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Management of the Intensive Arabic Language Program at LIPs-SMP Nurul Jadid

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Abstract: *Mastery of Arabic is essential for Islamic education and global competitiveness, yet many Islamic schools face challenges in managing intensive language programs effectively. This study aims to analyze the management of the intensive Arabic teaching program at LIPs-SMP Nurul Jadid Paiton Probolinggo, covering planning, organizational structure, implementation, and evaluation. The research partner is the Language Intensive Institution (LIPs) at SMP Nurul Jadid, a junior high school-based Islamic boarding school. Using a qualitative descriptive approach, data were collected through observation, in-depth interviews, and documentation, with triangulation applied to ensure validity. The findings reveal that program planning includes five well-defined instructional objectives spanning cognitive, affective, and psychomotor domains. The organizational structure is highly systematic, led by the school principal as protector, supported by four vice principals, a daily coordinator, a treasurer, five departments, and the International Language Organization (ILO), which comprises language, education, governance, and arts divisions. Implementation integrates the direct method, Krashen's input hypothesis (i+1), and Vygotsky's Zone of Proximal Development (ZPD) through visualization, role play, and a stress-free learning environment. Extracurricular activities include Arabic sermons, storytelling, and a "spy system" to enforce language use in dormitories. Evaluation employs formative and summative assessments based on Kirkpatrick's four-level model. These results offer a replicable management model for Arabic programs in Islamic educational institutions, significantly enhancing students' linguistic competence and global competitiveness.*

Keywords: *Arabic Teaching, Intensive Program, Language Management, Lips-SMP Nurul Jadid, Pesantren*

INTRODUCTION

The importance of mastery of Arabic in the world of education, especially in Islamic boarding schools, cannot be ignored. Arabic plays a key role in understanding the teachings of Islam (Feriska & Dewi, 2026), as well as as a second world language after English which is

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increasingly relevant in the era of globalization (Andriani et al., 2025; Firdaus, 2022; Manisha et al., 2025). In Indonesia, the need for Arabic language skills is not only religious, but also academic and communicative. However, the reality on the ground shows that many educational institutions, including pesantren-based secondary schools, still face challenges in managing Arabic language programs in a structured, systematic, effective, and sustainable manner. A concrete example is the difficulty of finding students who are able to participate in the Language Olympiad (Arabic-English), as is the background for the establishment of LIPs-SMP Nurul Jadid Paiton Probolinggo. Without good management, Arabic language programs tend to run unfocused, less intensive, and unable to equip students with adequate language skills to compete at the international level. Therefore, intensive program management is needed that includes careful planning, organization, implementation, and evaluation.

Theoretically, effective management of Arabic language learning programs requires a comprehensive approach. Some relevant theories include: Robert F. Mager's theory of teaching objectives (specific, measurable, observable) and Benjamin Bloom's classification of objectives (cognitive, affective, psychomotor). In curriculum development, David Ausubel's theory of meaningful learning and Jerome Brunner's theory of discovery became important foundations. Meanwhile, in teaching methods, Maximilian Berlitz's direct method approach as well as Stephen Krashen's second language acquisition hypothesis (input hypothesis i+1) and proximal developmental zones (ZPD) from Lev Vygotsky provide a framework for creating a natural, challenging but not oppressive learning environment (Agustyaningrum & Pradanti, 2022; Habsy et al., 2024; Saputra & Suryandi, 2020). Program evaluation can refer to Kirkpatrick's four-level model (reaction, learning, behavior, outcomes). The application of these theories in an integrated manner is believed to improve the quality of Arabic program management.

Several studies have been conducted related to the management of Arabic language programs in Islamic boarding schools. For example, Azizah et al. (2026) researching the management of Arabic language programs with independent methods, which emphasizes active and speaking exercises. Ardiansyah et al. (2025) to examine the management of Arabic language programs at the Dar Al-Akhwa Putri 2 Islamic Boarding School Malang, with a focus on

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curriculum planning, organizational structure, implementation (classroom learning, vocabulary distribution, language festival), and daily, weekly, monthly, and yearly evaluations. Nuraini et al. (2024) examined the management of the organization of the Arabic study program in Bonduk Salaf, which highlighted the coordination system and division of tasks. However, after examining these studies, it can be seen that studies that specifically discuss the management of intensive Arabic language teaching programs at the secondary school level (especially junior high schools) with a focus on aspects of planning, organizational structure, implementation, and simultaneous evaluation are still relatively limited. Most of the research is more oriented towards traditional Islamic boarding schools or universities, not many have studied formal institutions such as junior high schools that have integrated intensive language programs.

