ORGANIZING MANAGEMENT PROGRAM MARKAZ ARABIYAH COURSE IN PARE KEDIRI

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Abstract

This study aims to find out the keys to organizational management success at the Markaz Arabiyyah course institution which has 12 programs being implemented, as well as the constraints and solutions implemented. This research uses a qualitative approach with a case study type. Sources of data in this study are teachers, staff, and students. Data collection techniques using interviews, observation, and documentation. Data analysis techniques were carried out in three stages; presentation of data, classification of data, and drawing of conclusions. The results of this study are the organizational system implemented at the Markaz Arabiyyah course institution in the Arabic language program including division of tasks, a span of control, delegation, as well as monitoring and reorganization. The 12 Markaz Arabiyyah programs are only managed by two managers, namely the online program manager and the offline program manager. This research reveals the key to the success of the Markaz Arabiyah institution in managing human resources to carry out its 12 learning programs. Markaz Arabiyah provides scholarships to its teachers at the Masters level, so that commitment to the institution is better formed. Further research that can be carried out is the application of a management system from the Markaz Arabiyyah institution elsewhere.

Keywords: *organizing management, course program, arabic language education*

A. Introduction

Non-formal language learning has now become a trend. Likewise in Arabic, learning Arabic which is carried out non-formally, such as through courses, is in great demand by many people. The course institution itself is an institution that is officially regulated by the government by Law No. 20 of 2003 concerning the National Education System, article 26 concerning non-formal education. One of the main reasons why second language learners are highly interested in the course is because its program and learning methods are specifically tailored without any inhibiting regulatory interference. So that the programs implemented in it can be adapted to the needs of their students (Sa'diyah & Abdurahman, 2021).

Interest in Arabic language courses is a factor in the establishment of many institutions, especially in the Pare Kediri area. Each institution competes to provide learning facilities that are innovative and attractive. Starting from special skills programs, bi'ah lughawiyah, and so on (Arif, 2019). Even some institutions run many programs in one learning period. One of them, the organization called "Markaz Arabiyah" offers a variety of twelve distinct programs for Arabic language learning. Some of them is online programs and some of them is offline programs. This becomes interesting to study because the number of programs is directly proportional to the level of difficulty of the management of organizing the human resources involved (Hasibuan, 2012).

Organization and organizing are basically terms that were born from a one-word origin, namely organon (in an etymological perspective), and underwent a paradigm shift to become organization and organizing (in a terminological perspective). Because there has been a shift in word structure to be used to term a meaning, then of course there is a difference between organization and organizing. This difference can be seen from the point of view of placement (use), meaning that the organization in this context is seen as a container or system where a group of people or social entities carry out various activities to achieve goals. Meanwhile, organizing is an effort to unify, regulate and align aspects that exist within the organization (Candra Wijaya & Rifa'i, 2016). Besides that, Organizing is the second management function that is carried out based on the planning that has been prepared previously.

According to Hasibuan, an organization can be defined as the procedure of creating, integrating, and overseeing diverse activities essential for accomplishing objectives. This involves assigning individuals to specific tasks, equipping them with the necessary resources, and establishing appropriate authority for each person responsible for carrying out the assigned activities. then G.R. Terry stated that organizing is the formation of effective relationships or

behaviors between individuals so that they can work well together and get personal satisfaction in the tasks chosen in the environment in achieving goals or objectives (Kotler and Amstrong, 2003).

Organizing refers to coordinating human resources with other resources such as materials, machines, money, and other things (Murugesan, 2012). In organizing, individuals are determined to lead and be responsible for each resource management activity, as well as individuals who will directly carry out various resource management activities to achieve goals. Herry Krisnandi (2019) Then another opinion related to the organization, According to Allen, this organization refers to a structure that results from identifying and classifying work, defining and delegating responsibility and authority, and building relationships (Murugesan, 2012).

Based on the statement regarding the definition of the organization or organizing that has been described above, a conclusion can be drawn that organizing is the arrangement of various activities within an organization that involve various human, material, financial, and other resources. As well as in this organization there is an individual who leads the organization and manages every placement of resources according to the capabilities and needs of the organization so that it runs continuously to achieve goals.

