



Technology-Based Learning Management of Maharah Istima' at Language Unit of Raudhah Al-Lughah Al-Arabiyyah

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Abstract

Raudhah Al-Lughah Al-Arabiyyah is a language unit owned by Annuqayah Boarding School Sumenep Madura Boarding School. This language unit focuses on Arabic language learning which is non-formal. Istima's learning becomes one of the activities taught to students to help them understand Arabic utterances. Learning management is needed in Istima's learning activities to achieve effective learning goals. Effective learning objectives. The problem in this study is formulation: (1) how is the management of istima's learning which includes planning, implementation, and evaluation in The Raudhah Al-Lughah Al-Arabiyyah language unit. (2) what forms of technology are used as media in learning maharah istima'. This type of research is qualitative research; the sources are the chairman and some Raudhah Al-Lughah Al-Arabiyyah language unit members. Data collection using semi-structured interview techniques, and documentation. The final stages of data analysis are data reduction, data presentation, and conclusion in checking the validity of the data using triangulation. Results The results showed that: Istima's learning planning was prepared in the form of learning tools, including curriculum, media, materials, methods, determination of class, learning time, and place. Implementation of the system's learning activities went well; the steps included opening (introduction), delivery of material, and learning activities. Evaluation is carried out by the language unit Raudhah Al-Lughah Al-Arabiyyah with formative (day) and summative (every semester).

Keywords : learning management, maharah istima', technology

A. Introduction

Learning can be defined as the activities of teachers that are carried out so that students follow the learning process.¹ The components that must be met to learn in educational institutions are the need to meet the main functions of management, including planning, organizing, implementing, monitoring, and evaluating.² Learning management is carried out to achieve learning with expectations through effective and efficient learning arrangements and well-structured organization of activities.³ There are seven areas of education management including learner management, curriculum management, personnel management, facilities and infrastructure management, administrative management, financing management, and public relations management in the field of education.⁴

The word management comes from the French "management" which means the art of carrying out or organizing.⁵ The KBBI states that management is the effective use of resources to achieve goals. Meanwhile, according to Terry and Mesiono explain that management is a process consisting of several actions of planning, organizing, implementing and supervising to achieve predetermined goals using human resources.⁶ So, in general, the term management is oriented towards a process of carrying out activities that are completed efficiently through the use of other people.⁷

Management is a set of processes that function to maintain a system in the form of individuals and existing technology used.⁸ Management has very important aspects in it including planning, finance, control, organising problem solving and members/employees. Therefore, management plays a very important role in these aspects.⁹ Learning management cannot be separated, because, in a learning process, there are goals to be achieved¹⁰ In the Arabic language learning

¹ Luhur Wicaksono, "Bahasa Dalam Komunikasi Pembelajaran Luhur Wicaksono," *J P P Journal of Prospective Learning* 1, no. 2 (2016): 9–19.

² (N. Anggal et al., 2020)

³ Rifal Efendi, Azhar Arsyad, and Munir Munir, "Manajemen Pembelajaran Bahasa Arab Di SMP IT Nurul Fikri Makassar," *Shaut Al Arabiyyah* 9, no. 2 (2021): 202, <https://doi.org/10.24252/saa.v9i2.23034>.

⁴ Muhammad Sapril Siregar, Nasir Usman, and Niswanto Niswanto, "Implementasi Pendidikan Karakter Melalui Model Pembelajaran Berbasis Masalah (Literature Review Manajemen Pendidikan)," *Jurnal Pendidikan West Science* 1, no. 11 (2023): 701–12, <https://doi.org/10.58812/jpdws.v1i11.762>.

⁵ Zulkhairi, Djailani AR, and Nasir Usman Harun, "Manajemen Pembelajaran Bahasa Arab Berbasis Teknologi Informasi (TI) Pada Jurusan Bahasa Arab Fakultas Tarbiyah IAIN Ar-Raniry Banda Aceh," *Pendidikan Serambil Ilmu* 13, no. 2 (2012): 91–97.

⁶ Hikmatul Hidayah, "Teori Manajemen Pendidikan Islam," *Jurnal Mumtaz* 1, no. 1 (2021): 1–9.

⁷ Sitti Rabiah, "Manajemen Pendidikan Tinggi Dalam Meningkatkan Mutu Pendidikan," *Sinar Manajemen* 6, no. 1 (2019): 58–67.

