

# Implementation of the Arabic Language Achievement Development Program

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## Abstract

The Arabic Language Achievement Development Program has a strategic role in improving students' Arabic language skills, especially in the context of educational institutions that focus on developing language skills. This study aims to examine the implementation of the actuating function in the Arabic language achievement development program at MA Shirothul Fuqoha'. The research method used is a qualitative descriptive approach. The results of the study indicate that the actuating function in the Arabic language achievement development program at MA Shirothul Fuqoha' has been carried out well, in accordance with George R. Terry's theory. This program is one of the efforts to improve the quality of foreign languages in the institution. The implementation of this program provides a real contribution as an innovative solution in overcoming the challenges of Arabic language mastery among students.

**Keywords:** *Actuating function, Achievement building, Arabic language*

## INTRODUCTION

Management has a very important role in managing an organization, including schools. Without effective and efficient management, success in achieving goals will be difficult to achieve. Management can be considered as one of the tools that facilitate the achievement of organizational goals (Niswah & Setiawan, 2021). It can be said that if the management is good, the goals will definitely be achieved optimally and vice versa (Riyatuljannah, 2020). An effective management includes not only good organization but also strong involvement of all team members in achieving a common vision.

Management includes four function components, namely planning, organizing, actuating, controlling. Actuating is one of the most important components of the management function, because through this function, organizational leaders take actions to ensure that the organization runs well in accordance with its vision and mission (Qudsiyah dkk., 2023). In general, actuating can be explained as the process of inspiring or mobilizing others (Mulyono dkk., 2023). With this implementation function in place, it is hoped that management operations can run smoothly (Niswah & Setiawan, 2021).

The act of actuating is often divided into four main steps by experts: first, motivating (encouraging, motivating, inspiring, or providing encouragement so that members have the awareness and desire to work effectively). Motivation is any effort made by a manager or leader to encourage members to carry out their duties with enthusiasm (Imron, 2023). Therefore, it is the responsibility of a leader to create a supportive work environment, understand the behavior of team members, and meet their needs so that they are motivated to perform their duties with passion (Maharani dkk., 2021). Providing this motivation is one of the activities that must be done. After giving motivation, then the next step is giving assignments or orders.

Second, directing (providing guidance through action examples). Directing is a process where leaders provide information to team members about the tasks to be carried out and how to carry them out. This direction can take the form of orders or instructions delivered verbally or in writing (Maharani dkk., 2021). One way to implement this activity is with orientation, which is a direction by providing the necessary information so that the activity can be carried out properly (Feryanto & Triana, 2015). Directing is an action taken by the leader to provide guidance, direction, and

organization of all tasks assigned to individuals in carrying out an effort or activity, for example improving the attitudes, knowledge, and skills of team members.

Third, communicating (establishing active communication between leaders and members). Communication in an organization is considered successful when there is two-way interaction, where members can provide regular reports on the progress of activities to their leaders (Maharani dkk., 2021). Through this two-way communication, misunderstandings can be minimized, and every individual in the organization, both leaders and members, can have a uniform understanding. Leaders can create effective communication by holding regular formal meetings and providing a platform to receive input from members (Maharani dkk., 2021).

Fourth, leading (leading decisively through clear directions to ensure the execution of tasks in accordance with the set goals). A leader has a big role in mobilizing the team. This mobilization is closely related to human resource management (Lestari dkk., 2022). A leader must be able to influence members to work together to achieve organizational goals. A good leader is one who has a clear vision, a personality that can be used as an example, and the ability to gain the trust of its members (Maharani dkk., 2021).

Currently, implementation management is very important. The four management functions are interrelated with one another. Given that careful planning and good organization will not be able to produce the desired goals unless there is good implementation. The existence of good implementation is also the result of continuous monitoring and evaluation.

In the context of the Arabic language program, implementation management must be very concerned by the leader of an institution or existing stakeholders. With good implementation management, it will be able to influence the work enthusiasm of educators. In addition, it will affect the results that will be achieved in Arabic language program activities. As maximum results are certainly driven by good and maximum implementation as well.

The scarcity of research on implementation management and the importance of implementation management in Arabic language programs are the main motivations for researchers in writing this article. The researcher researched the achievement development program at MA Shirothul Fuqoha' located in Malang Regency, East Java. This article formulates two problem formulations, namely first; how is the implementation of the actuating function in the achievement building program and second; what are the obstacles and solutions carried out in the achievement building program. This research aims to find out the implementation steps in the Arabic achievement building program at MA Shirothul Fuqoha'. With this goal, it will be known to what extent the efforts made by the managers of the language program in the institution in implementing the Arabic language program.

## METHODS

This research, which took place at MA Shirothul Fuqoha', used a descriptive qualitative approach. Descriptive qualitative research is aimed at describing and describing existing phenomena, whether natural or human engineering, paying more attention to the characteristics, quality, interrelationships between activities (Sukmadinata, N., 2013). The treatment given in this research is the research itself, which is conducted through observation, interviews, and documentation (Sugiyono, 2015). The sample in qualitative research is not called respondents, but sources, participants, informants, peers, and teachers in research. The sample in this study is the Arabic language achievement coach at MA Shirothul Fuqoha'.

