



Comparative Analysis of Arabic Language Learning Management in Formal and Non-Formal Educational Institutions

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Abstract: This research aims to describe the differences in Arabic language learning management in formal and non-formal educational institutions. This research uses a qualitative descriptive approach with a library research approach. The data collection method used is to collect various kinds of data from articles, books and other reading. The results of the research show that: Formal and non-formal educational institutions have their own Arabic language learning management, which refers to the learning achievement goals at each institution. The difference in focus aspects in each institution is something that occurs due to differences in the scope and targets of each institution.

Keywords: Management, Arabic Language Learning, Formal Institutions, Non-Formal Institutions

Introduction

Choosing good management in providing Arabic language learning is a start that must be prepared by every educational institution, both formal and non-formal. Discussing in terms of etymology, it is explained that the term management comes from the Latin language, namely *manus* or *mano* or *mantis* which means to handle, manage, and manage. Istikah *manage* is further translated into English in the form of a verb into "*to manage*" with the nouns "*management*" and "*manager*" for people who carry out management activities (Soleh, Farid, dan Wijaya 2021). Management in a broad sense is about planning, organizing, directing and controlling all resources to achieve goals effectively and efficiently (Efendi, Arsyad, dan Munir 2021). Learning management consists of two terms, first; management, second; Learning.

According to Hersey and Blanchard, management is a process of how to achieve organizational goals through leadership. Meanwhile, Stoner defines management as the process of planning, directing and supervising the efforts of organizational members and the use of organizational resources that aim to achieve the organizational goals that have been set (Wijaya 2017). The management of Arabic language learning in formal and non-formal institutions certainly has many differences. Formal education institutions, according to Benny

Susetyo, are structured educational paths consisting of primary, secondary, and higher education (schools). Meanwhile, non-formal educational institutions, according to Nurfuadi, are all forms of education that are organized deliberately, orderly, and planned outside of school or college activities (Azmi 2022).

Several studies on Arabic language learning management have been carried out such as Azmi's (2022) research on Arabic Language Learning Management at LPQ Tahfidzul Qur'an Ar-Rahman (Azmi 2022), Arabic Language Learning Management at MTs Al-Huda Bojong Koneng Bandung (Badrudin dan Supardi 2023), and Management of Arabic Language Proficiency Program at Naatiq Course Institute (Anisah, Alkamala, dan Wicaksono 2024). The similarity of this study with the previous one is to analyze the management of Arabic language learning, but the difference lies in the analysis of the difference in Arabic language learning management in formal and non-formal institutions.

The purpose of this research is to examine and compare the management of Arabic language learning in formal and non-formal educational institutions. This study aims to identify the distinct approaches, strategies, and structures employed in both types of institutions, as well as to understand how their different educational goals, learner targets, and institutional characteristics influence the planning, implementation, and evaluation of Arabic language learning. The contribution of this study lies in providing a clearer academic understanding of how Arabic language education is managed across different educational settings. By highlighting the differences and similarities between formal and non-formal institutions, this research offers valuable insights for educators, policymakers, and curriculum developers to design more effective and context-appropriate Arabic language programs. It also fills a gap in the literature by offering a focused comparison, which has not been extensively explored in previous studies.

Method

This research is a qualitative descriptive study employing a library research approach. The data sources used in this study are obtained from various forms of literature, including books, scientific journals, scholarly articles, theses, government documents, and other credible digital sources. The primary references include *Educational Evaluation: Classic Works of Ralph W. Tyler*, *Menelaah Perkembangan Kurikulum* by Yunus and Mudzakir, and the article *Planning Integrated Studies: A Developmental Approach* by David Warwick. These sources were selected based on their relevance to educational management and Arabic language learning strategies in both formal and non-formal settings. The research was conducted over a period from July 2024 to November 2024. To strengthen the findings from the literature review, the researcher also conducted field visits to several formal and non-formal educational institutions. These visits were intended to observe learning management practices directly, gather contextual information, and validate the theoretical insights obtained from the literature. The institutions visited were selected based on their active engagement in Arabic language learning and included both government-affiliated schools and community-based non-formal learning centers.

