

Improving Student's Arabic Achievement by Implementing Extracurricular Program Management

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ABSTRACT

The lack of support for language activities outside the classroom leads to failure in learning Arabic. This research aims to address this issue through three main objectives: first, to design extracurricular management for improving students' Arabic language skills; second, to explain the processes of organizing, implementing, and evaluating the Arabic extracurricular program; and third, to assess students' success after participating in the program. Employing a qualitative case study approach, data were collected through observation and in-depth interviews with six extracurricular teachers across four Arabic extracurricular classes, including news reading, speech, and scientific debate. Semi-structured interviews in Indonesian facilitated easier responses and minimized language barriers for participants. Thematic analysis of the data revealed that students' achievement in Arabic can be significantly enhanced through well-designed extracurricular activities. Key factors include selecting appropriate activities, appointing effective supervisors, aligning student interests with their talents, and implementing innovative strategies with relevant material. Additionally, conducting weekly and semester evaluations is crucial for monitoring and improving student learning outcomes in Arabic.

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1. INTRODUCTION

The Arabic language is one of the main lessons in Madrasah Aliyah. Mastering Arabic can make it easier for students to get a job as desired in an Arabic-speaking country (Khasawneh, 2022). Arabic is a communication tool that includes four skills: listening, speaking, writing, and reading. Arabic is also a language that can explain the previous Arabic culture. Therefore, in improving student achievement, there is a need for an approach or program that supports student success in formal and extracurricular classes (Alhajya et al., 2018). Although the Arabic language has a high position in the world, it is proven that it is not only taught in Muslim-majority countries but also in Western countries such as the United State for the security of the State (Baralt et al., 2022). Therefore, learning Arabic in modern times not only focuses on classroom activities but also requires technology and learning media that can encourage students to master Arabic (Shehab & M Zeki, 2015). Extracurriculars in Madrasah Aliyah Become a place for students

to develop and learn. Extracurricular organizing can improve skills, knowledge, and attitudes according to the field chosen by the student (Rindrayani, 2020). In addition, Extracurriculars have a positive value in determining the Best graduate Students in selecting colleges and Jobs (Baek & Cho, 2018). Extracurricular Programs can shape students' creativity, skills, and independence to deliver students to a promising future according to the goals they are interested in (Skrypnik et al., 2022). According to Zelenina et al. (2021), the program can make students disciplined and help them develop good communication skills.

The determination of Extracurricular activities determines the success of students during the learning process. Extracurriculars managed collaboratively can make students active, passionate, and fun (Foley & Marr, 2019). The determination of extracurricular Program has a high position in improving student achievement and fostering a sense of ownership of the school (Bouiri et al., 2022). According to Keehner Engelke et al. (2008), the determination of extracurricular activities affects the quality of student knowledge. Therefore, it is necessary to design an excellent extracurricular program management on the talents and interests of students. The extracurricular program management design is an alternative to improve mastery of Arabic. Several studies explained that extracurricular activities affect increasing students both formally and non-formally (Gaikwad et al., 2020). In the survey results, Rachmah et al. (2022), explained that establishing an extracurricular program in schools can increase students' awareness in mastering the desired skill areas, including the Arabic language skill field. According to Mun et al. (2021), extracurricular activities have a positive value with a well-compiled design or program. The results of the study conducted by Dincer and Dariyemez. (2020), also explained that in improving language learning, there is a need for an extracurricular management design that can motivate students to master the language. Although, from the previous explanation, it can be seen that the management design in improving Arabic language skills is needed for student improvement, in addition to the learning design, an evaluation is also required that measures student success.