Ernest Dale (Fattah, 2004) describes the organizational management has as a long process. The description of the organizing process according to Ernest Dale is as follows:

1. Job Breakdown is the determination of the tasks to be carried out to obtain the goals that have been designed in an organization.
2. Division of Work, dividing all tasks to be carried out by individuals or groups. At this stage, the distribution of tasks to each person or group is based on qualifications, not getting parts that are too heavy or parts that are too light.
3. Unification of Work, unification, or combination of work is commonly referred to as a department or departmentalization. Combine all the work of each member rationally and efficiently. Merging these tasks can be done if the organization is getting bigger or more complex.
4. Coordination of work, creating operational mechanisms to promote seamless coordination within a cohesive unit. In the organization of each member and each part that carries out work/activities, it is possible for conflicts to arise between members with coordination so that each member can continue to work effectively.
5. Monitoring and reorganizing, conducting regular assessments and implementing necessary adjustments to uphold and enhance effectiveness. This is imperative due to the long and ongoing nature of the planning process, necessitating periodic reviews of

the preceding four steps to ensure consistency, efficiency, and efficacy in meeting the evolving needs of the organization.

The above reality is relevant to the theory of management functions in the world of education, which include: Planning, Organizing, Leading, and Controlling (Boddy, 2005). In accordance with the phenomenon of the number of programs at one time implemented in the "Markaz Arabiyah" institution, the focus of this research is the management function in the field of organizing (Organizing). Related research that has been carried out is research by Umam, et al (2019) which discusses the Organizational Management of the Darul Lughah Waddirasat Islamiyah Arabic Markaz Course Program. This research has the result that organizing is done by managers directly. This study has a different locus from the research conducted by the author.

Next research was conducted by Nada, et al (2022) regarding the Organizational Management of the 1-Month Arabic Language Program at the English Village Course Institute. This research has the result that organizational management in the institution under study is carried out in several steps, namely setting goals, classifying activities, delegating, determining the number of teachers, creating structures, and monitoring. This research is different from the research conducted by the author in terms of the research location, namely the Al-Azhar course institution. While the author examines the course institution "Markaz Arabiyah". Another research was conducted by Akbar and Prasetyo (2022) regarding the Management of the Organization of the Arabic Language Course Program at the Almadinah Academy. This research has the result that the organizational management of the Almadinah Academy online language program uses a manager coordination system under the auspices of the general chairman, after coordinating with staff (coordinate per department), and each program, in general, has a line and staff structure model (line and staff organization). This research is different in that institutions are only online, while the institutions chosen by the author are online and offline institutions.

From some of the research above, it can be seen that each institution has its own uniqueness in the management of the organization of human resources for educators. Therefore, this study aims to describe how organizational management is implemented by the "Markaz Arabiyah" course institution. In addition, this study then also discusses the problems that arise from the organizational management system that is applied. And finally how the solution is done to solve the problems that arise.

This research is expected to be able to explore the strategies of the "Markaz Arabiyah" course institutions to manage their institutional programs well. How do managers manage

human resources to run twelve different programs? So then from the results of this study, we can know the special formula of the applied system. Then the formula can be used as a reference by other course institutions that have similar characteristics. In the end, the Arabic course will be better in terms of organizational management. In this regard, bi'ah lughawiyah will be more commonly found and Arabic will be easier to apply in everyday life (Kurniawan et al., 2023)..

B. Method

The approach used in this research is qualitative. The type of research is a case study. The author chose the type of case study research because a case study is a panel that reveals the uniqueness of an organization, institution, and the condition of society with certain symptoms (Arikunto, 2010). The data in this study consisted of written descriptions and oral written documentation. Data were obtained from several sources. Among them is the official website of Markaz Arabiyah which contains profile descriptions, program details, and information related to research. Data were obtained from individuals who were actively engaged in the Markaz Arabiyah course, including a manager, a teacher, and a student enrolled in one of the ongoing programs.

The data collection techniques used are interviews, observation, and documentation. Interviews were conducted online via the Whatsapp application and directly orally. Meanwhile, documentation is done by analyzing written sources found on the official website of Markaz Arabiyah. Observations were made directly at the Markaz Arabiyah learning location. The data obtained were then analyzed using data analysis techniques according to Miles & Huberman (1984), which was carried out in three stages. These stages include data presentation, data classification, and drawing conclusions.

Include in these subsections the information essential to comprehend and replicate the study. Insufficient detail leaves the reader with questions; too much detail burdens the reader with irrelevant information. Consider using appendices and/or a supplemental website for more detailed information.

