MANAGEMENT OF ARABIC LANGUAGE LEARNING PARTICIPANT RECRUITMENT PROGRAM AT PONPES IMAM AN NAWAWI PEKANBARU

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Abstract

The process of determining an institution to have competitiveness with other educational institutions. By getting quality students through the procedures of the educational institution in an institution, it will be easier to carry out its operational activities. Because the understanding and experience gained before is the initial ability of students that can make it easier to get new knowledge. This study aims to describe how the management of the recruitment program for Arabic learning participants at Ponpes Imam An Nawawi and what solutions are applied by teachers to meet the criteria and characteristics of recruitment of Arabic learning participants. The research method used is qualitative research method. The data collection technique is interviews. The results of this study stated that the Management of the Arabic language learning participant recruitment program at Ponpes Imam An Nawawi formed a new student admission committee and provided interview tests and written tests for selection. In terms of internal criteria, there are test items of aptitude, interests, willingness and previous experience. And in terms of external criteria, there are families and previous schools. However, the examiner did not ask about the surrounding community, previous Arabic teachers and textbooks. In terms of characteristics, Ponpes Imam An Nawawi provides tests that cover all skills, namely reading skills, speaking skills, listening skills and writing skills.

Keywords: Management; Recruitment; Learning; Arabic

Abstrak

Proses penetapan dari sebuah sekolah untuk memiliki kemampuan bersaing dengan sekolah lain dengan mendapat siswa yang unggul menggunakan prosedur akan menjadikan jalannya kegiatan operasional lebih mudah. Karena pengetahuan dan pengalaman yang diaalami adalah kemampuan pertama siswa

yang bisa menperoleh pengetahuan baru dengan mudah. Penelitian ini bertujuan untuk mendeskripsikan bagaimana manajemen program rekrutmen peserta pembelajaran bahasa arab di Ponpes Imam An Nawawi dan apa solusi yang diterapkan oleh guru untuk memenuhi kriteria dan karakteristik rekrutmen peserta pembelajaran bahasa arab. Metode penelitian yang dipakai adalah metode penelitian kualitatif. Teknik pengumpulan data ialah wawancara. Hasil penelitian ini menyatakan bahwa Manajemen program rekrutmen peserta pembelajaran bahasa arab di Ponpes Imam An Nawawi membentuk panitia penerimaan santri baru dan memberikan tes wawancara dan tes tertulis untuk seleksi. Tes dari segi kriteria internal terdapat item tes bakat, minat, kemauan dan pengalaman terdahulu. Dan dari segi kriteria eksternal terdapat keluarga dan sekolah terdahulu. Akan tetapi penguji tidak menanyakan tentang masyarakat sekitar, guru bahasa arab yang terdahulu dan buku teks. Adapun dari segi karakteristik, Ponpes Imam An Nawawi memberikan tes yang mencakup seluruh keterampilan, yaitu keterampilan membaca, keterampilan berbicara, keterampilan mendengar dan keterampilan menulis.

Kata Kunci: Manajemen; Rekrutmen; Pembelajaran; Bahasa Arab

1. Introduction

In recent decades, the recruitment of learners has become a major concern for educational institutions. The quality of new learners has led to a significant impact on learners' learning processes and outcomes. In recruitment, it is not only accepting students but also conditioning new students to meet the criteria, especially the criteria for students in Arabic learning programs, and this has not been considered in existing studies. (Deniyati, 2017).

Although a lot of research has been done on recruitment program management, there is still no adequate understanding of the criteria for the management of recruitment programs for Arabic language learning participants. The purpose of this study was to determine the criteria and characteristics for recruiting Arabic language learning participants.

Previous studies have shown that the new student admission system refers more to the way of accepting new students at SMP Darul Falah Cihampelas, West Bandung Regency. (Permana, 2020), But there is still a lack of explanation of the criteria and

characteristics for the admission of Arabic language learning participants.

Previous studies have shown steps to consider in accepting new (Deniyati, 2017), But there is still a lack of explanation of the criteria and characteristics for the admission of Arabic language learning participants.

Previous studies have shown that the student selection process carried out at Madrasah Tsanawiyah Al-Mursyid Bandung City is carried out through several stages, namely: (1) the administrative process; (2) tests; and (3) student orientation. (Jahari, 2018), But there is still a lack of explanation of the criteria and characteristics for the admission of Arabic language learning participants.

Based on the above phenomenon, the researcher asked several study questions, as follows: 1) How is the management of the recruitment program for Arabic language learning participants at Ponpes Imam An Nawawi? 2) What solutions are applied by committee to meet the criteria of the recruitment of Arabic language learning participants at Imam Nawawi Islamic Boarding School? 3) What solutions are applied by committee to meet characteristics of the recruitment of Arabic language learning participants at Imam Nawawi Islamic Boarding School?