This research is here to fill this gap by offering a specific study on the management of the intensive Arabic language teaching program at Nurul Jadid Secondary School (LIPs-SMP Nurul Jadid) Biton Probolinggo. The main focus of this study is to analyze in depth how program planning, organizational structure (including the role of the ILO and its divisions), the implementation phase of learning (goal design, curriculum, methods, media, extracurricular activities), and continuous program evaluation. This study uses a descriptive qualitative approach with observation, interview, and documentation data collection techniques. Thus, this research is expected to be able to make a theoretical and practical contribution to the development of Arabic language education in Indonesia, especially in terms of managing intensive programs that can be adapted by other educational institutions. In addition, the results of this study also enrich the scientific treasure about the management of Arabic language programs in the pesantren-based school environment.

METHOD

This research uses an interpretive paradigm (constructivism) which is reflected in a descriptive qualitative approach (Creswell & Creswell, 2017). This paradigm was chosen because the purpose of the research is to understand in depth the phenomenon of managing Arabic intensive programs in LIPs-SMP Nurul Jadid based on the meanings constructed by participants in the field,

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not to look for causal relationships or statistical generalizations. This research is a field research with a descriptive qualitative approach. The research location is located at LIPs-SMP Nurul Jadid (Nurul Jadid Junior High School Language Intensive Institute) located in Paiton, Probolinggo. The research focus includes the management of Arabic-intensive programs which includes program planning, organizational structure, implementation phases, and program evaluation.

Participants in this study consisted of the principal of Nurul Jadid Junior High School, vice principal, coordinator of LIPs, daily chairman, treasurer, head of curriculum division, language division, student affairs division, talent and interest development division, facilities and infrastructure division, Arabic teachers, and International Language Organization (ILO) administrators. The data collection technique uses three methods simultaneously, namely observation, interview, and documentation, referring to. Observation was carried out by directly observing Arabic teaching and learning activities, including the evening schedule (20.00–22.00) and morning extracurricular activities such as speeches, storytelling, and sermons.

Data analysis uses an interactive model from Huberman & Miles (2002) which consists of four components: data correction, data reduction, data presentation, and verification or drawing of conclusions. The analysis was carried out simultaneously and continuously during the research process. The data analysis procedure is carried out in stages. First, the researcher corrected the data by checking the completeness and accuracy of the field records. Second, data reduction is carried out, namely identifying text segments, marking, and annotating to group key topics such as organizational structure, learning methods, and evaluation. Third, the data is presented in the form of detailed narrative descriptions, tables, and charts. Fourth, verification and conclusion are drawn through repeated interpretation of data.

To improve the reliability and accuracy of the findings, the researcher used triangulation, namely source triangulation (using information from teachers, administrators, ILO staff, and principals), technical triangulation (observation, interviews, documentation), and time triangulation (data collection at different times and days). From the ethical side, the researcher has obtained access permission to the LIPs-SMP Nurul Jadid institution, the name of the informant

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(Adif Al-Ali) is mentioned with the consent of the person concerned, and the data is presented factually without manipulation. There were no adverse experiments in the study.

RESULTS AND DISCUSSION

RESULT

LIPs-SMP Nurul Jadid Paiton Probolinggo is a language institution (Arabic-English) under the responsibility of the School Curriculum Department which was established in 2002. The establishment of this institution began at the request of Mr. Najmuddin Zengi who is one of the English teachers at Nurul Jadid Junior High School. The background of the establishment of this institution is due to the difficulty of finding students who take part in the Language Olympiad (Arabic-English). With the existence of this institution, his party wants to equip Nurul Jadid Junior High School students in the field of Arabic and English language skills as an effort to prepare and produce students to be competitive in the international world who are reliable and of high quality in the field of Arabic and English.

When this institution was first established, it was only in dormitories. For students who live in Gang C or Sunan Drajat (LIPs-SMP Nurul Jadid website). The students live in the Zainiya (Delbar) and Al Hoceimiya (Deltem) regions. The goal of this institution is to ensure that students are always actively communicating every day using two languages, namely Arabic and English. In order to improve students' fluency in communicating in foreign languages, and finally as it grows, this institution not only enrolls but also establishes special classrooms in schools with the aim of providing special lessons for students to deepen their language (Arabic-English). Because in this institution, students are taught to be able to communicate both in Arabic and English in daily communication, so that they are more capable and ready to compete and face the global era by providing language facilities.

