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<https://doi.org/10.61796/ejheaa.v1i8.838>**ANALYSIS OF TEACHER STRATEGIC MANAGEMENT
IN IMPROVING THE QUALITY OF LEARNING ARABIC****Intan Afriati, S.Ag., M.Ag., Ph.D**

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Abstract: Strategic management by teachers plays a role in improving the quality of Arabic language learning. It explores various strategies that can be implemented to optimize the learning process, including curriculum planning, teaching methods, and assessment. Case studies or concrete examples that show the positive impact of strategic management on student learning outcomes in Arabic have also been widely discussed in research results in several articles or journals. The type of research used in this discussion is using literature study which includes: systematic identification, analysis of documents containing information related to the study problem. The research results show that 1). The application of effective strategic management, such as careful planning and the use of innovative teaching methods, can improve the quality of teaching. Teachers who implement well-planned strategies tend to be better able to convey material in a clear and interesting way, which has a positive impact on student understanding. 2). Strategic management involving interactive and participatory learning methods can increase student engagement. Research shows that students who actively participate in learning tend to have greater motivation and interest in Arabic. 3). Strategic management encourages positive changes in teaching practices, such as the adoption of new technologies, more effective teaching methods, and more student-centered approaches, thereby improving student learning outcomes.

Keywords: Strategic Management, Teachers, Quality, Arabic Language Learning.

This is an open-access article under the [CC-BY 4.0](https://creativecommons.org/licenses/by/4.0/) license**Introduction**

Making and implementing policies must always strive so that the policies rolled out involve as much community participation as possible, especially in terms of implementation. This requires effort and engineering. A teacher is a person who serves or provides knowledge to his students. In a broad sense, it can be said that a teacher is a person who carries out tasks in an educational institution, where the community trusts him to carry out the tasks entrusted to him in order to educate students.

Teachers are one of the components that determine the implementation of education. The teacher is the main actor as a facilitator in organizing the learning process for students. Therefore, his presence and professionalism are very influential in realizing national education programs. Teachers must have sufficient quality, because teachers are one of the micro components of the school education system. According to RI Law. No. 20 of 2003, concerning the National Education System chapter XI article 39, states that: 1). Educational personnel are tasked with carrying out administration, management, development, supervision and technical services to support the educational process in one education and 2). Educators are professional staff tasked with planning and implementing the learning process, assessing learning outcomes, providing guidance and

training, as well as conducting research and community service, especially for educators in higher education (Irianto, 2011: 230-231)

A teacher who teaches Arabic is required to master various types of learning methods, with these methods, they succeed in fostering an understanding that Arabic (Fusha) needs to be - not to mention must - be studied as well as a goal, namely to form Arabic language experts and producing alumni who are able to use Arabic actively as a means of communication for various purposes. After this understanding and awareness spread, Arabic language experts in Indonesia were encouraged to immediately teach Arabic using methods that at that time were considered the newest and most suitable so that learning Arabic was also a goal (Izzan, 2009: 43-44).

The problems faced in learning Arabic in Indonesia, like other foreign languages, include two things; linguistic and non-linguistic problems. There are non-linguistic problems that are sociological, psychological, methodological and so on. The linguistic problems are related to language elements: sound system, vocabulary, sentence structure, meaning and writing (Syakur, 2010: 57). Linguistic problems are difficulties faced by students when learning elements of the target language. This difficulty arises because what is in the target language is very or somewhat different from what is in the first language, both in terms of sounds, words, structure, meaning and writing. Based on this fact, there is a premise which states that the difficulty of learning a foreign language depends on the systemic comparison between the student's language and the target language. However, there are also those who think that mother tongue can also support foreign language learning (Syakur, 2010: 69).

Low interest and motivation in learning Arabic can be caused by several factors. Among other things, the low appreciation for the Arabic language, which according to Effendy, is caused by many things, both objective and subjective. Arabic is seen as one of the foreign languages that is widely used by the international community. Therefore, the teaching process and learning strategies for Arabic are on par with other foreign languages such as English. Therefore, many studies in Indonesia examine the application of foreign language learning strategies, the development of learning methods, and even foreign language learning media into Arabic language learning. This is an effort to develop Arabic in Indonesia.