Learning evaluations should be held to measure student learning outcomes in following the learning process at school. Continuous evaluation of learning can measure student success in understanding a lesson (Imran et al., 2022). A well-done and consistent evaluation process can impact the effectiveness of students and teachers when carrying out teaching and learning activities (Asif et al., 2021). In educational institutions, teachers must carry out a varied and accurate evaluation process (Hamid et al., 2022). Teachers must carry out a diverse and exact evaluation process in academic institutions. Evaluating learning is essential in building an educational institution to determine teacher performance and student success (M.K. Al- Mahasneh et al., 2020). Therefore, implementing learning in class and Extracurricular activities must be supported by a good and efficient evaluation process. In improving the quality of students to master Arabic, there was no appropriate extracurricular selection when the establishment of Madrasah Aliyah Nurul Ulum was established in 2016. According to the research of Griffizths (2021), selecting the proper extracurriculars can foster students' interest in studying areas of interest, including improving Arabic. The selection of appropriate extracurricular programs impacts students' sustainability (Ommering et al., 2018). The choice of proper extracurricular programs has an impact on the sustainability of students. Establishing an extracurricular program in schools is an effort to develop students' potential. Therefore the need for a design or selection of Extracurriculars following the skills that students will develop (Guest et al., 2021).

The extracurricular program has not been planned effectively at Madrasah Aliyah Nurul Ulum Malang. The role of an Extracurricular program is an activity that is considered challenging to design but is an essential element that must be developed to increase student success (Hui, Kwok, and Ip, 2021). Based on the findings, Piryazeva (2021) explains the need for a well-organized extracurricular activity to improve language learning. In planning an extracurricular program that meets the school's need for a problem analysis, include the learning strategies teachers apply (Herdiati and Saputra, 2021). In reality, the selection of strategies carried out by teachers has not varied. However, various approaches can improve learning (Abdel Salam El-Dakhs & Phyllis Amroun, 2021) and form a sound learning system (Zhu et al., 2022). In language learning, using varied strategies can help the learning process be better and more effective (Pawlak & Kiermasz, 2018). According to A. Qaffas (2020) states that one of the factors that contribute to student success in learning is the application of varied teacher strategies. Therefore, in addition to attention to learning designs and strategies, learning evaluation is essential to determine the

quality of learners and the learning that has been applied. Until now, learning activities have not held adequate evaluations. Evaluation is assessing activities carried out (Ramesh & Sanampudi, 2022). According to Ritonga et al. (2021), the procurement of poor learning evaluations impacts student success when participating in the learning process. Furthermore, the determination of learning evaluation contributes to teachers and institutions in determining the policies to be developed (Zou et al., 2021). Therefore, an evaluation program must be implemented to improve the effectiveness of learning or activity held in an educational institution.

Based on the aforementioned challenges, this research is crucial for several reasons. First, Arabic language learning requires innovative approaches to engage students' interests outside the traditional classroom setting. Second, the findings of this research can significantly aid educational institutions in addressing and mitigating perceptual trauma associated with learning Arabic. Establishing extracurricular activities can also cultivate a genuine love for the Arabic language among students. The objectives of this study are to design an extracurricular management strategy to enhance students' Arabic language skills at Madrasah Aliyah Nurul Ulum Malang, to explain the process of organizing and evaluating learning within the Arabic extracurricular program, and to assess students' success following the implementation of the program.

2. METHOD

The research was conducted in grades 2-3 of Madrasah Aliyah Nurul Ulum Malang in the Arabic language extracurricular program. This research uses a case study approach because it allows a clear and in-depth description of the case study (Yin, 2014) and a comprehensive approach to achieving a deep understanding of Arabic extracurricular activities (Skott, 2015). Data for the analysis were collected through observation and in-depth interviews with six extracurricular teachers in four Arabic extracurricular classes: news reading, speech, and scientific debate. Semi-structured interviews were conducted in Indonesian to make answering and minimizing language barriers easier for participants. Then, the audio is recorded and transcribed. In forming interview questions, researchers adopt instruments based on the theoretical framework of George R. Terry & Leslie W. Rull, (1999), which includes planning, organizing, implementing, supervising, and evaluating. Researchers also involve themselves in class to see the practice of extracurricular activities and make notes about what happens in class to enrich research data.

