

Arabic Curriculum Management Using George R. Terry's POAC Model in an Indonesian Islamic Boarding Senior High School

Muhammad Fadhil Hadziq¹, Sri Jomila Oktari², Bulqis³, Desi Hariyanti Harahap⁴, Alfiansyah Topandi Harahap⁵, Muhammad Aqil Abror⁶, Muhammad Ilham⁷

^{1,2,3,4,6} Universitas Islam Negeri Maulana Malik Ibrahim Malang, ⁵Pondok Modern Lembah Arafah Bogor, ⁷International University of Africa

ARTICLE INFO

Article history:

Received June 21, 2026

Revised July 08, 2026

Accepted July 31, 2026

Available online July, 2026

Kata Kunci:

manajemen kurikulum bahasa Arab, teori POAC, pondok pesantren modern

Keywords:

Arabic curriculum management, POAC theory, modern Islamic boarding school



This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.

Copyright © 2022 by Author. Published by Universitas Singaperbangsa Karawang.

ABSTRAK

Implementasi Kurikulum Merdeka telah membawa perubahan signifikan dalam pengelolaan pembelajaran bahasa Arab di lembaga berbasis pesantren, sehingga membutuhkan tata kelola kurikulum yang sistematis. Penelitian ini mengkaji manajemen kurikulum bahasa Arab di SMA Pesantren Modern Lembah Arafah Bogor dengan menggunakan kerangka POAC dari George R. Terry. Tujuan penelitian ini adalah untuk menganalisis aspek perencanaan, pengorganisasian, pelaksanaan, dan pengawasan kurikulum bahasa Arab dalam sistem terpadu yang menggabungkan kurikulum nasional dan kurikulum pesantren. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian studi kasus. Data dikumpulkan melalui wawancara mendalam dan dokumentasi yang melibatkan kepala sekolah dan guru bahasa Arab, kemudian dianalisis menggunakan model Miles, Huberman, dan Saldana dengan teknik triangulasi untuk menjamin keabsahan data. Hasil penelitian menunjukkan bahwa perencanaan kurikulum dilakukan melalui rapat tahunan dan In-House Training yang berfokus pada tujuan pembelajaran, materi, dan kompetensi bahasa Arab; pengorganisasian dilakukan melalui pembagian tugas yang jelas dan koordinasi berkelanjutan antar pemangku kepentingan meskipun masih terdapat keterbatasan fasilitas; pelaksanaan diwujudkan melalui motivasi guru, program lingkungan bahasa, dan strategi pembelajaran kontekstual; serta pengawasan dilakukan melalui supervisi, evaluasi, dan tindak lanjut meskipun belum memiliki indikator keberhasilan yang rinci. Kesimpulannya, manajemen kurikulum bahasa Arab di SMA Pesantren Modern Lembah Arafah Bogor telah diterapkan secara

sistematis berdasarkan kerangka POAC, namun masih memerlukan penguatan dalam integrasi kurikulum, pengembangan profesional guru, dan sistem evaluasi untuk meningkatkan efektivitas dan keberlanjutan pembelajaran bahasa Arab.

ABSTRACT

The implementation of the Merdeka Curriculum has significantly transformed Arabic language learning management in Islamic boarding school-based institutions, requiring systematic curriculum governance. This study examines Arabic language curriculum management at SMA Pesantren Modern Lembah Arafah Bogor using George R. Terry's POAC framework. The purpose is to analyze the planning, organizing, actuating, and controlling of the Arabic language curriculum in an integrated system combining the national curriculum and Islamic boarding school curriculum. This research employed a qualitative case study approach, with data collected through in-depth interviews and documentation involving the principal and Arabic language teachers, and analyzed using the Miles, Huberman, and Saldana model with triangulation techniques to ensure validity. The findings show that curriculum planning is conducted through annual meetings and In-House Training focusing on learning objectives, materials, and Arabic competencies; organizing is implemented through clear task distribution and continuous coordination among stakeholders although limited facilities remain a challenge; actuating is realized through teacher motivation, language environment programs, and contextual learning strategies; and controlling is conducted through supervision, evaluation, and follow-up actions despite the absence of detailed success indicators. In conclusion, Arabic curriculum management at SMA Pesantren Modern Lembah Arafah Bogor is systematically implemented based on the POAC framework, but still requires strengthening in curriculum integration, teacher professional development, and evaluation systems to enhance the effectiveness and sustainability of Arabic language learning.

1. INTRODUCTION

The transformation of educational policy through the implementation of the *Merdeka Curriculum* has brought significant changes to learning management in various educational institutions, including Arabic language learning in modern Islamic boarding school-based institutions (Herningrum & Siregar, 2025). The *Merdeka Curriculum* provides greater autonomy for schools and teachers to develop learning processes according to students' characteristics, institutional needs, and the potential of the educational environment (Adiyani et al., 2025). In this context, SMA Pesantren Modern Lembah Arafah Bogor has distinctive characteristics because it integrates the national curriculum, the Islamic boarding school curriculum, and language competency enhancement programs. This integration positions Arabic learning not only as a school subject but also as a medium of communication and a means of developing students' Islamic competencies, thereby requiring well-planned and systematic curriculum management (Hafid et al., 2026).

Despite having substantial opportunities to develop Arabic language learning, curriculum management in modern Islamic boarding school-based institutions also faces various challenges (Kholis & Mustofa, 2024). The complexity of integrating the national curriculum with the Islamic boarding school curriculum requires careful planning, clear task distribution, consistent program implementation, and continuous supervision mechanisms. Moreover, the preparation of instructional materials, the organization of language programs both inside and outside the classroom, and the synchronization of learning objectives with students' needs often become issues that require particular attention. If these aspects are not managed optimally, the implementation of the Arabic language curriculum may become fragmented and fail to achieve the expected learning objectives.

Various studies have indicated that the implementation of Arabic language learning within the *Merdeka Curriculum* still faces several challenges, including teachers' readiness to develop instructional materials, the limited availability of contextual teaching resources, time management issues, and the diverse abilities of students. In addition, several studies have revealed that the success of curriculum implementation is not determined solely by the substance of the curriculum itself but is also significantly influenced by the quality of management practices implemented by educational institutions. Schools that effectively manage curriculum planning, organizing, implementation, and supervision tend to demonstrate higher learning effectiveness than those that have not applied these management functions in an integrated manner. These findings indicate that curriculum management is a strategic factor in determining the success of Arabic language learning in educational institutions.

To comprehensively understand the curriculum management process, a theoretical framework that can explain all management functions in an integrated manner is required. One relevant framework is George R. Terry's management theory, commonly known as the POAC concept, which consists of Planning, Organizing, Actuating, and Controlling. This theory argues that organizational success is determined by the ability to plan programs, organize resources, implement activities effectively, and conduct continuous supervision. In the educational context, these four functions can be used to analyze how the Arabic language curriculum is planned, organized, implemented, and evaluated at SMA Pesantren Modern Lembah Arafah Bogor. Therefore, the POAC theory provides an appropriate perspective for examining Arabic language curriculum management holistically and comprehensively within modern Islamic boarding school-based educational institutions.

