MANAGEMENT OF THE GERBANG PROGRAM (GERAKAN BAHASA ASING) IN LEARNING ARABIC AT AN-NUR II AL-MURTADHA ISLAMIC BOARDING SCHOOL

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Abstract: *Management of the GERBANG Program (Gerakan Bahasa Asing) in learning Arabic at An-Nur II Al-Murtadha Islamic Boarding School*
The purpose of this research is to describe the management of the Gerbang program at An-Nur II Al-Murtadha Islamic Boarding School starting from the planning, implementation, and evaluation stages at the wustha level. To achieve this goal, researchers used a descriptive qualitative approach with data collection techniques in the form of observation, interviews, and documentation. After all the data was collected, the researcher conducted data analysis using the Miles and Huberman model which consisted of three stages: data reduction, data presentation, and conclusion. The results of the research show that the planning at the planning stage musyrif consulted to determine program objectives, the forms of activities in the program, learning targets, and activity targets that were bought before running the program. in program implementation. At the implementation stage, musyrif carry out their respective responsibilities as decided at the planning stage, namely carrying out each program according to their area of expertise. The evaluation stage is divided into monthly and weekly which are carried out by the management and musyrif and the results of the program evaluation meeting are used as the basis for making decisions for the next steps.

Keywords: *Management, Program, Arabic Language*

Abstrak: Management of the GERBANG Program (Gerakan Bahasa Asing) in learning Arabic at An-Nur II Al-Murtadha Islamic Boarding School
Tujuan dari penelitian ini adalah untuk mendeskripsikan manajemen program Gerbang yang ada di Pondok Pesantren An-Nur II Al-Murtadha mulai dari tahap perencanaan, pelaksanaan, dan evaluasi pada tingkat *wustha*. Untuk mencapai tujuan tersebut peneliti menggunakan pendekatan kualitatif deskriptif dengan teknik pengumpulan data berupa observasi, wawancara, dan dokumentasi. Setelah semua data terkumpul, peneliti melakukan analisis data dengan menggunakan model Miles dan Huberman yang terdiri dari tiga tahap yaitu: reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa pada tahap perencanaan musyrif bermusyawarah untuk menentukan tujuan program, bentuk kegiatan yang ada dalam program, target pembelajaran, dan sasaran kegiatan terbelih dahulu sebelum menjalankan program. dalam pelaksanaan program. Pada tahap pelaksanaan musyrif mengerjakan tanggung jawabnya masing-masing

seperti yang sudah diputuskan pada tahap perencanaan yaitu menjalankan program masing-masing sesuai dengan bidang keahlian yang dimiliki. Pada tahap evaluasi terbagi menjadi bulanan dan mingguan yang dilakukan oleh pengurus dan musyrif dan hasil rapat evaluasi program dijadikan sebagai landasan dalam mengambil keputusan untuk langkah selanjutnya.

Kata Kunci: Manajemen, Program, Bahasa Arab

INTRODUCTION

Learning management is one of the most important skills to master in learning. With good learning management, one can also do good planning to achieve the desired goals to the fullest. This statement is in line with the concept of management, which is an art that is used to plan, organize, direct, and supervise the running of an organization starting from empowering, utilizing, and using organizational resources to achieve the goals set (Pananrangi, 2017). As for learning, learning activities involve intellectual, emotional, and social aspects which are carried out both in formal and non-formal environments (Arifin, 2019).

Islamic boarding schools are one of the educational institutions and have reached 26,975 boarding schools in April 2022 (Bayu, 2022) where learning is not only in formal environments but is carried out in non-formal environments as well. Until now in Indonesia, Islamic boarding schools are the oldest Arabic language learning places. It is said to be the oldest because it was the kyai and previous clerics who formed the Islamic boarding school as a center for learning Arabic starting from the study of the yellow book, the Qur'an and interpretation, even as a center for the spread of Islam. as stated by Nasir that Islamic boarding schools are religious institutions that are used as places of education, learning, development, and dissemination of Islamic religious knowledge (Priyatna, 2017).