LIPs- Administrative Structure of Nurul Jadid Junior High School

SMP LIPS Nurul Jadid has an administrative structure consisting of several important components. At the top position, there is a protector occupied by the principal of Nurul Jadid Junior High School, as well as a counselor consisting of the vice principal, namely the vice president of

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curriculum, vice president of student affairs, vice president of facilities and infrastructure, and vice president of public relations and quality control. He leads the day-to-day administration of Nurul Jadid High School (LIPS) A coordinator is assisted by three divisions of coordinators. In addition, there is a Treasurer who is responsible for the administrative and financial affairs of the Organization.

In this administrative structure, there are several sections or sections, each of which is coordinated by a coordinator. These departments include the Department of Curriculum, the Department of Languages (consisting of English and Arabic), the Department of Student Affairs (including ILO counsellors, boys' counsellors, and female counsellors), and the Department of Talent and Interest Development. Each department coordinator assists a number of members who are responsible for his or her area of specialization. In addition, there is also the Department of Facilities and Infrastructure, which is coordinated by the moderator and several members. Through this structured management, it is hoped that LIPS-SMP Nurul Jadid can carry out various programs and activities to improve and develop the potential of students at school optimally. The new management structure of the Shifah Nurul Jadid Company is as follows:

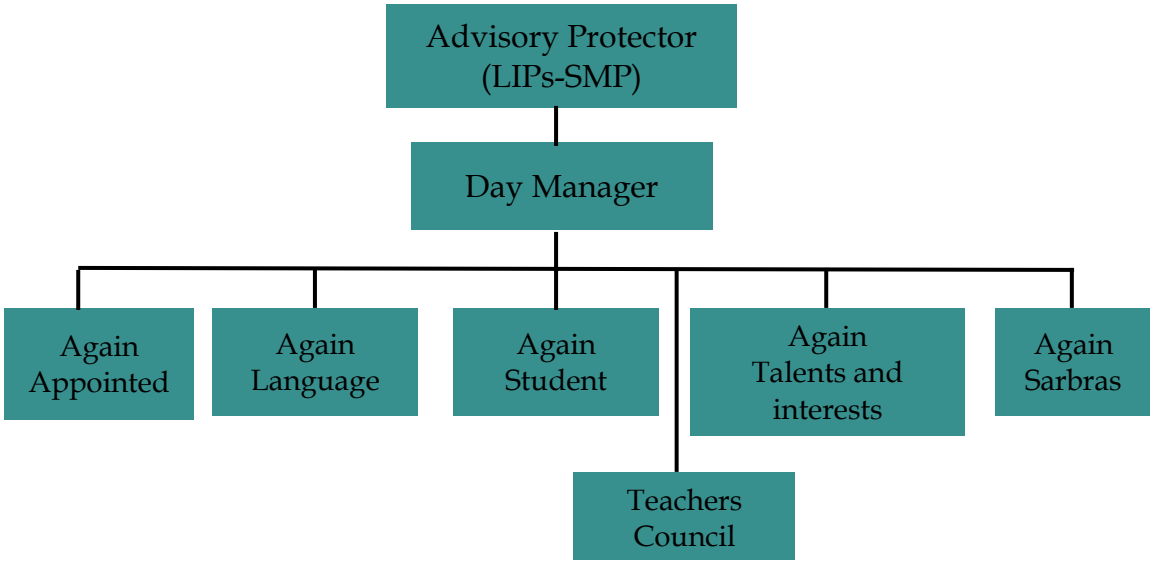


Figure 1. Administrative Structure of LIPs-SMP Nurul Jadid

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Based on Figure 1 above, the management of LIPS-SMP Nurul Jadid Paiton Probolinggo seems to be very organized and well developed. This reflects a high level of coordination in learning management or program management. Thanks to a well-structured structure, each part of the organization has a clear role and responsibility, ensuring that all educational activities can run smoothly and efficiently. In this case, communication between departments becomes easier, allowing synergistic collaboration to achieve the set educational goals. With a clear division of departments such as the Department of Curriculum, the Department of Languages, the Department of Student Affairs, the Department of Talent and Interest Development, and the Department of Facilities and Infrastructure coordinated by the moderator, LIPs-SMP Nurul Jadid is able to create a synergistic and focused work system.