Numerous previous studies have examined Arabic language management and learning from various perspectives. (Nisa, 2026) investigated the management of the Arabic language curriculum in modern Islamic boarding schools from a contextual and responsive perspective, while (Nuha & Faedurrohman, 2022) examined Arabic curriculum planning from ontological, epistemological, and axiological perspectives. (Fina & Nasiruddin, 2023) explored Arabic curriculum management with a focus on planning, implementation, and evaluation, whereas (Yunus & Aziz, 2022) investigated the processes and mechanisms of Arabic curriculum development in general. (Masturoh & Mahmudi, 2023) concentrated on the implementation of the *Merdeka Curriculum* in Arabic language learning. Furthermore, (Ardiansyah et al., 2024) found that the quality management of Arabic language learning at Al-Azhar Pare Kediri Institution had been implemented effectively, although it still required strengthening in affective and spiritual evaluation as well as improvements in teacher competencies. Research conducted by (Hadziq et al., 2025) demonstrated that the implementation of George R. Terry's POAC management functions was able to systematically improve the quality of Arabic language learning. Meanwhile, (Pelealu & Fikri, 2025) emphasized the importance of applying management principles in educational institutions through budget planning and a proper accountability system, whereas (Fithriyah et al., 2024) revealed that Arabic language learning programs had been implemented well despite challenges related to limited teaching staff, facilities, and instructional time.

Nevertheless, these studies generally focused on learning implementation, curriculum development, quality management, or certain management functions in a partial manner. No study has specifically analyzed Arabic language curriculum management based on the comprehensive functions of Planning, Organizing,

Actuating, and Controlling (POAC) proposed by George R. Terry within the context of a modern Islamic boarding school-based senior high school. Therefore, this study seeks to fill this gap by providing a holistic analysis of Arabic language curriculum management from the perspective of POAC at SMA Pesantren Modern Lembah Arafah Bogor. The novelty of this study lies in its integrated mapping of the implementation of the four POAC management functions in managing the Arabic language curriculum within a modern Islamic boarding school that combines the national curriculum with the Islamic boarding school curriculum.

Research on Arabic language curriculum management in modern Islamic boarding school-based educational institutions is important because the success of Arabic language learning is determined not only by the curriculum content but also by the effectiveness of managing all curriculum components in a systematic and sustainable manner. Moreover, the distinctive characteristics of SMA Pesantren Modern Lembah Arafah Bogor, which integrates the national curriculum, the Islamic boarding school curriculum, and language development programs, require an appropriate management framework to ensure that the objectives of Arabic language learning are achieved optimally. Therefore, this study aims to describe and analyze Arabic language curriculum management, encompassing the aspects of planning, organizing, actuating, and controlling, based on George R. Terry's POAC theory at SMA Pesantren Modern Lembah Arafah Bogor.

2. METHOD

This study employed a qualitative approach with a case study design. The qualitative approach was chosen because this study aimed to gain an in-depth understanding of the phenomenon of Arabic curriculum management in its natural setting and to uncover the meaning behind the curriculum management practices implemented by educational stakeholders at SMA Pesantren Modern Lembah Arafah Bogor (Sugiyono, 2017). The case study design was selected because the research focused on a particular case, namely the management of the Arabic language curriculum at the institution, thereby enabling the researchers to obtain a comprehensive and in-depth understanding of the curriculum management process from the perspective of George R. Terry's POAC theory (Raharjo, 2017). The research participants consisted of the principal and Arabic language teachers at SMA Pesantren Modern Lembah Arafah Bogor. The data were collected through in-depth interviews and documentation to obtain rich and comprehensive information regarding the planning, organizing, actuating, and controlling of the Arabic language curriculum. Furthermore, the data were analyzed using the Miles, Huberman, and Saldana model, which consists of data condensation, data display, and conclusion drawing/verification. The trustworthiness of the data was ensured through source triangulation and technique triangulation to enhance the credibility and dependability of the research findings (Miles et al., 2014).

3. RESULT AND DISCUSSION

Result

Planning

The findings of this study indicate that the planning of the Arabic language curriculum at SMA Islam Arafah Bogor is carried out systematically through annual meetings and In-House Training (IHT) activities involving the principal, the vice principal for curriculum affairs, and Arabic language teachers at the beginning of each academic year. At this stage, the school first analyzes the number of effective weeks, the number of instructional meetings, and the allocation of teaching hours as the basis for developing instructional documents and determining learning targets for the academic year. The principal explained:

"The development of the Arabic language curriculum is carried out at the beginning of each academic year through a series of planning meetings involving school leaders and teachers. Technically, the school first analyzes the number of effective weeks, the number of meetings, and the allocation of instructional hours available in one academic year. Based on this analysis, teachers are directed to prepare instructional documents in the form of lesson plans (RPP) and teaching modules."

Furthermore, the principal explained that Arabic is one of the flagship programs as well as a local content subject at SMA Islam Arafah and has its own instructional framework. In its planning, the school determines the use of several main reference books, namely *Durūs al-Lughah al-'Arabiyyah*, *An-Naḥwu al-Wāḍiḥ*, and the *Sharaf* textbook used in KMI Gontor. Nevertheless, the implementation of the Arabic language curriculum still faces several challenges. He stated:

"Arabic at SMA Islam Arafah is one of the flagship programs and a local content subject that has its own instructional framework. However, the development and implementation of the curriculum are still not optimal because they have not been fully integrated with the nationally applicable curriculum and still face challenges in adjusting the allocation of instructional time."

As an effort to address these challenges, the school has planned several curriculum development and Arabic language teacher professional development programs. These programs include organizing Arabic language workshops involving experts and practitioners, establishing Arabic language teacher study groups, and

implementing an Arabic Short Class program for teachers who do not have an educational background in Arabic. The principal explained:

"The school has planned several development programs, such as organizing Arabic language workshops involving experts and practitioners, establishing Arabic language teacher study groups, and implementing an Arabic Short Class program for teachers who do not have an educational background in Arabic."

The findings also reveal that curriculum planning is directed toward developing students' comprehensive Arabic language competence, particularly in speaking (*Mahārah al-Kalām*), reading (*Mahārah al-Qirā'ah*), and writing (*Mahārah al-Kitābah*) skills. The school expects students to actively use Arabic in daily communication and to understand and write Arabic texts. The principal stated:

"The primary objective of implementing the Arabic language curriculum is to develop students' comprehensive Arabic language competence, particularly in Mahārah al-Kalām, Mahārah al-Qirā'ah, and Mahārah al-Kitābah, so that they are able to use Arabic actively in their daily lives."

However, the achievement of these objectives has not yet been fully optimal. The principal acknowledged that students' writing ability remains relatively low because there is no specific subject focusing on writing skills (*Al-Insyā'*), while speaking and reading skills have also not yet reached the expected targets. He emphasized:

"Students' writing ability is still relatively low because there is no specific subject focusing on writing skills, such as Al-Insyā'. Meanwhile, the development of speaking and reading skills has also not yet reached the expected targets; therefore, program reinforcement and more comprehensive curriculum development are required."

The findings further indicate that the planning of programs, materials, and learning targets is conducted through annual meetings and IHT activities. At this stage, the school determines the learning materials that must be completed within one academic year, including *Tamrīn al-Lughah*, *Nahwu*, *Sharaf*, and *Muṭāla'ah*. In addition, the school directs teachers to develop teaching modules based on a *deep learning* approach that promotes joyful, meaningful, and applicable learning experiences. The principal explained:

"The planning of Arabic language programs, materials, and learning targets is carried out through annual meetings and In-House Training (IHT) activities at the beginning of the academic year. During these activities, the school determines the learning targets that must be achieved within one year, including the materials of Tamrīn al-Lughah, Nahwu, Sharaf, and Muṭāla'ah." He added:

"In addition to determining learning targets, the school also specifies the books to be used as the main learning resources and directs all teachers to prepare teaching modules based on deep learning so that learning can be joyful, meaningful, and applicable."

