



## **Trends in Arabic Language Course Program Management and its Relevance to Course Development: A Systematic Literature Review**

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### **Abstract**

Trends in Arabic language course program management continue to evolve in response to the increasingly dynamic learning demands of the globalization era. Amidst technological advancements and pedagogical transformations, course program management faces the challenge of remaining relevant and effective in addressing learners' needs. This study aims to analyze trends in Arabic language course management research through a systematic literature review. The main focus of the research includes three aspects: the main trends in Arabic language course management research, the strategies often used, and the relevance of these trends to future program development. Based on the analysis of 15 publications consisting of 13 journal articles, 1 master's thesis, and 1 undergraduate thesis, it was found that research trends concentrated on organizing, planning, implementing, evaluating programs, and using modern technology. Most of the studies used a descriptive qualitative approach to in-depth explore the internal dynamics of course institutions. The results show that frequently used management strategies include top-down approaches in organizing, integrated program planning, utilization of technology, innovative learning methods such as *Mustaqili* and *Quality Function Deployment (QFD)*, and collaboration-based management. Moreover, the relevance of these trends to the future development of course programs confirms the importance of strategic planning, continuous evaluation, technology adoption, and visionary leadership to face global challenges. This research contributes to developing Arabic language course management theory and practice by offering strategic guidelines that educational institutions can implement.

**Keywords :** trends, management, course programs, arabic language, systematic literature review

# Trends in Arabic Language Course Program Management and its Relevance to Course Development: A Systematic Literature Review

## A. Introduction

Arabic language teaching in Indonesia has a vital role in the world of education, especially among the Muslim community, which is the majority in this country.<sup>1</sup> Arabic is not only used as a means of daily communication but also as the primary language in understanding and teaching the teachings of Islam.<sup>2</sup> The Holy Qur'an, the primary source of Islamic teachings, is written in Arabic, so an in-depth understanding of the language is essential for studying religion.<sup>3</sup> Therefore, Arabic language courses have become an indispensable program in Islamic education in Indonesia.

In Indonesia, Arabic language teaching is limited to formal educational institutions such as madrasahs or pesantren and extends to non-formal educational institutions such as Arabic language courses.<sup>4</sup> This course is an option for many people who want to deepen their understanding of Arabic for worship, academic, and professional purposes.<sup>5</sup> Arabic language courses in non-formal institutions are usually organized with a variety of different curricula, which are tailored to the needs of students.<sup>6</sup> In this context, managing the Arabic language course program is critical to ensure learning success and achieving the desired educational goals.

Arabic language course program management includes various aspects that affect the quality of learning. One important aspect of management is curriculum planning, which must be tailored to the goals and needs of learners.<sup>7</sup> A good curriculum should provide comprehensive Arabic knowledge and skills,<sup>8</sup> including listening, speaking, reading, and writing skills, as well as understanding the religious values contained in Arabic.<sup>9</sup> In addition, selecting appropriate teaching methods also determines the effectiveness of the Arabic language course. The methods used should increase learners' learning motivation and facilitate them in achieving the desired language competencies.

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<sup>1</sup> Ahmad Fadhel Syakir Hidayat et al., "Attempts to Unravel and to Overcome The Educational Issues of Nahwu (A Multi-Site Descriptive Study at UINSI Samarinda and UNSIQ Wonosobo)," *Al-Jawhar: Journal of Arabic Language* 2, no. 1 (2024): 1–18.

<sup>2</sup> Ahmad Fadhel Syakir Hidayat et al., "Varian Strategi Belajar Bahasa Arab Pada Mahasiswa Berprestasi Akademik PBA UINSI Samarinda Dalam Perspektif Model Oxford," *Arabia* 15, no. 2 (2024).

<sup>3</sup> Lathifah Al Husna, Ihda Filzafatin Habibah, and Ahmad Fadhel Syakir Hidayat, "تطوير مواد تعليم اللغة العربية على برنامج كانفا لتلاميذ الصف الثامن في المدرسة الثانوية الإسلامية," *Al-Jawhar: Journal of Arabic Language* 1, no. 1 (2023): 14–29.

<sup>4</sup> Lukmanul Hakim, "Sistem Pembelajaran Bahasa Arab Di Lembaga Kursus Dan Pelatihan (LKP) Bahasa Arab Nurul Iman Parung-Bogor," *Ta'limi| Journal of Arabic Education and Arabic Studies* 2, no. 2 (2023): 125–38.

<sup>5</sup> Ratna Sa'idah, "Upaya Menciptakan Pembelajaran Bahasa Arab Yang Bermutu (Studi Atas Pembelajaran Bahasa Arab Di Lembaga Kursus Bahasa Arab 'Al-Farisi' Pare)," *Realita: Jurnal Penelitian Dan Kebudayaan Islam* 15, no. 1 (2017).

<sup>6</sup> Ahmad Zaky, Ade Muhammad Ritonga, and Muhammad Sapii Harahap, "Model Program Pembelajaran Bahasa Arab Non-Formal," *MODELING: Jurnal Program Studi PGMI* 11, no. 2 (2024): 98–110.