The Curriculum Department is responsible for designing and adapting Arabic learning materials to the needs of students, while the Language Department specifically handles teaching, training, and evaluation of Arabic and English language proficiency. The Student Affairs Department, which is equipped with ILO counselors and counselors, plays a role in supervising language discipline and providing individual assistance, so as to create an environment conducive to daily language practice. The Department of Talent and Interest Development supports extracurricular activities such as speech, storytelling, and Arabic-language theater, while the Department of Facilities and Infrastructure ensures the availability of learning facilities such as dedicated classrooms, LCDs, sound systems, and textbooks. Through this structured cross-departmental coordination, each Arabic intensive program can be implemented in an integrated manner, starting from curriculum planning, learning implementation, language discipline supervision, to the provision of supporting facilities, so that students' potential in mastering Arabic can be developed optimally and sustainably.

The teaching objectives of LIPs-SMP Nurul Jadid are summarized as follows: (1) Develop communication skills in Arabic orally and in writing, (2) Understand and apply Arabic grammar in different contexts, (3) Improve reading and listening skills in Arabic texts, (4) Introduce and understand Arabic culture and traditions, and (5) Improve critical and analytical thinking skills through Arabic language studies.

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Arabic Language Learning Media and Activities at LIPS-SMP Nurul Jadid

Arabic language learning in the LIPS-SMP Nurul Jadid environment is designed systematically by utilizing various media and diverse learning resources. Media such as books, whiteboards, sound systems, televisions, and LCD screens are the main means that are integrated in daily learning activities to support the development of students' language competence. In addition, there are four language program competencies that are the target achievements, namely the ability to speak (communicate) fluently, the ability to speak, the ability to tell stories, and the ability to apply Arabic learning in a real context. The combination of adequate media and clear competency targets is an important foundation for the creation of an effective and sustainable learning process.

Table 1. Media and Competencies of Language Program at LIPS-SMP Nurul Jadid

Category	Details	Remarks
Educational Media / Learning Resources	Books, whiteboards, sound system, televisions, LCD screens	Used in daily activities to support Arabic language learning and development
Language Program Competencies	Ability to speak (communicate) in Arabic fluently. Ability to give speeches in Arabic. Ability to tell stories using Arabic. Apply Arabic language learning	Achievement targets that students must achieve

Based on table.1 above, it can be concluded that LIPS-SMP Nurul Jadid has provided quite complete and relevant learning media, ranging from conventional tools such as books and whiteboards to electronic devices such as televisions and LCDs. These media are used regularly in daily activities to support the creation of an active Arabic-speaking environment. Meanwhile, the program competencies that are set include speaking, speech, storytelling, and language application provide a clear direction for students and teachers in achieving integrated Arabic language skills. With the synergy between these facilities and competency targets, the learning process is expected not only to improve students' linguistic skills, but also to build confidence and Arabic language habits in daily life in the pesantren environment.

The media used as a successful means of learning and developing Arabic in the environment are books, whiteboards, sound systems, televisions, and LCD screens that are often used in daily activities. There are several language program competencies that students must achieve in

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learning: (1) Ability to speak (communicate) in Arabic fluently and fluently (2) Ability to give speeches using Arabic (3) Ability to tell stories using Arabic (4) Apply Arabic language learning.

Based on the direct observation of the researcher, Arabic teaching and learning activities at LIPs-SMP Nurul Jadid Paiton Probolinggo are carried out on a scheduled basis every night from 08.00-10.00 except (Tuesday and Friday). The teaching staff consists of several people, and the courses taught are: (1) Qira'ah (2) Nahwu (3) Muhadatsah (4) Balagoh (5) Shorof.

Table.2 Arabic Language Learning Activities at LIPS-SMP Nurul Jadid

Activities	Details	Implementation Time
Subjects (Courses)	Qira'ah Nahwu Muhadasah São Paulo Shorof	Taught by several teachers
Extracurricular Activities (1)	Arabic sermons	Every morning from 07.30 - 08.00 (except Tuesday and Friday)
Extracurricular Activities (2)	Tell stories in Arabic	Every morning from 06.00 - 06.45 (except Tuesday and Friday)
Extracurricular Activities (3)	Language supervisor training	Responsible for observing and providing educational reprimands/punishments if students are found not to speak Arabic in the dormitory environment and Islamic boarding schools according to the agreement