Learning Arabic in Indonesia gets greater appreciation because the majority of the population is Muslim. In various schools, both madrasas, and Islamic tertiary institutions, Arabic is taught every week. Not only in formal institutions, in non-formal institutions such as mosques, for example, they also teach Arabic through the study of the yellow book, the Qur'an, and Hadith (Mufidah & Efendi, 2021). The term *pesantren* in Indonesia is also divided into Salafiyah Islamic boarding schools and modern Islamic boarding schools, even though universities have implemented the Islamic boarding school system. In Islamic boarding schools, Arabic can be taught for up to two hours in one meeting plus lessons that use Arabic such as *fiqh, Hadith, Muthalla'ah,* and so on (Hasan & Mufidah, 2022).

Good Arabic learning in Islamic boarding schools indicates that they have good management, both in terms of resource utilization, implementation, and organization of Arabic learning. Likewise, at An-Nur II Al-Murtadla Islamic Boarding School, even though this hut is a tourist hut, in it there is a program that is used as

support in learning Arabic called GERBANG (Gerakan Bahasa Asing) in English called foreign language movement. This program was formed by administrators at the al-Badar hostel and consists of two levels of learning, namely with. This program is oriented towards learning foreign languages, namely Arabic and English, but the focus of the researchers here is on Arabic. Through this program, students can get more intensive Arabic learning outside the classroom to improve their ability to speak Arabic. This program is a program that cannot be obtained at other Islamic boarding schools because this program is a creativity initiated by the administrators of the An-Nur II Al-Murtadla Islamic boarding school to improve the ability of students in Arabic language skills so it is very interesting to study. Therefore, researchers are interested in researching "The Management of the GERBANG Program (Gerakan Bahasa Asing) at An-Nur II Al-Murtadla Islamic Boarding School".

The management of learning Arabic in Islamic boarding schools is very interesting to study. This is evident from the many studies on learning management in Islamic boarding schools, such as the research conducted by Fitryah Samrotul Fuadah and Hary Priatna Sanusi entitled "Learning Management in Islamic Boarding Schools". The results of the study show that the learning management results of the Miftahul Falah Gedebage Islamic Boarding School in Bandung, Ustadz/ustadzah can provide a stimulus for students to be active and train to be able to read, interpret, and memorize the Al-Qur'an and understanding the yellow book. Besides that, students have sufficient achievements in academic and non-academic fields. Of course, the implementation of Learning Management cannot be separated from the supporting factors, namely the ustadz, students, facilities, and infrastructure. While the inhibiting factor is the dual task of the Leader Kyai and the environment (Fuadah & Sanusi, 2017).

Another research was also conducted by Muhammad Priyatna entitled "Learning Management of the Kulliyatul Mu'allimin al-Islamiyah (KMI) Program at the Al-Ihsan Baleendah Modern Islamic Boarding School, Bandung". the results of his research it can be seen that the management of programmatic learning at the Islamic boarding school Modern al-Ihsan Baleendah Bandung is as follows: (1) The learning plan has been completed with a syllabus and lesson plans, work plans for the curriculum, as well as documents/book two, containing a syllabus, lesson plans, prota, promissory notes; (2) The implementation of the teaching and learning process is carried out Monday-Saturday, starting at 04.00-21.30. Learning activities begin with an opening or greeting, the teacher conveys the subject matter using learning media such as LCDs, whiteboards, and markers. The method of delivering material uses lectures, and demonstrations, and ends with questions and answers. Teacher closed the teaching and learning process by praying together and saying closing greetings; and (3) Learning evaluation uses formative evaluation, namely an assessment in the form of a test carried out after one subject has been studied by students and summative evaluation, namely an assessment in the form of a test

carried out after the teaching and learning process has been completed within a certain period, namely one semester (Priyatna, 2017).

The next research was conducted by Heri Khoiruddin and Rizki Ikhwan Ferisal entitled "Learning Management of the Yellow Book at Islamic Boarding Schools" with the results of the research namely: (1) Planning for learning the yellow book at the Asy-Syifaa Wal Mahmuudiyyah Integrated International Islamic Boarding School is carried out by making a list of lessons that are formulated in the activities of the teacher council meeting at the beginning of each semester. As for the subject matter that will be given to students, it will be left entirely to the teacher concerned; (2) The implementation of the study of the yellow book is carried out by preparing classes for new students by opening a long class (distant class) for the tamhidi (preparatory) class before entering first grade. In the far tamhidi class, students are given knowledge about how to read Arabic script and other basic materials; (3) Evaluation of the study of the yellow book is carried out at the end of each semester. The evaluation includes oral and written evaluations that review the subject matter for the past semester (Khoiruddin & Ferisal, 2018).