This situation shows that graduates of religious education institutions are still the product of Arabic language teaching which is based on an informing approach and tarjamah grammar methods. Even though the approach and methods towards the curriculum are disintegrative, that is, they do not have a close relationship between Arabic language lessons and other subjects. Arabic language courses are broken down sharply into separate sections, while language proficiency is not provided. In other words, Arabic language lessons are presented in a more theoretical manner because they prioritize the formation of linguistic experts, not the formation of people who are capable of speaking (Izzan, 2009: 112-114).

Methods

The type of research used in this discussion is using literature study which includes: systematic identification, analysis of documents containing information related to the study problem. So, the study here is to identify and analyze several documents or library materials according to the problem being studied (Sevilla et al., 1993). In this study, the data collection method that researchers use is the documentation method, namely looking for data regarding things or variables in the form of notes, transcripts, books, newspapers, magazines, bulletins, journals, articles and so on. In this research, data analysis methods are also used. Data analysis is the process of organizing and sorting data into patterns, categories and basic descriptive units so that themes can be found and working hypotheses can be formulated as suggested by the data.

Result and Discussion

A. Strategic Management

According to David "Strategic management can be defined as the art and science of formulating, implementing, and evaluating cross-functional decisions that enable an organization to achieve its objectives". Strategic management is defined as the art and science of formulating, implementing and evaluating functional decisions that enable an organization to achieve its goals. Strategic management focuses on integrated management, because it covers all aspects, such as marketing, finance/accounting, production/operations, research-development, and computer information systems to achieve organizational success (David, 2004: 5).

From the definition above, it appears that the key to strategic management is the art and action of winning the competition. To achieve this goal of success, an organization must develop certain competencies in the form of core capabilities, which include concrete (tangible) resources such as physical and financial resources, and non-physical (intangible) resources such as reputation, technological excellence, product innovation, and so on. These resources are transformed into unique core capabilities so that they have the creative competence to answer challenges and have the ability to compete.

This definition describes the two main elements of strategic management. First, strategic management in a company is related to ongoing processes: analysis, decisions and actions. Strategic management is related to how management analyzes strategic targets (vision, mission, goals) as well as internal and external conditions facing the company. Next, the company must make strategic decisions. This decision must be able to answer two main questions: (1) what industry the company is in and (2) how the company should compete in that industry. Finally, action is taken to implement the decision. The actions that need to be taken will encourage managers to allocate resources and design the organization to turn plans into reality.

The second element, strategic management is the study of why one company is able to beat other companies. Managers need to determine how the company can create a competitive advantage that is not only unique and valuable, but also difficult to imitate or find substitutes so that it can last a long time. Competitive advantage that can last a long time is usually obtained by carrying out activities that are different from what competitors do, or doing the same activity in a different way. Strategic Management according to Blocher and Lin is "the development of a sustainable competitive position in which the firm's competitiveness provides continued success". According to Yuwono and Ikhsan, strategic management is usually associated with an integrative management approach that prioritizes all elements such as planning, implementing and controlling business strategy together. In other words, strategic management includes strategic formulation and strategic implementation. In strategic management in the business world, it is used to predict market trends and opportunities to gain competitive advantage.

Meanwhile, the world of education uses strategic concepts to more effectively allocate existing resources in achieving educational goals. Ansoff argues that strategic management is a systematic approach to management responsibility, conditioning an organization to a position that is certain to achieve its goals in a way that will ensure continued success and make the company or school guarantee or secure a surprising format (Syaiful, 2009: 128- 129).

So what is meant by strategic management is a systematic approach to a management responsibility, conditioning the organization to a position that is certain to achieve its goals by utilizing existing resources so that it is able to compete with other institutions which includes planning, implementation and monitoring activities.

Approaches to strategic management, according to Tony Modern, are categorized into two types, namely: (Tony, 2007: 25).

1. Think Strategy

One of the unique capabilities in strategy is the ability to think strategically (strategic thinking). Strategic thinking is an organization's ability to answer the problems it faces. Basically, strategic thinking is thinking rationally about organizational development based on the advantages of the organization's capabilities to face challenges, threats and the organization's mission.