⁸ Suparto Darudiato and Kevin Setiawan, "Knowledge Management: Konsep Dan Metodologi," *Jurnal ULTIMA InfoSys* 4, no. 1 (2013): 11–17, <https://doi.org/10.31937/si.v4i1.237>.

⁹ Mukhtar Latif and Suryawahyuni Latief, *Teori Manajemen Pendidikan* (Jakarta: Kencana, 2018).

¹⁰ Yogia Prihartini et al., "Peran Dan Tugas Guru Dalam Melaksanakan 4 Fungsi Manajemen EMASLIM Dalam Pembelajaran Di Workshop," *Islamika : Jurnal Ilmu-Ilmu Keislaman* 19, no. 02 (2019): 79–88, <https://doi.org/10.32939/islamika.v19i02.327>.

Technology-Based Learning Management of Maharah Istima' at Language Unit of Raudhah Al-Lughah Al-Arabiyah

process, management functions as a manager of Arabic language learning which includes planning, implementation and evaluation.¹¹

Learning planning is the process of determining the subject matter, the use of media, methods, and learning approaches, as well as assessments carried out within a certain period of time, to achieve certain goal.¹² Arabic language learning planning must also be well-prepared because it is closely related to various teaching and learning activities that will be carried out by teachers and students to achieve learning objectives.¹³ According to Hamalik, several things must be fulfilled when making lesson plans: available learning resources, students' conditions or situations, and students must be ready and fully responsible for their duties and functions in accordance with planning.¹⁴

The implementation of organizing is a learning process that includes interactive activities between teachers and students. This learning is also the implementation of the learning plan that has been made previously.¹⁵ The learning process should attract the attention of students, convey learning objectives, provide stimulus, present materials or subject matter, provide guided practice, perform psychomotor activities or performance, provide feedback, and assess the results of the performance.¹⁶

Evaluation is an educator's effort to collect information about students' attitudes, knowledge, concepts, values, and process skills.¹⁷ Evaluation is the last stage in the learning process after the planning, organizing, and implementing stages of learning, the evaluation stage is useful for knowing whether the Arabic language learning management that has been implemented has successfully achieved the goals of this institution or not.¹⁸ The types of evaluation are in the form of formative, usually carried out by educators during the teaching and learning process both in writing and orally. Such as daily tests after one subject matter is delivered and in the form of summative evaluations, namely evaluations at the end of the semester along with evaluating all subject matter.¹⁹

¹¹ Sampiril Taurus Tumaji, "Manajemen Pembelajaran Bahasa Arab," *Dar El-Ilmi: Jurnal Studi Keagamaan, Pendidikan, Dan Humaniora* 5 (2018): 110.

¹² Prihartini et al., "Peran Dan Tugas Guru Dalam Melaksanakan 4 Fungsi Manajemen EMASLIM Dalam Pembelajaran Di Workshop."

¹³ Neng Silvia et al., "Manajemen Perencanaan Dan Pengorganisasian Pembelajaran Bahasa Arab," *Alibbaa': Jurnal Pendidikan Bahasa Arab* 4, no. 1 (2023): 108–23.

¹⁴ Alfianor Alfianor, "Pengelolaan Pembelajaran Maharah Istima' Dan Kalam Oleh Himpunan Mahasiswa Prodi PBA STIQ Amuntai," *Al Qalam: Jurnal Ilmiah Keagamaan Dan Kemasyarakatan* 16, no. 2 (2022): 420, <https://doi.org/10.35931/aq.v16i2.869>.

¹⁵ Eka Yuliana Rahman, Megalia Riane Kaseger, and Ressay Mewengkang, *Manajemen Pendidikan (Mafy Media Literasi Indonesia, 2023)*.

¹⁶ Alfianor, "Pengelolaan Pembelajaran Maharah Istima' Dan Kalam Oleh Himpunan Mahasiswa Prodi PBA STIQ Amuntai."

¹⁷ Nunung Nuriyah, "Evaluasi Pembelajaran: Sebuah Kajian Teori," *Edueksos Jurnal Pendidikan Sosial & Ekonomi* 3, no. 1 (2016).

¹⁸ Khairul Azmi, "Manajemen Pembelajaran Bahasa Arab Di LPQ Tahfidzul Qur'an Ar-Rahman," *Ta'limi | Journal of Arabic Education and Arabic Studies* 1, no. 1 (2022): 73–87, <https://doi.org/10.53038/tlmi.v1i1.12>.