The collected data is analyzed using thematic analysis. Thematic analysis is a method used in research to analyze, identify, and report themes in data because articles describe an important part of the data related to the research question and can represent the level of patterned responses in a data set (Braun & Clarke, 2006). Thematic analysis has six phases (Braun & Clarke, 2006). The researcher first familiarized himself with the data by hearing the interview recordings several times and transcribing them. Then, researchers encoded the data using a color pen. Coding in qualitative research is a process of reflection, interaction, and thinking with data (Savage, 2000). that helps teachers focus. Next, the researcher sorts and compiles all coded data extracts that may be relevant to the theme (Braun & Clarke, 2006). After a review, articles from the encoded data extracts were reviewed and considered to see if they formed the same pattern. The next step is to define and name the theme. The final step is to produce or write a report, including quotes to show the participants represented in the results.

In this study, the participants were selected by purposive sampling. The six teachers were selected as participants because they complied with the following requirements: the principal who has the main role in designing extracurricular activities, the servant curriculum as a designer who assists the principal in choosing the type of extracurricular activities, and teachers who teach in extracurricular activities.

3. FINDING AND DISCUSSION

3.1 *Planning of Arabic Extracurricular Program at Madrasah Nurul Ulum Malang*

After conducting interviews with teacher F and teacher H as the extracurricular team, data was obtained that the planning of this program was carried out at the beginning of each semester, namely after the evaluation activity. Therefore, the planning meeting of this program was carried out three

times, the first was in the form of sessions that were only carried out by the extracurricular team, and the second and third were in the form of meetings attended by the principal, students, counselling guidance teachers, homeroom teachers, extracurricular groups and extracurricular coaching teachers.

The planning carried out at the first meeting included a discussion of the objectives of the homework, the placement of human resources, the number and types of extracurriculars to be held in the school year, organizing the guidance teacher, planning the number of budget funds for one year, collecting competition events and organizing students. (1) the primary purpose of this program is to facilitate talented students to participate in and win competitions in certain events and to facilitate student interests following their fields. (2) the number and type of extracurriculars to be carried out over the next year shall be determined by the budget, the number of available Guidance teachers, and the types of fields usually contested. For example, in Arabic extracurriculars, there are 4 class branches, namely: Arabic story delivery, Arabic news reading, ilmiah debate, and speech (3) organizing the coaching teacher, namely dividing the coaching teacher according to their field, and also the implementation of open recruitment if there is no teacher who can teach an extracurricular field. (4) data collection of competition events is carried out to make it easier for teachers to plan intensive coaching for selected students. The Arabic competition events usually attended by students here are Gaza UIN Malang, pekan araby, and Porcini. However, it does not rule out the possibility of participating in other competition events outside of planning (5) student organizing here means planning the division of students' classes according to their interests and talents, namely by auditioning before the learning process begins.

At the second meeting, the extracurricular team presented the results of the first meeting. At this meeting, the extracurricular team gets criticism and suggestions to re-tidy up (internally) if necessary. Finally, the third meeting is conducted after all extracurricular trustee positions are filled. this meeting discussed work program planning, targets for one semester, and things that need to be prepared, such as learning tools and others. The target of this extracurricular program is to prioritize obtaining student achievement at competition events, as well as the primary purpose and background of this extracurricular program.

3.2 *Organizing the Arabic Extracurricular Program at Madrasah Aliyah Nurul Ulum*

In this program, there are organization of educators, organization of educator students, and organizing classes. The first is the organization of educators, who are divided into positions according to their respective fields and abilities. The parts and division of duties are listed in the table below.

Table 1. Roles and Responsibilities in School Program Management

Position	Assignment
Principal	Leads and supervises the revise of all existing programs in the school. Fostering and directing educators to reach visi and School Mission
Student Affairs	Planned and supervised student activity programs such as student council, extracurriculars, and other events. Formulate the goals of each program and event. Responsible to the principal
Extracurricular Team	Make a one-year budget plan, organize teacher coaches and students, prepare attendance, summarize monthly and semester reports, plan extracurricular programs for one semester, record competition events, and make student achievement reports.
Guidance Counseling Teacher	Record student personalities
Homeroom Teacher	Record student personalities
Extracurricular Coaching Teacher	Prepare teaching materials for one semester, carry out the learning process and make daily reports.