2. Skills Strategic

A Top Manager requires strategic skills: (Philip, 2003: 9)

- a. Strategic Analysis, which consists of:
 - 1) Organization health audit, namely conducting careful research/examination (analysis) of the health of the organization itself, both regarding its weaknesses/deficiencies and its strengths or strengths.
 - 2) Environmental scanning, namely researching, examining, and analyzing in depth environmental situations and conditions that can affect the organization.
- b. Strategic Planning, which consists of:
 - 1) Scenario profiling, namely creating a storyline or describing events or things that might happen in the future (a certain time) that are faced by focusing on the main change factors.
 - 2) Program planning is making a strategic plan by going through sequential steps by looking at the changes that occur, starting from setting goals/points, priorities, and determining how to act, to checking (monitoring) the extent of the success of the planning implementation.
- c. Strategic Management, which consists of: 1). Translation Process , namely the translation process that starts from the wishes of higher management and is translated into wisdom and application in the field, namely making head plans and sequence of activities, down to how to serve the community in the field. 2). Management audit, namely checking or inspecting how an organization is managed by looking at the results and the process of how management is running.

B. Quality of Learning

Quality is a comprehensive description and characteristics of goods or services that show their ability to satisfy the needs expected by customers (Tim Dosen, 2010: 295). Quality focuses on customer satisfaction. The goods or services produced are strived to be in accordance with customer desires. Engkoswara (2010: 304) stated that quality is not an easy concept to define, especially for service quality which can be perceived in various ways. Quality can be defined variously based on its own criteria such as: 1). Exceeding what was imagined and desired, 2). Conformity between desires and reality, 3). Very suitable for use, 4). There are always improvements and improvements, 5). From the start there were no mistakes, 6). Make customers happy and 7). No defects or damage.

Sallis defines quality into two perspectives, namely the absolute quality perspective and the relative quality perspective. Absolute quality is related to the manufacturer, regarding the best measurements that have been determined. Meanwhile, relative quality is related to consumers regarding consumer satisfaction. Thus, the goods or services produced must always prioritize conformity between absolute quality and relative quality. This means that it must satisfy customers according to the criteria or specifications that have been determined by the manufacturer. However, the absolute quality or specifications determined are essentially to provide customer satisfaction. So it is clear that quality is related to customer satisfaction (Tim Dosen, 2010: 295). Regarding quality learning, Pudji Muljono stated that the concept of quality learning contains five references, namely:

1. Conformity includes the following indicators: commensurate with the characteristics of students, in harmony with the aspirations of society and individuals, in accordance with society's needs, in accordance with environmental conditions, in harmony with the demands of the times, and in accordance with new theories, principles and/or values in education.
2. Quality learning must also have a strong appeal , indicators include: learning opportunities that are spread out and therefore easy to achieve and follow, educational content that is easy to digest because it has been processed in such a way, available opportunities that anyone can obtain whenever needed, messages given at the right times and events, high

reliability, especially due to the outstanding performance of the institution and its graduates, diversity of sources both deliberately developed and already available and can be selected and utilized for learning purposes, and a friendly, warm and stimulating atmosphere formation of students' personalities.

3. The effectiveness of learning is often measured by achieving goals, or can also be interpreted as accuracy in managing a situation, or "doing the right things". This understanding contains the following characteristics: systematic, namely carried out regularly, consistently or sequentially through the stages of planning, development, implementation, assessment and improvement, sensitive to the need for learning tasks and learning needs, clarity of objectives and therefore efforts can be gathered to achieve it, based on the abilities or strengths of those concerned (students, educators, society and government).
4. Learning efficiency can be interpreted as the balance between the time, costs and energy used and the results obtained or can be said to be doing something correctly. The characteristics contained include: designing learning activities based on models referring to the interests and needs of students' conditions, organizing neat learning and learning activities, for example paying attention to the environment or background, utilizing various resources with a balanced division of tasks, as well as developing and utilizing various learning resources according to needs, utilization of shared learning resources, innovative efforts that constitute savings, such as distance learning and open learning that do not require building construction and hiring teaching staff who are paid regularly. The essence of efficiency is developing various internal and external (systemic) factors to develop alternative actions and then choosing the most profitable action.
5. Productivity is basically a state or process that allows better and more results to be obtained. Learning productivity can mean: changes in the learning process (from memorizing and remembering to analyzing and creating), adding input to the learning process (by using various kinds of learning resources), increasing the intensity of students' interaction with learning resources, or a combination of all three in learning activities. learning resulting in better quality, wider participation in education, more graduates, graduates who are more valued by society, and reduced school dropout rates (Muljono, 2006: 29) .