These findings are reinforced by the interview with the Arabic language teacher, who stated that information regarding the curriculum is obtained through annual meetings organized by the school at the beginning of each academic year. The Arabic language teacher stated:

"At the beginning of each academic year, the school gathers all teachers in an annual meeting to communicate curriculum policies, learning targets, and guidelines for preparing instructional documents that will be used throughout the academic year."

The teacher also explained that the development of instructional documents is carried out collaboratively by considering learning targets and students' needs. He stated:

"We are directly involved in the process of developing and designing the Arabic language curriculum together with the principal. Based on the directions provided, we prepare lesson plans (RPP), teaching modules, and assessment instruments by considering the materials to be taught, the learning targets established by the school, and the needs of the students."

In planning learning objectives, materials, and instructional strategies, the teacher first identifies the diverse initial abilities of the students. Learning materials are organized progressively, beginning with basic concepts and gradually moving toward more complex topics. Students are also given flexibility to choose themes that correspond to their needs and interests. The Arabic language teacher explained:

"I first identify the students' initial abilities because their levels of Arabic proficiency vary considerably. The learning materials are organized gradually, starting from basic concepts and progressing to more complex materials. In addition, students are given flexibility to choose themes or materials that they consider interesting and relevant to their needs so that learning becomes more meaningful and engaging."

Organizing

The findings of this study indicate that the organization of the Arabic language curriculum at SMA Islam Arafah Bogor is carried out through a clear division of duties and responsibilities among the principal, the vice principal for curriculum affairs, and Arabic language teachers. The principal serves as the primary person in charge who establishes policies, provides direction, and approves the instructional documents prepared by teachers. Meanwhile, the vice principal for curriculum affairs is responsible for coordinating the entire process of curriculum development, implementation, monitoring, and evaluation, whereas Arabic language teachers are

responsible for preparing instructional documents, developing teaching modules, implementing instruction, and evaluating students' learning outcomes. The principal explained:

"In managing the Arabic language curriculum, the principal serves as the primary person in charge who establishes policies, provides direction, and approves the instructional documents prepared by teachers. The Vice Principal for Curriculum Affairs is responsible for coordinating the entire process of curriculum development, implementation, monitoring, and evaluation. Meanwhile, Arabic language teachers are responsible for preparing instructional documents, developing teaching modules, implementing instruction, and evaluating students' learning outcomes."

The findings also reveal that coordination in curriculum implementation is carried out continuously through annual meetings, *In-House Training* (IHT) activities, supervision, and coaching sessions. At the beginning of each academic year, the school conducts curriculum socialization sessions covering learning targets, instructional documents that must be prepared, and various policies related to the implementation of Arabic language instruction. In addition, the vice principal for curriculum affairs regularly conducts coaching sessions with Arabic language teachers to discuss various challenges encountered during the instructional process. The principal stated:

"Coordination is carried out continuously through annual meetings, IHT activities, supervision, and coaching sessions. At the beginning of each academic year, the school conducts curriculum socialization sessions that explain learning targets, the instructional documents that must be prepared, and various policies related to the implementation of Arabic language instruction. In addition, the Vice Principal for Curriculum Affairs regularly conducts coaching sessions with Arabic language teachers by discussing various challenges encountered during the learning process."

These findings are reinforced by the statement of the Arabic language teacher, who indicated that curriculum implementation is carried out through a coordinated division of responsibilities between teachers and the school administration. Teachers receive guidance, assistance, and regular supervision so that various problems arising during instruction can be discussed and jointly addressed. The Arabic language teacher stated:

"In implementing the Arabic language curriculum, I am responsible for preparing instructional documents, conducting classroom instruction, and assessing and evaluating students' learning outcomes. Meanwhile, the Principal and the Vice Principal for Curriculum Affairs provide guidance, assistance, and supervision for curriculum implementation. Coordination is carried out through meetings, discussions, and regular supervision."

Regarding the provision of facilities and learning resources, the findings indicate that the school has provided several Arabic reference books as the main learning resources, including *Durūs al-Lughah al-'Arabiyyah*, *An-Naḥwu al-Wāḍiḥ*, and the *Sharaf* textbook. These books serve as references for preparing instructional materials and conducting classroom instruction.

However, the availability of facilities and infrastructure supporting Arabic language instruction remains inadequate because the school does not yet have a language laboratory or specialized professional development programs for Arabic language teachers. The principal explained:

"The school provides various learning resources in the form of Arabic textbooks that serve as the primary references for instruction, such as Durūs al-Lughah al-'Arabiyyah, An-Naḥwu al-Wāḍiḥ, and the Sharaf textbook. However, the availability of facilities and infrastructure supporting Arabic language instruction is still limited. To date, the school does not yet have a language laboratory or specialized training programs for Arabic language teachers."

The findings revealed that the organization of Arabic language learning materials at SMA Islam Arafah Bogor begins with the identification of learning needs based on the curriculum learning outcomes, students' characteristics, and the availability of learning resources at the school. The results of this needs identification serve as the basis for teachers in determining priority learning materials, selecting relevant learning resources, and organizing the sequence of materials progressively according to students' proficiency levels. In addition to using primary reference books such as *Durūs al-Lughah al-'Arabiyyah*, *An-Naḥwu al-Wāḍiḥ*, and the *Sharaf* textbook, teachers also identify the need for supplementary learning resources, including digital and audiovisual media, to enrich the instructional materials. However, the findings indicate that the availability of digital-based Arabic language learning resources remains limited and has not yet been sufficient to fully meet the needs of innovative learning. The Arabic language teacher stated:

"When preparing learning materials, I first align them with the curriculum learning outcomes, students' abilities, and the textbooks used at the school. If a particular topic requires additional explanation, I seek supplementary learning resources such as instructional videos or digital media. However, the availability of digital-based Arabic language learning resources is still quite limited, and therefore not all learning needs can be adequately fulfilled."

Furthermore, the findings indicate that the organization of learning materials is carried out through coordination between the Arabic language teacher, the principal, and the vice principal for curriculum affairs. This coordination aims to ensure that the learning materials are aligned with the curriculum objectives, students' learning needs, and the instructional programs developed by the school. Through discussions and supervision, teachers receive feedback regarding the sequencing of learning materials, the selection of appropriate learning

resources, and the development of more contextual instructional materials that correspond to students' learning environment. The Arabic language teacher stated:

"I coordinate with the Principal and the Vice Principal for Curriculum Affairs in organizing Arabic language learning materials. Through discussions and supervision, we identify students' learning needs, determine priority learning materials, and select appropriate learning resources so that the materials can be learned progressively and understood more easily by the students."

Actuating

The implementation (*actuating*) of the Arabic language curriculum at SMA Islam Arafah Bogor was carried out through continuous motivation, guidance, and strengthening of teacher competencies. These efforts were manifested through supervision, *coaching*, discussions, and periodic guidance and feedback provided by the principal and the vice principal for curriculum affairs. Intensive communication with teachers was conducted to identify various challenges encountered during the teaching and learning process while simultaneously providing the necessary solutions. The principal explained:

"The school motivates Arabic language teachers through supervision, coaching, discussions, and periodic guidance and feedback. The principal and the Vice Principal for Curriculum Affairs regularly communicate with teachers to identify various challenges encountered during the learning process."