The Arabic extracurricular program has 4 class branches: Arabic Storytelling Class, reading Arabic news, Arabic Ilmiyah debates, and Arabic Speech. The guidance teachers in the four branches were selected based on good backgrounds. The four coaches are alumni of Madrasah Aliyah and Madrasah *diniyah* Nurul Ulum. In addition, they have also participated in and won competitions in their fields. The four coaches are graduates or students of S1 majoring in Arabic.

The second organization is student organizing. Students who can take part in this program are students in grades 1 and 2 of Madrasah Aliyah only. Before the program begins, students fill out the questionnaire first. From the questionnaire, the talents and achievements of students can be known, as well as students' interest in the extracurricular branches provided in the school. After students are divided according to their interests, they participate in a talent selection with extracurricular coaches. Students who do not pass the assignment are then directed to choose between 2 other extracurricular branches, namely choir and hadrah—this system's existence results from an evaluation of the program's implementation in the previous year. In one class, there are too many students, 30-40 students, but after being observed and interviewed, they chose the class just perfunctorily, not really because of their interests. So that the coach feels overwhelmed and the learning process becomes less than optimal. And based on the results of interviews with four teachers in the Arabic extracurricular field, the learning process is now felt to run optimally. As for the students who are candidates for the competition, they are selected by the coach in each field.

3.3 Implementation of Arabic Extracurricular Program at Madrasah Aliyah Nurul Ulum

As previously mentioned, Arabic extracurriculars in Madrasah Nurul Ulum are divided into four branches: Arabic Storytelling Class, reading Arabic news, Arabic Ilmiyah debates, and Arabic Speech. the implementation of this program is carried out simultaneously, every Saturday for 1 hour, starting at 3 until 4 PM in types that are already available. When approaching the competition event, the students who are selected as participants get additional guidance, which is carried out at 10.30-11.30 WIB, conditionally according to the free day of the extracurricular coach. The hour was chosen because they live in a cottage, so students still have to participate in other activities such as school at the diniyah madrasah 8 until 10 PM and congregational prayers.

3.3.1 Arabic Storytelling Class

The implementation of Arabic storytelling class learning in the first meeting will be done by sharing the story's text, which will be known during the subsequent few sessions. Then the co-coach the student translates the text. After the text was solved, the coach displayed a video of Arabic storytelling class at competition events, then asked the students to read the text one by one in front of the class, and the teacher listened and corrected the student's performance. The teacher also asked the other students to comment on the student's performance.

At the next meeting, the coach read the Arabic storytelling text, and the students mimicked it. After that, students are asked to perform individually in front of the class. And so on, until it is felt that students have improved their abilities, the story text is replaced according to each student's interests. With this, it is hoped that students can better animate the story's text being read aloud. The evaluation is carried out at each meeting to measure the improvement of students' abilities.

3.3.2 Arabic News Reading Class

In news reading class, the implementation of learning begins with hearing, which is listening to videos from YouTube as an example of how to read good and correct news. The media is in the form of laptops, speakers, and screens. After listening to the video, supervisor read out the text of news reading, and the students followed. Most of the learning time is spent in practice. The theme chosen is in the form of news that is currently trending. Evaluation of this learning is carried out once a month after doing exercises at each meeting, which is three times a month. Evaluation is also carried out at the end of the semester to take last-of-semester exam scores and evaluate the learning methods used.

3.3.3 Arabic Ilmiah Debate Class

The learning process in this class is divided into two sessions. In the first session, for 30 minutes, the coach gave material like academic debate theories. The techniques used include conveying arguments, composing good sentences, and hearing. For the remaining 30 minutes, students are asked to practice expressing opinions and simulating academic debates; students are divided into two groups, 1 group that is pro with a theme and 1 group that is counter to the article.