The data analysis technique used in this study is based on the Miles and Huberman model of qualitative data analysis, which consists of three key steps: data reduction, data display, and conclusion drawing/verification. This approach allows for a

systematic and reflective examination of the collected literature to identify patterns, comparisons, and thematic insights related to Arabic language learning management.

Result and Discussion

Differences in Arabic Language Learning Management in Formal and Non-Formal Institutions

Curriculum Aspects

The term "curriculum" etymologically means a running field, derived from the Greek word *currere*. In Arabic terms, the term "curriculum" is also known as the term *manhaj* which means the path of light that human beings go through in their lives. Meanwhile, the definition of curriculum in terminology according to S. Nasution is a plan that is prepared to facilitate the process of teaching and learning activities under the responsibility and guidance of schools or educational institutions (Masykur dan Prayitno 2020). The curriculum not only includes teaching and learning planning activities but also includes all activities under the supervision of Educational Institutions. So in addition to formal curriculum activities, there are also co-curriculum or extra-curricular activities (*co-curriculum or extra curriculum*). In line with this statement, Saylor and Alexander said that the content is not only limited to the subject of the lesson, but covers all school activities both inside and outside the field; *"... school's curriculum is the total effort of the school to bring about desired outcome's in school and in outof school situation. In short, the curriculum is the school's program for learner"* (Masykur dan Prayitno 2020). Curriculum is a set of educational subjects and programs provided and prepared by an Educational Institution by containing a learning plan that will be given in one period of education level (Pratycia dkk. 2023). The curriculum in the world of Education, especially in Indonesia, has undergone many changes based on the needs and developments of the existing world of Education (Pratycia dkk. 2023). In the realm of education, the curriculum is an important means that must exist where its function specifically includes educational plans, guidelines and guidelines about the type, scope, content and process of education (Candrarini dan Mulyono 2024).

In essence, humans often have limitations, such as in terms of the ability to capture/absorb or the ability to convey information and process it, therefore it is necessary to develop a curriculum that is accurate, effective, efficient, systematic, and has a strong foundation. Especially in a time of technological development like today, of course, the development of a good curriculum will be able to help support the learning process of students. In principle, curriculum development includes the development of scientific and technological aspects that are in line with the development of education. Therefore, a curriculum development model is needed that is in accordance with the approach. In the development of the curriculum model, it is necessary to be based on the objectives, subject matter, teaching and learning process and evaluation described in the development process. Curriculum development models include:

Model Ralph Tyler

In his work *"Basic Principles Curriculum and Instruction"*, Tyler stated that *"curriculum development needed to be treated logically and systematically"*. Tyler intends to explain the urgency of rational opinions, as well as analyze and interpret the curriculum of the learning program of an educational institution. In addition, Tyler also describes and analyzes the sources of objectives that come from students, contemporary life, subjects, philosophy, and learning psychology. Tyler has had a strong influence on curriculum writers/developers over the past three decades.

Model David Warwick

David Warwick explains a curriculum development model through the following stages:

1. Develop an ideal curriculum in general regarding things that educational institutions want to achieve.
2. Consider available resources so that they can support the sustainability of a program from the local to national levels.
3. Studying the obstacles or obstacles in the internal and external educational institutions.
4. Modifying the previous curriculum towards the ideal curriculum.
5. Design by considering various aspects such as curriculum structure, order, scope, and balance of teaching materials.
6. Hold further details on teaching materials in various areas of knowledge.
7. Pay attention to the effective and efficient teaching and learning process in achieving learning goals.
8. Determine the amount of subject time allocation provided in each part of the curriculum. The details of the development are expected to occur learning activities or the development of the Arabic curriculum in a better direction because it has become a foreign language and has become a mandatory subject for Madrasah so it must be a concern for curriculum developers. for the Madrasah.