C. Result and Discussion

Profile of the Markaz Arabiyah Course Institute Pare – Kediri

Markaz Arabiyah is an Arabic language educational institution located in Pare District, Kediri Regency. Markaz Arabiyah was founded by several *muassis*, namely TT along with several other *muassis* listed on the Markaz Arabiyah website. Arabiyah Markaz is located on Jln. Cempaka no. 32, Tegalsari, Tulungrejo, Pare, Kediri, East Java, Indonesia. The area is well-known among Indonesians as a center for learning Arabic and English. Since its establishment

in 2018, Markaz Arabiyah has built a broad network of teachers and quality controllers who possess diverse educational backgrounds, comprising graduates from domestic and international universities.

The Markaz Arabiyah Institute showcases its distinctive brand as an institution designed by graduates from Middle Eastern campuses and forged through numerous collaborations with universities in the Middle East. This strategic advantage is carefully cultivated by the Markaz institution. Because in addition to learning Arabic there, we can get direct guidance from alumni of the Middle East campus. The guidance includes coaching, filing, departure and assistance for studies in the Middle East and Europe, such as: Egypt, Yemen, Jordan, Morocco and Turkey. In fact, based on the information provided on the website, over 700 students from Markaz Arabiyah have achieved successful academic pursuits at universities in the Middle East and Turkey.

The Markaz Arabiyah Institute focuses on providing comprehensive Arabic learning, namely mastering the four maharah and three elements of lughah arabiyah. In addition, Markaz also trains Arabic as a language of communication. Markaz Arabiyah employs a distinctive approach to its curriculum, encapsulated by the acronym "KAPOK" (Creative - Active - Achievement - Objective - Contributive), aimed at fostering these qualities in participants who are learning Arabic. Starting from 2018, now Markaz is noted to have more than 4000 alumni and more than 500 alumni have successfully continued their studies in the Middle East and Europe.

Based on the results of an interview with one of the course instructors at the Markaz Arabiyah institution, Markaz Arabiyah is now competing with other course institutions in Pare Kediri in terms of the number of students and programs being run. For example, the Al-Azhar institution has existed since 2013. This is due to the innovation and creativity of each institution in providing the best service to their student market. Apart from that, the existence of these institutions which are located not so far away has made bi'ah Arabiyah formed so that it can be called the 'Arab village'.

Markaz Arabiyah's Programs

Markaz Arabiyah has relatively more programs than other course institutions in the vicinity. This is what then makes the writer interested in researching. The program run by Markaz Arabiyah consists of two types of programs. These programs include offline programs and online programs. In addition, there are programs that are executed routinely or scheduled and there are programs that are executed within a certain period of time.

The first type of program offered is the offline program, specifically the Integration Dormitory Program. This program provides boarding facilities for students, with a primary

focus on learning vocabulary (Mufradat) and commonly used Arabic expressions in everyday life. In addition, this program is also equipped with ubudiyah, akhlaqiyah, and bi'ah arabiyah material. The program is executed in three months. (2) Shifr Program, This program is specifically designed for students who are new to Arabic or have no prior foundation in the language. It focuses on in-depth study of four essential Arabic language skills: Istima' (listening), Kalam (speaking), Qiro'ah (reading), and Kitabah (writing). (3) I'dad Program, this program is specifically designed to increase as well as apply Arabic vocabulary for beginners in speaking, writing, and composing Arabic sentences. This program is also equipped with material on basic Tarkib.

Additionally, (4) the Syarqi Program, which offers a comprehensive curriculum covering all four essential Arabic language skills. This program is a higher level program than the previous program because it is equipped with literary materials such as Nahwu and Balaghah. (5) The AKBARNAS Program is specifically designed to enhance students' Arabic speaking skills through dedicated training.This program is specifically designed for students to be fluent in everyday Arabic using practical methods. This program was carried out for two months. (6) Takhashush Program, This program is a program specifically designed for students who want to focus on learning the rules of the Arabic language. The material in it consists of Nahwu, Sharaf, as well as material about reading books in Arabic. (7) The Egyptian Minhah Program, this is a specialized offering for students who aspire to pursue further studies in Middle Eastern countries like Egypt, Turkey, Yemen, Pakistan, Jordan, Sudan, and Morocco. This program encompasses comprehensive content on all four language and grammatical skills, alongside a simulated entrance test for Middle Eastern campuses. (8) The Panter Program is an exclusive offering designed specifically for students who have been admitted to Al-Azhar University in Egypt. The material in it consists of preparation material for taking term one which is often an obstacle for new students.

In addition to the aforementioned programs, Markaz Arabiyyah also offers a Private Arabic program that provides flexibility in terms of both time and location. The material taught in it varies. Among other things, four language skills, grammatical, as well as a special package of guidance for thesis and scientific works in Arabic. In addition to the above programs, Markaz Arabiyyah also complements its activities with extracurricular activities which are carried out in their spare time.