<sup>7</sup> Marliza Oktapiani, "Perencanaan Kurikulum Tingkat Satuan Pendidikan Di Indonesia," *Tahdzib Al-Akhlaq: Jurnal Pendidikan Islam* 2, no. 1 (2019): 71–102.

<sup>8</sup> Muhammad Afthon Ulin Nuha and Faedurrohman Faedurrohman, "Manajemen Perencanaan Kurikulum Bahasa Arab (Tinjauan Ontologi, Epistemologi Dan Aksiologi)," *Al-Muyassar: Journal of Arabic Education* 1, no. 2 (2022): 135–47.

<sup>9</sup> Ahmad Fadhel Syakir Hidayat, "'Al-Arabiyyah Baina Yadaik' Textbook (An Evaluative Descriptive Analysis Study)" (Universitas Islam Negeri Alauddin Makassar, 2019).

## Trends in Arabic Language Course Program Management and its Relevance to Course Development: A Systematic Literature Review

However, in addition to the curriculum and method aspects, another challenge in Arabic language course program management is the management of limited resources in terms of teachers, facilities, and learning technology.<sup>10</sup> Managing qualified teaching staff is one of the primary keys to the success of Arabic language courses.<sup>11</sup> Teachers who are competent and experienced in teaching Arabic will be able to provide effective learning and motivate learners. In addition, adequate facilities, such as comfortable classrooms and complete learning resources, will support the teaching and learning process.

On the other hand, the development of information technology has also had a significant impact on the management of Arabic language course programs.<sup>12</sup> The use of technology in learning, such as e-learning platforms and language learning applications, allows learners to learn Arabic flexibly, anytime, and anywhere.<sup>13</sup> However, the challenge in this case is how course institutions can make good use of technology to support learning. Inappropriate or less than optimal use of technology can actually hinder the learning process.

Along with the increasing demand for Arabic language courses, educational institutions face new challenges in effective program management. In this context, previous studies have explored various management strategies, such as learner needs-based curriculum development, faculty training, and the utilization of technology in the learning process. However, there is an urgent need to compile a systematic literature review that can summarize the main trends in this research and provide more holistic insights. Through a systematic literature review approach, this study will map the various related publications, identify research gaps, and offer new perspectives in the field of Arabic language course program management. This approach allows for a comprehensive analysis of the existing literature, thus making a significant contribution to the development of theory and practice.

Through a review of the existing literature, this article will identify the main themes discussed in research related to Arabic language course management, including the challenges faced, strategies proposed, and solutions provided by researchers. As such, this article is expected to provide a clearer picture of the state of Arabic language course management in Indonesia. This research is also expected to fill the knowledge gap regarding Arabic language course management as it relates to the non-formal education context in Indonesia.

In addition, this article will discuss various factors that affect the success of Arabic language course management, such as the role of course managers in designing effective programs, human resource management, and the importance

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<sup>10</sup> M Adlin Manik, "Tantangan Manajemen Pendidikan Islam Dalam Menghadapi Era Globalisasi," *Ihya Al-Arabiyah: Jurnal Pendidikan Bahasa Dan Sastra Arab* 2, no. 1 (2016).

<sup>11</sup> Rofiqoh Setianingsih and A Syahid Robbani, "Problematika Pembelajaran Bahasa Arab: Studi Kasus Pada Siswa Sanggar Bimbingan Permai Penang Malaysia," *Diglosia: Jurnal Kajian Bahasa, Sastra, Dan Pengajarannya* 7, no. 4 (2024): 655–64.

<sup>12</sup> Syindi Oktaviani R Tolinggi, "Pembelajaran Bahasa Arab Di Indonesia Pada Era Revolusi Teknologi Tak Terbatas (Strengths, Weaknesses, Opportunities, And Threats)," *An Nabighoh* 23, no. 1 (2021): 33–50.

<sup>13</sup> Achmad Sirojul Munir and Muassomah Muassomah, "Pembelajaran Bahasa Arab Di Era Pandemi: Implementasi e-Learning Di Sekolah Dasar Islamic Global School Kota Malang," *Lisanul Arab: Journal of Arabic Learning and Teaching* 10, no. 1 (2021): 93–102.

## Trends in Arabic Language Course Program Management and its Relevance to Course Development: A Systematic Literature Review

of continuous learning evaluation. A good evaluation will help identify shortcomings in the learning process and provide room for improvement in the future. In this context, this study aims to highlight the importance of structured and planned management in achieving better Arabic language education goals.

Based on the findings in previous research, this article will also identify key trends in the management of Arabic language course programs. For example, there is a tendency to adopt a more flexible and technology-based approach, which allows learners to learn independently or by distance learning. This provides new challenges for course managers to ensure that the quality of learning is maintained despite the use of technology. Therefore, the purpose of this study is to determine the research trend of Arabic language course program management from 2015-2024.

