Integrative Monitoring System for Arabic Learning Plans in University-Affiliated Islamic Boarding Schools

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ABSTRACT

Universities often face challenges in ensuring the quality of education, especially in the learning segment during the lecture process. Therefore, this study examines the phenomenon of quality and quantity, which is the basis for the quality of Arabic learning planning at Al-Falah As-Sunniyyah Jember University. The main objective of this study is to identify and explore effective strategies for ensuring the quality and quantity of education through an integrative monitoring system for Arabic language learning planning. Using a qualitative approach and literature studies as methods, the writer collected data by searching related literature. The data were analyzed using qualitative methods involving reading, synthesizing, and interpreting information found in the literature. Research findings confirm that the implementation of an integrative monitoring system appropriately has great potential to be used as the best model in planning Arabic language learning to improve the quality of learning significantly.

Keywords: Arabic language learning planning; Fulfillment strategy of lesson plans; Integrative monitoring system; Quality of lesson plans.

ABSTRAK

Perguruan tinggi swasta seringkali menghadapi tantangan dalam menjamin mutu pendidikan, khususnya dalam segmen pembelajaran selama proses perkuliahan. Oleh karenanya, penelitian ini mengkaji fenomena kualitas dan kuantitas yang menjadi landasan mutu perencanaan pembelajaran bahasa Arab di Universitas Al-Falah As-Sunniyyah Jember. Tujuan utama dari kajian ini adalah mengidentifikasi dan mengeksplorasi strategi yang efektif dalam memastikan kualitas dan kuantitas pendidikan melalui sistem monitoring integratif terhadap perencanaan pembelajaran bahasa Arab. Dengan menggunakan pendekatan kualitatif dan studi pustaka sebagai metode, penulis mengumpulkan data dengan mencari literatur terkait. Data tersebut dianalisis menggunakan metode kualitatif yang melibatkan pembacaan, sintesis, dan interpretasi informasi yang ditemukan dalam literatur. Temuan kajian menegaskan bahwa implementasi sistem monitoring integratif dengan tepat memiliki potensi besar untuk dijadikan sebagai model terbaik dalam merencanakan pembelajaran bahasa Arab, sehingga dapat meningkatkan mutu pembelajaran secara signifikan.

Kata kunci: Mutu RPS; Perencanaan Pembelajaran Bahasa Arab; Sistem monitoring *integrative*; strategi keterpenuhan RPS.

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INTRODUCTION

The quality of learning planning in universities, especially those under the auspices of Islamic boarding schools *(Pesantren)*, is problematic in itself. There are several factors that affect the quality and quantity of learning planning, such as lack of understanding of the quality standards that must be met, lack of support from university management, and limited human resources and information technology needed to carry out quality learning planning. Quality lesson planning is essential to ensure learning effectiveness and efficiency.[1] The quality of learning planning will impact on the quality of learning implementation and learning outcomes.[2] Therefore, appropriate strategies are needed to improve the quality and quantity of learning planning, such as increasing understanding of quality standards, strengthening support from university management, and utilizing existing human resources and information technology optimally.

Several literature studies related to the strategy of quality fulfillment and quantity of quality planning for Arabic language learning in universities have been carried out. One of them is a study by DJ Jami and Muharram in 2022. They said that learning infrastructure encourages the creation of quality itself, in addition to the use of innovative and creative learning methods, such as the use of varied learning media, the development of integrated learning strategies, and the provision of effective feedback to students.[3] In addition, another study by Maghfiroh and Santoso in 2020 that determines the quality of education is in human resources, where lecturers and education staff play an important role in the quality of education, especially for lecturers who play an important role in the success of education, research, and community service.[4] Makruf and Barokah in 2020 emphasized the formation of quality through learning activities. This shows that the quality of learning can be done on the side of the process. Therefore, monitoring and observation of the learning process needs to be considered in the management of education.

From these various studies, there is a blank space in learning planning that needs to be researched. How semester learning planning (RPS) in the Arabic language education study program (PBA) can be used as a benchmark for learning quality and how to integrate learning planning monitoring in PBA from the interests of universities, communities, and Islamic boarding schools. The quality of Arabic learning planning in universities can be achieved by paying attention to aspects of innovation, proper time allocation, the use of adequate handbooks, making structured and well-organized learning schedules, assigning clear tasks and responsibilities, and making objective and transparent assessment rubrics.