Second, the online programs. Online programs also continue to run side by side. These online programs include; (1) Grammatical Program, which is a special program to study Arabic grammatical knowledge such as Nahwu and Sharaf from the basics. (2) The Kalam Program, the second program offered, is specifically designed to enhance students' speaking skills in

everyday life. (3) Minhah Program, is a program for students who are interested in continuing their studies at al Azhar University in Egypt, Agri Ibrahim Cecen Universitesi Turkey, Ighdir Universitesi Turkey, al Wasathiyah University in Yemen, Yarmouk University in Jordan and other universities in the Middle East. (4) The Panter Program, designated as the fourth program, is an exclusive offering tailored for prospective students who have received official acceptance into Al-Azhar University. the material in it consists of material for the first term of Al-Azhar University.

Organizing Management of the Markaz Arabiyah Course Institute

Following is the organizational structure and responsibilities of each member of the Markaz Arabiyyah organization, the researcher presents the organizational structure in the form of a chart from the data that has been obtained through the staff of Markaz Arabiyyah:

Chart 1. Organizational structure of Markaz Arabiyah
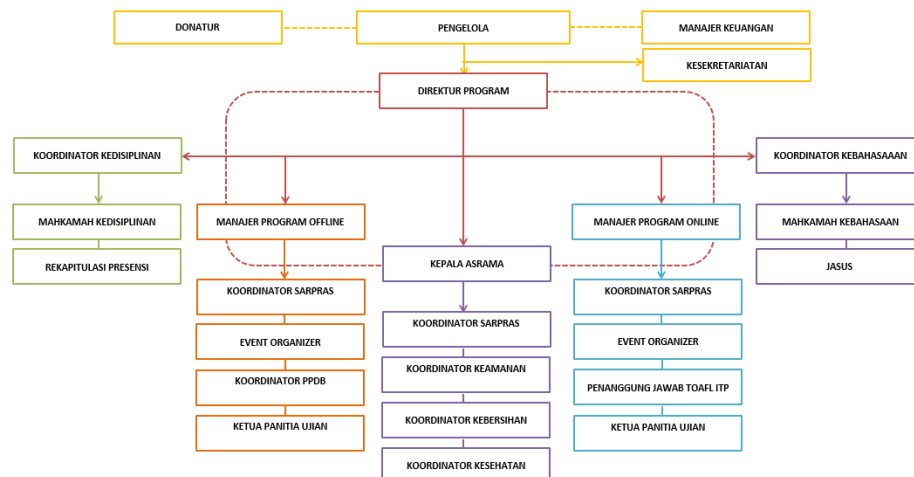
The following are the duties of several members of the Markaz Arabiyyah organization:

1. Donor, responsible for program financing at Markaz Arabiyyah.

2. Manager, there are 2 managers and caretakers at the Markaz Arabiyyah course institution who work together and are responsible for running and supervising all programs and activities at Markaz Arabiyyah, managing the entire organizational structure in accordance with the qualifications of each asatidz board or staff, arranging study hours asatidz board and class program to be taught.

3. The program director, entrusted with the authority by the manager of Markaz Arabiyyah, assumes the responsibility of overseeing all program activities taking place within the organization.

4. The program director is also given responsibility in the field of student affairs if there are violations that the disciplinary department can no longer handle, and the holder of the highest permission if students want to leave the Markaz Arabiyyah environment.

5. Offline manager, determines all series of offline activities such as assisting managers in making study hours for each program. The Markaz Arabiyyah course institution operates on a monthly program basis, resulting in varying learning hours for students and teaching hours for instructors every month. The number of participants also fluctuates from month to month. The offline manager oversees various activities, including welcoming new students, as well as daily and weekly activities. Additionally, the manager is responsible for overseeing the implementation of Usbu'i Ikhtibar and Niha'i Ikhtibar. All activities are conducted by a team under the coordination of the offline manager, and any planned activities require approval from the program manager and director.

6. The language coordinator, duties and responsibilities of the language coordinator at the Markaz Arabiyyah course institution are directly related to the participants in the Markaz Arabiyyah Arabic course program. Course participants are appointed directly by the language coordinator to help discipline participants who do not use the language at predetermined hours, designated course participants are formed in a small organization called Lajnah duf'ah. Not only that, but the task of the language coordinator is also to make and compile ta'birat al-yaumiyyah which will be given to course participants in the dormitory, ta'birat al-yaumiyyah is given to course participants at dawn and evening and the language coordinator monitor activities directly assisted by lajnah duf'ah. Upon the conclusion of the duf'ah or monthly cycle, the language coordinator assumes the responsibility of crafting boarding exam questions based on the ta'birat al-yaumiyyah (daily expressions) that have been provided throughout the period.