The selection of topics is adjusted to the debate motion, which is usually used at national competition events and keeps up with the times. The media used in this class is in the form of laptops, speakers, and screens for listening, learning, and providing an overview to students about how to carry out academic debates in competition events. At each meeting, the coach takes the value of the learners through activeness, attendance, and level of knowledge to know the student's development. At the end of the semester, the coach takes the final grade and evaluates the learning outcomes through oral exam practice.

3.3.4 Arabic Speech Class

The implementation of learning in the Arabic speech class is the provision of speech texts to students directly by the supervisor who teaches them. Then, the coach reads, and the students imitate. After that, students are asked to read the text of the speech one by one. The coach justifies the mistakes in the students and inserts theoretical explanations in between the justification process, such as how the intonation and gestures are correct. Finally, after the text was studied in its entirety, the new coach translated the text. It then asks students to memorize and present the reader at an upcoming meeting.

According to teacher F, who is the supervisor of the Arabic speech class, the learning process went well. Students actively participate and do the assignments well. The coach also applies penalties for students who do not do tasks (memorizing khutbah texts) by reading and learning khutbah texts in the middle of the field. Evaluations in this class are conducted at each meeting to see the development of student's abilities in reading the text of the sermon. In addition, an assessment is carried out at the end of the semester to see learning outcomes and evaluate the learning methods used.

3.4 Evaluation of the Arabic Extracurricular Program at Madrasah Aliyah Nurul Ulum

Evaluation of this program is carried out at the end of each month and the end of the semester. The extracurricular team carries out evaluations at the end of each month. What was discussed was the recap of student attendance and coaches. The assessment at the end of the semester is carried out by the principal, student affairs, extracurricular team, and coaching teachers. This evaluation discusses the attendance of participants and coaches for one semester, the achievement of predetermined goals during planning meetings, obstacles for one semester and their solutions, the number of accomplishments obtained, and a tiny mention of the program in the following semester.

During the implementation of this extracurricular program, of course, there are supporting factors and inhibiting factors. The supporting factors for implementing this program are adequate facilities and educators in quantity and quality. Meanwhile, the inhibiting factor of this program is the presence of students. This is because the school is inside the pesantren, so often, during the transfer of class hours, students return to their rooms or hide elsewhere. The extracurricular team has anticipated this by closing the school gate during the change of class, but according to teacher H, this isn't easy to overcome. In addition, the number of cancellations of the implementation of the program. This is because the school is under the auspices of the pondok pesantren foundation, so when in the Islamic boarding school, there are incidental activities at the same time as the implementation of the program, this program is forced to be canceled or closed.

After holding observations at Madrasah Aliyah Nurul Ulum, researchers found: 1) The learning process in the extracurricular class went according to what was directed by the guidance teacher. 2) the existence of the pronunciation of speech texts when the researcher is in the Arabic speech class. 3) students in every class are enthusiastic about participating in the extracurricular program. 3) Teachers use variative strategies when conducting learning in extracurricular classes. a. In the khutbah class, the teacher uses the start of the lecture by practicing it directly in front of the students, besides that the

teacher uses learning media such as watching videos related to suitable speech arrangements; in addition to that method, the teacher uses the strategy of speaking in front of other students directly to train the student's mentality. B. In the Arabic News Reading class, the teacher uses Direct Strategy and is assisted by video media. In the Arabic debate class, the teacher uses a direct debate strategy, where the teacher practices reasonable debate procedures directly. D. in the Arabic story reading class, the teacher used a direct strategy so that the students can imitate what the teacher was practicing directly.