The similarity of this research with these studies lies in the object of the discussion, namely they both discuss the management of learning Arabic in Islamic boarding schools, specifically discuss in planning, implementation, and evaluation of a learning Arabic program in boarding school. The difference lies in the cottage which is the background of the research and the program which is the focus of the research so it can be said that this research is new. The purpose of this research is to describe the management of the GERBANG (Foreign Language Movement) program at An-Nur II Al-Murtadla Islamic Boarding School starting from planning, implementing, monitoring, and evaluating. The researcher hopes that this research can inspire readers in managing Arabic learning programs properly so that the objectives of learning Arabic can be achieved optimally.

RESEARCH METHODS

A research method used in this study is descriptive qualitative with data collection techniques in the form of observation, interviews, and documentation. Observations were used to find out the process of implementing and supervising Arabic learning programs, and interviews were used to find out the planning process, and evaluation of Arabic learning programs. while the documentation is used to support the data from interviews and observations. Sources of research data are administrators and teachers at the An-Nur II Al-Murtadla Islamic Boarding School in middle (*Wustha*) and high (*'Ulya*) level. research data in the form of observations about program implementation and supervision, results of interviews about program planning and evaluation processes, and results of documentation in the form of written documents or pictures. To analyze the data that has been obtained, the researcher uses the Miles and Huberman model data analysis

technique which consists of three stages, namely; data reduction, data presentation, and conclusion (Miles, Huberman, & Saldana, 2014).

RESULTS AND DISCUSSION

Planning of the An-Nur II Al-Murtadla Gate Program

Carrying out learning, of course, requires planning so that the achievement of the program can be carried out properly. The educational process must be carried out in a planned manner with various objective and rational thoughts so that all the potential of students can be optimally developed. The word planned shows how important lesson planning is for every learning process (Anggraeni & Akbar, 2018).

It is just that GERBANG An-Nur II has its name, namely "*Ibtisamah*" which means smiling in Indonesian, deliberately taken as the title to ward off the argument that learning Arabic is very difficult and boring. "Memorization but not intentional and practice without coercion" is the model used in daily activities, said one of the administrators of the Gate. This program also includes fun language games so students don't get bored with learning Arabic. Learning by using language games is indeed proven to be able to increase students' interest and enthusiasm in learning Arabic (Nihayati & Agustriasih, 2021). The *ibtisamah* planning is made by the management of GERBANG An-Nur II, so musyrif can directly teach according to the existing plan. The planning has been contained in the AD/ART (Afifah Z. Ni'am et al,, 2017) file where the file contains: Activity objectives, activity targets, activity forms, material targets, and language games (AD/ART files).

Activity Goals

The objectives of holding language activities for students who live in the language area are as follows: (1) Realizing a language-based salafy Islamic boarding school; (2) Equipping the future of the students; (3) Providing the first experience in an atmosphere of speaking Arabic; (4) Providing motivation to the students; (5) Exploring the scientific potential and Arabic language skills; (6) Growing enthusiasm for learning Arabic; (7) Instilling love for Islamic boarding schools through Arabic; (8) Understanding and understanding the importance of learning Arabic.

Target and Form of Activity

Program is aimed at all students of the An-Nur II Al-Murtadlo Islamic boarding school who live in the language area, or students who do not live but attend extra *ma`had* language programs or what is commonly called EL-MC (Lughotul Musthofa Club). The forms of activities are as follows: (1) *Muhadastah*; (2) *Tazwidul mufrodat* and *Takrirul mufrodat* (repetition of vocabulary); (3) *Ta'lim* which includes *qira'atul poles*, *ta'limyah lughah*, *ta'limiyah an-nur al-Badri*; (4) Language games which include chain words, chain sentences, and composing words within words; (5)

Specialization consisting of *masrahyah, mujadalah* (dabate), *khutbah*, and *qira'at as-syi'ir*; (6) Friday afternoon outing.

