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Management of Arabic Language Competence: Insiders' Awareness and Experiences/ Manajemen Kompetensi Bahasa Arab: Kedasaran dan Pengalaman Anggota

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Abstract: This research delves into the management of Arabic language competency within the Arabic Program, focusing on its fundamentals and members' experiences. Arabic plays a crucial role in the global context, leading to the emergence of institutions and services for Arabic language learning. Effective competency management becomes key to excellence in mastering the language. The study employs a qualitative approach, exploring both technical aspects and members' experiences. It combines John F. Mee's management theory with psycholinguistics in analyzing Arabic Program learning activities and programs. This research aims to analyze Arabic Language Program Management using John F. Mee's model in managing the language competency of organizations or study groups. Key findings include activity planning, organizational structure, motivation, and direct supervision. Additionally, the research highlights challenges such as variations in members' initial understanding and the need for diverse learning approaches. The practical implications involve developing more effective Arabic language competency management strategies by participating in many competition activities from various division branches, Arabic language training programs, and workshops, benefiting members by motivation, and increasing the competitiveness of organizations or learning groups globally through providing rewards to members published via social media platforms. This research contributes to the literature on competency management and Arabic language learning.

Abstrak: Penelitian ini mendalami pengelolaan kompetensi bahasa Arab dalam Program Bahasa Arab, dengan fokus pada fundamental dan pengalaman anggota. Bahasa Arab memainkan peran penting dalam konteks global, yang menyebabkan munculnya institusi dan layanan pembelajaran bahasa Arab. Manajemen kompetensi yang efektif menjadi kunci keunggulan dalam penguasaan bahasa. Penelitian ini menggunakan pendekatan kualitatif, mengeksplorasi aspek teknis dan pengalaman anggota. Menggabungkan teori manajemen John F. Mee dengan psikolinguistik dalam menganalisis kegiatan dan program pembelajaran Bahasa Arab. Penelitian ini bertujuan untuk menganalisis Manajemen Program Bahasa Arab dengan model John F. Mee dalam pengelolaan kompetensi bahasa organisasi atau kelompok belajar. Temuan utama meliputi perencanaan kegiatan, struktur organisasi, motivasi, dan pengawasan langsung. Selain itu, penelitian ini menyoroti tantangan seperti variasi dalam pemahaman awal anggota dan perlunya pendekatan pembelajaran yang beragam. Implikasi praktisnya meliputi pengembangan strategi manajemen kompetensi bahasa Arab yang lebih efektif dengan mengikuti banyak kegiatan lomba dari berbagai cabang devisi, program latihan dan workshop bahasa arab, memberikan manfaat bagi anggota berupa motivasi, dan meningkatkan daya saing organisasi atau kelompok pembelajaran secara global melalui pemberian reward kepada anggota yang dipublikasikan melalui platfrom media sosial. Penelitian ini memberikan kontribusi terhadap literatur manajemen kompetensi dan pembelajaran bahasa Arab.

Introduction

Arabic as a language skills competency has a crucial role in the current context of globalization.[1] especially in the midst of increasingly widely used media, institutions and services are emerging for learning Arabic, not to mention work demands and other life reasons. Organizations or learning groups that focus on developing Arabic language competencies require an effective management approach.[2]

Competency management not only covers the technical aspects of learning, but also pays attention to the basic aspects and experience of members as key elements in achieving Arabic language excellence.[3] And designing the management well and structured so that it creates good competencies too.

Therefore, this research aims to explore and analyze Arabic language competency management by exploring the basics and experiences of members in the context of learning this language. Then find out what theories are used in designing and compiling Arabic language learning competency management.

The importance of Arabic as an international language cannot be ignored.[4] Organizations and learning groups are increasingly realizing that to successfully communicate and participate in a global environment, Arabic language competency is a key asset. In order to achieve an optimal level of competency, Arabic language competency management becomes a strategic focus. On the other hand, members' experience and grounding in the language learning context also play a significant role. Recognition of cultural background, level of prior knowledge, and previous learning experiences can provide valuable insights in designing effective learning strategies.[5]

Although the importance of Arabic language competency management is recognized, there are still challenges in managing these aspects optimally. Some issues may include variations in members' initial levels of understanding, the need for diverse learning approaches, as well as challenges in creating a supportive learning environment.