Thus, efforts need to be made to explore the strategy of the fullness of the quality and quantity of quality of Arabic learning planning, which is categorized as the shade of Islamic

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[1] Z Arifin et al., "An Innovation in Planning Management for Learning Arabic at Islamic Boarding Schools," *… Manajemen Pendidikan …*, no. Query date: 2023-10-26 16:19:42 (2023), [view source].

[2] ML Hanif, "Coordinator Management to Improve the Quality of Education in International Standard Madrasah (MBI) Amanatul Ummah Pacet …," *Journal of Humanities and Social Studies*, no. Query date: 2023-10-26 16:19:42 (2023), [view source].

[3] DZ Jami and A Muharam, "Strategy for Improving the Quality of Islamic Religious Education Study Programs with Total Quality Management," *… Haq: Jurnal Manajemen Pendidikan …*, no. Query date: 2023-10-26 16:19:42 (2022), [view source].

[4] M Maghfiroh and S Santosa, "Manajemen Sumber Daya Manusia dalam Peningkatan Mutu Perguruan Tinggi di Universitas Darussalam Gontor," *Jurnal Bahana Manajemen Pendidikan*, no. Query date: 2023-10-26 16:19:42 (2020), [view source].

boarding schools. The fulfillment strategy needs to be studied further so that the quality of learning planning can be achieved properly. In the context of Arabic language education, the quality and quantity of learning planning are very important because they relate to the effectiveness of learning and the success of students in understanding learning material. Therefore, this research can provide new insights for developing effective learning planning strategies in universities based on Islamic boarding schools.

This research is important in improving the quality of Arabic language learning in universities under the auspices of Islamic boarding schools. The research results can be the basis for educational institutions to develop strategies for quality fulfillment in learning planning that are more effective and efficient. In addition, this study can also be a reference for other researchers who want to dig deeper into the problem of learning planning in similar educational environments. This research is expected to positively contribute to improving the quality of Arabic language education in universities.

METHOD

This research uses qualitative research methods with the type of literature study. This type of literature study was chosen because researchers examine objects in the conceptual realm in order to provide a comprehensive picture of integrative monitoring of learning planning needed for the Arabic Language Education Study Program of Al-Falah As-Sunniyah University Jember which is under the auspices of Islamic boarding schools. Data was collected by searching related literature and then analyzed using qualitative methods involving reading, synthesizing, and interpreting information in the literature and facts in the field. By using this technique, researchers hope to gain a deeper understanding of the quality and quantity fulfillment strategy of Arabic learning planning through an integrative monitoring system.

RESULTS AND DISCUSSION
Quality of Arabic Learning Planning

Planning Arabic learning in Arabic courses in universities is the process of designing learning by determining the expected final competencies until the assessment process to help students obtain Arabic proficiency as expected. The planning process of Arabic learning includes determining clear and measurable learning objectives, selecting learning materials that are relevant to student needs, as well as selecting appropriate learning methods, media, and evaluations to achieve these goals.[5]

In planning Arabic learning in universities, it is important to pay attention to the social, cultural, and academic context of students, as well as consider the Arabic language skills that students already have. In addition, Arabic learning planning must also be aligned with the competency standards set by the educational institution concerned.[6] The main purpose of planning Arabic learning is to help students acquire Arabic proficiency

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[5] E Suzanti, S Sugiyarto, and ..., "Pedagogical and Professional Competences Policies in Improving Education," *Jurnal Penelitian Guru ...*, no. Query date: 2023-10-26 16:19:42 (2021), [view source].

[6] MA Nahdly, "Strategi Pembelajaran Bahasa Arab (Sebuah Ikhtiar untuk Mewujudkan INKAFA Sebagai Center of Arabic and Turath Development)," *MIYAH: Jurnal Studi Islam*, no. Query date: 2023-10-26 16:19:42 (2015), [view source].

effectively and efficiently, so that they can communicate well in various communicative situations, both in academic and social environments.