Based on the phenomenon or question of the study, it can be hypothesized that Imam Nawawi Islamic Boarding School has carried out the management of the recruitment program for Arabic language learning participants in terms of criteria and characteristics.

2. Literature Review

Most management theories or literature focus on explaining the process of planning, organizing, and using human resources and other resources in order to achieve established organizational goals (Badrudin, 2014; Latifah, 2021) effectively and efficiently (Latif, 2018).

According to Eka, quoted by Deniyati [2017], the purpose of student management is to organize student activities so that these activities support the learning process in educational institutions (schools); Furthermore, the learning process in the school institution can run smoothly, orderly and orderly so that it can contribute to the achievement of school goals and overall educational goals.

The function of student management is as a vehicle for students to develop themselves as optimally as possible, both with regard to aspects of individuality, social aspects, aspirations, needs, and other aspects of student potential (Jahari, 2018).

Admission of new students is a study related to the recruitment of students. In essence, it is a search process, determining the learners who will essentially become learners in the school institution concerned. To succeed in this recruitment program, educational institutions usually form a small and special team for student recruitment activities called the New Student Admission Committee (PPSB). This committee is formed by the principal and school committee in the school deliberative forum. This committee is tasked with carrying out the student recruitment process until students are accepted at school (Deniyati, 2017; Permana, 2020).

By getting quality students through the procedures of the educational institution, it will be easier to carry out its operational activities. Because the understanding and experience gained before are the initial abilities of students, it can be easier to acquire new knowledge(Permana, 2020). According to Widyastuti, in his research, competition between schools creates a situation where every school competes to get the best students (Saadah, 2023).

Fajariah stated that the most useful factor in acquiring new abilities is determined by initial abilities. To obtain quality students, it is necessary to recruit students in schools. A school must have a mature plan and be carried out on target (Isman, 2022), especially for students in pesantren, where there is a lot of Arabic language learning. That's why this field of study is sometimes called the management of Arabic language learning participant recruitment programs.

There are three main theoretical and conceptual frameworks to explain the management of Arabic language learning participant recruitment programs. First, the determination of criteria for prospective applicants for Arabic learning programs. Secondly, there are the inherent criteria. Third, ability characteristics. The theoretical framework is gradually being expanded as a guideline in the management of recruitment programs for Arabic language learning participants.

Because one of the main topics that will be investigated in this field is how to manage the recruitment program for Arabic language learning participants. Badrudin [2014] explained the steps for accepting new learners in the outline are: 1) Forming a committee.

The admission committee of new learners consists of the principal and several teachers appointed to prepare everything necessary, Namely registration requirements, registration forms, announcements, registration books, registration times, and the number of candidates accepted. 2) Determine the registration requirements for prospective students. The registration requirements for prospective new students are usually determined and regulated by the provincial Education and Culture Office based on the provisions originating from the Ministry of Education and Culture.

Next step 3) Provide a registration form. The registration form is intended to find out the identity of prospective students and the importance of filling out the school parent book. 4) Announcement of candidate registration. 5) Provide registration books. Specifies the registration time. According to Fikri [2021], the problem of learning Arabic in terms of psychological aspects is divided into two categories: 1) internal factors, namely factors derived from the learners themselves. The internal factors found in students include: a) talent, Talent is a natural ability to acquire knowledge or skills. Sumardi stated that among the factors often mentioned by linguists is the talent factor (Arif, 2019).

The next internal factor, b) interest—high interest to cause curiosity about Arabic—must be applied by the students themselves so that understanding of the material to be or is being delivered is easily accepted. Hansen (Fauziah, 2017) states, "Students' interest in learning is closely related to personality, motivation, expression, self-concept or identification, heredity, and external or

environmental influences." c) Willpower: the willingness of a learner to learn Arabic can change or determine his achievements. d) Previous experience with learners, The experience that has been experienced by students, both learning Arabic in formal and non-formal institutions, can make students easily adapt to the personality that exists in them (Fikri, 2021).

After that, 2) external factors, namely all factors that support the learning process from the outside. Among them: a) family factors that provide the main lessons before school (Oensyar, 2015). The person can learn about language and good speech (Rizal, 2016). b) Society: a society with a high Islamic civilization greatly influences education with its habits and ideals. Arabic learning needs serious attention by the community (Khotimah, 2021). c) School, in the course of education; school as a place of education is second only to the family environment.