### B. Method

This research uses a qualitative approach with a library research method. The data collection method was conducted through Systematic Literature Review (SLR). This method was chosen for its ability to apply a comprehensive, rigorous, and systematic approach to reviewing the literature in depth. This ensures a thorough understanding of the topic by synthesizing previous research, which expands the knowledge base on the subject matter.<sup>14</sup> This method includes defining straightforward research questions, using specific keywords for literature searches, and applying criteria to select studies, which increases the completeness of the review.<sup>15</sup> According to Vårheim et al., the SLR approach is essential to ensure credible research results through thorough searches and transparent procedures.<sup>16</sup> The steps taken are as follows:

*First*, Determining the Scope of the Review: The first step is to establish the scope of the review with explicit criteria to limit the direction of the research. The object of research in this study is articles that discuss research trends in Arabic language course program management. The focus of the research is directed at identifying the main trends, the management strategies used, and the relevance of the research to the development of Arabic language course programs. Based on this scope, three Research Questions (RQ) were formulated: RQ1: What are the main trends in Arabic language course program management research? RQ2: What management strategies are most frequently used in Arabic language course programs? RQ3: How relevant are these trends to the development of Arabic language course programs in the future?

*Second*, a literature search was conducted using specific keywords to obtain relevant data. The keywords used in this study include “course program management,” “Arabic language,” and “systematic literature review.” The database used was Google Scholar. By utilizing search strings such as the

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<sup>14</sup> Ayesha Amjad, Piotr Kordel, and Gabriela Fernandes, “The Systematic Review in the Field of Management Sciences,” *Zeszyty Naukowe. Organizacja i Zarządzanie/Politechnika Śląska*, 2023.

<sup>15</sup> Asad Hussain et al., “Computer Malware Classification, Factors, and Detection Techniques: A Systematic Literature Review (SLR),” *International Journal of Innovations in Science & Technology* 4, no. 3 (2022): 899–918.

<sup>16</sup> Andreas Vårheim, Roswitha Skare, and Noah Lenstra, “Examining Libraries as Public Sphere Institutions: Mapping Questions, Methods, Theories, Findings, and Research Gaps,” *Library & Information Science Research* 41, no. 2 (2019): 93–101.

## Trends in Arabic Language Course Program Management and its Relevance to Course Development: A Systematic Literature Review

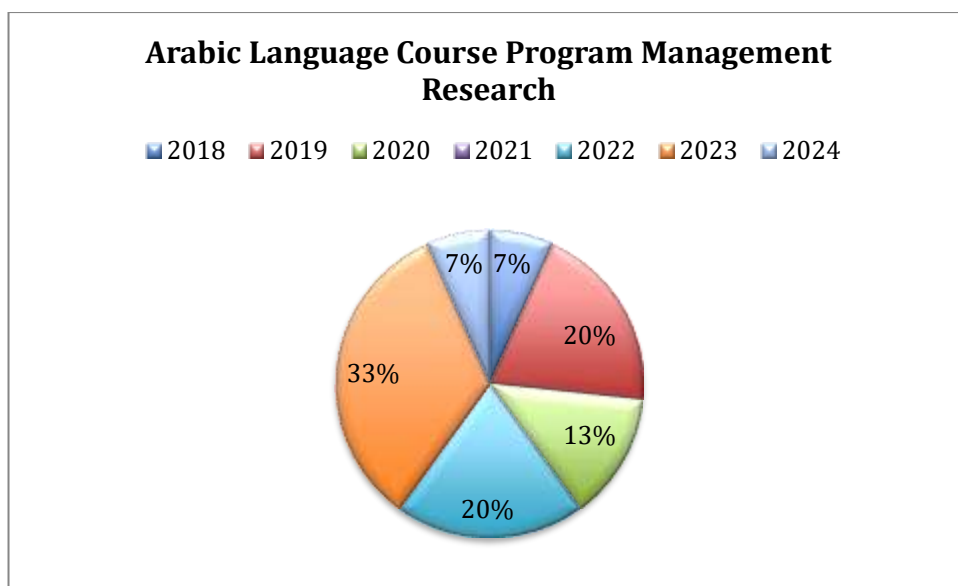
combination of the words “program management,” “Arabic course,” and “SLR,” the author identified a total of 38 articles. The collected literature consisted of journal articles, conference proceedings, books, and other relevant research documents.

Third, in the Literature Screening Stage, screening was carried out based on the principles of inclusion and exclusion. The screening criteria include: 1) the article must be relevant to the research theme, which discusses the management of Arabic language course programs. 2) articles must be published between 2015 and 2024 to ensure novelty. Inaccessible articles were excluded from the analysis. After screening through title and abstract analysis, 15 primary articles were obtained to be used as primary data sources. The literature that passed the selection consisted of articles that all used a qualitative approach, totaling 15 relevant articles.

Fourth, Data Analysis Stages, the analysis was carried out using a qualitative approach with the Miles and Huberman data analysis model, which involved three main stages: data reduction, data presentation, and conclusion drawing.<sup>17</sup> The content analysis method is used to explore the data obtained so that researchers can compile findings in accordance with the formulation of Research Questions. The data that has been analyzed is then summarized to provide an overall picture of the research trends in Arabic language course program management.