In order for planning Arabic learning in Arabic courses at universities to produce good results, some things that can be done are to understand student needs, namely conducting research or monitoring first to find out the needs and learning goals of students. Lecturers also need to consider the Arabic language skills that students already have and also the social and cultural context of students. Learning objectives must also be clear and measurable, which is done after understanding student needs. Learning objectives must be relevant to student needs and must be measurable.

The learning material chosen also needs to be relevant. Lecturers at least choose learning materials that are relevant to the needs and learning objectives of students. Learning materials can be arranged in a structured and systematic manner, making it easier for students to understand. In addition, the learning method chosen must be appropriate, where the learning method is in accordance with learning objectives, learning materials, and student needs. Lecturers must also choose learning methods that can increase student participation and motivation. Not only that, the involvement of effective learning media is certainly by the material and learning methods. By choosing effective media will be able to improve students' understanding and skills.

On the other hand, a learning evaluation plan that includes assessment of learning and monitoring of student progress needs to be relevant to learning objectives and can provide useful feedback for future learning improvement. Nothing more than monitoring and evaluating the learning process regularly is the key to knowing whether the learning objectives are achieved or not.[7] This evaluation can be used for improvement and refinement of future learning planning.

The Context of Lecturer Planning

In the results of monitoring conducted in the first semester of the 2022/2023 academic year, it was found that planning Arabic language learning in the Arabic Language Education Study Program at Al-Falah As-Sunniyyah University Jember has several advantages and disadvantages. Some of the advantages found include the relationship between learning objectives and competencies needed by students in the world of work and society, as well as the preparation of RPS in accordance with KKNI standards.

However, monitoring also found shortcomings in planning Arabic language learning in the Arabic Language Education Study Program. One of the shortcomings found is the lack of integration between Arabic learning planning and the needs of *Pesantren* as a place to practice using Arabic directly. This results in students needing more opportunities to practice using Arabic contextually and according to the needs of *Pesantren*.

In addition, there are also areas for improvement in the use of technology in planning Arabic language learning in the Arabic Language Education Study Program. Although technology in Arabic language learning has been implemented, there still needs to be more in its optimal and effective use. This could be proven by findings in the field that some lecturers have not input files in Google Drive at the specified places and components.

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[7] Arifin et al., "An Innovation in Planning Management for Learning Arabic at Islamic Boarding Schools."

Besides that, technically, the RPS is not neatly arranged so that it can deviate from the specified standards.

Generally, the components monitored in planning Arabic language learning in the Arabic Language Education Study Program at Al-Falah As-Sunniyyah University Jember are:

1. Lecturers develop a Semester Learning Plan (RPS) for each class in one subject approved by the Head of Study Program. The RPS contained Learning Outcomes, Learning Experiences, Criteria, Indicators, assessment weights, reference sources, meeting schedules (learning objectives, study materials, methods, time and reference source numbers);

2. The lecturer develops planning based on the reconstruction of courses that have been going on before.

3. Lecturers make observations and analyze the needs of students, universities, Islamic boarding schools, and the needs of institutions or industries. In other words, lecturers carry out internal and external integration in planning Arabic language learning.

4. Lecturers using the SCL learning model develop planning.

5. Lecturers formulate objective and transparent learning evaluations in planning Arabic language learning.

To overcome the shortcomings found in Arabic language learning planning in the Arabic Language Education Study Program, it is necessary to make improvements in learning planning, especially in terms of integration with the needs of *Pesantren* and the use of technology.[8] This improvement can be done through the development of cooperation programs with *Pesantren*, the use of more optimal technology, and increasing the competence of lecturers in developing Arabic learning planning that is responsive to the needs of *Pesantren* and the current digital era. By making these improvements, it is expected to improve the quality of Arabic language learning in the Arabic Language Education Study Program at Al-Falah As-Sunniyyah University Jember and prepare students well to face the increasingly complex and dynamic world of work and society.