In general, improving the quality of education must begin with a strategy to increase educational equality, where macro and micro elements of education are involved, to create (Equality and Equity), citing Indra Djati Sidi's opinion that educational equality must take the following steps:

1. The government covers the minimum costs of education required by school- aged children , both public and private, which are provided individually to students.
2. Optimization of available educational resources, including through double shifts (for example empowering open junior high schools and remote classes)
3. Empowering private schools through assistance and subsidies in order to improve the quality of student learning and optimize available capacity.
4. Continuing the construction of New School Units (USB) and New Classrooms (RKB) for areas in need by paying attention to the education map in each area so as not to disrupt the existence of private schools.
5. Provide special attention to school- age children from poor families, remote communities, isolated communities and slum areas.
6. Increasing the participation of community members and local governments to participate in handling the completion of 9 years of compulsory basic education (Sidi, 2003: 73).

Meanwhile, improving the quality of schools in general can be taken as a strategy by building educational accountability with leadership patterns, such as school leadership which suggests:

1. To strengthen teams as fundamental building blocks in the company structure

2. Combining individual positive aspects with various consumer benefits
3. Focuses on details in implementing the big picture of the company
4. Accept personal responsibility to always identify the root causes of problems
5. Build strong interpersonal relationships
6. Keep your mind open to constructive criticism and advice
7. Maintain a progressive and future-looking attitude
8. Proud and appreciative of work achievements
9. Willing to accept responsibility and take part in training (Danim, 2007: 225).

C. Quality of Arabic Language Learning

Substantial learning is a teaching activity that is carried out optimally by a teacher so that the students he teaches certain material carry out learning activities well. In other words, learning is the effort made by the teacher in creating certain material learning activities that are conducive to achieving goals. Thus, foreign language learning is a teaching activity that is carried out optimally by a teacher so that the students he teaches a particular foreign language carry out learning activities well, so that it is conducive to achieving the goals of learning a foreign language (Hermawan, 2011: 32).

In language learning, there are three terms whose meaning and concepts need to be understood correctly, namely approach, method and technique. Edward M Anthony in his article "Approach, Method and Technique" these three terms are as follows:

1. The approach, which in Arabic is called madkhal, is a set of assumptions regarding the nature of language and the nature of language teaching and learning. An axiomatic or philosophical approach that is oriented towards stances, philosophies and beliefs, namely something that is believed but cannot necessarily be proven.
2. The method, which in Arabic is called thariqah, is a comprehensive plan relating to the presentation of language material in an orderly or systematic manner based on a determined approach. If the approach is axiomatic, then the method is procedural. So in one approach there can be several methods.
3. Meanwhile, technique, which in Arabic is called uslub or what is popular in our language as strategy, is a specific activity that is implemented in the classroom, in line with the approach and method that has been chosen. Technique is operational, therefore it really depends on the imagination and creativity of a teacher in compiling material and overcoming and solving various problems in class m (Rosyidi & Ni'mah, 2011: 33-34).

Meanwhile, Arabic is a world language that has experienced social and scientific development. Arabic in historical studies belongs to the Semitic language family, namely the language family used by nations living around the Tigris and Furat rivers, the Syrian plains and the Arabian Peninsula (Arsyad, 2003: 25).

From the explanation above, it can be understood that these three terms have a hierarchical relationship. From one approach you can present one or several methods, and from one method you can implement one or several strategies. Instead the strategy must be consistent with the method and therefore must not conflict with the approach. The definition of learning is a structured communication that includes human elements, materials, facilities, equipment and procedures that influence each other to achieve learning goals, in this case humans are involved in the teaching system consisting of students, teachers and other personnel. In learning there is interaction between the teacher and students, on the one hand the teacher carries out an activity that brings the child towards the goal, more than that the child or student can carry out a series of activities that have been planned by the teacher, namely learning activities that are directed towards the goal to be achieved. Thus, learning Arabic can be defined as an effort to teach students to learn Arabic with the teacher as a facilitator by organizing various elements to obtain the goals to be achieved.

Etomologically, the term methodology comes from Greek, namely from the words metodos which means way or way, and logos which means science. Meanwhile, systematically, methodology

means science that studies the methods or paths taken to achieve a goal with effective and efficient results. Methodology is synonymous with the word methodical, namely a systematic investigation and formulation of methods that will be used in research. In other words, methodology is: the science of methods that examine/discuss various teaching methods, their advantages, disadvantages, which are more appropriate/suitable for presenting lessons, how they are applied and so on (Yusuf & Anwar, 1992: 1-2)

The scope of the methodology includes the following:

1. Study language skills (reading, writing, listening) and teaching procedures.
2. Review the preparation of teaching plans, materials and textbooks for language skills.
3. Evaluation and comparison of various language teaching methods for delivering teaching material should have a method of delivery (Tarigan, 1995: 150).