### C. Findings and Discussion

As a first step to understanding the temporal trend of the research that is the focus of this study, the following diagram presents the distribution of research based on the year of publication. This diagram aims to show the dynamics and development of the number of studies related to the management of Arabic language course programs from year to year. This distribution is expected to provide initial insight into the active period of research in this field as well as trends that may emerge over time. The picture is as follows:



<sup>17</sup> Matthew B. Miles, A. Michael Huberman, and Johnny Saldaña, *Qualitative Data Analysis. A Methods Sourcebook* (California: SAGE Publications, 2020).



## Trends in Arabic Language Course Program Management and its Relevance to Course Development: A Systematic Literature Review

**Figure 1. Vulnerable Research Data Acquisition 2015 - 2024**

The year distribution diagram shows that the total research that is the focus of this study amounts to 15 publications. The distribution of these studies can be described as follows: In 2018, there was 1 study; this number increased to 3 studies in 2019. In 2020, the number of studies decreased slightly to 2 studies. Furthermore, no research was found in 2021, but in 2022, the number increased again to 3 studies. The peak occurred in 2023 with five studies before declining again to 1 study in 2024.

When viewed by publication type, the majority of the research consisted of journal articles with 13 publications. At the same time, the other 2 were academic scientific papers, namely one master's thesis and one undergraduate thesis. This data shows that journal articles dominate as the primary medium of publication on this topic, with a significant contribution to the available literature.

### **RQ1: What are the main trends in Arabic language course management research ?**

Before presenting the table, it is important to provide an overview of the main trends in Arabic course management research. Based on the analysis of the existing literature, this research shows that four main focuses are highlighted in the study of Arabic language course management. The first focus is organization and management structure, which includes aspects of organizational management and collaboration between elements of the course institution. The second focus is program planning, which involves curriculum design, activity planning, and resource management. The third focus is program implementation and evaluation, which includes program implementation, problem identification, and success evaluation. Finally, the use of new technologies and learning methods, such as online-based management and the application of innovative methods, is also a growing theme in related research.

These trends reflect the dynamic development of Arabic language course management, which continues to adapt to the existing needs and challenges, both in the internal aspects of course institutions and in the utilization of technology in education. To provide a clearer picture, the following table summarizes the year distribution and type of publication of the studies that are the focus of this study.

**Table 1. Map of Types of Research on Arabic Language Course Program Management**

| No | Author     | Year | Type             | Topic  | Approach                  |
|----|------------|------|------------------|--|---------------------------|
| 1. | Umam et al | 2019 | journal articles | Manajemen Pengorganisasian Program Kursus Markaz Bahasa Arab Darul Lughah Waddirasat Islamiyah | Qualitative (Descriptive) |
| 2. | Roviin     | 2020 | journal articles | Manajemen Program Kursus Intensif Bahasa Arab: Studi Pada Metode Mustaqilli                    | Qualitative (Descriptive) |
| 3. | Rahmawati  | 2018 | journal articles | Manajemen Pengorganisasian Program Kursus Bahasa Arab di Pare Kediri                           | Qualitative (Descriptive) |

**Trends in Arabic Language Course Program Management and its Relevance to Course Development: A Systematic Literature Review**

|     |                    |      |                  |   |                                  |
|-----|--------------------|------|------------------|---|----------------------------------|
| 4.  | Rosyid et al       | 2019 | journal articles | Manajemen Perencanaan Pembelajaran Aktif di Lembaga Kursus Bahasa Arab Al-Azhar Pare Kediri   | Qualitative (Descriptive)        |
| 5.  | Rum                | 2019 | master's thesis  | Penerapan Metode Quality Function Deployment Pada Sistem Informasi Manajemen Pelatihan Pengajar Di Lembaga Kursus Dan Pelatihan Tar-Q Bandung | Qualitative (Descriptive)        |
| 6.  | Yolanda & Mufidah  | 2023 | journal articles | Manajamen Pengorganisasian Program Kursus Bahasa Arab Leesan Arabic Pekanbaru   | Kualitatif Deskriptif (Lapangan) |
| 7.  | Rusdiman et al     | 2023 | journal articles | Manajemen Pengorganisasian Program Kursus Baca Kitab di Parappe   | Qualitative (Descriptive)        |
| 8.  | Nada et al         | 2022 | journal articles | Manajemen Pengorganisasian Program Bahasa Arab 1 Bulan di Lembaga Kursus Kampung Inggris  | Qualitative (Descriptive)        |
| 9.  | Akbar & Prasetyo   | 2022 | journal articles | Manajemen Pengorganisasian Program Kursus Bahasa Arab di Akademik Almadinah   | Qualitative (Descriptive)        |
| 10. | Bariyah & Nurlaila | 2023 | journal articles | Manajemen Pelaksanaan Program Kursus Bahasa Arab Intensif Di Pondok Pesantren Darul Lughah Wa Al-Dirasat Al-Islamiyah                         | Qualitative (Descriptive)        |
| 11. | Azhari et al       | 2022 | journal articles | Manajemen Mutu Program Kallimni pada Kelas Online Kursus Bahasa Arab Al-Azhar Pare  | Qualitative (Descriptive)        |
| 12. | Iskandar & Widyas  | 2020 | journal articles | Analisis Manajemen Lembaga Bahasa Arab dalam Meningkatkan Kualitas Pembelajaran   | Qualitative (Case Study)         |
| 13. | Ichwani et al      | 2023 | journal articles | Analisis Manajemen Program Bahasa Arab Metode Mustaqili di Lembaga Kursus Pondok Pesantren Miftahul Huda Gading Malang                        | Qualitative (Descriptive)        |