Furthermore, the school encouraged teachers to implement a *deep learning* approach in Arabic language instruction. This approach was intended to ensure that learning was not merely oriented toward delivering content but also provided learning experiences that were enjoyable, meaningful, and relevant to students' daily lives. The principal emphasized:

"The school encourages teachers to implement a deep learning approach so that learning is not merely oriented toward content delivery but is also able to provide enjoyable, meaningful, and relevant learning experiences for students."

The findings also indicated that the professional development of Arabic language teachers had not yet been implemented optimally. To date, the school had been unable to facilitate seminars, workshops, courses, or advanced studies intensively due to limited facilities and resources. Nevertheless, the school had planned several professional development programs as efforts to improve the quality of Arabic language instruction. The principal stated:

"The professional development program for Arabic language teachers has not yet been implemented optimally. To date, the school has been unable to facilitate seminars, workshops, courses, or advanced studies intensively due to limited facilities and resources."

To support curriculum implementation, the school also developed various language programs to create a conducive *bi'ah lughawiyyah* (Arabic language environment). These programs included *Muḥādatsah Jumat* (Friday Conversation), the *Vocabulary in Afternoon* program, which introduced five Arabic vocabulary items every day, and the planned development of an *Arabic Course* covering *Al-Insyā'* (composition writing) and *Muḥādatsah* (conversation). In addition, the school planned to implement *Arabic Day*, Arabic drama, Arabic public speaking activities, and Arabic sermons to improve speaking skills and familiarize students with using Arabic in their daily lives. The principal explained:

"The school develops various supporting programs to create a conducive Arabic language environment, such as Muḥādatsah Jumat, Vocabulary in Afternoon, and the planned development of an Arabic Course covering Al-Insyā' and Muḥādatsah. In addition, the school plans to implement Arabic Day, Arabic drama, Arabic public speaking activities, and Arabic sermons."



Figure 1. Implementation of the daily Arabic vocabulary (*mufradat*) enrichment program.

These findings were reinforced by the interview with the Arabic language teacher, who stated that curriculum implementation in the classroom was conducted communicatively through the use of two languages, namely Arabic and Indonesian. The use of both languages aimed to facilitate students' understanding of the learning materials without diminishing the role of Arabic as the primary medium of instruction. The Arabic language teacher stated:

“In the learning process, I use two languages, namely Arabic and Indonesian. I deliver the materials in Arabic and then provide explanations or translations in Indonesian so that students can understand the lessons more easily.”

The teacher also explained that instruction was implemented based on previously prepared teaching modules and materials and was designed to be closely related to students' daily lives. He stated:

“The learning process is implemented based on the teaching modules and materials that have been prepared beforehand. I attempt to relate the learning materials to students' daily lives so that they not only understand the theory but are also able to use Arabic practically.”



Figure 2. Night study activity for in-depth learning of Al-Muṭāla'ah material.

To increase students' engagement and learning motivation, the teacher employed the *direct method* and the *lecture method* while utilizing various instructional media, such as videos, Arabic songs, and other visual materials. The use of these methods and media was intended to create a more creative, innovative, and enjoyable learning atmosphere. The Arabic language teacher explained:

“The instructional methods that I use most frequently are the direct method and the lecture method. In addition, I also use various learning media such as videos, Arabic songs, and other visual materials to enhance students' motivation and engagement.”

The findings further revealed that Arabic language instruction was not limited to classroom activities but was also developed through *outing class* activities. The teacher utilized the surrounding environment as a learning resource to make learning more concrete, contextual, and meaningful for students. The Arabic language teacher stated:

“When studying Muṭāla'ah materials related to the surrounding environment, students are directly invited to the school garden, yard, or library to observe the objects being studied. Through these activities, students gain direct learning experiences and can understand the materials more easily.”

Controlling

The findings revealed that the controlling of the Arabic language curriculum implementation at SMA Islam Arafah Bogor was carried out continuously through monitoring and evaluation activities involving the principal, the vice principal for curriculum affairs, teachers, and students. Monitoring was conducted through regular supervision, monthly reports on instructional implementation submitted by teachers, and *coaching* activities aimed at identifying the development of students' Arabic language proficiency and the various challenges encountered during the learning process. The principal explained:

“Monitoring and evaluation are carried out through continuous supervision. Teachers are required to submit monthly reports on the implementation of instruction as a basis for monitoring and evaluation. In addition, the school also conducts direct coaching with students and teachers to identify the development of Arabic language proficiency and the various challenges encountered during the learning process.”

In addition to supervision and reporting, the evaluation of curriculum implementation was also conducted through various forms of assessment and coordination forums. These evaluations included formative and summative assessments, oral examinations, practical examinations, and coordination meetings that discussed learning outcomes and various issues encountered during the implementation of the Arabic language curriculum. The principal stated:

“Evaluation is also carried out through formative and summative assessments, oral examinations, practical examinations, and coordination meetings that discuss learning outcomes and various problems encountered during curriculum implementation.”

In addition, broader supervisory activities were also conducted through inter-school coordination forums involving school principals in Megamendung District, which included teacher performance evaluation and academic supervision activities.

These findings were reinforced by the Arabic language teacher, who explained that students' learning was evaluated continuously through formative and summative assessments. Formative assessment consisted of direct questioning and written assignments to monitor students' understanding during the learning process, whereas summative assessment was conducted at the end of the instructional period to measure overall learning achievement. The teacher stated:

"I evaluate students through formative and summative assessments. During the learning process, I ask direct questions and assign written tasks to monitor their understanding. At the end of the instructional period, I conduct a summative assessment to measure their overall learning achievement."

The findings also indicated that the school had not yet established detailed and structured indicators for measuring the success of the Arabic language curriculum implementation. The evaluation of learning success was still based on assessment results, students' academic achievement, and their ability to participate in various forms of evaluation organized by the school. The principal explained:

"The school has not yet established detailed and structured indicators of success. The evaluation of learning success is still based on assessment results, students' academic achievement, and their ability to participate in various forms of evaluation organized by the school."

The forms of evaluation employed by the school included practical examinations in the form of Arabic speeches, oral examinations to assess students' mastery of *Tamrīn al-Lughah*, *Muṭāla'ah*, *Nahwu*, and *Sharaf*, and written examinations to measure overall mastery of the learning materials. The principal added:

"These forms of evaluation include practical examinations in the form of Arabic speeches, oral examinations that assess students' mastery of Tamrīn al-Lughah, Muṭāla'ah, Nahwu, and Sharaf, and written examinations used to measure overall mastery of the learning materials."

The findings further revealed that several obstacles remained in the implementation of the Arabic language curriculum, particularly the limited availability of digital learning media, such as educational games, interactive videos, and other instructional resources that could enhance students' learning motivation. To address these challenges, the teacher attempted to utilize the available media and develop more creative and contextual teaching methods. The Arabic language teacher stated:

"The main challenge in implementing the Arabic language curriculum is the limited availability of learning media, particularly digital media such as educational games, interactive videos, and various instructional resources that can enhance students' interest in learning. To address these challenges, I utilize the available media, such as instructional videos from YouTube, Arabic songs, and other visual materials, as well as the surrounding environment as a learning resource."