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[1] Maryam Nur Annisa and Randi Safii. "Analisis Kebutuhan Belajar Bahasa Arab sebagai Bahasa Asing dalam Konteks Pendidikan Tinggi." *ELOQUENCE: Journal of Foreign Language* 2.2 (2023): 313-328.
[2] Hary Priatna Sanusi and Siti Sanah. "Optimalisasi Manajemen Program Bi'ah Lughawiyah Sebagai Upaya Meningkatkan Penguasaan Keterampilan Berbahasa Arab." *Jurnal Isema: Islamic Educational Management* 2.1 (2017).
[3] Ismail Suardi Wekke. *Pembelajaran Bahasa Arab di Madrasah*. (Deepublish, 2016), h. 23.
[4] Salimatul Fuadah. *Strategi Pembelajaran Kitabah Online dengan Metode Scamper Bahasa dan Sastra Arab Tahun Akademik 2021/2022*. Diss. UIN Sunan Kalijaga Yogyakarta, 2021.
[5] Eka Yuliana Rahman, Megalia Riane Kaseger, and Ressy Mewengkang. *Manajemen pendidikan*. (Mafy Media Literasi Indonesia, 2023).

Therefore, this research aims to identify these problems and provide in-depth insight regarding the basics and experiences of members in the context of Arabic language competency management.

Previous researchers have researched the main driving force of teachers, Arabic language teachers are expected to continue to improve their competence, both personally and through participation in professional organizations. The understanding that teachers need & quot spirit or a strong enthusiasm in teaching Arabic illustrates the importance of motivation factors in the learning process. Therefore, efforts are needed to provide multi-purpose 'vitamins' that can encourage teachers to create interesting and effective Arabic language learning. This conclusion underlines that the quality of Arabic language learning does not only depend on teaching methods, but also on the quality and enthusiasm of the teacher as the main agent in the educational process.[6]

Then other research highlights several results, firstly there is a need for further study regarding the concrete implementation of Arabic language teaching management concepts in teachers' daily practice. Second, further investigation is needed regarding methods for measuring and developing Arabic teacher competency. Finally, more in-depth research on the evaluation and assessment methods used to measure the success of Arabic curriculum implementation could provide a more comprehensive understanding of the achievement of educational goals. By completing this gap, it is hoped that further research can make a substantive contribution to improving the effectiveness of teaching management and the success of Arabic language education.[7]

This research aims to analyze Arabic Language Program Management using John F. Mee's model in managing the language competency of organizations or study groups. Benefits of Research The results of this research are expected to make a real contribution to the development of more effective Arabic language competency management strategies. The benefits will not only be felt by members in developing their competencies, but also by organizations or learning groups who can increase their competitiveness in facing global challenges. In addition, it is hoped that this research can contribute to research literature related to competency management and Arabic language

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[6] Ahmad Muradi. "Pengembangan kompetensi guru bahasa Arab melalui IMLA sebagai organisasi profesi." *Arabi: Journal of Arabic Studies* 1.2 (2016): 1-10.
[7] Muallim Wijaya. "Manajemen Pembelajaran Bahasa Arab Sinergi Teori Dan Praktek." *Al-Tanzim: Jurnal Manajemen Pendidikan Islam* 1.1 (2017): 1-18.

learning.

Methods

This research uses a qualitative approach. This research design was chosen to provide a comprehensive understanding of Arabic language competency management,[8] by exploring the basics and experiences of members. The sample in this study were members of Al-Kindi community, Arabic language education department, tarbiyah and teacher training faculty, Maulana Malik Ibrahim State Islamic University Malang, Indonesia.

