



## Implementation of Foreign Language Institution Management in Improving the Arabic and English Language Skills of Santri at Modern Pesantren Misbahul Ulum

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**Abstract:** This study aims to determine the Implementation of Foreign Language Institute Management in Improving the Arabic and English Language Skills of Santri at Modern Misbahul Ulum Islamic Boarding School. The type of research used is qualitative with descriptive survey techniques. The data presentation is done using comparative analysis. The results showed that the implementation of foreign language institute management can improve the Arabic and English language skills of students. The successful implementation of foreign language institute management is one of the foreign language institute management that is created and has been carried out in misbahul ulum modern pesantren, namely providing vocabulary (mufradat / vocabulary), language changes, muhadatsah (conversation), making mufradat exams, inter-dormitory drama, making place name boards in each pesantren area and strengthening foreign languages. The research output produced through the management of foreign language institutions in improving the Arabic and English language skills of santri is to produce graduates who not only master religious knowledge, but also have superior foreign language skills.

**Keywords:** Implementation, Language Institute Management, Language Skills.

### Implementasi Manajemen Lembaga Bahasa Asing dalam Meningkatkan Kemampuan Bahasa Arab dan Inggris Santri di Pondok Pesantren Modern Misbahul Ulum

*Abstrak:* Penelitian ini bertujuan mengetahui Implementasi Manajemen Lembaga Bahasa Asing Dalam Meningkatkan Kemampuan Berbahasa Arab Dan Inggris Santri Di Pesantren Modern Misbahul Ulum. Jenis penelitian yang digunakan adalah kualitatif dengan teknik survei deskriptif. Adapun sajian data dilakukan menggunakan analisis komparatif. Data hasil penelitian yang dilakukan pada pesantren modern misbahul ulum. hasil penelitian menunjukkan implementasi manajemen lembaga bahasa asing dapat meningkatkan kemampuan berbahasa arab dan inggris santri. Kesuksesan implementasi manajemen lembaga bahasa asing salah satunya manajemen Lembaga bahasa asing yang tercipta dan sudah dijalankan di pesantren modern misbahul ulum yaitu pemberian kosakata (mufradat/vocabulary), pergantian bahasa, muhadatsah (conversation), membuat ujian mufradat, drama antar asrama, membuat papan nama tempat di setiap Kawasan pesantren dan penguatan bahasa asing. Output penelitian yang dihasilkan melalui manajemen Lembaga bahasa asing dalam meningkatkan kemampuan berbahasa arab dan inggris santri yaitu menghasilkan lulusan yang tidak hanya menguasai ilmu keagamaan, tetapi juga memiliki keterampilan berbahasa asing yang unggul.

**Kata kunci:** Implementasi, Manajemen Lembaga Bahasa, Kemampuan Berbahasa.

### 1. Introduction

Pesantren have long been an institution that has an important contribution in participating in educating the nation's children, the large number of pesantren in Indonesia and the large number of students in each pesantren are worthy of being taken into account in relation to national development in the field of education and moral improvements that are continuously made to pesantren both in terms of management, academics, and facilities make pesantren out of

the traditional impression. Some pesantren have even become the capital of leading educational institutions, pesantren are unique educational institutions, not only because of their very long existence but also because of the culture, methods and networks established or applied by these religious institutions (Ade Khariani, 2021).

Modern pesantren require santri to master foreign languages and must be able to speak foreign languages to make it easier for them in everything, because every modern pesantren

produces generations who master foreign languages well and perfectly (Sinta B, Zulaikah, and Afifah, 2021). One of the educational institutions in which foreign languages are developed is Pesantren Modern Misbahul Ulum. Pesantren Modern Misbahul Ulum is a modern pesantren that collaborates religious science education and general science which persially uses foreign languages, especially Arabic and English as the language of instruction in the daily life of students. Using Arabic and English in communication is a mandatory rule that must be followed by the students.

The santri language institute is one of the units in the modern pesantren organization, which aims to help students improve their foreign language skills. The santri language institute plays a role in creating an active foreign language environment through non-formal activities and regulations to control and discipline the use of foreign languages for students. With this santri language institute, students can easily speak foreign languages. The santri language institute requires good management according to the management function, starting from planning, organizing, implementing and evaluating educational programs and activities that aim to improve the knowledge, intuition, skills, and intellectual abilities of foreign language students. Competent and committed human resources are also needed in the management of foreign language institutions so that the objectives of language management can be achieved effectively and efficiently (Abdul Muid, 2020).