Achievement Targets

Achievement target is the material that musyrif must complete in learning. The target for achieving *wustha* is as follows: (1) Month 1 (Removal of Regional Languages): Week 1 use of *Istifham*, week 2 permission to the ustadz in Arabic, week 3 make one sentence from one of the mufrodat, week 4 compulsory Arabic from waking up to going to school; (2) Month 2: Week 1 practicing known *mufrodat*, week 2 compulsory Indonesian at school, week 3 compulsory Arabic starting from school until midday & after waqi'ah until asr, week 4 if you meet language children anywhere, you must speak Arabic (min. Indonesia), *muhadastah* began to be given *maudlu'*, eliminating *ziyadah*; (3) Month 3: Week 1 compulsory Arabic after study hours until before, week 2 compulsory Arabic after dawn until bedtime, week 3 compulsory Arabic starting after *dhuhr* until *waqi'ah*, week 4 every day you must speak Arabic.

Implementation of the An-Nur II Al-Murtadla Gate Program

Implementation is an activity to carry out the plans that have been set at the planning stage. The details of the implementation of the planning described above are as follows.

Muhadastah

Muhadtsah is an activity that requires reciprocity in communication. In the gate program, this activity is carried out after the noon prayer. One of the administrators said, "This *muhadatsah* activity was held to hone the students' kalam skills". The results of the study indeed show that *muhadatsah* is one of the activities that can improve students' ability to speak Arabic because through this activity students will get more new *mufradat*, fluent, fluent in terms of *makharijul* letters, speak with the right intonation and with morphology appropriate (Nur, 2017).

Based on the results of observations, this activity is carried out with a room system, so each room is led by a *musyrif* starting with greetings and prayers before studying, then *musyrif* reads the day's theme to the students. Then they pair up to have conversations according to the theme determined by the musyrif. After that, the administrator supervises them if there is a conversation that doesn't match the theme or doesn't speak Arabic. When having a conversation, they are only armed with a daily dictionary. According to Musyrif's statement "There are no special books or conversations when conducting *muhadatsah*, meaning that it is free according to the ability of the students, the important thing is according to the theme and in Arabic". At the end of the activity, there will be a pair of students who will go to the operator to speak Arabic using a microphone according to the scheduled schedule.

Seeing from the sequence above, the researcher concludes that this activity is included in communicative exercises where students are required to be more creative in making conversation exercises independently, in practice this communicative exercise has indeed begun to reduce direct teacher involvement and provide students with opportunities more in developing their abilities (Hermawan, 2011).

Tazwidul Mufrodat (Increasing Vocabulary) and Takrirul Mufrodat (Repetition of Vocabulary)

Tazwidul mufradat in Indonesian is the addition of vocabulary while takrirul mufradat is the repetition of vocabulary. Tazwidul mufradat is a daily activity that is carried out after every morning prayer based on the room with the following system: (1) Musyrif of each room will divide the students into groups consisting of 4-5 people who are tasked with finding mufradat along with the meaning to give to their roommates after the morning prayer; (2) After the dawn prayer the students will gather in their respective rooms to record the mufradat that has been written on the blackboard by the group tasked with supervising the musyrif; (3) The musyrif orders the santri to make sentences from the mufradat that has been written; (4) The sentences that have been made are then memorized. Each member of the chamber will deposit his memorization to the chairman of the chamber to get a signature, while the chairman of the chamber will deposit his memorization to musyrif. As Murdiono and Dina Mardiana *said, this takrir method can improve students' memorization skills (Murdiono & Mardiana, 2019).*

Ta'limiyah Lughah (Language Study)

Ta'limyah lughah is a linguistic activity that includes four skills, namely listening, speaking, reading, and writing. This activity is carried out twice a week, namely on Wednesday and Thursday after Asar and Maghrib. The details of the form of activity for each skill based on the results of observations and interviews are as follows:

1. Listening Skills

Based on the results of observations the researcher found that the process of learning *istima'* skills was carried out in the following steps: (a) *Musyrif* prepared a sound system and played short films in pure Arabic without translation and audio from the book of baina yadaik; (b) *Musyrif* told children to write what they hear and translate the writing; (c) At the end of the lesson the musyrif will correct the students' learning outcomes then close the lesson. The *istima'* activities outside of learning are carried out by playing audio from Baina Yadaik during cooperation. Research shows that audio and audiovisual media can increase students' ability in listening skills by 15.64% for audio and 13.54% for audiovisual. between the two, audio media improves students' abilities more because they only focus on the

audio. While audio-visual media, the level of influence is lower than audio media because students tend to focus on animations or images printed on the screen so that the message to be conveyed through the listener's senses becomes less than optimal (Yusantika, Suyitno, & Furaidah, 2018).

2. Speaking Skills

Learning speaking skills is carried out using the following steps: (a) Musyrif writes conversations on the blackboard; (b) Discusses mufradat that are difficult for students to understand; (c) *Musyrif* explains the meaning of conversations to students using the deliberation method; (d) *Musyrif* asks students to read and memorize the conversations on the blackboard; (e) *Musyrif* asks the students to come to the front of the class in pairs to demonstrate the conversation by memorizing; (f) *Musyrif* asks the students to make new conversations related to the theme of the day.

3. Reading Skills

In *qira'ah musyrif* learning to write texts without harakat on the blackboard then the children read the texts. Then the *musyrif* asks the *santri* to read one by one the text on the blackboard, if there is an incorrect reading then the students will be given sanctions for example memorizing *tashrif*, but even though giving *musyrif* sanctions they still correct and improve the students' reading, after that the *santri* write the text on the blackboard. *Musyrif* said, "Even though they have corrected the reading together, students who are wrong in reading the vowel text must also be given a warning in the form of memorizing *tashrif* or other linguistic rules so that it does not become a permanent mistake". The results of the study that giving punishment in learning can improve student learning outcomes (Amirudin, Nurlaeli, & Muzaki, 2020).

4. Writing Skills

On *musyrif* writing skills to provide an image or *mufradat* to describe without giving examples or directions. After the student finish describing, the results of the description will be checked and corrected by *musyrif* both in terms of writing and rules. However, based on what Acep Hermawan disclosed in his book Arabic learning methodology, this method is part of the skill of composing, namely free composing where free composing is making sentences or paragraphs without being given examples or directions from the teacher (Hermawan, 2011).

Language Games That Involve Chaining Words, Chaining Sentences, and Arranging Words within Words

By the name of the plan, namely "*Ibtisamah*", in this program apart from learning there is also an interlude in the form of language games. which aims to overcome the boredom of students in learning Arabic. This statement was based on the narrative of one of the administrators, namely "The existence of this language game is intended to drive away the boredom of students when learning Arabic, so

that they do not think that learning Arabic is difficult and boring, so our administrators took the initiative to hold this game". in the AD/ART file of the Gateway Program, details of the language game activities are mentioned as follows (Afifah Z. Ni'am et al., 2017):

1. Chain Words

The word chain is a game where each child says the word in turn. The pronunciation of this word is based on the last letter of the word that was mentioned by the previous friend. The purpose of the game: (a) Train and condition children to concentrate on expressing words; and (b) Train children's spontaneity and speed in choosing words according to the context. The way to implement this game is as follows: (a) The tutor sorts the children based on the seats or the children can be positioned in a standing position in the sequence; (b) The teacher determines and appoints the child who will start the game first saying the word according to what the teacher said, which is then followed by the child next to him sequentially until it is finished; (c) Example, the teacher mentions the word: "Shower". Then the child will say the words "Fish, rice, ducks, ponds, humans, etc."

In the game, of course, some rules govern the course of the game to make it more challenging and systematic, including the following: (a) Players must say the word whose first letter is taken and the last letter of the word that the friend mentioned before; (b) Children may not mention words that have been mentioned by friends before and may not mention people's names (friends) or assignment words. For example: ...هذَا، هذِهِ، ذلِكَ، تِلْكَ، وَغَيْرُ ذلِكَ ; (c) Children are only given time to think to say the word for 3-5 seconds. If it exceeds that time, the child is considered unable and is passed on by friends in front of him.