Sample selection was carried out in a stratified manner based on level of Arabic language competency, cultural background and learning experience. The sample size was measured using statistical considerations to obtain representative results. The instruments that researchers used were observations and interviews as well as literature studies on the Al-Kindy website. Questions may cover speaking, writing, reading, and listening skills. In-depth interviews were conducted to explore members' experiences in the process of improving Arabic language competency.[9] Structured questions are structured to gain an in-depth understanding of effective learning strategies, obstacles faced, and suggestions for improvement. Qualitative Interviews Interviews were conducted face-to-face or via a virtual platform, recorded with the participant's consent, and then transcribed for further analysis.

Qualitative data from interviews were analyzed using a thematic approach. Key findings, patterns, and concepts will be identified to provide in-depth insight into the experience. Ethics This research will be conducted in accordance with the principles of research ethics, including obtaining ethics clearance and obtaining informant consent prior to data collection. Anonymity and confidentiality of data will be maintained throughout the research. Data analysis The results of data analysis will be presented in a structured manner with a narrative that provides a comprehensive picture of Arabic language competency management based on the basics and experience of members.[10] Findings will be linked to relevant research literature and their practical implications.

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[8] Mudjia, Rahardjo. "Studi kasus dalam penelitian kualitatif: konsep dan prosedurnya." *Universitas Islam Negeri Maulana Malik Ibrahim Malang* (2017).

[9] Umar Faruq and Mokhammad Miftakhul Huda. "Bahasa Arab berbasis peningkatan pembelajaran hots (higher order thinking skills)(kajian pembelajaran bahasa Arab di Madrasah Aliyah Unggulan Darul 'Ulum Step 2 Kemenag RI)." *Jurnal Al-Hikmah* 8.1 (2020): 1-20.

[10] Janet M. Ruane. *Dasar-dasar metode penelitian: Panduan riset ilmu sosial*. Nusamedia, 2013.

Results and Discussion

Arabic Language Program Management using John F. Mee's

This research was conducted in the Al-Kidy Community to obtain information about management functions presented by John F. Mee, in his book Management thought in a Dynamic Economy states that management functions consist of:[11] Planning; Organizing (Organizing); Providing Motivation (Motivating); Supervision (Controlling), then this function is known by the acronym POMCO. Based on targeted interviews conducted by researchers together with the head of the Al-Kindy community, this community accommodates the skills of students majoring in Arabic Language Education at the UIN Maliki Malang campus. Starting from a desire to improve skills in Arabic, a learning community was formed called ZOMBI (Zona Muhibbul Arobiyah) which became the forerunner to the formation of Alkindy (Alfahdu Akroomunnadi). Seeing effort after effort accompanied by various proofs by winning Arabic language competitions finally bore fruit. Arabic language education is starting to be seen in the competitive arena. This inevitably leads to the need for further cadre formation, for the sake of ongoing participation in Arabic Language Education in various events, and the development of the Arabic language, especially in the field of Maharah Kalam. So in early 2012 the Al-Kindy Community was formed.

The results of this research describe qualitative data which is the result of interviews with informants regarding management functions, as below:

1. Planning Function

    Planning is process of setting objectives and determining what should be done to accomplishment.[12] So the essence of planning is as a function Management is decision making by selecting alternatives activities that will or will not be carried out so that efforts to The journey to organizational goals takes place effectively and efficiently. There are 3 planning processes which consist of determining or clearly establishing aims and objectives, arranging the necessary resources, determining the organization, methods and procedures.

    a. Determine or define clearly the aims and objectives

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[11] Soewarno Handayaningrat, *Pengantar Studi Ilmu Administrasi dan Managemen*, (Jakarta: Gunung Agung, 1983).

[12] Moh, Arifudin, Fathma Zahara Sholeha, and Lilis Fikriya Umami. "Planning (Perencanaan) Dalam Manajemen Pendidikan Islam." *MA'ALIM: Jurnal Pendidikan Islam* 2.02 (2021): 162-183.