## Trends in Arabic Language Course Program Management and its Relevance to Course Development: A Systematic Literature Review

|     |              |      |                      |  |                           |
|-----|--------------|------|----------------------|--|---------------------------|
| 14. | Anisah et al | 2024 | journal articles     | Manajemen Program Mahir Bahasa Arab di Lembaga Kursus Naatiq | Qualitative (Descriptive) |
| 15. | Petricia     | 2023 | undergraduate thesis | Manajemen Kursus Bahasa Arab Online di Lembaga SAIN          | Qualitative (Descriptive) |

Research focus trends in Arabic language course program management include several areas that are interrelated and crucial to the success of the program. One of the main trends most often discussed is the organization and management structure of course institutions. Much of the research in this area focuses on how course institutions manage their organizational structure, division of tasks, and collaboration between elements within it. In research conducted by Umam,<sup>18</sup> Rahmawati,<sup>19</sup> Yolanda,<sup>20</sup> Rusdiman,<sup>21</sup> Nada,<sup>22</sup> dan Akbar,<sup>23</sup> emphasis is placed on how the division of responsibilities among teaching staff and course managers can create effective communication and ensure smooth course operations. The various organizational models found, whether top-down, hierarchical, or more flexible, show how important the management of structure is in the success of the program.

In addition, program planning became the next important focus, with many studies addressing curriculum design, activity planning, and management of resources needed to run the course. Research from Rosyid,<sup>24</sup> Yolanda,<sup>25</sup> Nada,<sup>26</sup> Azhari,<sup>27</sup> Iskandar,<sup>28</sup> Anisah,<sup>29</sup> dan Petricia,<sup>30</sup> highlight how course institutions

<sup>18</sup> Islahel Umam, Moh Hasin, and Zakiyah Arifa, "Manajemen Pengorganisasian Program Kursus Markaz Bahasa Arab Darul Lughah Waddirasat Islamiyah," *An Nabighoh* 21, no. 01 (2019): 43–60.

<sup>19</sup> Alvi Dyah Rahmawati, "Manajemen Pengorganisasian Program Kursus Bahasa Arab Di Pare Kediri," *Arabi: Journal of Arabic Studies* 3, no. 1 (2018): 52–60.

<sup>20</sup> Refiyana Yolanda and Nuril Mufidah, "Manajemen Pengorganisasian Program Kursus Bahasa Arab Leesan Arabic Pekanbaru," *Al-Jawhar: Journal of Arabic Language* 1, no. 2 (2023): 105–16, <https://doi.org/10.69493/ajoa.v1i2.19>.

<sup>21</sup> Rusdiman B Rusdiman and Z Husna, "Manajemen Pengorganisasian Program Kursus Baca Kitab Di Parappe: Program Kursus Baca Kitab," *Al-MUALLAQAT* 2, no. 2 (2023): 26–35.

<sup>22</sup> Fiki Qotrun Nada, Afifah Shofia Faradisa, and Nur Kholid, "Manajemen Pengorganisasian Program Bahasa Arab 1 Bulan Di Lembaga Kursus Kampung Inggris," *Dirasat: Jurnal Manajemen Dan Pendidikan Islam* 8, no. 2 (2022): 206–17, <https://doi.org/10.26594/dirasat.v8i2.3066>.

<sup>23</sup> Ghufuran Akbar and Bambang Budi Prasetyo, "Manajemen Pengorganisasian Program Kursus Bahasa Arab Di Akademik Almadinah," *Taqdir* 8, no. 1 (2022): 19–33, <https://doi.org/10.19109/taqdir.v8i1.9150>.

<sup>24</sup> Muhammad Kholilur Rosyid et al., "Manajemen Perencanaan Pembelajaran Aktif Di Lembaga Kursus Bahasa Arab Al-Azhar Pare Kediri," *Lisania; Journal of Arabic Education and Literature* 3, no. 1 (2019): 1–20.

<sup>25</sup> Yolanda and Mufidah, "Manajemen Pengorganisasian Program Kursus Bahasa Arab Leesan Arabic Pekanbaru."

<sup>26</sup> Nada, Faradisa, and Kholid, "Manajemen Pengorganisasian Program Bahasa Arab 1 Bulan Di Lembaga Kursus Kampung Inggris."

<sup>27</sup> Ahmad Azhari, Gesbi Rizqan Rahman Arief, and Danial Hilmi, "Manajemen Mutu Program Kallimni Pada Kelas Online Kursus Bahasa Arab Al-Azhar Pare," *Al-Fathin: Jurnal Bahasa Dan Sastra Arab* 5, no. 02 (2022): 257–71.

<sup>28</sup> Isman Iskandar and Sri Widyastri, "Analisis Manajemen Lembaga Bahasa Arab Dalam Meningkatkan Kualitas Pembelajaran," *An Naba* 3, no. 2 (2020): 84–94.