Based on the evaluation results, the school formulated various recommendations and improvement programs to be implemented in the following academic year. These programs included reviewing the allocation of instructional time for Arabic language subjects, increasing extracurricular activities, implementing *Arabic Day*, organizing Arabic language workshops, establishing teacher study groups, and developing various other language programs. However, the implementation of these programs continued to face challenges due to the high turnover of teachers and limited human resources, preventing them from being implemented optimally and sustainably. The principal explained:

"After conducting evaluations, the school formulates various recommendations and improvement programs to be implemented in the following academic year, such as reviewing the allocation of instructional time for Arabic language subjects, increasing extracurricular activities, implementing Arabic Day, organizing Arabic language workshops, establishing teacher study groups, and developing various other language programs. However, the implementation of these follow-up actions still faces challenges due to the high turnover of teachers and limited human resources."

Similarly, the Arabic language teacher also carried out various follow-up actions based on the results of learning evaluations. Improvements were made by developing more creative, innovative, and enjoyable teaching methods, adjusting learning materials to students' needs, and revising lesson plans and teaching modules. In addition, the teacher introduced instructional innovations through the implementation of *outing class* activities and more contextual and practical learning strategies. The Arabic language teacher stated:

"After obtaining the evaluation results, I make various improvements to the subsequent learning process by developing more creative, innovative, and enjoyable teaching methods and adjusting the learning materials to students' needs and abilities. In addition, I also revise the lesson plans and teaching modules based on the evaluation results and feedback from the principal."

Discussion

Planning

The findings of this study indicate that the planning of the Arabic language curriculum at SMA Islam Arafah Bogor is conducted systematically through annual meetings and In-House Training (IHT) involving the principal, the vice principal for curriculum affairs, and Arabic language teachers. The planning process includes analyzing effective instructional weeks, determining instructional time allocation, preparing instructional documents, selecting major reference books, and establishing learning targets for Tamrīn al-Lughah, Nahwu, Sharaf, and Muṭāla'ah. In addition, curriculum planning is directed toward developing students' Arabic language competencies through a deep learning approach. To support these objectives, the school has also planned several curriculum and teacher professional development programs, including Arabic language workshops involving experts and practitioners, Arabic language teacher study groups, and an Arabic Short Class program for teachers without an Arabic educational background. However, the findings also reveal several challenges, including limited instructional time, the absence of a dedicated Al-Insyā' (composition writing) subject, and the incomplete integration of the Arabic language curriculum with the national curriculum.

From the perspective of George R. Terry, planning is a managerial function that determines organizational objectives, identifies available resources, and formulates systematic actions to achieve predetermined (Syahputra, Dwi & Aslami, 2023). The planning practices identified in this study reflect these principles through collaborative curriculum development, needs analysis, goal setting, learning resource selection, and the preparation of instructional documents. Nevertheless, Terry emphasizes that planning should ensure the alignment of objectives, resources, and implementation strategies. Therefore, the limited instructional time, inadequate curriculum integration, and the absence of a structured writing program indicate that the planning function has not yet fully supported the achievement of the expected learning outcomes.

The present findings are consistent with (Fina & Nasiruddin, 2023), who reported that systematic curriculum planning improves the effectiveness of Arabic language learning through the alignment of learning objectives, instructional materials, and educational programs. Likewise, (Nuha & Faedurrohman, 2022) argued that curriculum planning should begin with a comprehensive analysis of students' needs and be continuously revised to accommodate educational developments. Similar practices were identified in the present study, where curriculum planning is initiated through instructional needs analysis, collaborative decision-making, and the formulation of learning targets based on students' characteristics and institutional goals. These similarities indicate that needs-based and collaborative planning remains a key element in effective Arabic language curriculum management.

In addition, the findings support (Nisa, 2026), who emphasized that Arabic language curriculum planning should be contextual, adaptive, and responsive to contemporary educational developments. This principle is reflected in the implementation of a deep learning approach and the school's efforts to strengthen students' communicative competence through curriculum development and teacher professional development programs. However, unlike previous studies that primarily focused on curriculum design and instructional planning, the present study demonstrates that curriculum planning also requires institutional readiness, including adequate instructional time, curriculum policy alignment, and continuous teacher capacity development. These institutional dimensions substantially influence the effectiveness of curriculum planning but have received relatively limited attention in previous studies.

The findings also reinforce Tyler's curriculum development theory, which emphasizes the alignment of educational objectives, learning experiences, instructional organization, and evaluation as an integrated curriculum system (Lubis et al., 2024). At SMA Islam Arafah Bogor, these components have been incorporated into curriculum planning through the determination of learning objectives, instructional materials, teaching modules, assessment instruments, and supporting language programs. Nevertheless, the findings suggest that achieving curriculum coherence requires stronger integration between the locally developed Arabic curriculum and the nationally mandated curriculum to ensure that planned learning objectives can be implemented effectively.

Overall, this study extends the existing literature on Arabic language curriculum management by demonstrating that effective curriculum planning is influenced not only by systematic managerial procedures but also by institutional support, curriculum policy integration, and teacher professional development. Previous studies have predominantly emphasized curriculum design and instructional planning, whereas the present study highlights the importance of integrating managerial planning, teacher capacity building, and curriculum synchronization as complementary elements in improving Arabic language education. These findings contribute to George R. Terry's planning perspective by illustrating how planning functions operate within the context of Arabic language curriculum management in Islamic secondary schools and provide practical implications for school leaders seeking to strengthen curriculum quality and sustainability.

Organizing

The findings of this study indicate that the organization of the Arabic language curriculum at SMA Islam Arafah Bogor is implemented through a clear division of duties and responsibilities among the principal, the vice principal for curriculum affairs, and Arabic language teachers. The principal is responsible for establishing policies and providing strategic direction, while the vice principal coordinates curriculum development, implementation, monitoring, and evaluation. Arabic language teachers are responsible for preparing instructional documents, developing teaching modules, conducting classroom instruction, and assessing students' learning outcomes. Curriculum implementation is supported through continuous coordination in annual meetings, In-House Training (IHT), supervision, and coaching sessions. In addition, the school provides major reference books and utilizes instructional media such as television, LCD projectors, instructional videos, Arabic songs, and digital resources from YouTube. To strengthen curriculum implementation, teachers and school administrators actively collaborate through discussions, supervision, and feedback to improve instructional quality. Nevertheless, the findings also reveal several organizational constraints, including the absence of a language laboratory, limited interactive digital learning media, and insufficient professional development programs for Arabic language teachers.

From the perspective of George R. Terry, organizing is the managerial function of structuring tasks, allocating responsibilities, coordinating human resources, and providing the resources necessary to achieve organizational objectives. The present findings reflect these principles through a well-defined organizational structure, continuous coordination, and collaborative curriculum management involving school leaders and teachers. However, Terry also argues that organizational effectiveness depends not only on a clear division of responsibilities but also on the institution's ability to mobilize adequate human, financial, and physical resources. Therefore, the limited learning facilities and insufficient teacher professional development identified in this study indicate that the organizing function has not yet fully supported the effective implementation of the Arabic language curriculum.

These findings are consistent with the study of (Yamin, 2024), which reported that effective Arabic language curriculum management depends on a clear distribution of responsibilities and strong coordination among school administrators. Similar conditions were observed in the present study, where curriculum implementation is coordinated through regular meetings, supervision, and collaboration between the principal, the vice principal, and Arabic language teachers. This similarity suggests that organizational clarity remains a fundamental prerequisite for effective curriculum management.