From the results of the researchers' initial observations, the ability of students to master foreign languages at the Misbahul Ulum Modern Islamic Boarding School is no less competitive with other modern pesantren in the city of Lhokseumawe. This is evident from the achievements achieved by students such as English speech champions, Arabic speech champions, English debates and Arabic debates and foreign language olympiads. And it can also be seen from the alumni of the Misbahul Ulum Modern Islamic Boarding School who received scholarships to continue their studies at national and international universities such as Al-Azhar Cairo Egypt and other renowned universities.

There has been a lot of research on language institute management. Sayuthi Atman Said's research explains the management of the Arabic-speaking environment in improving speaking skills (Said, 2022). While Hera Nurafni's research explains the management of foreign language programs in achieving students' English speaking skills (Nurafni, 2022). Fitriani's research also

explains the management of the foreign language unit (UNIBA) in improving students' foreign language skills (Fitriani, 2023). Based on the background of the problems described above, the problem formulation in this study is How is the Implementation of Management of foreign language institutions in improving the Arabic and English language skills of students at Modern Misbahul Ulum Islamic Boarding School?

So the purpose of this study is to analyse the implementation of foreign language institute management in improving the Arabic and English language skills of students at Modern Misbahul Ulum Islamic Boarding School. The benefits of this research are Adding contributions in adding to the repertoire of knowledge, especially regarding the management of the Language Institute in improving the foreign language skills of students in pesantren and This research can be used as a source of reference and reference for further researchers.

## 2. Research Methods

The research used a qualitative approach with a descriptive survei (Kılıçoğlu, 2018). The pesantren that is the target of the research is Pesantren Modern Misbahul Ulum. Acting as informants on this occasion, among others, the coach of the foreign language institution and the management of the foreign language institution. The determination of informants uses a snowball exponential discriminative model, which is better known as a reference chain. (Creswell, 2018). Primary informants related to, among others; coaches of santri language institutions and administrators of santri language institutions. As for the technical implementation, the researcher sets the time and place at the Misbahul Ulum Modern Islamic Boarding School with a special meeting with the informant by asking questions related to the research context. Meanwhile, the data validity test was carried out using the data triangulation method. The triangulation method in qualitative research begins with identifying the problem and formulating clear research questions. Next, researchers choose the appropriate type of triangulation, such as data source triangulation, researcher triangulation, theory triangulation, or methodological triangulation. The data collection stage involves various sources, such as interviews,

observation, and documentation, to answer the research questions. Data analysis was conducted by comparing and integrating data from various sources, looking for similarities, differences, and interrelationships. Data validation and verification processes were conducted to ensure credibility and reliability. Then, researchers interpreted the validated data and drew comprehensive conclusions, and presented the research results in the form of a detailed report.

This step is taken to reduce errors during the data collection process which will affect the final results of this study. So checking the validity of this data is done by triangulation as checking data from various sources in other ways and at different times. Triangulation This source is used to test the data obtained by checking the data against several sources that are still related to one another. Triangulation Method Namely checking the validity of data obtained through different data collection techniques from the same source to review existing methods. Time triangulation is done by checking interviews and observations at different times and situations to produce valid data in accordance with the problems in this study. (Susanto et al., 2023).

### 3. Results and Discussion

Implementation of foreign language institute management in improving language skills can be done by considering existing language programs. Foreign language institute management can be carried out with the active participation of language institute coaches, language institute administrators, and students. Language Institute coaches can see the progress and development of language through mufradat, muhadatsah, implementing language changes every week, installing signboards in every place and holding foreign language drama competitions. Misbahul Ulum modern pesantren carries out the management stages of the foreign language institute in improving the Arabic and English language skills of students, the first is through the Planning stage of the Foreign Language Institute in improving the Arabic and English language skills of students at modern pesantren Misbahul Ulum.

Pesantren Modern Misbahul Ulum has understood the importance of Arabic and English

language skills for its students. To improve the foreign language competence, Misbahul Ulum Modern Boarding School has designed structured programs under the Foreign Language Institute unit. Among them are mandatory Arabic and English in daily life in the pesantren environment, intensive language classes, and competitions between students to encourage their motivation. Language institutions Establish the best way to set goals, namely after the OSPMMU management is inaugurated, the supervisor and management of each section of the institution hold a Work Conference which will discuss, plan and determine what programmes will be implemented during the next period.

Coaches and administrators of foreign language institutions work together to enforce language discipline in the pesantren environment, and create creative language program activities, and are responsible for carrying out language program activities to advance and improve language in Modern Misbahul Ulum Islamic Boarding School. Determination of tasks is adjusted to the level of ability and characteristics of students adjusted to the objectives to be achieved in coaching activities.