Educational Technology Model

The development of technology and science as well as the values of efficiency and effectiveness in business, also affect the development of the curriculum model. New trends based on this have grown, including:

1. The Behavioral Analysis Model, which emphasizes mastery of abilities or behaviors. Complex behaviors/abilities are broken down into simple behaviors that are arranged hierarchically.
2. The System Analysis Model, is an analysis model that is carried out to determine the efficiency of a system. What needs to be done is (1) determine the specifications of the learning outcome device that must be used by the student; (2) compiling instruments to assess the achievement of these learning outcomes; (3) identifying the stages of achievement results and predicting the budget needed; (4) compare the budget and benefits of the education program.
3. The Computer-Based Model, A curriculum development using a computer/laptop or the like. The first step is to identify all curriculum units, each curriculum unit has a formulation of the results to be achieved. Educators

and students are asked to complete questions about the curriculum unit. After that the data is stored and collected in the computer (Masykur dan Prayitno 2020).

Formal educational institutions are usually structured, systematic, and follow national or ministerial standards. As in the research of Fika et al in an article entitled Arabic Language Learning Curriculum Management at Madrasah Aliyah. In this study, it is stated that curriculum management can set the minimum requirements that must be taken by children, so that students can move up (Fika dkk. 2023). Formal institutions focus more on mastery of grammar (nahwu and sharaf), vocabulary, and language skills (listening, speaking, reading, writing). In Arabic Language Education, formal and non-formal institutions have their own strategies and methods to convey learning to students. Especially in Arabic Language Education which is a very special language and has different characteristics compared to other languages (Permana 2018). Creating a curriculum in learning Arabic is not only to deliver teaching materials but also must be a means for students to deepen their insight into the history and culture of the Arabic language as well (Ahmadi 2023). From time to time, the Arabic Language Education curriculum must always go through the revision and evaluation stages so that its implementation can be more relevant to the current era (Ahmadi dkk. 2024).

Table 1. Curriculum over time

No	Period	Curriculum Name	Key Features	Implications in Learning Arabic
1	Early Independence Period (1947)	1947 Lesson Plan	Focus on character building and nationalism.	Arabic language learning is still integrated with religious education, emphasizing the reading of the Qur'an and basic understanding of religion.
2	1952	Unraveled Lesson Plan 1952	More detailed than ever, with syllabus for each subject.	There is a clearer separation between religious studies and Arabic, although they are still closely related. Emphasis on grammar and translation.
3	1964	1964 Education Plan	Aiming to shape Pancasila people.	Arabic is taught as part of Islamic Religious Education subjects.
4	1968	Curriculum 1968	Focus on the formation of Pancasila people who are physically and spiritually	The emphasis on <i>direct methods</i> is being introduced, although it is still limited.

			healthy, and have basic knowledge and skills.	
5	1975	Curriculum 1975	Goal-oriented, with an instructional systems approach.	The objectives of learning Arabic are formulated more specifically. The emphasis on language skills (listening, speaking, reading, writing) is starting to appear.
6	1984	Curriculum 1984	Process-based, with a process skills approach.	Arabic language learning emphasizes more on student activities and the development of thinking skills.
7	1994	Curriculum 1994	A combination of the 1984 curriculum and the 1999 supplement.	Local content began to be introduced, allowing for the adjustment of Arabic language learning materials to regional needs.
8	2004	Competency-Based Curriculum	Competency-oriented, with an emphasis on mastery of knowledge, skills, and attitudes.	Arabic language competencies are formulated in more detail, including linguistic, communicative, and cultural competencies.
9	2006	Curriculum at the Education Unit Level	Giving autonomy to schools to develop the curriculum in accordance with the needs and potential of the region.	The school has the discretion to develop a more contextual Arabic curriculum.
10	2013	Curriculum 2013	Character-based and competency-based, with a scientific approach.	Learning Arabic is expected to develop students' character and higher-level thinking skills (HOTS). Emphasis on the scientific approach (observing, questioning, trying, reasoning, communicating).

11	Independent Curriculum (current)	Independent Curriculum	Focus on diverse intracurricular learning where the content will be more optimal so that students have enough time to explore concepts and strengthen competencies.	Providing greater flexibility for teachers to tailor Arabic learning to students' needs and interests. The emphasis is on project-based learning and strengthening the Pancasila student profile.
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Meanwhile, in non-formal educational institutions, it is more flexible and adaptive to the needs of students. It can focus on specific aspects, such as conversation, reading the yellow book, or preparing for a specific exam. In a study conducted by Lukmanul Hakim (2023) with the title Arabic Language Learning System at the Nurul Iman Parung-Bogor Arabic Language Course and Training Institute (LKP), it is known that the curriculum in course management in the field does not have a standard system, the course management only refers to the preparation of textbooks or teaching material guides that are used as handbooks by teachers in teaching so that all teachers teach the same material even though the class group is the hands are different (Hakim 2023). The composition of the material contained in the textbook consists of 23 daras (materials).