The findings also support (Mulhakim et al., 2025), who emphasized that effective curriculum organization requires not only a well-defined organizational structure but also adequate learning resources, instructional facilities, and continuous teacher professional development. While SMA Islam Arafah Bogor has provided reference books and various instructional media to support Arabic language learning, this study reveals that the absence of a language laboratory, limited digital learning media, and the lack of structured professional development programs continue to hinder curriculum implementation. These findings indicate that organizational effectiveness is influenced by both managerial coordination and resource availability.

Furthermore, the present findings are in line with (Waruwu et al., 2025), who demonstrated that collaboration among school leaders and teachers through supervision, mentoring, and professional discussion contributes to more contextual and effective learning. Similarly, this study found that discussions, supervision, and feedback between school leaders and Arabic language teachers facilitate curriculum implementation and instructional improvement. However, the present study extends previous research by demonstrating that collaboration alone is insufficient unless it is supported by adequate institutional resources and sustainable teacher capacity development. This finding broadens previous discussions by highlighting the interdependence between organizational coordination, resource management, and professional development in Arabic language curriculum management.

These findings are further reinforced by Henri Fayol's organizational principles, particularly the concepts of division of work, unity of direction, and coordination, which emphasize that organizational effectiveness depends on the harmonious integration of human resources, organizational structure, and institutional support. The findings of this study demonstrate that these principles have been implemented through a systematic distribution of responsibilities and collaborative curriculum management. However, improvements in institutional facilities and teacher development remain necessary to maximize organizational performance (Cropanzano & Lehman, 2023).

Overall, this study demonstrates that the organizing function of the Arabic language curriculum at SMA Islam Arafah Bogor has been implemented systematically through clear task distribution, continuous coordination, and collaborative leadership. Unlike previous studies that primarily emphasized organizational structure and coordination, the present study highlights that the effectiveness of curriculum organization is also shaped by institutional readiness, learning facilities, digital resource availability, and continuous teacher

professional development. Therefore, this study contributes to the existing literature by emphasizing that successful curriculum organization requires an integrated approach that combines organizational coordination, effective resource management, and sustained teacher capacity building to improve the quality and sustainability of Arabic language education.

Actuating

The findings of this study indicate that the implementation of the Arabic language curriculum at SMA Islam Arafah Bogor is carried out through continuous motivation, guidance, supervision, coaching, discussions, and feedback provided by the principal and the vice principal for curriculum affairs. These efforts encourage teachers to implement the curriculum consistently while promoting a deep learning approach that emphasizes meaningful and contextual learning experiences. To strengthen students' Arabic language competence, the school also develops various language programs, including *Muḥādatsah Jumat*, *Vocabulary in the Afternoon*, *Arabic Course*, and *Arabic Day*, to establish a conducive *bi'ah lughawiyyah*. At the classroom level, teachers employ communicative and contextual learning strategies by combining Arabic and Indonesian appropriately, utilizing diverse instructional media, and implementing outing class activities that provide authentic learning experiences. However, the findings also reveal that the human resource development dimension has not yet been fully optimized because teacher professional development programs have not been implemented systematically. Interviews with school administrators indicate that this condition is primarily caused by limited financial resources, inadequate institutional facilities, the absence of structured professional development programs, limited collaboration with external training institutions, and the high workload of teachers, which reduces opportunities to participate in continuous professional development activities.

From the perspective of George R. Terry, actuating is the managerial function of directing, motivating, communicating, and mobilizing human resources to achieve organizational objectives effectively. The findings demonstrate that school leaders actively perform these functions through continuous supervision, coaching, mentoring, and communication with Arabic language teachers. The implementation of contextual learning strategies and language enrichment programs also reflects efforts to motivate both teachers and students to participate actively in the learning process. Nevertheless, Terry emphasizes that effective actuating depends not only on leadership and motivation but also on continuous human resource development. In the present study, the limited implementation of teacher professional development indicates that the actuating function has not yet reached its full potential because teachers have relatively limited opportunities to update their pedagogical knowledge, strengthen professional competencies, and adopt innovative instructional practices. Consequently, the sustainability of curriculum implementation depends not only on instructional leadership but also on institutional investment in teacher capacity development.

The findings of this study are consistent with (Hadziq & Abror, 2025), who reported that contextual and student-centered learning increases students' engagement and facilitates meaningful Arabic language learning. Similar instructional practices were identified in the present study through the application of deep learning, contextual instruction, and outing class activities that enable students to connect classroom learning with authentic experiences. Likewise, (Fitriyah & Kholiq, 2026) found that the development of a *bi'ah lughawiyyah* significantly improves students' motivation and communicative competence. The implementation of *Muḥādatsah Jumat*, *Arabic Day*, and other language enrichment programs in this study further supports these findings by demonstrating how language environments encourage students to use Arabic beyond formal classroom instruction.

The present findings also support (Nuh et al., 2025), who emphasized that instructional leadership, teacher mentoring, and continuous guidance are key determinants of successful Arabic language instruction. Similar to their findings, school leaders at SMA Islam Arafah Bogor actively supervise and mentor teachers throughout curriculum implementation. However, this study extends previous research by revealing that instructional leadership alone is insufficient when teacher professional development is not supported by adequate institutional resources. Financial constraints, limited training facilities, insufficient partnerships with external institutions, and teachers' workload reduce opportunities for continuous professional development. These findings suggest that the effectiveness of the actuating function depends not only on leadership practices but also on organizational commitment to developing human resources in a sustainable manner.

These findings are further reinforced by David Kolb's Experiential Learning Theory, which argues that meaningful learning occurs through concrete experiences, reflection, conceptualization, and active experimentation (Beldar et al., 2025). The use of contextual learning, language immersion activities, and outing class programs reflects these principles by providing authentic learning experiences that strengthen students' communicative competence. At the same time, the findings indicate that the sustainability of experiential learning also requires teachers who continuously develop their pedagogical competencies through structured professional development programs.

Overall, the findings demonstrate that the actuating function has been implemented through instructional leadership, continuous communication, contextual learning, and the development of a supportive Arabic language environment. Unlike previous studies that primarily emphasized leadership and classroom implementation, this study highlights that the effectiveness of actuating is also determined by institutional support for teacher professional development. Therefore, strengthening curriculum implementation requires not only effective leadership and motivating learning environments but also sustainable investment in teacher capacity building through structured training programs, professional learning communities, and collaboration with higher education institutions and Arabic language education organizations.

Controlling

The findings of this study indicate that the controlling of the Arabic language curriculum at SMA Islam Arafah Bogor is implemented continuously through monitoring and evaluation involving the principal, the vice principal for curriculum affairs, teachers, and students. Monitoring is conducted through periodic supervision, monthly instructional reports, and coaching activities to identify students' learning progress and challenges encountered during instruction. Evaluation is carried out through formative and summative assessments, oral and practical examinations, and coordination meetings to review learning outcomes and curriculum implementation. Based on the evaluation results, the school formulates follow-up programs, including reviewing instructional time allocation, strengthening extracurricular language activities, implementing Arabic Day, organizing Arabic language workshops, establishing teacher study groups, and improving instructional strategies through lesson plan revision and contextual learning activities. Nevertheless, the findings reveal that curriculum control has not yet been fully optimized because the school has not established detailed curriculum performance indicators and continues to face limitations in digital learning media and teacher availability.