The language institute of Misbahul Ulum Modern Islamic Boarding School has developed a good language activity plan to improve the language of students in the pesantren environment including, vocabulary provision, language changes, muhadatsah, mufradat tests, language dramas between dormitories, making place names in each pesantren area and strengthening foreign languages. The second is through the stages of implementing foreign language institutions in improving the Arabic and English language skills of students at the Misbahul Ulum Modern Islamic Boarding School.

To realize the plan to improve Arabic and English language skills, the Foreign Language Institute at Pesantren Modern Misbahul Ulum has implemented various intensive programs. The students are required to use Arabic and English in daily communication in the pesantren environment, both in class and in the dormitory. In addition, they also attend regularly scheduled language classes, with materials tailored to their respective ability levels, as well as language competitions between students to trigger enthusiasm for learning.

The Mufradat (Vocabulary) sharing in the morning, which is the presentation of new vocabulary to students applied to daily conversations, this activity is to provide new and different vocabulary every day, so that the

students' foreign language vocabulary will always increase, the students will receive 3 to 5 vocabulary then the students are asked to compose different sentences from the vocabulary, write it as well as memorize and deposit the new vocabulary to each mudabbir and then use it in daily conversations. This activity is carried out in the morning with the reason that in the morning the santri's mind is still fresh so it is easy to remember new vocabulary. This program is shown so that students have a lot of vocabulary savings and are able to carry out Arabic and English conversations well and are always increasing.

The Muhadatsah implementation 3 times a week, muhadatsah is a training program for students in making sentences and conducting conversations with vocabulary savings given during the distribution of mufradat in the morning, and this activity is one of the efforts to develop the language of students to accelerate the absorption of students in speaking foreign languages Arabic and English. This activity is carried out like an interview between two parties. The application of foreign language alternation every week, applying Arabic week and English week is scheduled alternately once a week, so in a week students are required to use Arabic to communicate and do activities wherever and whenever in that language, and in the following week students are required to use English and so on alternate every week..

Carry out language supervision and patrols by giving punishment to jassus (spies) in charge of controlling who violates the language and records the names of those who violate the language which then the name is submitted to the court of language institutions, and then give punishment in accordance with what has been listed in the book GDS (Gerakan Disiplin Santri).

Installing Arabic and English vocabulary nameplates on every object in the pesantren area with the aim that students better remember the vocabulary of objects in foreign languages that they often pass by and create an Arabic and English nuanced environment. A foreign language drama competition between dormitories once a year, namely Arabic and English drama competitions between dormitories which must be followed by each dormitory. Strengthening foreign languages held once a week in the language laboratory, namely by providing enrichment in improving digital language skills, to prepare qualified cadres of language institute administrators. The third is through the stages of evaluating foreign language institutions in improving the Arabic and English

language skills of students at Misbahul Ulum Modern Islamic Boarding School.

In an effort to continuously improve the effectiveness of foreign language programs, the foreign language institute at the Misbahul Ulum modern pesantren conducts periodic evaluations. The pesantren management together with the language institute coach assessed the achievements of the students in Arabic and English. in Setting standards and methods for performance appraisal. The language institute holds a meeting for each activity carried out and the language institute is responsible for learning, developing students' language skills and maintaining the implementation of activities to monitor students in improving students' language skills. Language institute coaches and language institute administrators directly supervise language activities that run in the pesantren environment.

From the explanation above, it can be concluded that the determination of standards and methods of performance assessment is to maintain the implementation to monitor students in improving the language skills of students in the pesantren environment, language institutions also carry out a mufradat exam per semester, this exam is to measure how the capacity of students in mastering the Arabic and English vocabulary of students who have been given every day. And then the language institute holds a language drama competition between dormitories where this activity aims to evaluate the foreign language skills of students through language drama competitions, in addition to strengthening the language skills of students, this activity is to train the mental language and courage of students to give their best performance.

The language institute evaluates students by holding Ishlahul Lughoh language justification and holding a language mahakamah, which is a warning given to students who do not use foreign languages in the pesantren environment and the language institute has prepared punishments that will be given to students, these punishments are educational in nature such as memorizing mufradat and adjusting to the book gerakan disiplin santri (GDS). In Performance assessment, The language institute has worked together between the language institute supervisor, language institute management and mudabbir in each dormitory to monitor every development of students' foreign language skills and supervise language activities that run continuously. From the explanation above, it can be concluded that the performance appraisal carried out by the language institute is carried out. Language by

holding a mufradat exam every semester, justifying the language given by Ishlahul lughoh, and holding drama competitions between dormitories. Then the language institute holds a language court every day so that students communicate using the official language.