Quality of Lesson Planning

The quality of Arabic learning planning is measured by how well it can meet student needs and achieve predetermined learning goals. These aspects can be formulated with consideration of compliance with competency standards. Arabic learning planning needs to be aligned with the competency standards set by educational institutions. Good learning planning must be able to meet these competency standards. In addition, learning planning also requires the relevance of learning material. The learning material chosen must be relevant to the needs of students and must be able to help students achieve the learning goals that have been set.[9]

It is undeniable that the integration of material and learning methods is also to be interrelated and well-integrated. The learning method chosen must be able to help students understand the learning material well. In addition, the skills of lecturers who are

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[8] MY Pulungan, "Efektifitas Pembelajaran Bahasa Arab Pada Sistem Asrama (Ma'had 'aliy) di Perguruan Tinggi Islam," *… Jurnal Ilmu-ilmu Kependidikan dan Bahasa Arab*, no. Query date: 2023-10-26 16:19:42 (2015), [view source].

[9] Y Nurbayan, S Sauri, and A Sanusi, "Developing an International Standardized Arabic Language Education Curriculum: Introducing a Conception-Focused Design and Outcome," *… Bahasa Arab …*, no. Query date: 2023-10-26 16:19:42 (2021), [view source].

responsible for teaching Arabic courses need to have adequate skills and expertise in teaching. Lecturers need to choose the right learning method and be able to provide clear and structured explanations.

On the other hand, using appropriate learning media can help increase student understanding of learning material. With the accuracy of choosing the right learning media will help students understand and apply learning material. In the end, effective and relevant learning evaluation with learning objectives will help lecturers know the success of learning and what needs to be improved if there are shortcomings.

In the current context, learning in the 21st century prioritizes the needs of students to develop the ability to think critically, creatively, and innovatively. This is in accordance with the Outcome Based Education (OBE) concept which emphasizes the expected learning outcomes and focuses on the abilities and skills that students must possess after learning. In the context of learning Arabic in higher education, OBE can assist in developing lesson plans that focus on achieving the desired learning outcomes. The application of OBE in Arabic learning planning can be done by determining the competencies students must have after completing their learning. These competencies include the ability to speak, write, read, or understand Arabic comprehensively.

After determining the competencies that must be achieved, learning planning can be prepared by considering the right learning methods and the use of effective learning media to achieve the expected learning outcomes. In addition, the evaluation of learning carried out must refer to the achievement of learning outcomes that have been set.[10] By applying the OBE concept in planning Arabic language learning in universities, it is expected to improve the quality of learning and prepare students to face future challenges.

Monitoring Integrative

Monitoring is an activity that involves observation, review, and continuous or periodic learning of ongoing programs or activities. The purpose of this monitoring is to ensure that the program or activity is running according to plan and to use the information obtained so that the program can run sustainably.[11] Monitoring includes two main elements: observing and evaluating programs or activities to ensure they are on track and using the information obtained to improve program sustainability. Monitoring is carried out while the program is in progress to ensure that processes and outcomes are on track, and in the event of nonconformities or delays, corrective steps must be taken as quickly as possible so that the program can run on target and schedule. The monitoring results are used as input for the next stage of the program.

Monitoring itself means the process of checking an activity that refers to the achievement of expected goals.[12] While integrative monitoring is a monitoring system that unites various aspects of planning Arabic language learning in universities, such as curriculum planning, teaching, evaluation, and lecturer self-development. The purpose of

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[10] K Faizin, "Evaluasi Kurikulum Pembelajaran Bahasa Arab di STAI Attanwir Bojonegoro," *Al-Idaroh: Jurnal Studi Manajemen Pendidikan …*, no. Query date: 2023-10-26 16:19:42 (2020), [view source].

[11] DD Koswara, "Implikasi Monitoring dan Evaluasi terhadap Peningkatan Mutu Sekolah," *Jurnal Administrasi Pendidikan*, no. Query date: 2023-10-26 16:09:38 (2005).

[12] A Anggara et al., "Monitoring and Evaluation Strategies in Education Units," *Indonesian Journal of …*, no. Query date: 2023-10-26 16:09:38 (2022), [view source].

integrative monitoring is to ensure that all aspects run well and are interrelated with each other, so as to produce optimal quality learning.

In planning Arabic language learning in universities, integrative monitoring can be applied by integrating a quality measurement system continuously, either through the use of appropriate evaluation instruments, lecturer performance assessments, or feedback from students. Integrative monitoring can also help to identify problems in lesson planning, such as ineffectiveness of learning methods, irrelevance of material to student needs, or lack of lecturer self-development.