In indicators, setting aims and objectives means determining all the targets to be achieved. Through interviews conducted with the head of the Al Kindy community, this community was implemented in order to accommodate competencies or skills, especially Arabic language education students, in developing their language competence as well as to raise the name of the Arabic Language Education department and UIN Maulana Malik Ibrahim through other achievements in the field of Arabic.

b. Determining Alternatives

Taking into account the factors faced such as future events and determining alternative options. Through an interview with one of the core members of the Al-Kindy community, currently there is no process of developing a specific training program or workshop in Arabic. So it is hoped that for the cadre formation of AL-Kindy members next year they can hold a workshop to develop a training program.

c. Organize the necessary resources

The resources the organization needs to run organizations include human resources or labor (man), costs (money), equipment (equipment), materials or supplies (materials), time required (time will be needed). Through interviews with core members of the Al-Kindy community, it was found that all sources of community needs had been met, such as human resources or members of the Al-Kindy community, costs from community members and assistance from the Arabic Language Education department and the UIN Maulana campus. Malik Ibrahim, equipment and materials are also available, such as paper and pens for calligraphy training and guide books for sermons, the required time has also been met, namely regular practice every saturday and sunday every week.

d. Determine the organization, methods and procedures

In the organizational planning process there is a need for work procedures or methods. The methods required in this planning process include: time schedule (time schedule), standards to be achieved, reporting system or feed system feedback such as providing materials as a report on activities that have been carried out implemented, procedures and work procedures. The routine activity schedule for training in the Al-Kindy

community is carried out every two times in a week. The training is for division of debate, qiroatul pole, khitobah, syi'ir, calligraphy, qiroatul akhbar and ghina' araby. However, for competition purposes, training can be done at any time and controlled by tutors for each division branch. The work procedure carried out by the Al-Kindy community is to develop students' potential in Arabic, which is why it is important to have management so that Arabic language competence can be formed in a structured and systematic manner. Apart from that, the method is in accordance with each division, for example in the Kitabah division, the method used is by direct example from the tutor about the correct way to preach the sermon and then imitate it by the members.

2. Organizing Function

Organizing is grouping and arranging people to be able to move as one unit in accordance with the plan that has been formulated, towards its achievement established goals.[13] Determining the resources and activities needed to achieve organizational goals, designing and developing an organization or work group that can bring these things towards the goal, assigning certain responsibilities and then delegating the necessary authority to individuals - individuals to carry out their duties.[14] This function creates a formal structure in which work is assigned, distributed and coordinated.

To see the organizing process in the AL-Kindy UIN Malang community, researchers used the organizing process according to Hasibuan by selecting indicators of organizational goals, determining grouping activities, individual roles, delegation of authority. The reason the researcher chose this is because it describes the process of organizing and is related to the opinion of John F Mee who explains that organizing is the process of grouping people, equipment, tasks, authority, activities, responsibilities so that the whole organization.

a. Grouping people

The election of each core member in the Al-Kindy community is determined by the party who has full responsibility in the

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[13] Harahap, Sunarji. "Implementasi manajemen syariah dalam fungsi-fungsi manajemen." *AT-TAWASSUTH: Jurnal Ekonomi Islam* 2.1 (2017): 211-234.
[14] Marylène Gagné, "From Strategy to Action: Transforming Organizational Goals into Organizational Behavior," *International Journal of Management Reviews* 20 (2018): S83–S104.