In Taking corrective action, The santri language institute has delivered several corrections to the shortcomings in carrying out language activities for students and made corrective actions for the future. From the explanation above, it can be concluded that the correction action by the santri language institute conveys several corrections and evaluations of some that have not been achieved perfectly from the language program which has been carried out in the entire pesantren environment, and evaluates activities to be better in the future and then corrects the language that is often used incorrectly by students, after being corrected, it will make the correct word on a small blackboard to be posted in front of each dormitory every week.

The description related to the formulation of the research problem can be concluded that there is a novelty in this research which can be used as a reference in the management of foreign language institutions in improving the Arabic and English language skills of students at Modern Misbahul Ulum Islamic Boarding School. The novelty in the management of foreign language institutions in improving the Arabic and English language skills of students at the Modern Misbahul Ulum Islamic Boarding School can be explained and described through the author's illustration as follows figure 1.

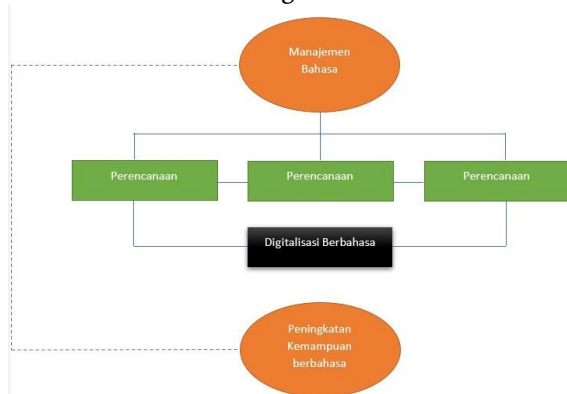


Figure 1 Author's Illustration of Research Novelty

The description of novelty 1 can be described that the management of foreign language institutions in improving the Arabic and English language skills of students at the Misbahul Ulum Modern Islamic Boarding School is implemented through the management of

foreign language institutions, namely Planning, Implementation, and Evaluation. The efforts in improving the Arabic and English language skills of students are through language programs such as providing new foreign language vocabulary, language changes, conversation practice, making Mufradat exams, language drama competitions, strengthening foreign languages in language laboratories and making place name boards in each pesantren area. The research output produced through the management of foreign language institutions in improving the Arabic and English language skills of santri is to produce graduates who not only master religious knowledge, but also have superior foreign language skills.

#### 4. Conclusions and Suggestions

The implementation of foreign language institute management in improving the Arabic and English language skills of students at the Misbahul Ulum Modern Islamic Boarding School has been running well. The dimensions of managerial supervision obtained through interviews and observations that managerial supervision has dimensions of language institute organization, language institute management, language programs, the role of students and branding.

The management of foreign language institutions that are created and have been carried out in Misbahul Ulum modern pesantren are providing vocabulary (mufradat / vocabulary), language changes, muhadatsah (conversation), making mufradat exams, inter-dormitory dramas, making place name boards in each pesantren area and strengthening foreign languages. This research is far from perfect, therefore it is recommended to students, academics, and other researchers, more specifically concerned with Islamic Education Management to be able to deepen the study that the author did about the management of foreign language institutions in improving the Arabic and English language skills of students at the Misbahul Ulum Modern Islamic Boarding School.

Based on the results of the research entitled "Management of Foreign Language Institutions in Improving Students' Arabic and English Language Skills at Modern Misbahul Ulum Islamic Boarding School", there are several suggestions that are practical, theoretical development, and directions for further research. Practically, the findings of this study can be used as a reference for pesantren leaders and managers of foreign language institutions in developing effective programmes to improve students' Arabic and English language competence. In terms of theory development, this research can expand the concepts of foreign language institute management in the pesantren environment, especially related to strategies for improving foreign language

skills. Furthermore, the direction of further research can be directed to explore the factors that influence the success rate of foreign language proficiency improvement programmes in pesantren, as well as to examine the long-term impact of these programmes on the competence and achievement of santri. This research is still far from perfect, therefore it is recommended to students, academics, and other researchers, more specifically concerned with Islamic Education Management to be able to deepen the study that the author did about the management of foreign language institutions in improving the Arabic and English language skills of students at Modern Pesantren Misbahul Ulum.

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