially, this program can be implemented well. Not only that, he is also the one who always motivates the committee to always be enthusiastic in implementing this program. The place provided by the committee to carry out the program is in the field next to the central library building of this campus. "Alhamdulillah, this program received a positive response from the campus study program" said the chief executive.



The learning model used in this program is very varied, for more details, here are 3 stages in the implementation of this program:

- a. Introduction: The results showed that in the preliminary stage, the students participating in the mumarasah formed semicircular lines. Not forgetting before explaining the material, the ustadz always gave encouragement in the form of motivation to always be enthusiastic in learning Arabic. Furthermore, the executive committee distributed sheets of material that would be practiced in the form of Arabic hiwar to each student. After everyone got the hiwar text, then the ustadz as the program supervisor read the text according to the correct tone and intonation and was followed by the students after that they continued to ask students about the meaning of mufradat in hiwar by providing stimulus in the form of movements or giving synonymous meanings of mufradat asked. So that students can provide responses related to the meaning of apostasy being asked, with the hope that students can also be actively involved in this program. At the same time, the ustadz will also explain some of the mistakes students often make when speaking Arabic. So the hope is that they can converse fluently in Arabic as befits native Arabic speakers. This introductory activity lasts about 10-15 minutes.
- b. Core Activities: Furthermore, at the main activity stage, the participants in the mumarasah activity were directed to find their respective partners, then spread out and form long lines in the field to practice the hiwar that was discussed earlier, in a loud, clear voice, and avoid pronouncing Arabic using the Indonesian dialect. The distance between one friend and another must reach 1 meter. This briefing process will be assisted directly by the committee. During the hiwar practice process, the ustadz and the seniors selected to assist in this activity also walked, monitored and observed all participants. If later there are some mistakes, the ustadz will immediately fix them. After the practical activities with partners took place, in some conditions the participants were directed to form 2 large circles. After that, it gave an opportunity to brave participants to come forward and practice Arabic hiwar, during the process the ustadz and seniors immediately gave an

assessment. The best participants who are selected will receive an award from the ustadz. This core activity lasts about 30-40 minutes.

- c. Closing: After practicing hiwar in the field, continue to form the original line. In this closing activity, the ustadz will provide guidance regarding hiwar practices that have been carried out. After that, the committee team continued to conduct attendance for Arabic Education study program participants. This closing activity lasts for 10-15 minutes.

## 2. Leadership

Based on the narrative of the chairman of the Student Association of Arabic Education Study that he leads his members democratically, in the sense that he is always open to input or opinions submitted by his members. This is evidenced by the statement of one of them who stated that the chairman is open, likes to negotiate, and is transparent. In addition, it also gives members the freedom to be creative about the work programs that will be carried out. However, in some conditions the head of Student Association of Arabic Education Study leads autocratically, such as the standard rules of study programs, because this is mandatory or when there is a need to make a quick decision or must be made immediately.

About the *Mumarasah* program, the chairman always monitors and supervises. This was conveyed by one of the implementing committees that the head of Student Association of Arabic Education Study also monitored this activity every week. In addition, it also holds a joint meeting of the implementing committee once a month, in order to accommodate input or even new aspirations related to programs that have been implemented. The meeting was also attended by the supervising teacher. The leadership style applied by the executive head or as the coordinating chairman of the intellectual field is democratic leadership. This is evidenced by a statement from one of the committee members that the chief executive carried out his leadership by inviting the committee members to a joint meeting to find out what obstacles they experienced regarding the implemented program.

Based on data above, the leadership style applied by the head of the Student Association of Arabic Education Study is a mixed leadership style, between democratic and autocratic. Baharuddin and Makin said that autocratic leadership is

leadership that positions the leader as a dictator for its members, in this case all absolute decisions are in the hands of the leader and there is no deliberation between the leader and members, while democratic leadership is that the position of the leader himself is not a dictator. to its members, but a leader who puts his trust in his members (Baharuddin dan Makin, 2016)

With regard to the data obtained, it can be concluded that the chairman of Student Association Arabic Education Study and the chairman of the implementing committee have carried out their leadership properly. This can be proven by the statement of one of the committee members that they feel comfortable with the leadership style of the chairman, both the Student Association chairperson and the chairperson of the practice. This fact is an implementation of the definition of leadership given by Weirich and Koontz, which defines leadership as the art or process of influencing other people so that they are sincerely and enthusiastically willing to work to achieve common goals/for an organization (Indartono Setyabudi, 2012). Apart from that, the fact that this *mumarasah* program has been implemented consistently every week, regardless of all kinds of shortcomings.

### 3. Communication

Based on the results of interview and observation conducted by researchers regarding the communication process carried out in the *mumarasah al-Arabiyah* program, the chief of program is always strict about the rules that apply to members. In every implementation of the program, the chairperson always reminds the members to prepare the necessary things related to the implementation of the *mumarasah*, for example reminding the equipment section to print *hiwar* text which will be discussed the next morning. In addition, as the chairman, he does not forget to always motivate members to always be enthusiastic in carrying out this program.

Then, when facing an obstacle or problem in implementing the program, members will convey it directly to the chairman for further discussion in order to obtain a solution. Do not forget to always coordinate with the chairman regarding new activities that will be carried out in the program. Coordination between teams is also carried out as an example, reminding fellow members when they make a mistake. Apart from that, asking other members when there are things that are not clear regarding the implementation of the program.