In today's digital era, technology can support an integrative monitoring system in planning Arabic learning in universities.[13] Some examples of technologies that can be used are mobile applications for data collection, learning management information systems, or integrated e-learning systems. By using this technology, integrative monitoring can be done more efficiently and accurately.

By using integrative monitoring in planning Arabic language learning in universities, it is expected to improve the overall quality of learning. Integrative monitoring can help universities monitor learning planning systematically and continuously to identify problems and find appropriate solutions quickly. This can also help universities adjust learning planning to student needs and the times to increase student competitiveness in the future.

Internal Integration

Integrative monitoring in planning Arabic language learning in universities can occur internally by integrating learning outcomes in the Indonesian National Qualifications Framework (KKNI). KKNI is a system that describes the abilities that graduates at each level of education must possess. By integrating learning outcomes in KKNI, universities can ensure that learning objectives are achieved properly and in accordance with established quality standards.[14]

In integrating learning outcomes in KKNI, universities must ensure that integrated learning outcomes include aspects of knowledge, skills, and attitudes. In addition, universities must also ensure that integrated learning outcomes are in accordance with the field of study offered and take into account the needs of the job market in the future.

By using KKNI as a reference in planning Arabic learning in universities, it is expected to improve the overall quality of learning. KKNI can help universities monitor learning outcomes systematically and continuously so that they can identify problems and find the right solutions quickly. This can also help universities adjust learning planning to student needs and the times to increase student competitiveness in the future.

Integrative monitoring in planning Arabic language learning in universities can also occur internally through integration by accommodating the interests of *Pesantren*. *Pesantren* is one of the educational institutions that has an important role developing the Arabic language in Indonesia. Therefore, integrated monitoring between universities and *Pesantren* can help ensure that planning Arabic learning in universities can accommodate

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[13] H Fitria and M Kristiawan, "The Principal's Initiatives to Enhance Teachers' Instructional Skills," *… Pendidikan)*, no. Query date: 2023-10-26 16:09:38 (2023), [view source].

[14] MAU Nuha and N Musyafa'ah, "Implementation of Quality Management Curriculum in Arabic Learning," *Arabiyatuna: Jurnal Bahasa Arab*, no. Query date: 2023-10-26 16:19:42 (2022), [view source].

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the interests of *Pesantren* and can help ensure that Arabic learning can meet the interests of *Pesantren* and the wider Indonesian community.

In addition to integration with KKNI and *Pesantren*, integrative monitoring in planning Arabic language learning in universities can also occur internally through integration with the formation of students' Arabic language competence. This relates to the importance of ensuring that students acquire the Arabic language skills needed in work and society.[15] Universities can ensure that Arabic learning planning can accommodate the needs and expectations of the work and society through integration with the formation of students' Arabic language competence. This integration can be done by considering the needs and expectations of the world of work and society in developing of Arabic curricula and teaching materials in universities.

Integrative monitoring can also be done by developing competency-based assessment and evaluation systems. That way, universities can ensure that students gain the Arabic language skills needed in the world of work and society, as well as monitor and evaluate student learning outcomes in an integrated manner. By integrating the formation of students' Arabic language competence, universities can ensure that planning Arabic learning in universities can meet the needs and expectations of the world of work and society.

External Integration

In addition to occurring internally through integration with KKNI, *Pesantren*, and the formation of students' Arabic language competence, integrative monitoring in planning Arabic learning in universities can also occur externally through integration with institutional needs. Higher education institutions can integrate with the needs of institutions by understanding the needs and expectations of institutions related to the use of Arabic in their work or activities. Furthermore, planning Arabic learning in higher education can be designed to meet these needs and expectations by integrating relevant materials.[16]

Integration with the needs of institutions can also be done through collaboration and partnership between universities and institutions. Such collaborations and partnerships can take various forms, such as offering specialized Arabic language training programs for employees or staff of the institution, providing Arabic language consulting services, or developing curriculum and teaching materials based on institution's needs. By integrating with the institution's needs, universities can ensure that Arabic learning planning can meet the specific needs and expectations of the institution. This can increase the relevance and effectiveness of Arabic language learning in universities and open up wider employment and collaboration opportunities for students and institutions.