implementation process, namely the Arabic Language Education Department Student Association and is also assisted by vote counting with Al-Kindy members for the election of chairman and deputy chairman. The number of members of the al-kindy community increases every year, this can be seen from the number of members in 2022 which is 68 people, and in 2023 there are 75 people. In the Al Kindy community it has 6 divisions in the form division of debate, qiroatul pole, khitobah, syi'ir, calligraphy, qiroatul akhbar and ghina' araby. The following is the composition of the core members of the AL-Kindy community in 2022/2023.
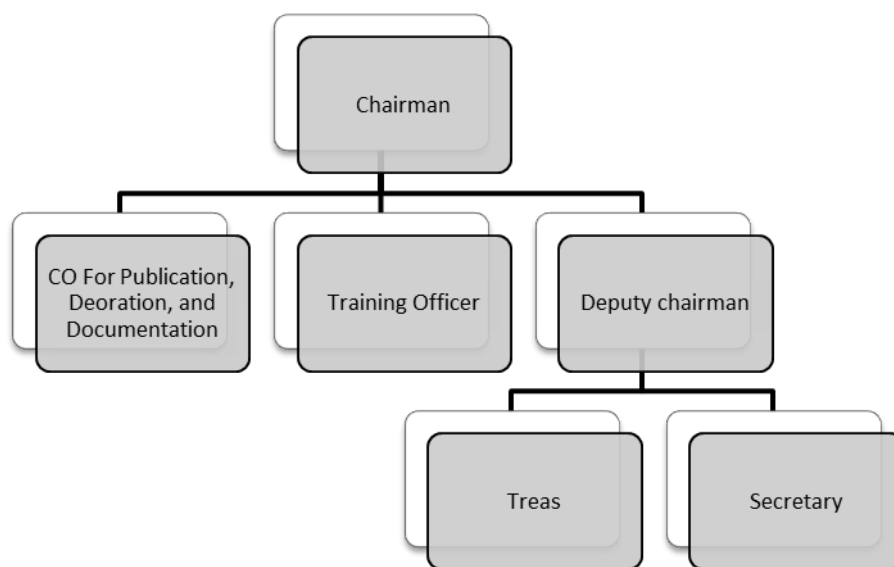
Page 1. The composition of the core members of the AL-Kindy community in 2022/2023.

b. Individual roles

Each position held by the core members of the Al-Kindy community has their respective responsibilities, following for their duties:

Chairman :

- Make and ratify all community decisions and policies in the fields under its management.
- The Community Chair is an individual who is appointed as community coordinator in accordance with applicable regulations.

- The community leader carries out the data collection process on community members

Vice Chairman :

- Coordinate and represent the interests of the community in all divisions in the fields under its management.
- Represent the chairman if he is unable to attend any activities in the community that are relevant to his field of management.
- Formulate all policies in all divisions under the Field in its management.
- Supervise all implementation of activity programs in all divisions under the field under management.

Secretary:

- Prepare minutes of every meeting/meetings, both RPO and General Meetings.
- Formulate, propose and document regulations and data relating to immovable attributes and assets to support the interests of both internal and external communities.
- supervise all community activities in the areas of administration and work procedures and attend organizational meetings and other meetings.

Treasurer :

- Carrying out financial management and procurement of community needs.
- Represent the Chairman if he is unable to attend, especially for any activities in the field of community financial management.
- Formulate and propose all community regulations in the field of organizational financial management to become organizational policies.
- Lead organizational meetings in the field of organizational financial processing, attend organizational meetings and other meetings.
- Facilitate work program financing needs

Training Officier : coordinating the training timeline and reminding mentors regarding routine training

CO for publication, decoration and documentation: Publish every activity and achievement in Al-Kindy

c. Activities and responsibilities so that the whole organization

Based on an interview with the head of the Al-Kindy community, the activities carried out were in the form of training programs and skill development in language acquisition for members. This is done by having training every 2 weeks according to the field of interest. Apart from that, the form of recruitment for Al-Kindy members is carried out once a year according to the change of core members. The stages are through the process of filling in member data, choosing the field of interest, providing motivation in the form of alumni from the Al-Kindy community, finally there is an interview process which will determine which field the member is suitable for according to the abilities he or she has.

3. Motivating Function

The basic needs of employees include adequate compensation and providing incentives, safe and healthy working conditions, friendly coworkers as well as competent and fair supervision. This is the motivation for every member of the company. When basic needs have been met, managers must respond to higher needs so that employee motivation remains good.[15]

John F Mee explains that providing motivation is giving encouragement to employees to work more enthusiastically and enthusiastically so that they are consciously willing to work to achieve organizational goals. Through interviews with the head of the Al-Kindy community, motivational activities will always be carried out to increase the enthusiasm of Al-Kindy community members in developing their Arabic language skills. Like the more someone achieves, the more members will be motivated. Motivation can also be done by giving appreciation to each member who wins the competition. Apart from that, motivation is also provided for members who are lazy about participating in

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[15] Rizki Anugrah, "Manajemen Program Pengembangan Perikanan Tangkap Pada Dinas Kelautan Dan Perikanan Kabupaten Padang Pariaman Tahun 2015-2016" (Universitas Andalas, 2018).

training activities, namely by giving punishment 2000 rupiah in the form of a warning or payment if they do not attend training three times.