¹⁹ Muallim Wijaya, "Manajemen Pembelajaran Bahasa Arab Sinergi Teori Dan Praktek," *Al-Tanzim: Jurnal Manajemen Pendidikan Islam* 1, no. 1 (2017): 1–18.

Technology-Based Learning Management of Maharah Istima' at Language Unit of Raudhah Al-Lughah Al-Arabiyah

Research on Maharah Istima in recent years is also still very little.²⁰ Maharah Istima' is one of the skills in Arabic language learning.²¹ Listening is a process that involves listening with careful attention,²² understanding, interpretation, and actively listening to spoken language while understanding the meaning of communication that may not be revealed in words.²³ listening (istima') is an important first step in learning a foreign language or mother tongue.²⁴ To improve listening skills (maharah istima'), educators must adopt creative and innovative approaches by applying various learning strategies or media in order to obtain the desired target or goal in a lesson.²⁵ In this context, the use of technology, such as video media, is an effective alternative in implementing listening skills learning and creating the right teaching and learning atmosphere. Although listening learning generally involves the use of audio media, such as audio devices in the Language Laboratory, teachers can also utilise audio-visual media, such as films and animations, to enrich students' learning experiences.²⁶

The use of technology is now widespread throughout the world, as well as in the aspect of education.²⁷ The current learning process integrates technology as a tool in delivering teaching materials.²⁸ Technology is defined as a series of facilities that provide all the needs for the running of life or the comfort of human life.²⁹ Educational technology includes studies and practices to support the learning process and maximise performance by creating, using and managing adequate technological resource processes.³⁰ In the context of learning, educational technology includes various activities such as analysing the design, development,

²⁰ Ahmad Fadhel Syakir Hidayat et al., "Keterampilan Berbahasa Arab Dalam Literatur Akademik Indonesia: Tren Penelitian Dalam Jurnal Terakreditasi SINTA (2018-2022)," *Borneo Journal of Language and Education* 4, no. 1 (2024): 50–64.

²¹ Muhammad Fathoni, "Maharah Istima'," *Jurnal Komunikasi Dan Pendidikan Islam* 1 (2018): 2020.

²² Khairy Abusyairy et al., "Pengaruh Media Video Berbahasa Arab Terhadap Keterampilan Mendengar Dalam Pembelajaran Bahasa Arab," *Borneo Journal of Primary Education* 2, no. 3 (October 3, 2022): 125–37, <https://doi.org/10.21093/BJPE.V2I3.5588>.

²³ Dilla Fadhillah, *Aspek Pembelajaran Bahasa Indonesia SD/MI Kelas Tinggi*, ed. Hani Wijayanti (CV Jejak, Anggota IKAPI, 2022).

²⁴ R. Umi Baroroh and Fauziah Nur Rahmawati, "Metode-Metode Dalam Pembelajaran Keterampilan Bahasa Arab Reseptif," *Urwatul Wutsqo: Jurnal Studi Kependidikan Dan Keislaman* 9, no. 2 (2020): 179–96, <https://doi.org/10.54437/urwatulwutsqo.v9i2.181>.

²⁵ Azmi, "Manajemen Pembelajaran Bahasa Arab Di LPQ Tahfidzul Qur'an Ar-Rahman."

²⁶ Syafi'i Handayani, Sri, "Pemanfaatan Video Animasi Youtube Untuk Meningkatkan Pengembangan Maharah Istima' Bahasa Arab," *Tatsqifiy: Jurnal Pendidikan Bahasa Arab* 3, no. 2 (2022): 105–16, <https://doi.org/10.30997/tjpba.v3i2.6138>.

²⁷ Darwin Effendi and Achmad Wahidy, "Penggunaan Teknologi Dalam Pendidikan Tantangan Guru Pada Abad 21," *Prosiding Seminar Nasional Pendidikan Program Pascasarjana Universitas PGRI Palembang* 1, no. 1 (2019): 999–1015.

²⁸ Euis Mukaromah, "Pemanfaatan Teknologi Informasi Dan Komunikasi Dalam Meningkatkan Gairah Belajar Siswa," *Indonesian Journal of Education Management and Administration Review* 4, no. 1 (2020): 179–85.

²⁹ Unik Hanifah Salsabila et al., "Peran Teknologi Pendidikan Dalam Meningkatkan Kualitas Pendidikan Di Era Disrupsi," *Journal on Education* 3, no. 01 (2021): 104–12, <https://doi.org/10.31004/joe.v3i01.348>.