Asatidz council offline or online recruitment, at least with the last degree of education (S1) PBA graduates, Arabic literature or Middle Eastern graduates, have teaching skills and are active in speaking Arabic because Markaz Arabiyyah itself is very well known for its discipline in using Arabic for daily use so it is needed teaching staff who are active in speaking Arabic. Markaz Arabiyyah also accepts teaching staff through a scholarship pathway, namely being able to continue their undergraduate education (S2) fully funded by Markaz Arabbiyah.

Based on the data that has been obtained by researchers through observation and interview results from staff, managers, and teachers regarding the organizational process and organizational structure that exists at the Markaz Arabiyyah Course Institute in accordance with the principles of the organizing management process according to (Kotler and Amstrong, 2003) in the chart following:

Chart 2. The process of organizing Markaz Arabiyah

Division of Work	→	Span of control	→	The delegation	→	Monitoring and reorganization
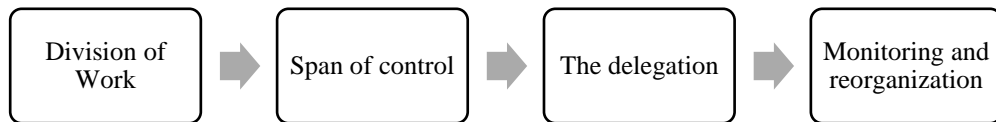
Organizational structure is a formal system of rules and task relations and authority relations that directs the cooperation of people and the use of resources to achieve organizational goals. The organizational structure aims (1) as the characteristics of the organization that are used to control the people who work together and organizational resources in achieving goals; (2) control coordination and motivation; (3) direct the behavior of people in organizations; (4) responding to the utilization of the environment, technology, and human resources, as well as developing the organization (Usman, 2008).

The organizational structure depicts work positions, division of labor, types of work to be performed, superior and subordinate relationships, groups, components or sections, levels of management, and communication channels. An organizational structure specifies the division of work activities and shows how functions or work activities and shows how the different functions or activities are connected (Fattah, 2004). Usman in his book states that structure is related to work, while work influences the behavior of people in the organization. With the existence of an organizational structure, a decision can be made in designing an organizational structure, there are four designs in forming an organizational structure, namely the Division of Work, Departmentalization, Span of Control, and Delegation (Usman, 2008).

1. Division of Work, is a breakdown of work tasks so that everyone in the organization can be responsible for carrying out their respective duties. The goal is that every individual in the organization understands who is in charge and is responsible to whom, what is done, when is it done, where is it done, how is it done, and at what cost (siabidiba).

2. Departmentalization, is the merging of work into groups of work activities of an organization so that similar and interrelated activities can be carried out together.

3. Span of Control, is the number of subordinates controlled by superiors.

4. Delegation, is the delegation of authority to someone in an organization or subordinate to help carry out the duties of a leader with the aim of 1) having the opportunity to excel, 2) being able to make decisions independently and, 3) increasing the motivation and participation of subordinates because they have received trust and respect from superiors.

Division of Work is the first step in organizing which includes the division of tasks and responsibilities to everyone according to the capabilities/potential of each field, this is related to human resources. At the Markaz Arabiyyah course institution, each member has been assigned to their respective fields. Based on the results of an interview with one of the staff of Markaz Arabiyyah who provided information that Markaz Arabiyyah in determining the tasks for each member had started in the recruitment process, the manager and founder of Markaz Arabiyyah Ustad TT and Ustad MK had full authority in giving authority or responsibility to each member. member of the organization at Markaz Arabiyyah. During the recruitment process, both educators and staff members undergo a rigorous selection procedure conducted directly by the administrators of Markaz Arabiyyah, ensuring a stringent selection of candidates.

The span of control determines the number of employees within each department and teaching staff supervised by the managers of Markaz Arabiyyah and Offline Managers. The specific number of staff and teachers is not predetermined as it varies based on the human resource requirements at Markaz Arabiyyah. Markaz Arabiyyah has 12 learning programs, each program has 4-5 teaching staff. This stage also regulates the number of students in each class such as the *kalam* program which focuses on achieving students speaking in daily life using Arabic, so the class is arranged in such a way that the goals of the *kalam* learning program are achieved.