Learning Arabic language oriented towards national character education is a quite complex process considering the existence of Arabic as a foreign language in the Indonesian context. The basic problem that is often faced is the opinion of some people that the introduction of foreign languages can erode the function of Indonesian as a language of unity as stated in the youth oath.[16]

Based on the language acquisition, in psycholinguistics, Al-Kindi organization implements motivation and learning related to the members' enthusiasm in learning the Arabic language, including:

1. Punishment

   All Al-Kindi members will face consequences for not following rules and irregular attendance. Usually, penalties such as SP 1 are imposed, and if the issues persist, additional sanctions like fines may be applied. Hence, external motivation is induced, making the Arabic language program more easily applied. Berapa kali, apa?

2. Experience

   Every member will have different experiences; learning for free and receiving lessons without payment adds value to Al-Kindi. This depends on the members' willingness to continue learning. What is clear is that everything is provided for free, and the tutors make the learning experience enjoyable.

3. Championships through Events

   Al-Kindi members are familiar with various competitions and events related to the Arabic language they are learning. This provides self-motivation for the members.

4. Peer and Senior Tutors

   Peer tutors offer support, explanations, or assistance based on their experiences or knowledge. On the other hand, senior tutors play a role in career guidance, sharing practical insights, or aiding in the development of skills and deeper understanding in the same field, given their extensive

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[16] Muhammad Rusydi. "Pendidikan Karakter Pada Psikolinguistik Bahasa Arab." *Al-Ulum* 13.1 (2013): 73-86.

experience. Both roles are crucial in supporting the development of individuals or members of the organization, whether in a formal learning context or a workplace environment. Peer tutors facilitate the exchange of knowledge among Al-Kindi members, while senior tutors help guide and mentor individuals who are entering or developing in the chosen field.

4. Controlling Function

The control function in management plays an important role in maintaining the performance and sustainability of the organization. Through the evaluation process, controls help managers assess the extent to which actual performance conforms to established standards, opening the door to the identification of variances and abnormalities. Additionally, controls serve as a tool to ensure operational efficiency by evaluating and improving work processes, ensuring accountability throughout the organization, and providing necessary feedback. Through control results, managers can provide necessary appreciation, appreciation, or guidance to teams or individuals. Control also plays a role in re-planning or correcting strategies that may not achieve the desired targets. According to John F Mee, the supervisory function is the final function in management process.[17] According to Abdurrahman, supervision is an activity carried out to ensure the work and activities carried out in the field has been in line with planning and achieved the desired results.[18] Through an interview with the head of the Al-Kindy community, it was clear that the supervision carried out was direct supervision, namely a management technique where carry out direct supervision at the location where activities are carried out. This is done with the aim of immediately making improvements in the implementation of activities.

Conclusion

This study explores Arabic language competency management within the Al-Kindy community, focusing on the fundamentals and experiences of its members. Arabic language holds a crucial role globally, leading to the emergence of institutions and

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[17] Mee, JF. *Sejarah Pemikiran Manajemen Abad Kedua Puluh*, (Universitas Negeri Ohio, 1959).
[18] Abd. Rohman. *Dasar-Dasar Manajemen*, (Malang: Intelegensia Media, 2017).

services for learning Arabic. Effective competency management becomes key to excellence in Arabic language proficiency. John F. Mee's management theory is then integrated with psycholinguistics of language acquisition among Al-Kindy members in their learning activities and programs. Research objectives include assessing the level of Arabic language competency,. The expected benefits involve contributing to the development of effective competency management strategies, enhancing competitiveness for organizations and learning groups, and contributing to research literature on Arabic language competency management.

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