2. Chain Sentences

Sentence chain is a game that is almost the same as word chain, each child says a sentence in turn based on the last word of the sentence mentioned by the previous friend. The purpose of this game: (a) Train children's concentration in expressing and composing sentences; (b) Condition children to think creatively in making sentences in a fun way; (c) Train children's spontaneity and speed in making sentences according to orders/circumstances; and (d) Training children's intelligence in making sentences according to the context. The way to implement this game is as follows: (a) The tutor sorts the children based on the seats or the children can be conditioned to stand in a row; (b) The mentor determines and appoints the child who will start saying the sentence first, which is then followed by the child next to him sequentially until it is finished; (c) For example, the teacher says the sentence: "أَنْدِيْ يَسْتَحِمُّ كُلَّ يَوْمٍ" Then, the child will say the word. For

example: 1st child: كُلَّ يَوْمٍ أُسَاعِدُ أُمِّي لِلتَّنْظِيْفِ فِي الْبَيْتِ , 2nd child: فِيْ بَيْتِيْ

3rd child: جَدَّتِيْ تَذْهَبُ إِلَى ٱلْمَزْرَعَةِ , جَدَّتِيْ

3. Arrange Words within Words

This game is a game giving a word and the player must compose a word from the letters listed in the word that has been given. The purpose of this game: (a) Train children to think often; (b) Test how far a player's accuracy is; (c) So that children concentrate more on carrying out an activity; and (d) Players can refresh their brains more often. The way to implement this game is as follows: (a) The teacher or mentor gives a word with quite a lot of letters; (b) This game can be done individually or in groups; (c) Each word is given approximately 2-3 minutes to design and arrange several words; (d) For example, the teacher gives the word: "السَّبُّوْرَةُ",

then it can become مِنَ الْخَشَبِ، لَوْنُ الْأَبْيَضِ، لَوْنُ السَّوْدَاءِ

Specialization Consisting of Taqdim al-Qissah, Munadzarah, Khutbah, and Qira'at as-Syi'ir

Specialization or extracurricular is an activity contained in the Gerbang program where this activity is attended by students who are interested in developing their skills in the fields of *masrahyah* or *mujilah* or *khutbah* or *qira'at syi'ir* only, meaning that not all students are required to take part in these activities. The details are as follows:

1. *Taqdim al-Qissah* (Presentation of the Story)

Taqdim al-qissah is an activity displaying Arabic stories carried out by students who follow this interest. The *taqdim al-qissah* method is a method that can improve students' *isima'* abilities (Shobirin & Sulton, 2020). One of the administrators said, "This specialization aims to hone the mentality and skills of students in Arabic, but it's also called specialization, so it's for those who want it." Researchers found that this activity was fostered by *musyrif* who are competent in this field. The learning steps are that the students are instructed to make texts, then the texts will be displayed in front of *musyrif* and other friends. *Musyrif* will correct and ask the students to correct what is lacking and needs to be added to the displayed text and correct intonation when presenting stories, body language, and so on.

2. *Munadzarah* (Debate)

Munadzarah is a specialization where students will learn how to argue scientifically. *Musyrif* said "This activity, apart from honing students in scientific debates, is also an opportunity to hone students' speaking skills as well". If the topic is a problem in the debate, musyrif who are looking for later students can just

look for the material on the internet. In practice, students who have been divided into groups consisting of three people will be asked to argue based on the material that has been obtained. One group becomes the negative team and one group becomes the positive team. *Musyrif* will oversee the course of the debate and will provide an assessment at the end of what needs to be corrected, added, and so on. Through debate or *munadzarah* training, students can improve their skills in Arabic. as revealed in a research result that the ability of students who took part in debate training increased, this was evidenced by the increased ability of students to convey their ideas after participating in training activities (Nasir, Budiarti, & Yandrefo, 2021).