Extracurricular Activities in Arabic (1) Sermons are delivered in Arabic on a scheduled basis every morning at 07.30-08-00 (except Tuesdays and Fridays) (2) Storytelling in Arabic is carried out on a scheduled basis every morning at 06.00-06-00 45 (except Tuesday and Friday) (3) Training of spies who practice Arabic or spies who are in charge of providing observation and punishment for education if deviations are found (not speaking Arabic) in the accommodation and cottage environment agreed pesantren

The selection of Arabic subjects is based on the results of an interview with Adif Al-Ali, where the material taught to students is slowly introduced during the learning process activities and then practiced in additional supporting activities through speeches and storytelling using Arabic. This aims to ensure that students are active in practicing Arabic. When students are actively learning, it means that they dominate the learning activities, so students actively use their

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brains through these activities, whether to find key ideas, solve problems, or apply what they have just learned to a real-life problem

DISCUSSION

Management in implementing Arabic language learning at Nurul Jadid LIPs-SMP

At LIPS-SMP Nurul Jadid, Arabic is one of the most important subjects in the educational curriculum. With a deep understanding of the Arabic language, students can better access various sources of Islamic knowledge, culture, and religion. Therefore, the management of the Arabic language program at LIPS-SMP Nurul Jadid is carefully regulated and managed through a planned strategy. Teachers with high qualifications and experience in teaching Arabic are selected to ensure optimal quality of education. Several innovative teaching methods are applied to improve students' skills in Arabic effectively and comprehensively (Susanti & Baroroh, 2025). There are several steps in managing Arabic language programs, namely:

Setting Goals

The first step in managing an Arabic program is to set clear and specific goals. These goals include cognitive, emotional, and psychomotor aspects, such as students' ability to understand Arabic texts, speak Arabic, and appreciate Arabic culture. This goal must be aligned with the curriculum standards and student needs. Developing a curriculum to manage Arabic language programs at LIPS Nurul Jadid developed a comprehensive and structured curriculum. The curriculum covers a wide range of language skills, such as listening, speaking, reading, and writing in Arabic. The educational materials chosen must be relevant, varied, and adapted to the student's ability level. Curriculum assessments are also conducted periodically to ensure that they are in accordance with educational developments and student needs (Mudinillah et al., 2023). In addition, the support of educational technology is used to enrich the student learning experience.

Setting teaching goals is the process of determining what you want to achieve through learning activities. In LIPs-SMP Nurul Jadid, this goal is designed according to the vision, mission, and needs of school students. Robert F. Majer states that teaching goals should be specific, measurable, and observable, so that we can know when they have been achieved. Benjamin Bloom

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states through his classification that the purpose of teaching should include three main areas: Cognitive (knowledge), emotional (attitude), and psychokinesis (skill).

Curriculum development is the process of designing, selecting, and compiling learning materials that are in accordance with the learning goals and needs of students at LIPS Nurul Jadid Junior High School. David Ossobel emphasizes the importance of organizing learning materials so that they can facilitate meaningful learning, as students can connect new knowledge with knowledge they already have (Jerome Brunner) through learning theory through discovery, and suggests that learning materials be designed to encourage students to discover concepts and principles in a directed and independent way.

Teaching Materials

Arabic Language Teaching Materials at LIPS Nurul Jadid New High School (1) Arabic books and literature adapted to the curriculum; (2) Audiovisual media (videos, audio recordings, presentations) that are relevant to daily life and Arabic culture; (3) Worksheets and exercises of language skills (reading, writing, listening, speaking) that are challenging and engaging; (4) The addition of reading materials (articles, short stories, news) can increase students' interest and motivation to learn; and (5) Digital applications and tools for interactive exercises that support independent and collaborative learning.

Based on the five components above, the design of Arabic teaching materials at Sekolah Menengah Baru LIPS Nurul Jadid should integrate a multimodal approach that combines print, digital, audiovisual, and project-based resources. This integration aims to create a dynamic, contextual, and learner-centered learning environment. Books and literature are the foundation for grammatical understanding and cultural insights, while audiovisual media strengthen listening and speaking skills through exposure to real situations and the authenticity of Arabic culture (Sabarudin et al., 2023). Challenging and interesting worksheets function as a formative assessment tool as well as a stimulation of critical thinking, while additional reading materials such as articles and short stories are able to build literacy habits and appreciation of authentic texts (Abu-Odah et al., 2024). Not to forget, the use of digital applications and tools facilitates independent and collaborative learning, allowing students to learn at their own pace without losing

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social interaction. Thus, the design of this holistic and varied teaching materials is expected not only to improve Arabic language competence in a balanced manner (listening, speaking, reading, writing), but also to foster intrinsic motivation, cross-cultural awareness, and sustainable learning independence.