<sup>29</sup> Suria Anisah, Safira Naili Alkamala, and Meidias Abror Wicaksono, "Manajemen Program Mahir Bahasa Arab Di Lembaga Kursus Naatiq," *Al-Wasil* 2, no. 2 (2024): 99–110.



## Trends in Arabic Language Course Program Management and its Relevance to Course Development: A Systematic Literature Review

design programs that suit student needs and current teaching trends. These include an emphasis on tailoring materials to students' ability levels and planning that actively involves managers and teachers to ensure the quality of education.

Program implementation and evaluation are also an integral part of Arabic language course management research. Many studies, such as those conducted by Nada,<sup>31</sup> Bariyah,<sup>32</sup> Azhari,<sup>33</sup> Ichwani,<sup>34</sup> Anisah,<sup>35</sup> dan Petricia,<sup>36</sup> focus on how course programs are implemented and the extent to which evaluations are conducted to identify problems and assess success. Assessments conducted using test-based approaches, observation, or direct feedback from students provide a more objective view of the effectiveness of the curriculum.

A final trend that is gaining increasing attention is the use of technology and new learning methods in Arabic course management. Research conducted by Roviin,<sup>37</sup> Rum,<sup>38</sup> Akbar,<sup>39</sup> dan Petricia,<sup>40</sup> shows that the utilization of online-based technologies, such as online learning management systems and the use of communication applications, is increasingly becoming an important part of course operations. Innovative methods, such as the Mustaqili Method or Quality Function Deployment (QFD), integrated into program management, also show how technology can improve the efficiency and quality of learning, as well as enable course institutions to reach more students more flexibly. Overall, the trends in research focus on Arabic course management reflect an increasingly dynamic development, with a more holistic approach to organizing, planning, implementing, evaluating, and using technology in support of effective learning.

Trends based on research methods: most research in Arabic language course program management uses a qualitative approach, with descriptive methods that prioritize in-depth exploration of various managerial aspects, such as program planning, implementation, and evaluation. This approach allows researchers to comprehensively understand the internal dynamics of the course institution, identify challenges faced, and explore solutions that might be applied in specific contexts. These studies focus more on in-depth analysis and holistic understanding

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<sup>30</sup> Petricia, "Manajemen Kursus Bahasa Arab Online Di Lembaga SAIN" (2023).

<sup>31</sup> Nada, Faradisa, and Kholid, "Manajemen Pengorganisasian Program Bahasa Arab 1 Bulan Di Lembaga Kursus Kampung Inggris."

<sup>32</sup> Nurlaila Khoirul Bariyah, "Manajemen Pelaksanaan Program Kursus Bahasa Arab Intensif" 1, no. 01 (2023): 106–35.

<sup>33</sup> Azhari, Arief, and Hilmi, "Manajemen Mutu Program Kallimni Pada Kelas Online Kursus Bahasa Arab Al-Azhar Pare."

<sup>34</sup> Imron Ichwani et al., "Analisis Manajemen Program Bahasa Arab Metode Mustaqili Di Lembaga Kursus Pondok Pesantren Miftahul Huda Gading Malang," *Al Maghazi: Arabic Language in Higher Education* 1, no. 2 (2023): 77–87.

<sup>35</sup> Anisah, Alkamala, and Wicaksono, "Manajemen Program Mahir Bahasa Arab Di Lembaga Kursus Naatiq."

<sup>36</sup> Petricia, "Manajemen Kursus Bahasa Arab Online Di Lembaga SAIN."

<sup>37</sup> Roviin Roviin, "Manajemen Program Kursus Intensif Bahasa Arab: Studi Pada Metode Mustaqili," *AL-TANZIM: Jurnal Manajemen Pendidikan Islam* 4, no. 2 (2020): 236–46.

<sup>38</sup> Muhammad Rum, "Penerapan Metode Quality Function Deployment Pada Sistem Informasi Manajemen Pelatihan Pengajar Di Lembaga Kursus Dan Pelatihan Tar-Q Bandung" (Universitas Komputer Indonesia, 2019).

<sup>39</sup> Akbar and Prasetyo, "Manajemen Pengorganisasian Program Kursus Bahasa Arab Di Akademik Almadinah."

<sup>40</sup> Petricia, "Manajemen Kursus Bahasa Arab Online Di Lembaga SAIN."

## Trends in Arabic Language Course Program Management and its Relevance to Course Development: A Systematic Literature Review

rather than quantitative measurement, meaning that the main aim of the research is to provide contextual insights that can be used to improve managerial practices and the quality of course programs.