From the perspective of George R. Terry, controlling is the managerial function of measuring organizational performance, comparing actual implementation with predetermined standards, identifying deviations, and implementing corrective actions. The findings of this study demonstrate that the school has implemented the essential components of Terry's controlling function through systematic supervision, continuous monitoring, instructional evaluation, and follow-up improvement programs. However, Terry also emphasizes that effective control depends on clearly defined performance standards. In this study, the absence of measurable curriculum success indicators makes it difficult to evaluate curriculum implementation comprehensively and objectively. Consequently, curriculum control has not yet fully supported continuous quality improvement.

The present findings are consistent with (Sari & Saputra, 2024), who reported that continuous monitoring and evaluation play a central role in ensuring successful curriculum implementation and improving the quality of Arabic language learning. Similar to their findings, the present study shows that supervision, periodic reporting, and instructional evaluation enable school leaders to identify learning problems and determine appropriate improvement strategies. This indicates that continuous monitoring is an essential component of curriculum quality assurance.

The findings also support (Jackson et al., 2022), who found that academic supervision and regular evaluation provide valuable information for identifying instructional challenges and designing evidence-based improvement programs. Likewise, this study demonstrates that evaluation results are utilized as the basis for revising instructional practices, improving learning strategies, and developing supporting language programs. However, unlike the context described (Jackson et al., 2022), the present study reveals that the effectiveness of follow-up actions remains constrained by limited instructional resources and the absence of comprehensive curriculum performance indicators.

Furthermore, the findings are in line with (Wicaksono et al., 2023), who argued that curriculum improvement should be followed by concrete actions, including revising instructional materials, strengthening teacher competencies, and introducing learning innovations. Similar improvement efforts were identified in the present study through lesson plan revision, contextual learning, Arabic Day, teacher workshops, and teacher study groups. Nevertheless, this study extends previous findings by demonstrating that sustainable curriculum improvement requires not only pedagogical innovation but also institutional support, including sufficient digital learning resources, stable human resources, and measurable curriculum quality indicators.

These findings are further reinforced by Daniel L. Stufflebeam's CIPP evaluation model, which emphasizes that curriculum evaluation should comprehensively assess context, input, process, and product to support informed decision-making and continuous program improvement (Huang, 2025). Likewise, W. Edwards Deming's continuous quality improvement perspective highlights that sustainable educational quality can only be achieved through systematic evaluation followed by continuous corrective action (Nurhayati & Wasliman, 2026). The present findings demonstrate that SMA Islam Arafah Bogor has implemented continuous evaluation

and follow-up activities; however, greater emphasis is still required on developing measurable evaluation standards and strengthening institutional capacity to maximize curriculum quality.

Overall, this study demonstrates that the controlling function of the Arabic language curriculum has been implemented through continuous monitoring, evaluation, and follow-up involving multiple stakeholders. However, unlike previous studies that primarily emphasized evaluation procedures and supervision practices, the present study highlights that the effectiveness of curriculum control is also determined by the availability of measurable performance indicators, adequate instructional resources, and sustainable teacher development. Therefore, this study contributes to the literature on Arabic language curriculum management by demonstrating that effective curriculum control should integrate systematic evaluation, evidence-based decision-making, institutional resource management, and continuous quality improvement to ensure sustainable curriculum implementation.

4. CONCLUSION

This study concludes that the implementation of the Arabic language curriculum management at SMA Islam Arafah Bogor reflects the four management functions proposed by George R. Terry. Planning is implemented through collaborative curriculum design, needs analysis, the determination of learning objectives, and the preparation of instructional documents, although challenges remain in curriculum integration, instructional time allocation, and the provision of writing instruction. Organizing is characterized by a clear division of responsibilities, continuous coordination, and collaboration among school leaders and teachers, but its effectiveness is constrained by limited learning facilities, digital resources, and teacher professional development. Actuating is realized through instructional leadership, supervision, teacher guidance, and the creation of a supportive bi'ah lughawiyah; however, the human resource development dimension has not yet been fully optimized because of limited financial resources, inadequate institutional support, and the absence of structured professional development programs. Controlling is conducted through continuous monitoring, evaluation, supervision, and follow-up improvement, although measurable curriculum performance indicators and resource support still require further strengthening.

Overall, the findings demonstrate that the effectiveness of Arabic language curriculum management depends on the integration of the four POAC functions rather than on the implementation of each function independently. Strengthening curriculum quality therefore requires better synchronization with the national curriculum, improved learning facilities and digital resources, sustainable teacher professional development, and comprehensive performance indicators to support continuous curriculum improvement. These findings provide both theoretical contributions to the application of George R. Terry's management theory in Arabic language curriculum management and practical implications for improving curriculum quality and sustainability in Islamic secondary schools.

5. REFERENCES

- Adiyani, R., Anwar, M., & Abidin, Z. (2025). Teachers' Perceptions And Experiences Implementing Independent Curriculum In Indonesian Madrasahs. *Fikroh: Jurnal Pemikiran Dan Pendidikan Islam*, 18(1), 138–150. <https://doi.org/10.37812/fikroh.v18i1.1830>
- Ardianysah, M., Ihsan, M., & Satyaningrum, R. (2024). Quality Management Analysis in Non-formal Arabic Language Educational Institutions Based on National Education Standards. *International Journal of Arabic Language Teaching*, 6(02), 213–227. <https://doi.org/10.32332/ijalt.v6i02.9447>
- Beldar, P., Galande, V., Panchbhai, M., & Kavale, P. (2025). Fostering Engagement and Understanding: The Impact of Kolb's Experiential Learning Theory on Teaching Theory of Machines. *Journal of Engineering Education Transformations*, 189–199. <https://doi.org/10.16920/jeet/2025/v39i2/25153>
- Cropanzano, R., & Lehman, M. (2023). What Henri Fayol couldn't know: Managing gig workers in the new economy. *Organizational Dynamics*, 52(4), 101010. <https://doi.org/10.1016/j.orgdyn.2023.101010>
- Fina, F. N. F., & Nasiruddin, N. (2023). Manajemen Kurikulum Bahasa Arab di Pesantren Manba'ul 'Ulum. *Jurnal Ihtimam*, 6(1), 47–57. <https://doi.org/10.36668/jih.v6i1.464>
- Fithriyah, A., Rosyada, A., Hadziq, M. F., Mubarak, K., Hilmi, D., & Rasuliy, M. W. (2024). Idāratu Tanfīzi Barnāmaji Ta'limi al-Lughah al-Arabiyyah fi Markazi al-Lughah al-Arabiyyah bi Puncak Darussalam Madura. *Lisanudhad: Jurnal Bahasa, Pembelajaran Dan Sastra Arab*, 11(2), 53–78. <https://doi.org/10.21111/lisanudhad.v11i2.11889>
- Fitriyah, S. C., & Kholiq, I. N. (2026). Kontribusi kondusivitas lingkungan bahasa (bi'ah lughawiyah) terhadap tingkat motivasi intrinsik belajar bahasa Arab siswa. *Idarah Tarbawiyah: Journal of Management in Islamic Education*, 7(2), 322–334. <https://doi.org/10.32832/itjmie.v7i2.22985>
- Hadziq, M. F., & Abror, M. A. (2025). تطبيق المنهج الإستقلال في تعليم اللغة العربية في المدرسة العالية الإسلامية الحكومية 3