³⁰ Amin Akbar and Nia Noviani, "Tantangan Dan Solusi Dalam Perkembangan Teknologi Pendidikan Di Indonesia," *Prosiding Seminar Nasional Pendidikan Program Pascasarjana Universitas PGRI Palembang* 2, no. 1 (2019): 18–25.

Technology-Based Learning Management of Maharah Istima' at Language Unit of Raudhah Al-Lughah Al-Arabiyah

utilisation, management, implementation, and evaluation of both learning processes and resources.³¹ The purpose of using technology in the learning domain is to utilise it specifically in the world of education, especially around the world of information and communication technology.³²

Biah lughowiyah is designed to improve students' Arabic language skills and enhance their academic performance. However, effective Arabic language learning involves collaboration between teachers and students in organized management. Ambita argues that learning management is the ability of teachers to manage available resources and build cooperation to create a learning environment among them to achieve educational goals in the classroom.³³ Professional education management can be done by implementing management functions proportionally, consistently, and with high commitment.³⁴

The urgency of learning Arabic for students is to increase their religious knowledge.³⁵ In Arabic language learning, there are various kinds of skills such as listening, speaking, reading, and writing skills. Mastery of Arabic must include all four skills.³⁶ Arabic language learning can be enhanced by the integration of technology, both through the use of technological devices and the internet to increase the effectiveness of learning for students.³⁷

Annuqayah Islamic boarding school is a boarding school that collaborates the traditional education system with the modern education system. This pesantren is commonly referred to as a semi-modern pesantren. Like other pesantren in general, technology facilities for students in this pesantren are still minimal and they are also prohibited from accessing technology for fear of not using it properly. The existing technology facilities can only be used for learning and can only be accessed by a teacher. This pesantren is more concerned about the negative impact of current technological developments. While education will continue to develop according to the times. Therefore, teachers and administrators at Raudhah al-Lughah al-'Arabiyah institutions manage Arabic language learning, especially management of facilities and infrastructure on a technological basis to keep up with the times. Said Aqil Siroj said in an article that the synergy of tradition and modernity is a future education project. In a sense, the future of education in pesantren must be oriented towards modernity, but still maintain existing traditions. In the future, it is not impossible for pesantren can

³¹ Alfitriana Purba and Alkausar Saragih, "Peran Teknologi Dalam Transformasi Pendidikan Bahasa Indonesia Di Era Digital," *All Fields of Science Journal Liaison Academia and Society* 3, no. 3 (2023): 43–52, <https://doi.org/10.58939/afosj-las.v3i3.619>.

³² Rahmat Iswanto, "Pembelajaran Bahasa Arab Dengan Pemanfaatan Teknologi," *Arabiyatuna: Jurnal Bahasa Arab* 1, no. 2 Desember (2017): 139–52.

³³ Silvia et al., "Manajemen Perencanaan Dan Pengorganisasian Pembelajaran Bahasa Arab."

³⁴ Fathul Maujud, "Manajemen Praktikum Bahasa Arab Mahasiswa Prodi Pendidikan Bahasa Arab Fakultas Tarbiyah Dan Keguruan UIN Mataram," *Palapa* 10, no. 2 (2022): 243–63, <https://doi.org/10.36088/palapa.v10i2.1863>.

³⁵ Z Fahrurrozi, "URGENSI PEMBELAJARAN BAHASA ARAB DALAM PENDIDIKAN ISLAM PENDAHULUAN Bahasa Memiliki Kedudukan Dan Peranan Yang Amat Sangat Penting Terhadap Keberlangsungan Peradaban Manusia . Fakta Nya Hingga Kini Bahasalah Yang Menjadi Perantara Seseorang Dalam Mengungk" 14, no. 2 (2019): 151–70.

³⁶ S Q A'yuni and N L Inayati, "Implementasi Metode Pembelajaran Bahasa Arab Di Man 2 Surakarta Tahun Pelajaran 2021/2022" (2022).