Next d) Teacher, a creative and innovative teacher who always pays attention to the principles of language teaching (Aziza, 2020). e) Textbooks, Educators train students to read Arabic texts, such as texts that contain textbooks in which there are Arabic stories and reviews so that it is easy to memorize vocabulary and speak Arabic (Zamzami, 2021).

In accordance with Permenag RI number 02 of 2008, Arabic subjects in madrasah ibtida'iyah have begun to be taught to students since grades IV–VI. In the Competency Standards (SK), Arabic language learning has been mapped into four decrees, namely: the ability to listen, speak, read, and write (Aziza, 2020).

The ability to master Arabic consists of four abilities (Aziza, 2020; Maskur, 2018; Nisa, 2016). Arabic language competence, according to Tu'aimah, consists of four skills: mahrah al istima' (listening skills), mahrah al kalam (speaking skills), mahrah al qira'ah (reading skills), and mahrah al kitabah (writing skills) (Ulya, 2016).

This has been widely adopted in the field of ability characteristics in the recruitment program for Arabic language learning participants, both in interviews and written tests. These abilities have the following characteristics: 1) listening skills are initial skills in language learning, both in the mother tongue and in foreign languages, including Arabic. Thus, failure in learning these skills can result in failure in the subsequent learning of language skills (Aziza, 2020; Gunarti, 2020). 2) Speaking skills (Maharat al-Kalam), which is skilled in speaking using language as a means of communication (Nisa, 2016).

According to Abdullah al Gali, as quoted by Khotimah [2021] he said, "For non-Arabic learners, it is advisable to start with speaking skills lessons, given before other skills, in a gradual way, using easy language that learners can understand and digest". 3) Reading skills: reading skills are the ability to sound written symbols fluently and understand the meaning contained in them so that the information or message conveyed by the author is conveyed . 4) Writing skills: writing skills are the last skill in some language skills. Mastering this skill well requires mastery of previous language skills as well (Laili, 2022).

All aspects of language, which include mastery of structure (qawâ'id), vocabulary (mufradât), literature (balâghah), and good choice of diction (ikhtiyâr alkalimah), are needed in writing activities (Aziza, 2020).

3. Research Methods

This research was carried out at Ponpes Imam An Nawawi, located on the Pekanbaru-Pelalawan KM 19 highway, Tenayan Raya District, Pekanbaru. The research method used is the descriptive-qualitative method. The primary data sources for this study are school students (M), the head of the new student admission committee (H), and the person in charge of receiving new students (MI) at Ponpes, Imam An Nawawi. The secondary data sources are books and journals related to the management of the Arabic language learning participant recruitment program.

The data collection technique in this study is interviewing. The interview was conducted by asking directly to the principal, the head of the new student admission committee, the person in charge of the new student admission. To obtain the information needed and find answers to problem formulations, researchers ask specific questions to the resource persons, including; 1) How is the management of the recruitment program for Arabic language learning participants at Ponpes Imam An Nawawi? 2) What is the solution used by the committee to meet the recruitment criteria for Arabic language learning participants at Imam Nawawi Islamic Boarding School? 3) What is the solution used by the committee to meet the recruitment characteristics of Arabic language learning participants at Imam Nawawi Islamic Boarding School?

The steps of the data analysis technique applied are data collection through interviews, then data reduction, which aims to classify data and discard what is not needed in accordance with the purpose of the study. The next step is to present the data that has been classified based on the research objectives. An interpretation of the data that has been presented is then carried out, which ends with drawing conclusions.

4. Results and Discussions

Management Of The Arabic Language Learning Participant Recruitment Program At Ponpes Imam An Nawawi

Researchers obtained information through interviews with informant M who is the principal of the school in Ponpes. In the management of the recruitment program for Arabic language learning participants at Ponpes Imam An Nawawi, Ponpes formed a new student admission committee. And to establish registration procedures, interview tests and written tests will be deliberated by the new student admission committee and curriculum section. This is known based on the informant's answer: "For the admission of new students, this year we formed a new student admission committee, God willing, there will be an interview test and a written test from the results of joint discussions between the new student admission committee and the curriculum section" (M, December 13, 2023).

Solutions Used By The Committee To Meet Participant Criteria

The examiner asked the interest and willingness of prospective participants in learning Arabic in the interview test. The informant (MI) said: "For interviews about interest in entering the

cottage, yes, we ask that of prospective new students; the purpose is to find out whether he wants to enter the cottage of his own volition or because he is told by his parents, Also, in the future, we can monitor how he develops while in the cottage; if he enters because he is forced by his parents, we can motivate him so that he is enthusiastic about learning in the cottage, and most importantly, he is able to survive in the cottage or not." (MI, 13 December 2023).