3.5 The Student's Achievement after the Implementation of the Arabic Extracurricular Program Management at Madrasah Aliyah Nurul Ulum Malang

With this program that has been implemented since 2017, the non-academic achievements obtained by students include 1st runner-up in city-level Arabic Speech at MAN 1 Malang (2017), 1st place in provincial Arabic Speech at MAN 1 Jember (2017), 3rd place and 2nd place in *qiroatul akhbar* at the national level at the state university of Malang (2018), semi-finals of the national level Arabic debate at UIN Maulana Malik Ibrahim Malang (2018), 2nd place in *qiroatul akhbar* at the national level at UIN Maulana Malik Ibrahim Malang (2018), 2nd place in the national level *khitobah* competition at the state university of Malang (2020), 3rd place in the national level *taqdimul qissoh* at UIN Maulana malik ibrahim malang (2021) and 2nd place in the national level *taqdimul wish* at the state university of Malang (2021). Based on the ranking obtained by students, it is concluded that the establishment of extracurricular program management in madrasah nurul ulum contributes greatly to students' success in mastering Arabic.

Based on the above data found, the increase of student's participation in mastering Arabic can be applied with additional activities such as extracurricular. To increase students' interest in learning Arabic, there is a need for a learning innovation that can increase students' interest in mastering Arabic. Based on the above findings According to Tranchina & Zambak (2021), Extracurricular activities have succeeded in overcoming the low interest of students in learning extracurriculars that are designed have succeeded in bringing students to complete schoolwork. It is also in accordance with the findings (García-Feijoo et al., 2020).

In this study, it was found that the design of the extracurricular program at Madrasah Aliyah Nurul Ulum was held in several stages, starting from; 1) determining goals such as preparing students to be able to compete in national Arabic events, 2) choosing the extracurricular according to the needs of national competitions held on campuses and Madrasahs in Indonesia, 3) choosing teachers who are competent and have contributed and have won competitions following the established extracurricular, namely; Arabic story reading, Arabic news reading, Arabic ilmiah debate, and Arabic speech. Finally, 4) the existence of a role that measures student achievement. Based on the above findings, according to Ninoersy et al., (2019) that, the indications of determining competent, professional, and fulfilling educators are very helpful for students in the success of classroom learning and increasing student interest in various activities outside the classroom. Furthermore, the results of Hidayat's research are as follows: (2019) explained; that to maximize the learning process and student success in mastering Arabic, a good design is needed, starting from determining teachers with Arabic language education backgrounds.

This study also found that the organization has a structured arrangement of individuals who oversee each teacher's respective fields. Additionally, it was observed that teachers organize students according to their chosen talents, enabling them to assign tasks based on students' abilities. According to Hary Priatna Sanusi (2020), the presence of an organization that meets criteria oriented toward student interests significantly contributes to students' success in engaging in language activities of interest.

Furthermore, the study revealed that effective Arabic language learning requires suitable strategies to achieve learning objectives. Although the strategies used by teachers in each extracurricular activity vary significantly based on the type of activity, relevant topics are selected according to current trends. According to Barrot et al. (2021), varied strategies have a significant impact on student success.

The study also highlighted that the evaluation of extracurricular activities occurs in two stages: at the beginning and end of each semester. This means that over a year, there are generally four evaluations

discussing student achievements and the challenges they face during extracurricular Arabic activities. Additionally, evaluations are conducted after each extracurricular meeting to improve the quality of students' performance in their respective fields. According to Tamaji (2018), the evaluations conducted by the organization are crucial in determining student success in mastering Arabic, including semester evaluations, process evaluations, and annual evaluations.

4. CONCLUSION

The planning for extracurricular program management at Madrasah Aliyah Nurul Ulum employs a bottom-up approach, organizing the program by defining the structure, main tasks, and functions of each division. The implementation of these programs is methodically structured, with evaluations providing information on constraints, although no further actions are taken to address these obstacles. The role of program management has demonstrated a positive impact on student achievement, highlighting that extracurricular activities can serve as effective avenues for enhancing student performance. However, this research is limited by its focus on a single institution and the lack of follow-up on identified constraints. Future research should explore a broader range of institutions and incorporate mechanisms to address and overcome obstacles identified during evaluations to provide a more comprehensive understanding of effective program management in extracurricular activities.

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