³⁷ (Utami Dkk, 2021)

Technology-Based Learning Management of Maharah Istima' at Language Unit of Raudhah Al-Lughah Al-Arabiyyah

become a place that can be relied upon in all respects, especially in the fields of Islamic science and technology.³⁸

In the era of globalization and rapid advances in science and technology, especially in the field of education, educational institutions must be urgently transformed to provide high-quality, oriented learning.³⁹ Education in order to always be able to adapt to the times requires a change or innovation, namely, to achieve a more ideal educational achievement.⁴⁰ To achieve educational goals, effective and purposeful management is required.⁴¹ Learning process management, also referred to as learning management, uses information technology and learning media to make learning more open, creative, efficient, and dynamic. Therefore, we can keep pace with globalization in national and international education.⁴²

As for the previous research, which is almost identical to this study, the title is "Management of Arabic Language Learning at Nurul Fikri Makassar" which describes the management of learning Arabic language and the obstacles to learning management and its solutions in the institutions that are focused on the majesty of qiroa'ah. While in the researchers who do in the language unit Raudhah Al-Lughah Al-Arabiyyah, researchers focus more on the digital-based management that is applied in that institute in the area of its majesty istima'.

This research will examine the management of learning maharoh istima' in Raudhah Al-Lughah Al-Arabiyyah institution which is under the auspices of the boarding school Annuqayahumenep Madura which applies technology-based Arabic language learning on maharoh istima'. The author considers this title interesting to study because even though Ruadhah Al-Lughah Al-'Arbiyah is under the auspices of a pesantren that lacks technology, it still manages learning on the basis of existing technology. The purpose of this research is to find out how the management of technology-based istima' learning in Raudhah Al-Lughah al-'Arabiyyah Institution which is under the auspices of Annuqayah Islamic boarding school with a semi-modern pesantren base.

B. Method

The approaches used in this study include a qualitative approach that describes the management of the learning of the Arabic language program istima' as well as the use of technology in it. This type of research is a case study with the aim of studying phenomena complex and contextually concerning the management of learning the Arabic language on skills istima' as well as the use of technology in the language unit Raudhah Al-Lughah Al-Arabiyyah. The research site was carried out in Annuqyah Sumenep Madura's training cottage. As for the

³⁸ Aqil Aqil Siroj, *Tasawuf Sebagai Kritik Sosial* (Mizan Pustaka, 2006).

³⁹ Agus Susilo and Sarkowi Sarkowi, "Peran Guru Sejarah Abad 21 Dalam Menghadapi Tantangan Arus Globalisasi," *Historia: Jurnal Pendidik Dan Peneliti Sejarah* 2, no. 1 (2018): 43, <https://doi.org/10.17509/historia.v2i1.11206>.

⁴⁰ Syaumi Safitri, Ani Cahyadi, and Husnul Yaqin, "Inovasi Dan Difusi Pemanfaatan Teknologi Informasi Dalam Manajemen Pendidikan Islam," *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah* 7, no. 4 (2023): 1706, <https://doi.org/10.35931/am.v7i4.2678>.

⁴¹ Ishak Talibo, "FUNGSI MANAJEMEN DALAM PERENCANAAN PEMBELAJARAN," *Jurnal Ilmiah Iqro'* 7 (2013): 161–230, <https://doi.org/10.7788/boehlau.9783412217785.161>.

⁴² Abd Rasyid, "Manajemen Pembelajaran Bahasa Arab Di Mts," *Ukazh: Journal of Arabic Studies* 4, no. 1 (2023): 32–38, <https://doi.org/10.37274/ukazh.v4i1.704>.

Technology-Based Learning Management of Maharah Istima' at Language Unit of Raudhah Al-Lughah Al-Arabiyyah

research techniques used, observations on the implementation of program management, interviews with the head of the language units Raudhah Al-Lughah Al-Arabiyyah and documentation.⁴³

Miles and Huberman's theory is used to analyze data through descriptive analysis techniques. This theory consists of (1) data reduction; (2) data submission; and (3) conclusion-taking or validation. In the process of data reduction, researchers will pick and wrap vital and essential elements to give a clearer picture. Then, the data will be presented in a systematic form so that it is easier to understand, and after that, the researchers will try to draw conclusions based on this data.⁴⁴

C. Findings and Discussion

Based on the analysis of the field of observation and interviews that have taken place with the chairman, administrators, and some members of the institution Raudhah Al-Lughah Al-Arabiyyah Sumenep Madura who apply Arabic language learning with maharah istima'. The researchers analyse completely and thoroughly, adjusting to the facts that occur. The following is a description of the location and management that has been applied by the Raudhah Al-Lughah Al-Arabiyyah institution in the boarding school of Annuqayah Sumenep Madura:

The Raudhah Al-Lughah Al-Arabiyyah language unit is one of the institutions under the auspices of the Annuqayah pesantren hut in the Latee II complex area. This language unit was established in 2003 on the basis of Sanri's love for Arabic language which was coordinated by a senior santri named Hilya Jamal with the assistance of a santri named Maysara. At the beginning of its establishment, they made small activities for learning Arabic, at that time the learning was only memorising vocabulary and Arabic qawaid. However, after a period of time, this activity is increasingly in demand and has an impact on the increasing love of students for Arabic so that it attracted the attention of the caregiver of the boarding school, namely Nafhah Basyir. After a discussion with the caregiver, finally, Nafhah Basyir decided in 2007 to inaugurate an Arabic language learning institution and named it Raudhah Al-Lughah Al-Arabiyyah. hope for this institution to be like Raudhah in Mecca, which always brings benefits and blessings. As the Hadith says, " ما بين بيتي ومنبري روضة من رياض الجنة ".

The purpose of this language unit is to develop and increase the love of Arabic for all students in Annuqayah Islamic boarding school. The activities include four maharaha, namely; Kalam learning by learning muhadasah and requiring daily communication using Arabic. Qiroah learning by getting used to reading Arabic texts including the holding of qiroatul kutub learning activities to hone the ability of students in qiroah skills. Learning maharah kitabah with imla' material for beginners while for advanced members using insya' 'Arabi learning by being guided to make essays or essays in Arabic. As for learning maharah istima' is done by listening to songs, Muhadasah, and others from native Arabic speakers to habituate them to follow the language style of native Arabic speakers.

⁴³ Dimas Assyakurrohim et al., "Metode Studi Kasus Dalam Penelitian Kualitatif," *Jurnal Pendidikan Sains Dan Komputer* 3, no. 01 (2022): 1–9, <https://doi.org/10.47709/jpsk.v3i01.1951>.

⁴⁴ Muhammad Rijal Fadli, "Memahami Desain Metode Penelitian Kualitatif," *Humanika* 21, no. 1 (2021): 33–54, <https://doi.org/10.21831/hum.v21i1.38075>.

Technology-Based Learning Management of Maharah Istima' at Language Unit of Raudhah Al-Lughah Al-Arabiyyah

This research focuses on observing the implementation of Arabic language learning maharah istima' in Raudhah Al-Lughah Al-Arabiyyah at the boarding school Annuqayah Sumenep Madura where the implementation of learning utilises technology. The results of interviews and observations in the field related to the management of Arabic language learning maharah istima, using technology, namely with technological tools used when learning takes place including audio, projectors, laptops, and flash drives. While the most dominant use is audio and flash disk.

Based on the results of interviews and observations about the management of Arabic language learning in the Raudhah Al-Lughah Al-Arabiyyah institution at the Annuqayah Sumenep Madura divided into two parts: every week and every semester. Learning istima' using audio is applied every week twice by listening to music, hiwar, or Arabic stories every class by ustazah (teacher) to train and familiarize members to understand Arabic through hearing Arabic speakers directly in reciting Arabic texts, so that it can be applied in their daily lives through habituation listening to an Arabic nuance that can increase the knowledge of Arabic language members quickly.

While the application of istima' learning is carried out every semester using projectors, laptops, and flash drives that take place in general to all members in each class by providing film, video, or language performances. The members are directed to listen and watch carefully the contents of the screen show and then tell or present the contents of the story through writing using Arabic and the answers are deposited with the education division management. The purpose of this learning is to measure the extent of the development of Arabic language skills, including in maharah istima'.⁴⁵

Meanwhile, the results of research from observations and interviews with tarbiyah administrators and one of the members of this institution found that there were problems or obstacles to the realisation of this program properly, which occurred externally and internally. There are several obstacles from the external side, namely: inadequate facilities in the implementation of istima' learning, especially when learning istima' daily, either the completeness of the tools prepared or the audio used is experiencing interference.⁴⁶ While from the internal side of the obstacles from members when istima' takes place the lack of concentration of members due to the place used for learning is crowded, related to the content of the delivery is less clear and too fast because the istima' material is taken from native Arabic speakers so that it makes it difficult for novice members to digest the conversation, the content of istima' using *ammiyah* language also makes the majority of members difficult because the Arabic language studied usually uses *fushah* language.⁴⁷

Management of learning Arabic language maharah istima' based on technology in Raudhah Al-Lughah Al-Arabiyyah in boarding school Annuqayah Sumenep Madura includes: planning, implementation, and evaluation of learning