The main instruments used in this research were observation, interviews, and documentation with Arabic language teachers. Interviews were conducted with open-ended interview questions. The interview questions were well formulated by adapting according to the theory related to the actuating function as well as its indicators consisting of motivating, leading, directing and communicating. Data analysis using descriptive analysis using qualitative data analysis techniques sourced from Miles and Huberman. Data analysis steps with Miles and Huberman consist of data collection, data reduction, data presentation, and conclusion drawing or verification (Sugiyono, 2008). The following is a schematic diagram of the research analysis.

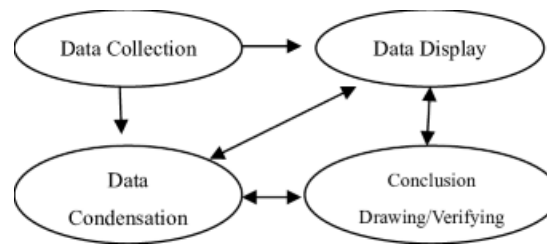


Figure 1. Qualitative data analysis

## RESULT AND DISCUSSION

The achievement development program is a program established by the authority of MA Shirothul Fuqoha' with the aim of developing students' Arabic-speaking potential in various fields, including: *khitobah*, *insya'*, *imathoh*, *taqdimul qishoh*, *qiroatul akhbar*, *qiroatus syiir*, *qiroatul kutub* and *Arabic Olympiads*. His program is followed by Arabic language enthusiasts and lovers. The activities carried out are almost the same as extracurricular activities because their implementation is outside of intracurricular hours. However, the difference is that the achievement development program is also one of the madrasah branding in addition to madrasah qur'ani.

The material provided is about the field offered. The materials are arranged by the coach based on the target (goal) to be achieved. Participants are free to determine three fields from all fields that will be focused on to become their skills or expertise. Where these skills are projected for several relevant event whether held by institutions or forums.

According to the results of an interview with the supervisor of this program, he said that not only regional level competitions, but also provincial and national level competitions had been participated in. For example, the Pekan Araby competition organized by the State University of Malang, Madrasah Aliyah Shirothul Fuqoha' succeeded in delegating several students to take part in the speech, *imathoh* and *qiroatul kutub*. Likewise, in competitions at the national level held by the FMGMP Arabic language forum throughout Indonesia, this school succeeded in delegating students to take part in the Arabic language olympiad competition.

The output produced by this program has contributed several achievements even though in only a few fields, including the fields of *khitobah*, *Arabic Olympics*, *qiroatul kutub* and *insya'*. Success in achieving achievements can be influenced by the actuating function carried out. The four indicators of the actuating function include:

First, motivating (encouraging, motivating, inspiring, or providing encouragement so that members have the awareness and desire to work effectively). According to the explanation of one of the coaches of the Arabic language achievement program, there are two statements related to the motivating sub-indicator that have been implemented, namely the achievement coach has succeeded in encouraging participants to be confident in participating in events, besides meeting the needs of members where this is realized by giving appreciation to all participants, especially for participants who get the title of champion of the event that is followed as a form of learning motivation for participants.

Giving appreciation is carried out during the morning apple or during the flag ceremony. Giving at that time is considered good because it may be able to motivate others to excel. In addition, for students who succeed in bringing the name of the alma mater with a winning score, students get appreciation in the form of coaching money and are given certificates and greetings to be displayed on Instagram feeds. The following is an example of a greeting given by madrasah through Instagram.



Figure 2. Congratulating students who won MQK



Figure 3. Congratulating OBA champion students

The achievement guidance program was formed as a forum that houses the talents and interests of students in the field of Arabic, both formal and non-formal. As explained by one of the coaches,

*"This program was formed because it accommodates the interests and talents of students, so that what they follow from several existing fields is based on their respective passions. When students are faced with an event, they are confident in their ability to actively participate in the event."*

Therefore, the freedom to choose a field that is tailored to the student's field, forms student motivation to become the best in the chosen field. There are fields of specialization, both formal such as the arabic olympiads and insya', as well as non-formal such as khitobah, qiroatus syiir and so on. Specializations that are tailored to students' desires make students have their own motivation and hopes to make achievements in the field they focus on.

In addition to the motivation formed from each student, of course the coaches provide full support so that students can achieve maximum targets. With the efforts that have been made in practicing hard before the event is held, the coaches provide endless motivation. As the results of observations made by researchers, the motivation of the coaches is always there at the end of every training activity. One expression of motivation from the coach "We have done drilling starting from some time ago, so, the maximum results certainly depend on each of you. Winning or losing is normal. The most important thing is the maximum effort first".