The delegation, delegation of authority is carried out in a structured manner, namely, the manager of Markaz Arabiyyah gives authority to the director of the Program Director to organize and carry out every activity in Markaz Arabiyyah. Then under the Program Director, there are several coordinators who help carry out the duties of the Main Director. The delegation of authority itself aims to help ease the leader's task and achieve functions in managing Arabic learning programs (Muttaqin, 2018), Besides the organizational system that runs well, the Arabic language program that is run at the Arabiyyah headquarters achieves the expected goals.

Monitoring and reorganization is the supervision on the organization at Markaz Arabiyyah carried out directly by the Institution Manager regarding the programs that have been carried out. The organizational structure has not changed but the system has changed, such as changes in regulations for students.

Based on the data that has been found, the type of organization for the Arabic language program, Markaz Arabiyyah, is a type of line and staff organization, namely a combination of the two, where the leadership remains the highest stake for all decisions and policies in implementing the Arabic language program. However, staff gets the opportunity to provide input, and opinions according to their areas of expertise (Syukran et al., 2022). This type of

organization is an advantage in running 9 offline Arabic language programs and several online programs at Markaz Arabiyyah because line types and staff are suitable for programs in large and small groups, as well as flexible decision-making where staff has the opportunity to provide input in running language programs Arabic and a clear division of tasks for each member (Kahfi, 2020).

In implementing the program that has been designed, researchers obtain information related to the constraints faced. These constraints come from within the organization itself and from outside the organization. The existing system within the Markaz Arabiyah institution often changes. This is due to evaluations that are carried out routinely once a month. The results of the evaluation are then used as a reflection and improvement in the next month. This has no impact on the structure that has been created. However, these changes in regulations have an impact on the implementation of learning, affecting both the regulations for teachers and the regulations for students. This is certainly a good thing to do because the process for each program and period will experience different obstacles (Syafarruddin, 2015).

Another phenomenon found from the results of the interviews and observations is the existence of several additional personnel in carrying out the duties of the coordinator. These additional personel are not included in the organizational structure, but in practice, this additional-personnel are always involved in activities. This phenomenon is not a problem in the organizational structure. The reason is that the performance of the additional staff is still under the coordinator's control. The coordinator will supervise and correct if there are mistakes in the tasks carried out. The relationship between the coordinator and additional staff is an assistant relationship. This is common because there are many tasks carried out by the coordinator (Rindaningsih, 2018). The purpose of the implementation of the assistance is to support the implementation of all tasks properly. Finally, all programs can run properly to the goals to be achieved.

Many studies have been conducted related to the organization of Arabic language programs, the thing that distinguishes this research is the organization of the Arabic language program at Markaz Arabiyyah is an organized and clear organizing system for each member to carry out the 12 planned Arabic language programs. Research conducted by Rahmawati (2018) This research both examines the organization of Arabic language programs in course institutions but the results found differ that the organizational system is not neatly organized and weak, there is no organizational structure that can explain organizational management in these institutions.

D. Conclusion

The administration of Markaz Arabiyyah, an Arabic language course organization, adheres to the principles of organizational management outlined by Kotler and Armstrong. This organization begins with the division of labor according to the qualifications of the members of the Markaz Arabiyyah organization, the span of control determines the number of organizational members according to the department or field of each member, and the delegation is carried out by the manager of the Markaz Arabiyah who is entrusted with running the existing programs at the Arabiyyah Markaz, then monitoring & reorganization carried out directly by the manager of Markaz Arabiyyah towards all members of the organization in carrying out the assigned duties and responsibilities. In addition, some additional members are not included in the organizational structure who help with activities at Markaz Arabiyyah. There were no significant difficulties in organizing the language program at the Markaz Arabiciyyah course which could hinder the implementation of the Arabic language program.

The organizational system at Markaz Arabiyah has been going well, the organizational description explained in the form of an organizational structure is very helpful in seeing the division of tasks for members in carrying out Arabic language programs at the Markaz Arabiyyah course institution. This research still has vacancies that can be filled by future researchers. This study discusses the entire organization of Arabic language programs in course institutions so that the scope of discussion is still very broad.

Researchers suggest that they can examine the organization of one program in detail, and research can be carried out at the same institution or other course institutions. With this research, it can show the system of organizing Arabic language programs in Arabic language course institutions, Arabic language programs are not only run-in formal institutions but also run in non-formal educational institutions, as well as add to the body of knowledge in organizing Arabic language programs and general organizational management.

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