Then, based on the talent criteria, the examiner assesses the results of the interview test and written test is based on the informan's answer: "We assess the Arabic language skills of prospective students from the written test and interview test by having participants rewrite the Qur'anic verses and basic Arabic; if from the test they can answer, it means they have met the language standards to be accepted in this hut." (MI, 13 December 2023).

The examiner also knows the Arabic learning experience of prospective participants in Arabic learning through the results of the interview test and written test: "If the previous school experience was about Arabic, we knew it from the written test. If they can answer Arabic questions, it means that their experience in learning Arabic has met the standards for attending lessons in huts that mostly use Arabic. And we also asked their previous school if they had studied Arabic or if they had attended MDA" (H, December 13, 2023).

The examiner also considers the family of the prospective participant in Arabic language learning by asking about the profession and income of the prospective student's parents: "If it is a family problem, we ask about the profession and income of the

prospective student's parents during the interview." (MI, December 13, 2023). The examiner did not ask about the community in the prospective learning participant's home environment: "For the community, we do not ask that, because the family background of prospective students is also different. We asked if we had ever participated in MDA" (H, December 13, 2023).

The examiner did not ask about the textbooks that had been studied except for transfer students: "We asked prospective students from junior high school graduates and transfers, because from there we could know how much they understood Arabic, so we could determine that they could be included in classes that were in accordance with their previous school or had to drop the dose of learning and material because their Arabic language skills were not in accordance with the classes they should" (MI, December 13, 2023).

The examiner did not ask about the Arabic teacher in the previous school: "We didn't ask that, because in interviews and tests we only focused more on understanding him in Arabic" (MI, December 13, 2023).

Solutions Used by The Committee to Meet The Characteristics Of Participant Recruitment

The examiner conducts a test of speaking skills and listening skills with prospective learning participants: "Yes, in the oral test, we invite prospective students to have basic Arabic conversations to find out their speaking skills, especially candidates from junior high school graduates" (MI, December 13, 2023).

The examiner conducts a reading skills test for prospective learning participants: "To read Arabic texts, we also do it during oral tests; usually, it is during the Quran reading test, because from there we can know whether they have memorized Arabic letters or not because our hut also has a Quran tahfidzul system, so students are required to be able to read Arabic letters" (MI, December 13, 2023).

Examiners conduct writing skills tests for prospective learners: "When writing Arabic, we also test them in written tests, just like writing Arabic vocabulary and Qur'anic verses" (MI, December 13, 2023).

Based on the results of the interview described above, the management of the recruitment program for Arabic language learning participants at Ponpes Imam An Nawawi says that in terms of internal criteria, there are talent test items, interests, willingness, and previous experience. And in terms of external criteria, there are families and previous schools. However, the examiner did not ask about the surrounding community, previous Arabic teachers, or textbooks. This is not in line with what Fikri [2021] stated: the psychological aspects of Arabic learning are divided into two, namely: 1) internal factors, which include interests, talents, willingness, and previous experience. 2) External factors, which include family, school, community, teachers, and textbooks.

In terms of characteristics, there are tests of reading skills, speaking skills, listening skills, and writing skills. And this is in line with the opinions of Aziza and Nisa [2020;2016].

Regardless of the results of the research that has been described, the limitations of this study must be considered. Although the research carried out by this researcher only with interview techniques can answer the formulation of the problem posed, for further research, it is recommended to make observations and documentation.

CONCLUSION

In recruiting Arabic learning participants, it must be accompanied by the management of the Arabic learning participant recruitment program. The steps for accepting new learners in the outline are: 1) Forming a committee. 2) Determine the registration requirements for prospective students. 3) Provide a registration form. 4) Announcement of candidate registration. 5) Provide registration books. Specifies the registration time. The most useful factor of acquiring a new ability is determined by the initial ability. To obtain quality students, it is necessary to recruit students in schools. A school must have a well-thought-out plan and be done on target.

The inherent criteria in terms of the psychological aspects of Arabic learning are divided into two categories: 1) internal factors, which include interests, talents, willingness, and previous experience. 2) External factors, which include family, school, community, teachers, and textbooks. In terms of characteristics, there are reading skills, speaking skills, listening skills, and writing skills.

The management of the Arabic language learning participant recruitment program at Ponpes Imam An Nawawi

formed a new student admission committee and provided interview tests and written tests for selection. In terms of internal criteria, there are test items for aptitude, interests, willingness, and previous experience. And in terms of external criteria, there are families and previous schools. However, the examiner did not ask about the surrounding community, previous Arabic teachers, or textbooks. In terms of characteristics, Ponpes Imam An Nawawi provides tests that cover all skills, namely reading skills, speaking skills, listening skills, and writing skills.

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