In addition to integration with institutional needs, integrative monitoring in planning Arabic learning in universities can also occur externally by integrating the needs of industry and the world of work in the field of Arabic. It aims to ensure that graduates of Arabic language study programs have relevant competencies and can meet the demands of the

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[15] US Ismail et al., "Monitor Model Theory as a Solution to Overcome the Problem of Mastering Arabic Grammar Among Students in Malaysia," *… and Practice in …*, no. Query date: 2023-10-26 16:19:42 (2022), [view source].
[16] Suzanti, Sugiyarto, and …, "Pedagogical and Professional Competences Policies in Improving Education."

world of work. The integration of the needs of the industrial world and the world of work in the field of Arabic can be done in various ways, such as conducting research on the needs of the job market, collaborating with related companies, or involving practitioners in the learning process. In addition, Arabic learning in universities also needs to pay attention to trends and developments in Arabic-related industries, such as the tourism industry, trade, or translation services.

By conducting integrative monitoring externally by integrating the needs of the industrial world and the world of work in the field of Arabic, it is expected that graduates of Arabic study programs can have competencies that are in accordance with the demands of the job market and can compete at the global level. In addition, this integration can also help universities improve the quality of learning and strengthen relationships with the outside world.

Workload of Internal Lecturers

The workload of internal lecturers (BKDI) is one of the indicators to measure the fulfillment of learning implementation plans (RPS) in universities. BKDI can provide an overview of the number of tasks assigned to lecturers, including teaching and non-teaching tasks, and how long it takes to complete these tasks, including in planning Arabic language learning.[17] Therefore, BKDI can be used to monitor the fulfillment of RPS in quantity.

For example, if the RPS states that lecturers must give assignments to students every week and give midterm and final semester exams. In that case, BKDI can be used to ensure that lecturers have carried out these tasks according to a predetermined schedule. If the lecturer has given assignments and exams according to the schedule, the RPS has been fulfilled in quantity.

The use of BKDI in monitoring the fulfillment of RPS in quantity has a strong rational reason because BKDI provides a more objective picture of the number of tasks given to lecturers and the time needed to complete these tasks. Therefore, BKDI can be used as one of the indicators that can be measured easily and provide accurate information about the fulfillment of RPS. However, it is also important to remember that BKDI cannot provide complete information about the quality of RPS implementation, so integrative monitoring is still needed to ensure that RPS has been met comprehensively.

The significance of research on the quality fulfillment strategy of Arabic learning planning with an integrative monitoring system is to provide a better understanding of how to optimize Arabic learning planning in higher education through comprehensive integration. This research also opens the door to developing new strategies to ensure that planning Arabic learning in universities meets the quality standards set. In addition, this research is also useful for Arabic lecturers and policymakers in universities to design better and more effective Arabic learning plans. By adopting the strategies found in this study, universities can improve the quality of learning and ensure that graduates have the competencies needed in the work.

However, the next research that needs to be done is the effectiveness of implementing the quality fulfillment strategy of Arabic learning planning with an integrative monitoring

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[17] SR Febriani and A Anasruddin, "Technology for Four Skills Arabic in the Era Emergency of Covid-19 in Indonesia," *Ta'lim al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab & …*, no. Query date: 2023-10-26 16:19:42 (2020).

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system in improving Arabic learning outcomes in universities. In addition, research also needs to be conducted to identify challenges and obstacles in integrating the needs of institutions, *Pesantren*, industry, and the world of work in planning Arabic language learning in universities.

CONCLUSION

Based on research on the strategy of fulfilling the quality of Arabic learning planning with an integrative monitoring system, it can be concluded that an integrative monitoring system could contribute to the compatibility between the goals of language education with *Pesantren* and the community. This research shows that using integrative monitoring systems in lesson planning can help learning more effectively. In addition, this study also shows that success in improving Arabic learning planning depends on how effectively integrative monitoring systems are used. Integrative monitoring systems must be well managed and supported by adequate resources to ensure that the learning planning and development process runs well and in accordance with established quality standards.

In the context of learning in the digital era like today, integrative monitoring can support planning Arabic learning in universities affiliated with *Pesantren*. Thus, this research can be a reference for universities in improving the quality of Arabic learning planning through an effective integrative monitoring system supported by appropriate university internal policies so that mutual learning can be of high quality and guarantee graduates in accordance with the community's needs.

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