Moreover, this is applied in the form of communication that has been carried out in the implementation of this program including: a) face-to-face meetings, b) providing information via the WhatsApp group, c) face-to-face conversations, d) telephone calls. Regarding the forms of communication that are applied, Abd. Rahman stated that communication within organization can be carried out in the following forms: 1) Conducting meetings, 2) Giving information, 3) Conducting interviews, 4) Writing reports, 5) Writing memorandums, 6) Announce through notice boards, 7) Telephone calls, 8) Face-to-face talks (Abd. Rohman, 2017)

Meetings with the committee and supervising ustadz are held once a month. Besides that, under certain conditions, the core team in the intellectual field as the person in charge of this program will also hold small meetings. Furthermore, the provision of information in the WhatsApp group is carried out by the information and communication coordinator every Friday night to inform all participants in the group regarding the implementation of the *mumarasah* tomorrow morning. Besides that, communication via WhatsApp in the committee group is carried out by the chairman to remind committee members in the group regarding their respective job responsibilities, such as reminding the event department to prepare material to be studied the next day.

Phone call communication is carried out in a number of conditions, for example when there is an emergency need between fellow members or from the chairman to the members or even from the supervising ustadz to the members, such as when the ustadz is unable to attend, then usually he immediately calls the chief executive. The most frequent form of communication is face-to-face communication which is non-formal in nature, for example when the head of the Student Association of Arabic Education Study or the chief executive meets members by accident. The chairperson often asks about the progress made by its members. This means that the chairman likes to communicate at any time without the need to hold a formal meeting. Such coordination is carried out in order to determine short, medium and long term achievements as well as the constraints encountered in the field. In addition, face-to-face communication is carried out as a form of hospitality from the chairman to the members.

Based on the results above, it was found that the communication system implemented in the Student Association of Arabic Education Study environment was a mixed communication system, namely communication from superiors to subordinates (*top down communication*), from subordinates to superiors (*bottom up communication*), and horizontally (*horizontal communication*). However, the communication that is most often carried out is communication from superiors to subordinates, such as in conveying orders, policies, motivation, coordination, and other matters related to the implementation of *mumarasah*. Communication from subordinates to superiors is carried out as in meeting activities, namely submitting input, or obstacles faced by committee members regarding program implementation. While horizontal communication is carried out during discussions between members of the executive committee.

Therefore, the communication system applied was in accordance with existing theories about communication systems in organizations. There are three communication systems in organizations, namely communication from superiors to subordinates (*top down communication*), from subordinates to superiors (*bottom up communication*), and horizontally (*horizontal communication*). Communication from superiors to subordinates emphasizes the flow of information from superiors to subordinates. Meanwhile, communication from subordinates to superiors emphasizes giving ideas, input, and personal thoughts by members to the leadership. Meanwhile, horizontal communication emphasizes task coordination, information sharing, and problem solving among friends or members (Candra Wijaya & Rifa'i, 2016)

#### 4. Supervision

Based on the results of interview conducted by researchers related to supervision in the implementation of the *mumarasah* program, monitoring activities were carried out directly by several Arabic language education lecturers in the process of implementing the *mumasarah al-Arabiyah* program, in order to provide improvements related to the implementation of this *mumarasah*. This kind of supervision is carried out when there is a direct invitation from the supervising ustadz or chief executive to the lecturers to be willing to monitor *mumarasah* activities.

After the monitoring activities are carried out, a meeting will be held with the committee, lecturers who participate in monitoring, and supervising ustadz to communicate what things need to be improved regarding the implementation of this activity. For example, the hiwar material that was presented was too long, there was a lack of oversight from the committee, or even the suggestion that interesting activities be carried out during mumarasah events, such as occasional mumarasah activities being outdoors.

Based on the results above, it was found that the supervision carried out in this program was non-formal supervision and that according with the existing theory of supervision. As Mukhtar and Iskandar argue that supervision is an activity of observing, guiding, supervising, and stimulating activities carried out by other people in order to carry out improvements (Hakim and Mukhtar, 2018) However, in essence this supervision activity is not only limited to observing, guiding or directing, but in its implementation it should be continuous or carried out continuously. This is as mentioned by Darsa Muhammad that supervision is not just carrying out inspections or checks, but activities that are carried out continuously and continuously and continuously, so that program implementers will develop and be able to solve problems in their implementation (Muhammad, 2022).

Arabic program management in educational institutions involves several key stages: planning, organizing, implementing, and controlling (Ma'udah et al., 2023; Shobirin & Hilmi, 2021). Common objectives across formal institutions include improving language skills, though approaches and materials may differ (Hervina H et al., 2022). Effective management can lead to producing excellent graduates competent in Arabic (Shobirin & Hilmi, 2021). To enhance program quality, institutions focus on developing human resources through training, strategic recruitment, and performance monitoring (Latif et al., 2024). Some institutions adopt scientific management principles, such as those proposed by Frederick Winslow Taylor, to improve program efficiency (Latif et al., 2024). Online courses have also emerged as a platform for Arabic learning, especially during the COVID-19 pandemic, requiring specific management strategies to control activities and provide student support (Ma'udah et al., 2023). Overall, effective Arabic program

management is crucial for achieving educational goals and producing competent language learners.

## CONCLUSION

*Mumarasah al-Arabiyah* program at Imam Bonjol State Islamic University Padang environment has been carried out in various forms of implementation management including: leadership, communication, and supervision. First, the leadership style applied in implementing this program is mixed leadership, namely between democratic and autocratic. Then, in the implementation of communication that is applied, there are three systems: communication from superiors to subordinates (*top down communication*), from subordinates to superiors (*bottom up communication*), and horizontally (*horizontal communication*). Meanwhile, supervision is implemented by inviting several lecturers Arabic Education to attend this *Mumarasah al-Arabiyah* activity. However related to the implementation it is not sustainable or continuous. This can also be a note for the implementers of this program, to pay more attention to the implementation of supervision.

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