Second, directing (guiding action examples). The implementation of this achievement guidance has been carried out with the implementation of orientation before the program agenda is carried out, both in the form of routine activities and supporting activities as well as an overview of the material. Directing is certainly inseparable from the role of the coach in giving assignments both orally and in writing so that participants do as assigned. The implementation of directing related to the Arabic achievement development agenda at MA Shirothul Fuqoha' can be seen from the increase in skills possessed by participants which is in accordance with the direction of the coach.

In addition, the usual directing sub-indicator is also carried out by the coach when taking attendance before the core activity. The coach will call the student's name and then the student responds by giving action in the form of a little movement or verbally. The movement or verbalized is by the field studied by the student. For example, students are members of the khitobah field, so students will give a little khitobah, it could be the opening, core or closing.

Third, communicating (facilitating effective communication between leaders and team members). In implementing the communicating sub-indicator, a routine activity schedule has been determined, namely every Saturday. Students who are members of the achievement guidance are given ample time to consult on progress or just ask for advice on what students have done. The participants are also facilitated by the existence of a Whatsapp group with the coach as a means of accommodating ideas, suggestions, input or obstacles from participants who want to be conveyed. As the results of interviews conducted by researchers,

*"The existence of WhatsApp groups can facilitate communication without them being closed, afraid and reluctant. Providing this service so that students are also comfortable when discussing with students. We even have several groups, one of which is a special group when students will participate in competitions, a kind of intensive group".*

Based on the narrative of the source, it provides evidence of the running of the communicating sub-indicator carried out in the superior program of achievement guidance at Madrasah Aliyah Shirothul Fuqoha'. Because this sub-indicator is one of the determinants that the program runs optimally or vice versa. The existence of communication, prevents any miss communication that occurs between the coach and the achievement guidance program participants.

Fourth, leading (leading firmly through clear directions to ensure the implementation of tasks in accordance with the set objectives). Leading is an example set by the leader to subordinates in the activities carried out. In this case, the coach has provided examples and guidance carried out during routine activities on Saturdays. The guidance carried out is adjusted to the concentration of the participants being targeted. For example, in the khitobah branch, the coach influences participants to be brave, and confident and exemplifies good and correct khitobah techniques. Likewise with other branches of the achievement development program.



**Figure 4, Documentation when the coach gives examples and directions in the field of Arabic Olympiad**

Based on the results of the analysis of the data and its description regarding the implementation of the Arabic language achievement program above, it can be seen that the management of the implementation of the Arabic language achievement program has been implemented properly in the madrasa in accordance with the theory of George R.Terry which states that implementation (actuating) in management is an effort to mobilize members of a group or organization in such a way that they are willing to work and strive to achieve group goals and goals



of the members of the group, meaning that in addition to group goals, each individual will also try to achieve their individual targets.

Actuating or implementation management is nothing but an effort to make planning a reality, namely by carrying out a series of directing and motivating activities so that each employee or member can carry out activities optimally in accordance with their roles, duties and responsibilities (Muhammad, 2022). Actuating is an activity that is identical to driving, in this case the leading sub-indicator plays an important role in running a program well. As for this achievement development program, the coach or leader has a leadership model in the form of a supportive style. This supportive style is demonstrated through providing members' needs which are projected through motivating sub-indicators.

Another characteristic of the supportive style applied by the leader in this achievement building program is that he is involved with members in solving problems, even providing a forum via WhatsApp to accommodate students if they encounter difficulties or problems. This is in accordance with the communicating sub-indicator. As for achieving targets when there is *musabaqah*, the leader does not target having to participate, but the main target is that students are able to master the field they are focused on, if they are qualified and ready they will be delegated to school representatives. In this case, mastery of the field can be seen from the directing steps that have been carried out by the leader.

As for group goals, in this case the school's goals have been stated in the vision and mission of the madrasah. Among the school's vision is to produce graduates who have insight into the Qur'an, have good character, and achieve. One of the efforts to realize this is the existence of an Arabic language achievement program to improve the quality of foreign languages at the institute.

## CONCLUSION

The Arabic Language Achievement Development Program at MA Shirothul Fuqoha' succeeded in developing students' potential in the field of Arabic such as *khitobah*, *insya'*, *imathoh*, *taqdimul qishoh*, *qiroatul akhbar*, *pirates syiir*, *qiroatul kutub*, and the Arabic language olympiad. This program is carried out similarly to extracurricular activities and has succeeded in achieving achievements in several fields. This program reflects the actuating function in management, such as motivating, directing, communicating, and leading, by George R. Terry's theory. This program is an effort to realize the vision of the madrasah by improving the quality of foreign languages at the almamater. Further research can examine how the actuating function in George R. Terry's management affects the motivation of students and teachers in the Bina Prestasi Arabic Language program, with a focus on optimal potential mobilization. In addition, it is important to explore effective communication strategies in building synergy between management and program implementers. Research can also analyze how leadership that supports the actuating function is able to create a collaborative and productive learning environment to improve the quality of Arabic language learning.

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