- مرانجين. Lahjatuna: Jurnal Pendidikan Bahasa Arab, 5(1), 14–29. <https://doi.org/10.38073/lahjatuna.v5i1.3249>
- Hadziq, M. F., Mubarak, K., Fithriyah, A., Algatnaini, R. A. S., & Fikri, S. (2025). Quality Management Of Arabic Language Learning At MAN 3 Merangin. JURNAL MANAJEMEN PENDIDIKAN, 13(1), 50–56. <https://doi.org/10.33751/jmp.v13i1.11167>
- Hafid, A. N., Islam, S., & Ilmi, M. (2026). Curriculum and Arabic Language Learning Management at MQW JIC Islamic Boarding School Surakarta. Al-Afkar, Journal For Islamic Studies, 9(2), 575–590. <https://doi.org/10.31943/afkarjournal.v9i2.2173>
- Herningrum, I., & Siregar, A. D. (2025). Curriculum integration management in Islamic education: A case study of Kerinci modern boarding school. Tarbawi: Jurnal Keilmuan Manajemen Pendidikan, 11(01), 177–192. <https://doi.org/10.32678/tarbawi.v11i01.11333>
- Huang, S.-H. (2025). Evaluating the English for General Purposes (EGP) program at a Taiwanese University: A CIPP (context, input, process, and product) model study. Evaluation and Program Planning, 102662. <https://doi.org/10.1016/j.evalprogplan.2025.102662>
- Jackson, D., Shan, H., & Meek, S. (2022). Enhancing graduates' enterprise capabilities through work-integrated learning in co-working spaces. Higher Education, 84(1), 101–120. <https://doi.org/10.1007/s10734-021-00756-x>
- Kholis, N., & Mustofa, M. A. (2024). Development of Competency-Based Arabic Language Curriculum in Traditional Islamic Boarding Schools. Arabiyatuna: Jurnal Bahasa Arab, 8(2), 827–848. <https://doi.org/10.29240/jba.v8i2.10819>
- Lubis, I. A., Rahmawati, R., & Yasmadi, Y. (2024). EVALUATION OF THE RALPH TYLER MODEL CURRICULUM IN THE MA'HAD AL-JAMIAH ARABIC LANGUAGE LEARNING PROGRAM AT UIN SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN. Thariqah Ilmiah: Jurnal Ilmu-Ilmu Kependidikan & Bahasa Arab, 12(2), 174–188. <https://doi.org/10.24952/thariqahilmiah.v12i2.11416>
- Masturoh, F., & Mahmudi, I. (2023). The implementasi kurikulum merdeka belajar dalam pembelajaran bahasa Arab. Kalamuna: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban, 4(2), 207–232. <https://doi.org/10.52593/klm.04.2.07>
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). Qualitative data analysis: A methods sourcebook. 3rd. Thousand Oaks, CA: Sage.
- Mulhakim, I., Ahmadi, A., & Malisi, M. A. S. (2025). Model Kolaboratif Manajemen Pengembangan Kurikulum Bahasa Arab di Indonesia: Integrasi Peran Guru, Teknologi, dan Kebijakan. Nady Al-Adab: Jurnal Bahasa Arab, 22(2), 56–69. <https://doi.org/10.20956/jna.v22i2.45258>
- Nisa, K. (2026). Manajemen Kurikulum Pembelajaran Bahasa Arab di Pesantren Modern Indonesia (Perspektif: Kontekstual dan Responsif). Ilmu Pendidikan: Jurnal Kajian Teori Dan Praktik Kependidikan, 11(1), 7–14. <https://doi.org/10.17977/um027v11i12026p7-14>
- Nuh, M., Suhendra, P., & Faoji, A. (2025). Kompetensi pedagogik guru dalam implementasi pembelajaran bahasa Arab kelas 8 MTs Swasta di Bekasi. Jurnal Studi Guru Dan Pembelajaran, 8(2), 568–581. <https://doi.org/10.30605/jsgp.8.2.2025.5846>
- Nuha, M. A. U., & Faedurrohman, F. (2022). Manajemen Perencanaan Kurikulum Bahasa Arab (Tinjauan Ontologi, Epistemologi Dan Aksiologi). Al-Muyassar Journal of Arabic Education, 1(2), 203. <https://doi.org/10.31000/al-muyassar.v1i2.6488>
- Nurhayati, E., & Wasliman, E. D. (2026). Quality Management of Indonesian Language Learning in Improving Students' Reading Literacy in Elementary Schools. Eduvest-Journal of Universal Studies, 6(4), 4103–4110. <https://doi.org/10.59188/eduvest.v6i4.52653>
- Pelealu, N. D., & Fikri, S. (2025). Analisis Manajemen Pendanaan di Pondok Pesantren Salaf Hidayatuth-Tholibin. Mudir: Jurnal Manajemen Pendidikan, 7(1), 36–44. <https://doi.org/10.55352/mudir.v7i1.1397>
- Raharjo, M. (2017). Studi Kasus dalam Penelitian Kualitatif: Konsep dan Prosedurnya, Maulana Malik Ibrahim Malang. Universitas Islam Negeri, Hlm.3.
- Sari, N. D., & Saputra, R. (2024). Strategi monitoring kurikulum dan pengembangan profesional guru untuk meningkatkan hasil pendidikan di sekolah dasar islam terpadu. Indonesian Journal of Innovation Multidisipliner Research, 2(4), 61–71. <https://doi.org/10.69693/ijim.v2i4.102>
- Sugiyono. (2017). Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Alfabeta.
- Syahputra, Dwi, R., & Aslami, N. (2023). Prinsip-Prinsip Utama Manajemen George R. Terry. Manajemen Kreatif Jurnal (MAKREJU), 1(3), 51–56. <https://doi.org/https://doi.org/10.55606/makreju.v1i3.1615>
- Waruwu, S. Y., Zalukhu, I. F. N., Zalukhu, Y., & Harefa, H. O. N. (2025). Peran Kepemimpinan Kepala Sekolah dalam Meningkatkan Kualitas Pembelajaran di Sekolah. Ainara Journal (Jurnal Penelitian Dan PKM Bidang Ilmu Pendidikan), 6(2), 293–301. <https://doi.org/10.54371/ainj.v6i2.841>

- Wicaksono, T., Anam, S., & Maulana, A. (2023). Effectiveness of Cipp-Based Evaluation Management Context, Input, Process, Product in Arabic Language Communication Extracurriculars. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 4(4), 1026–1037. <https://doi.org/10.31538/munaddhomah.v4i4.716>
- Yamin, M. (2024). Manajemen Kepala Madrasah terhadap Pembelajaran Bahasa Arab untuk Meningkatkan Mutu Lulusan Siswa di MAN Tanjungpinang Provinsi Kepulauan Riau. *MUTIARA: Jurnal Ilmiah Multidisiplin Indonesia*, 2(4), 89–106. <https://doi.org/10.61404/jimi.v2i4.310>
- Yunus, M., & Aziz, A. (2022). Manajemen pengembangan kurikulum bahasa Arab (Studi tentang proses dan mekanisme pengembangan kurikulum bahasa Arab). *Al-Fikru: Jurnal Pendidikan Dan Sains*, 3(1), 104–113. <https://doi.org/10.55210/al-fikru.v3i1.834>