3. *Khutbah* (Speech)

Khutbah is a speech in front of a large audience using various languages, in this case, Arabic. Students who take part in this specialization will be trained by *musyrif* to make speeches in Arabic by paying attention to the rules of the language, the expressions when giving speeches, the mimics used, and so on. *Musyrif* said, "The text of the speech is searched via the internet, so later when the students give a speech in front, I just have to correct the wrong parts and demonstrate how to make a good speech". Even though this activity asks students to give speeches or speak in Arabic, the results of the study show that the relationship between speech practice and students' speaking skills is still low (Rohelah, 2020). This is because speaking activities are not activities that require students to construct their speaking skills independently, but only memorize the text that is already available.

4. *Qira'at Syi'ir* (Reading *Syi'ir*)

Qira'at syi'ir is a specialization that is guided by a *musyrif* in reading poetry in Arabic. In its implementation *musyrif* asked each *santri* to read Arabic poetry in front of *musyrif* and other students. According to the *musyrif* who guides "Before the students recite the *sya'ir* in front of their friends, I ask them to search for the text of the Arabic *sya'ir* on the internet first using the administrator's cellphone, after that, I correct it and assess whether it is appropriate to display it or not". So, the *santri* who are allowed to recite the *sya'ir* in front of the *musyrif* and other *santri* are the *santri* whose text has been corrected and assessed by the *musyrif* so that the *sya'ir* that is read is not an arbitrary *sya'ir* but has gone through a process of selection and improvement.

Friday Afternoon Outing

"Friday afternoon excursion is an activity where students are invited to take a walk around the hut, this activity is initiated by the teachers here in An-Nur II Al-Murtadha" said teacher in the boarding School. So, the hut which is the shelter for the gate program is a hut that has many tourist spots such as a zoo and parks. This activity will be carried out alternately by each dormitory, namely *Wustha* and *Ulya*. This activity aims to introduce students to the boarding area and add to the

student's understanding of the surrounding environment. In addition, in this activity, all students are required to reflect on what they see on the way. Those who supervise the activities are the administrators and musyrif of each dormitory. "Students who do not carry out *muhadasah* during the activity will be subject to sanctions," said the musyrif.

Internal Arabic Competition

"This activity is carried out once a month to evaluate the learning outcomes of students in extracurriculars" said *musyrif*. Although this activity is intended for students who take extracurricular activities, students who do not take extracurricular activities may also take part in this competition. The jury in this activity is the representative of the chairman of the chamber. After the competition is over, the jury will immediately announce the winner of the competition along with the awarding of prizes.

Evaluation of the An-Nur II Al-Murtadla Gate Program

Evaluating means assessing all activities to find indicators that cause the success or failure of a program in achieving the goals that have been formulated. As one of the management functions, evaluation is an activity of researching and knowing the entire process of implementing the activities of a program to see whether the goals that have been set can be achieved properly or not (Hikmat, 2009). In the Gerbang program, program evaluation is divided into weekly and monthly evaluations. The management said "The evaluation activities were attended by all *musyrif* of each dormitory and all administrators to discuss the implementation process of the planning that had been set at the beginning of the program in the monthly evaluation, while the weekly evaluation discussed the process of implementing the program of each dormitory." Meanwhile, the results of the evaluation are determined by the results of the meeting, not based on the highest position in the program. Said one of the management's "Decisions in the evaluation meeting is based on the results of discussions both monthly and weekly".

CONCLUSION

Management is one of the skills that is needed in managing a program. The focus of the problem in this study is the planning, implementation, and evaluation of the program at the Pondok Pesantren An-Nur II Al-Murtadha. at the planning stage, it contains objectives, forms of activities in the program, learning targets, and activity objectives. in the implementation of the program there are several activities carried out including: (1) *Muhadastah*; (2) *Tazwidul mufrodat* and *takrirul mufrodat* (repetition of vocabulary); (3) *Ta'limyah lughah*; (4) Language games which include chained words, chain sentences, and arranging words in said; (5) Specialization consisting of *masrahyah*, *mujadalah*, *khitobah*, and *qira'at as-syi'ir*; (6) Friday

afternoon outing; (7) Internal Arabic competition. The stage after planning is the implementation of the plan that has been set. The evaluation stage, it is divided into monthly and weekly which are carried out by the management and *musyrif* and the results of the program evaluation meeting are used as the basis for making decisions for the next steps.

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