⁴⁵ Interview with Rifqotul Hasanah as administrator of the education division at Raudhah Al-Lughah Al-Arabiyyah via whatshap on 19 agustus 2023

⁴⁶ Interview with Willia Fitri member of Raudhah Al-Lughah Al-Arabiyyah via

⁴⁷ Interview with Qurrotul Aini member of Raudhah Al-Lughah Al-Arabiyyah via whatshap on 22 agustus 2023

Technology-Based Learning Management of Maharah Istima' at Language Unit of Raudhah Al-Lughah Al-Arabiyyah

Arabic language in Raudhah Al-Lughah Al-Arabiyyah in boarding school Annuqayah Sumenep Madura. Based on the results of interviews conducted by researchers in getting about the description of the management of learning istima' which is done in the language unit of Raudhah Al-Lughah Al-Arabiyyah of Pesantren Annuqayah Sumenep Madura. The details of the results of the interview are as follows:⁴⁸

Lesson planning for maharah istima'

Based on the results of the interviews we conducted, the planning of istima' learning refers to the points in the management of learning planning in the form of vision-mission and objectives, the learning system, the selection of materials, media and methods, the allocation of implementation time, place, and curriculum. The curriculum of learning istima' refers to the vision-mission of the Raudhah Al-Lughah Al-Arabiyyah language unit, namely;

Vision: To make students capable and have Arabic language proficiency consisting of four skills (speaking, listening, reading, and writing skills). Mission: (1) Enhancing the creativity of Raudhah Al-Lughah Al-Arabiyyah members with various activities related to Arabic language knowledge which includes four skills. (2) deepening the skills and talents of each member with the Raudhah Al-Lughah Al-Arabiyyah language unit.

The purpose of istima' learning in the Raudhah Al-Lughah Al-Arabiyyah language unit is so that students in the Annuqayah Islamic boarding school Sumenep Madura are able to distinguish letter sounds in syllables, words, and sentences, understand the meaning of vocabulary, understand the content of messages in various forms of simple Arabic language styles, express the content of messages in the form of spoken and written language, and students are able to understand and express the content of spoken language.

In the planning stage, a structured learning system is also needed. The istima' learning system in the Raudhah Al-Lughah Al-Arabiyyah language unit includes non-formal learning. The istima' learning programme at Annuqayah pesantren is a programme that has been prepared independently by the Raudhah Al-Lughah Al-Arabiyyah language unit team with components that support the implementation of learning, including;

1. Learning Material

The istima' learning material used by the Raudhah Al-Lughah Al-Arabiyyah language unit refers to the Kitab Al-Arabiyyah Baina Yadaik which is also equipped with audio recordings of native speakers (nathiq) of the material contained in the book. So that it makes it easier for the teacher to convey learning maharah istima'. In addition, the material is also taken from Arabic videos of native speakers on YouTube.

2. Learning Method

The method of learning istima' used in Raudhah Al-Lughah Al-Arabiyyah is direct method (tariqah al-mubasyarah), mixed method (electic method) and audio lingual method (sam'iyah-syafawiyah). Here the teachers are also authorised in determining the methods and models used in learning istima'.

⁴⁸ Interview with Anisah as chairman of the board at Raudhah Al-Lughah Al-Arabiyyah via whatshap on 19 agustus 2023

Technology-Based Learning Management of Maharah Istima' at Language Unit of Raudhah Al-Lughah Al-Arabiyyah

3. Instructional Media

In the process of implementing learning maharah istima' media is needed by the teachers. The media used by the teachers of the Raudhah Al-Lughah Al-Arabiyyah language unit are audio visual, active speakers, LCD projectors, laptops, and flash drives.

4. Time & Place of Learning

The learning of maharah istima' conducted by the Raudhah Al-Lughah Al-Arabiyyah language unit at Annuqayah pesantren takes place twice a week. The time allocation that has been determined at each meeting is according to the material being taught. While the day of implementation is Friday morning at 05.30 WIB and Monday night Tuesday at 19.30 WIB.

As for the location or place of implementation of maharah istima' learning activities carried out by the Raudhah Al-Lughah Al-Arabiyyah language unit at Annuqayah pesantren, it is conditional. Conditionally here sometimes learning takes place in the classroom and outside the classroom, such as on the terrace, courtyard, or in the room. This is due to the limited space at the Annuqayah boarding school. In addition, the implementation of learning and class management is entirely left to the teachers in order to adjust to the needs and effectiveness of learning for students (santri).