Learning Methods

The selection of learning methods is an important part of the Arabic language program management strategy. Arabic teachers at LIPS use a communicative approach, task-based teaching, and instructional technology to improve students' language skills. Collaborative learning and project-based learning are also implemented to increase student participation in the learning process. In addition, interactive methods such as group discussions and real-life conversation simulations are often used to practice using Arabic in the context of everyday life.

The LIPS teaching method at Nurul Jadid Junior High School is an evangelization method with the acquisition of a second language and the Karashin introductory hypothesis. The direct method is a direct teaching method that emphasizes intensive interaction between teacher and student through dialogue and practical practice (direct method), emphasizes the importance of teaching the language directly through conversation and the use of the target language in everyday contexts without translation (Maximilian Berlitz) supports the direct method, and believes that the language should be taught in a natural way similar to the way the child learns the language of his Mother.

The second language acquisition and introduction hypothesis of Stephen Krashin of Krasin proposes several hypotheses in second language learning, most notably the input hypothesis that the second language is acquired more effectively through input slightly higher than the student's current ability level (i+1). Steven Krashin believes that input should be understandable and meaningful, and that the learning environment should be stress-free so that students can learn more effectively. Lev Vygotsky, Owner of the Near Development Zone (ZPD) Concept, says that the most effective learning occurs when students work on tasks that are slightly beyond their current capabilities, with appropriate help or support (Cruz et al., 2017).

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Implementation at LIPS Nurul Jadid Junior High School is carried out by providing texts and conversations that are slightly more challenging but still understandable (i+1), and that are relevant to student life and Arabic culture. (1) Use context and visualization to aid understanding, such as images, videos, and role-playing (2) Create a supportive and stress-free learning environment with a friendly and inclusive approach (3) Encourage interaction through the Mbesira method to improve speaking and speaking. Listening skills, as well as providing many opportunities for students to actively participate in learning. By combining evangelization methods, second language acquisition theories as well as Krachen's input premise, learning Arabic at LIPS Nurul Jadid High School can be more effective and enjoyable, allowing students to develop their language skills naturally and gradually.

Evaluation

Continuous evaluation of the effectiveness of learning methods is also carried out to ensure that learning objectives are achieved optimally. Evaluation and assessment are important elements in the management of the Arabic language program at LIPS Nurul Jadid. A comprehensive assessment system includes formative and final assessments to measure students' progress in achieving learning objectives. In addition, assessments are conducted periodically to assess the effectiveness of the program and provide constructive feedback to teachers and students. Formative assessments are conducted through a variety of activities such as quizzes and assignments and class discussions, while final assessments include final exams and major projects. The results of the assessment are used to identify areas for improvement and design more effective learning strategies in the future.

Designing the implementation and evaluation phase of LIPS learning at Nurul Jadid by prioritizing student activities and detailed planning on how learning activities will be carried out from start to finish. Learning assessment is the process of measuring and evaluating the extent to which teaching objectives have been achieved Ralph W. Tyler emphasized the importance of a methodological approach in learning planning that includes objectives, learning activities, and assessments. Donald Kirkpatrick developed an assessment model that includes four levels: reaction, learning, behavior, and outcomes.

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The implementation and assessment stages of learning at LIPS Nurul Jadid introduce learning topics and objectives, often starting with motivational questions or short discussions to engage students in introducing new material through various methods (lectures, demonstrations, audio-visual media) that are interesting and interactive. Providing opportunities for students to practice the material under the guidance of the instructor through group activities, role-playing and hands-on practice allows students to practice independently through individual assignments, projects, and solution-based learning Constructive feedback issues that encourage students to continue learning and growing (Al Ayyubi et al., 2024, 2025; Mutaqin et al., 2024).