From the opinions above, the researcher concludes that the Arabic language teaching methodology is the method or path taken by the language teacher in the minds of students, the teacher provides a good method for compiling the subject material itself and makes all the subject material into a connected chain. continue to connect.

The impression that learning Arabic is difficult, difficult, complicated, so confusing, actually doesn't need to happen when traditional Arabic language teaching which prioritizes lots of Qawaid memorization, especially at the beginner level, turns out to provide little benefit, even resulting in teaching Arabic being seen as difficult and difficult. and scourge (Yusuf & Anwar, 1997: 190). Historically, innovation and changes in views in the study of language learning began in 1880. There are four important phases that we can observe from developments and innovations in the field of language learning from 1880 to the 1980s. The first phase, between 1880-1920. In this phase, there is a reconstruction or re-development of forms of direct methods (al-thariqah al-mubasyarah) which were developed in ancient Greece. Apart from that, a sound method was also developed (al-thariqah al-shautiyyah), which is also rooted in Greek tradition (Hermawan, 2011: 40).

Another new element, namely descriptive phonetics. Even though this problem has been studied since the mid-19th century by Brucke, Ellis, Bell, Sweet, Sievers, Klinghardt, Passy and others. But it was Vietor who woven it into language teaching methods. Using spoken language as a starting point, Vietor and his followers developed a method whose essence was as follows:

1. Vocabulary must be taught in sentences, not standing alone without context because sentences are the most basic language units;
2. Sentences taught must not be presented without connection but must always be linked to issues that interest students;
3. New things are taught through previously known hand gestures, pictures and words;
4. Reading is given later and only reading is taught where the material is arranged step by step so that gradually through reading students will get to know foreign countries and their culture. The foreign country referred to here is the country whose language the student is studying;
5. Grammatical knowledge is obtained inductively by studying texts (Sumardi, 1974: 21).

Second phase, between 1920-1940. In this phase, foreign language study forums were formed in America and Canada, which then resulted in the application of compromise methods (al-thariqah al-ittifaqiyyah) and reading methods. In this third phase there are three periods that can be observed, namely:

1. The period 1940-1950 was the period when efficient and practical methods were born in the world of the army. This method is known as the American Army Method (al-thariqah al-jundiyyah al-amrikiyyah), namely a method that was born from the American army headquarters for the purposes of war expansion.
2. The period 1950-1960 was the period of the emergence of audiolingual methods (al-thariqah al-sam'iyyah al-syafawiyyah) in America and audiovisual (al-thariqah al-

bashariyyah) in England and France, as a direct result of the success of the army method.

3. The period 1960-1970 was a period of doubt and review of the nature of language learning. This period saw the beginning of the decline of the audiolingual method, and the popularity of contrastive analysis, which attempted to help find a deep theoretical basis in language learning.

Fourth phase, between 1970-1980. This phase is seen as a turning point and is the most innovative period in the study of second and foreign language acquisition. The result was that in the 1980s what is now known as the communicative approach (al-madkhal al-ittishali) in language learning emerged.

In general, that is a picture of the ups and downs of language learning. What is most important now is an understanding of the results achieved so far in language learning studies, especially those that have occurred in the last ten or fifteen years. What is clear is that the largest portion of this study and which has obtained satisfactory results is the study of language acquisition as was produced in the Greek decade of the seventies (Hermawan, 2011: 40-42).

Conclusion

Effective strategic management starts with clear and structured curriculum planning. Good planning ensures that teaching materials are structured logically and meet students' needs, thereby facilitating better understanding. Teachers who implement good managerial strategies often use varied and innovative teaching methods. This includes the use of technology, communicative approaches, and techniques that encourage student engagement. Strategic management also involves an effective assessment and evaluation system to monitor student progress and identify areas for improvement. Continuous assessment helps in adapting teaching methods according to student needs. Teachers who implement strategic management usually continuously improve their professional competence. Regular training and self-development helps teachers to stay up-to-date with the latest developments in Arabic language teaching. Various challenges faced in implementing strategic management and providing practical solutions to overcome them, such as limited resources or resistance to change. Overall, good strategic management has been proven to improve the quality of Arabic language learning, both in terms of students' academic results and the language skills they master. So, by applying strategic management principles, teachers can create a more effective and enjoyable learning environment, and achieve better learning outcomes in Arabic.

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