Classroom learning



Outdoor learning

Figur 1. learning implementation of maharah istima' along with the description of the place

5. Class Division

In its implementation, the students are divided into several classes according to the levels determined by the Raudhah Al-Lughah Al-Arabiyyah language unit. The levels are *i'dadi*, *mubtadi'*, *mutawassith*, *mutaqaddim*.

Implementation of istima' learning

As what has been done by the Raudhah Al-Lughah Al-Arabiyyah language unit in learning maharah istima', the implementation of learning divides or allocates time into several parts. There are preliminary activities, delivery of material, and closing activities. In the delivery of the material, the teachers use methods that are in accordance with the material presented, and most of the teachers use the method of *sam'iyah shafawiyah*. The form of learning is as follows;

1. Introduction (opener)

Opening activities are usually carried out by the teacher before delivering the material, the teachers usually open with opening greetings, pray together, convey what material will be learned and sing *mufrodat* to remember *mufrodat*.

2. Material delivery

The steps in delivering the material carried out by the teacher are (1) students listen to several pieces of audio recordings then record what they hear (2) the teacher asks who has the most complete notes (3) the teacher repeats the audio/video recording three times (4) and at the end the members must complete the text that is not in accordance with what they heard. Furthermore, after the four stages are completed, the teacher provides a reflection or oral question that must be answered according to the material presented. And before closing the material that has been given, the teacher first gives a conclusion of the material that has been taught and concluded together simultaneously.



Students listen to an audio recording



When students answer the text heard in the audio

Figur 2. The implementation process of technology-based istima' learning

3. Closing

Before the teacher closes istima' learning, the teachers always remind the students to always practice speaking Arabic and remember every material they learn. Furthermore, the teacher ends with a greeting and the students answer it together.

Evaluation of learning istima'

Based on the results of interviews that have been conducted by researchers, the evaluation carried out by the Raudhah Al-Lughah Al-Arabiyah language unit is carried out well because it refers to summative and formative assessments. according to information obtained from this study, learning evaluation is carried out by measuring students' abilities with daily and semester evaluations. In the daily evaluation (every meeting) the teacher directly asks questions to the students about what they have heard. In the evaluation of each semester, the teacher gives questions to measure the ability of istima' and the results of the scores from the istima' exam which become the benchmark for the ability of the students. This learning evaluation is carried out to improve existing deficiencies, which can be used as a reference in making decisions in the future.



Figur 3. Evaluation of technology-based learning of maharah istima'

Technology-Based Learning Management of Maharah Istima' at Language Unit of Raudhah Al-Lughah Al-Arabiyah

The benefit of this research is as a reference material in managing Arabic language learning, especially technology-based maharah istima' learning for formal or non-formal institutions. With this technology-based management of istima' learning, students can access audio material from native Arabic speakers which can train their listening skills and help them get used to hearing and understanding native Arabic speakers. In addition, the management is able to provide new variations that arouse students' enthusiasm and minimise their boredom in learning Arabic because the learning remains current by utilising modern era technology. Besides the implementation of learning management, there are obstacles that often occur, namely the limited facilities that make it possible to maximise technology-based istima' learning but this is not a barrier to the running of digital-based istima' learning in the institution. Therefore, in today's technological age, the use of technology-based media is essential, especially for the foreign language learning process so that learning is more effective and efficient and students can increase their learning levels.

D. Conclusion

From the results of the above research, the researchers can conclude that the management of mastery learning planning istima' in the language unit Raudhah Al-Lughah Al-Arabiyah Pondren Annuqoyah Sumenep Madura is carried out with the measures of planning, implementation, and evaluation. At the planning stage, teachers prepare their learning system, material selection, media as well as methods, implementation time allocation, and location. For learning materials used are the Al-'Arabiyah baina yadaik book as well as video/audio material taken from YouTube. The learning media used is adapted to the needs of the teacher. Special lessons are held on Mondays and Fridays in the courtyard, terrace, or sanctuary. As for the time of learning in accordance with the material taught, it is conditional.

The management of the implementation of the mastery of learning starts with the opening activities of greeting, the delivery of materials to be learned, and inquiry. After that into the activities of delivery of material, the distribution of this material is supported by media based on visual audio technology, active speakers, LCD projectors, laptop/hand phone, and flash disk. And in the final stage is evaluation. The formative evaluation is carried out by the teacher during the process of learning istima; it takes place through the method of questioning and answering.

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