Trends in the context of program delivery: there are several contexts of program delivery forms that are often the focus of Arabic language course management research, including 1) intensive programs: many studies highlight intensive Arabic language programs,<sup>41</sup> which aim to accelerate language acquisition in a short period. such programs often involve a more structured approach and focus on achieving competencies in a limited amount of time.<sup>42</sup> these intensive programs attract attention due to the challenges in managing the tight learning time as well as adjusting to the individual needs of participants.<sup>43</sup> 2) online courses: the emergence of online-based trends in course management indicates a paradigm shift in Arabic language education.<sup>44</sup> many studies explore the challenges and advantages of online courses, such as increased flexibility, accessibility, as well as potential operational cost savings.<sup>45</sup> This trend is accelerated by the development of educational technology that allows for more effective interaction between teachers and participants. However, there are challenges in terms of participant engagement and managing the quality of materials.<sup>46</sup> 3) Management in pesantren: several studies highlight the management of courses integrated with education in pesantren, which shows the diversity of approaches in religious and language education.<sup>47</sup> management of Arabic language courses in pesantren demands compatibility between religious values and the Arabic academic curriculum.<sup>48</sup> This research provides insight into how course management in religious educational institutions plays a role in shaping the character and competence of learners.

### **RQ2: What management strategies are most commonly used in Arabic language course programs ?**

Several management strategies are widely used in Arabic language course programs. Below is an in-depth explanation of these strategies, along with specific quotes from relevant research:

1) Top-down approach in organizing: many Arabic language course institutions use a top-down managerial approach in organizing and distributing tasks.<sup>49</sup> This approach emphasizes the role of the leadership in formulating policies, designing the curriculum, as well as ensuring consistent implementation

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<sup>41</sup> Nada, Faradisa, and Kholid, "Manajemen Pengorganisasian Program Bahasa Arab 1 Bulan Di Lembaga Kursus Kampung Inggris."

<sup>42</sup> Khoirul Bariyah, "Manajemen Pelaksanaan Program Kursus Bahasa Arab Intensif."

<sup>43</sup> Ichwani et al., "Analisis Manajemen Program Bahasa Arab Metode Mustaqili Di Lembaga Kursus Pondok Pesantren Miftahul Huda Gading Malang."

<sup>44</sup> Akbar and Prasetyo, "Manajemen Pengorganisasian Program Kursus Bahasa Arab Di Akademik Almadinah."

<sup>45</sup> Azhari, Arief, and Hilmi, "Manajemen Mutu Program Kallimni Pada Kelas Online Kursus Bahasa Arab Al-Azhar Pare."

<sup>46</sup> Petricia, "Manajemen Kursus Bahasa Arab Online Di Lembaga SAIN."

<sup>47</sup> Khoirul Bariyah, "Manajemen Pelaksanaan Program Kursus Bahasa Arab Intensif."

<sup>48</sup> Ichwani et al., "Analisis Manajemen Program Bahasa Arab Metode Mustaqili Di Lembaga Kursus Pondok Pesantren Miftahul Huda Gading Malang."

<sup>49</sup> Umam, Hasin, and Arifa, "Manajemen Pengorganisasian Program Kursus Markaz Bahasa Arab Darul Lughah Waddirasat Islamiyah."

## Trends in Arabic Language Course Program Management and its Relevance to Course Development: A Systematic Literature Review

at the level.<sup>50</sup> This approach was found in research conducted in institutions such as Al-Azhar Pare, which emphasized the importance of structured planning and strict supervision by the leadership of the institution.<sup>51</sup> This strategy is effective in ensuring uniformity of goals and clear direction in the course program.

2) Integrated and systematic program planning, most studies show that careful planning, both in terms of curriculum and learning activities, is one of the main strategies applied in the management of Arabic language course programs.<sup>52</sup> Integrated planning includes determining teaching materials that suit the needs of participants,<sup>53</sup> allocating appropriate resources to support the smooth running of the program,<sup>54</sup> as well as setting efficient schedules to maximize learning outcomes.<sup>55</sup> It also involves regular monitoring to ensure that planning can be appropriately implemented and adjusted to the dynamics at hand.<sup>56</sup>

3) Utilization of technology in learning and management. In the digital era, the use of technology has become one of the main strategies in the management of Arabic language courses. Online platforms and learning applications used in the course allow flexibility in the delivery of materials and program management.<sup>57</sup> This technology also helps managers in managing administration and monitoring the progress of course participants more efficiently.<sup>58</sup>

4) the application of innovative learning methods: some Arabic language course institutions apply innovative learning methods to improve the effectiveness of the teaching-learning process. One method that is often raised is the *Mustaqili* method, which emphasizes independent learning and active involvement of participants in the learning process.<sup>59</sup> This method is designed to develop participants' practical skills in using Arabic directly in various communication contexts.<sup>60</sup> In addition, the Quality Function Deployment (QFD) method is also one of the approaches used to improve the quality of learning. QFD allows program managers to systematically analyze the needs of course participants and design a program that meets their expectations. This method helps identify areas that require improvement and prioritize program management, resulting in more optimal learning outcomes.<sup>61</sup>

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<sup>50</sup> Yolanda and Mufidah, "Manajemen Pengorganisasian Program Kursus Bahasa Arab Leesan Arabic Pekanbaru."

<sup>51</sup> Rahmawati, "Manajemen Pengorganisasian Program Kursus Bahasa Arab Di Pare Kediri."

<sup>52</sup> Rosyid et al., "Manajemen Perencanaan Pembelajaran Aktif Di Lembaga Kursus Bahasa Arab Al-Azhar Pare Kediri."