Arabic Language Intensive Program Supporting Organizations

Nurul Jadid, there is an important organization known as the International Language Organization (ILO). This organization plays an important role in supporting the management of learning and various activities that take place in the institution. The ILO is made up of several sections, each with specific functions and responsibilities to ensure the optimal quality of education and extracurricular activities. The ILO's sections and interpretations are as follows: (1) Language Department (Language Department) This section is responsible for all aspects related to language teaching and learning. The Language Department develops language curriculum, provides teaching materials, and provides training for language teachers. In addition, this department organizes There are also activities that support language proficiency, such as language debate competitions, speeches and language seminars. (2) Department of Education (Department of Education): The Department of Education focuses on developing effective learning methods and strategies. The department designs and evaluates curriculum, conducts workshops and training for teachers, and monitors classroom learning. The Education Office also plays a role in preparing lesson schedules and ensuring that the teaching and learning process runs smoothly and in accordance with applicable educational standards. (3) The Department of Governance (Supervision Department) of this Department is responsible for supervising and evaluating the implementation of learning and activities at the new LIPS Nurul. The Governance Department ensures that all activities comply with applicable regulations and guidelines. The department also evaluates the performance of teachers and students, and provides constructive feedback for

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improvement. (4) Department of Fine Arts (Department of Art): Department of Fine Arts is a department that handles all forms of art activities at LIPS Nurul Jadid. The department organizes various fine arts events such as theater performances, art exhibitions, and concerts. The Fan Department also develops students' artistic talents by holding art classes and creative workshops.

ILO LIP-SMP Nurul Jadid acts as the main supporter in ensuring that the learning process and extracurricular activities are carried out and organized properly. With the presence of the Language Department, Education Department, Governance Department, and Fan Department, LIPS can provide a comprehensive and diverse learning environment, which not only focuses on the academic aspect but also on the development of students' skills and talents in various fields. Improving the quality of Arabic program management at LIPS Nurul Jadid also involves continuous efforts to improve the quality of the program. Arabic teachers are invited to participate in vocational training and workshops to update their knowledge and skills in line with the latest developments in Arabic language teaching and learning. In addition, the program is routinely evaluated and adjusted based on the needs and input of students, parents, and other stakeholders. This collaborative approach ensures that programs remain relevant and effective. In addition, the latest one is also implemented. Instructional technology and educational materials to enrich students' learning experiences (Fauzi et al., 2025; Murharyana et al., 2024; Rahmawati et al., 2024). Through a planned and sustainable management strategy, the Arabic language program at LIPS Nurul Jadid is expected to provide a meaningful and effective learning experience for students. Thus, they can become competent and knowledgeable Arabic speakers. The program also aims to equip students with the essential skills needed to understand and appreciate the richness of Arabic culture and literature. In addition, a holistic approach in Arabic language teaching is expected to encourage students to develop a deep interest in advanced study in the field.

CONCLUSION

The planning of the Arabic intensive program at LIPs-SMP Nurul Jadid is carried out systematically by setting five teaching objectives that cover the cognitive, affective, and psychomotor domains: development of oral and written communication skills, grammatical

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comprehension, improvement of reading and listening, introduction to Arabic culture, and strengthening critical thinking. The curriculum is developed based on the theories of meaningful learning (Ausubel) and discovery (Brunner), with diverse teaching materials including textbooks, audiovisual media, interactive worksheets, supplementary readings (articles, short stories, news), as well as digital applications for independent and collaborative learning.

The organizational structure of LIPs is highly structured with the top positions of protectors (principals) and counselors (four deputy principals), supported by daily coordinators, treasurers, and five departments: Curriculum, Language, Student Affairs, Talent and Interest Development, and Facilities and Infrastructure. The existence of the International Language Organization (ILO) consisting of the Departments of Language, Education, Governance, and Fine Arts is the main supporter of the quality of learning. The implementation phase applied the integration of direct methods, Krashen's input hypothesis (i+1), and Vygotsky's ZPD through visualization, role play, and a stress-free learning environment. Learning activities are scheduled in the evening at 20.00-22.00, with extracurricular morning sermons, storytelling, and a spy system for monitoring the use of Arabic in the dormitory.

Program evaluation is carried out continuously through formative (quizzes, assignments, discussions) and summative (final exams, major projects) assessments referring to the Kirkpatrick model (reactions, learning, behaviors, outcomes). Quality improvement strategies include teacher training, workshops, and program adjustments based on students, parents, and stakeholder input. This management model has the potential to be adapted by other Islamic educational institutions. Further research is recommended to quantitatively measure the effectiveness of the program, conduct comparative studies between Islamic boarding schools, and examine the long-term impact on the Arabic language skills of graduates.

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