<sup>53</sup> Yolanda and Mufidah, "Manajemen Pengorganisasian Program Kursus Bahasa Arab Leesan Arabic Pekanbaru."

<sup>54</sup> Nada, Faradisa, and Kholid, "Manajemen Pengorganisasian Program Bahasa Arab 1 Bulan Di Lembaga Kursus Kampung Inggris."

<sup>55</sup> Rosyid et al., "Manajemen Perencanaan Pembelajaran Aktif Di Lembaga Kursus Bahasa Arab Al-Azhar Pare Kediri."

<sup>56</sup> Petricia, "Manajemen Kursus Bahasa Arab Online Di Lembaga SAIN."

<sup>57</sup> Rum, "Penerapan Metode Quality Function Deployment Pada Sistem Informasi Manajemen Pelatihan Pengajar Di Lembaga Kursus Dan Pelatihan Tar-Q Bandung."

<sup>58</sup> Petricia, "Manajemen Kursus Bahasa Arab Online Di Lembaga SAIN."

<sup>59</sup> Roviin, "Manajemen Program Kursus Intensif Bahasa Arab: Studi Pada Metode *Mustaqilli*."

<sup>60</sup> Ichwani et al., "Analisis Manajemen Program Bahasa Arab Metode *Mustaqili* Di Lembaga Kursus Pondok Pesantren Miftahul Huda Gading Malang."

<sup>61</sup> Rum, "Penerapan Metode Quality Function Deployment Pada Sistem Informasi Manajemen Pelatihan Pengajar Di Lembaga Kursus Dan Pelatihan Tar-Q Bandung."

## Trends in Arabic Language Course Program Management and its Relevance to Course Development: A Systematic Literature Review

5) Collaboration-based program management: several studies show that collaboration between program managers, teachers, and participants is also a key strategy in creating a conducive learning atmosphere. This collaboration ensures that every element in the course program is involved in the planning, implementation, and evaluation process. This improves the quality of learning and helps managers to understand better the needs of participants as well as tailor the curriculum to the learning objectives to be achieved.<sup>62</sup>

### **RQ3: How relevant are these trends to the development of Arabic language course programs?**

The relevance of these trends confirms the importance of a holistic approach in the management of Arabic language courses to address future educational challenges. A combination of strategic planning, continuous evaluation, utilization of modern technology, innovative learning methods, and effective leadership are the main foundations to ensure program success. In terms of strategic planning, course institutions need to adapt the program to the needs of increasingly diverse learners, both in terms of learning objectives, cultural backgrounds, and expectations of learning outcomes.

This includes designing relevant curricula, managing resources efficiently, and developing programs that are flexible to deal with global dynamics. With in-depth data analysis of program effectiveness, institutions can identify challenges and opportunities to improve the quality of learning. Evaluation also enables institutions to be more responsive to the changing needs of participants and technological developments.

In the digital era, the utilization of technologies such as online learning platforms, artificial intelligence, and cloud-based learning management systems will be key components. These technologies not only allow learning to be more flexible and inclusive but also open up opportunities for cross-border collaboration that enrich the learning experience. Innovative learning methods, such as the *Mustaqili* approach or the application of Quality Function Deployment (QFD), provide opportunities to create more personalized, effective, and participant-driven learning experiences.

The development of new methods such as gamification, adaptive learning, or the integration of augmented reality technology can be a new direction in learning innovation. In addition, effective leadership is a very important factor. Institutional leaders must be able to present a clear vision, build solid collaboration between elements of the institution, and encourage a culture of innovation. With good governance, institutions can optimize the potential of their human and material resources. In facing global challenges, Arabic language course institutions need not only to adapt but also to become pioneers in developing programs that are relevant, innovative, and competitive at the international level. By integrating this comprehensive approach, Arabic language courses can continue to thrive as an effective educational solution and contribute to the improvement of Arabic literacy globally.

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<sup>62</sup> Akbar and Prasetyo, "Manajemen Pengorganisasian Program Kursus Bahasa Arab Di Akademik Almadinah."

# Trends in Arabic Language Course Program Management and its Relevance to Course Development: A Systematic Literature Review

## D. Conclusion

This research reveals the developmental dynamics of Arabic language course management, which includes fluctuations in the number of publications, the dominance of journal articles as the primary medium, and a focus on four main areas: organization and management structure, program planning, implementation, and evaluation, and the use of new learning technologies and methods. Most studies used a descriptive qualitative approach, allowing for an in-depth exploration of managerial aspects. In addition, program delivery contexts such as intensive programs, online courses, and management in pesantren show a diversity of approaches that are adaptive to learners' needs. Management strategies that are often used in Arabic language course programs include top-down approaches to ensure policy uniformity, integrated planning that focuses on curriculum and resources, utilization of technology for management efficiency, innovative learning methods such as *Mustaqili* and QFD to improve learning quality, and collaboration-based management that involves managers, teachers, and participants to achieve program goals optimally. Trends in Arabic language course management are relevant for future development with a focus on strategic planning, continuous evaluation, utilization of modern technology, and innovative learning methods. Visionary and adaptive leadership supports innovation, ensuring the program remains relevant and competitive and contributes to global Arabic literacy.

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