Each daras consists of several main parts. The first part is the daras material, which contains a core explanation of the topics discussed. The second part is a new vocabulary (al-kalimat al-jadidah), which introduces new vocabulary to make learning richer and more varied. The third part is the exercises (tamrinat), which include several types of exercises to strengthen understanding. These exercises include text reading exercises, which aim to improve reading skills and comprehend reading content; writing or answering texts, which helps in improving writing skills and responding to questions based on the given text; practice completing sentences with appropriate words, which is useful for honing the ability to choose the right words in a certain context; and the practice of changing sentence forms to other sentence forms, which aims to enrich the understanding of language structure and variations of its use.

Aspects of Learning Methods

Learning is a repetitive learning process that leads to changes in behavior that are conscious and tend to be permanent. Learning is characterized by these two characteristics. According to Suwarna Pringgawidagda, learning is defined as a relatively stable change in behavior and is the product of repeated repetition. Arabic has been taught in Indonesia for a long time, both formally and informally, from Ibtidaiyyah to universities. This has been happening for some time. This is because Arabic has a very important meaning for the Indonesian people, especially as a language of religion, culture, and science in addition to being a language of communication with other Arab nations (Syahril, Nurshafnita, dan Nasution 2023).

In Arabic the word method comes from the word *taraqa*, *yathruquh* which means way, way, which is synonymous with the word *usūb* which means way, way, method and system. Methods are a very important part of the teaching and learning process because they are part of learning. In fact, it can be said that all teaching and learning uses methods. Because method is a way of presenting material or subjects in order to achieve the teaching goals that will be conveyed to students. Zakiyah Daradjat said that method is a common and systematic way of doing things, such as how science works (Syahril, Nurshafnita, dan Nasution 2023).

A learning method is a method or set of efforts that teachers use to teach and help students learn in a way that is in accordance with the purpose. In general, teaching Arabic to people who do not use the language as their mother tongue is the same as teaching another language. Methods are used based on principles, rules, and procedures that allow each teacher to use them in a way that is appropriate to the language and circumstances of the Society.

There are several methods in language learning that can be applied according to the learning goals and needs. The grammatical method of translating aims to allow students to read literary works in the target language with more emphasis on reading, writing, and translating skills. In this method, the second language is learned through the mother tongue with the main emphasis on the *nahwu* rule to understand the sentence structure in the target language. Furthermore, the hands-on method is based on the principle that learning a second language should be like learning a first language. This method uses objects, images, role-playing, and other media without the aid of a native language, with equal emphasis on speaking, listening, reading, and writing skills.

The reading method focuses on reading ability as the main goal in learning a foreign language. This method emphasizes that good reading ability allows students to learn independently. Meanwhile, the audio-lingual method emphasizes repetition as the main key in language learning. In this method, listening and speaking skills take precedence over reading and writing skills, with a pattern practice approach that follows the sequence of stimulus, response, and reinforcement.

Eclectic methods are a combination of two or more learning methods that are tailored to the needs of the teaching program. Teachers need to understand various methods in order to be able to choose and combine the most suitable for the material and learning objectives. However, it should be noted that only methods that have the same direction and goals can be combined to keep learning effective. Thus, choosing the right method will contribute to a more interesting and enjoyable learning process.

Formal and non-formal institutions strive to ensure that students and students remain focused on a fun learning process. Both institutions ensure that they have the same goal, namely to educate the younger generation and students (Jailani dan Huda 2023). However, in its implementation, there are still many learning methods in formal institutions that tend to use classical methods, lectures, exercises, and assignments. The utilization of technology may be more structured. Meanwhile, non-formal institutions are more varied and innovative, often using interactive methods, discussions, games, and hands-on practice. As said by Zaky et al. (2024) in their research entitled, that in general, the implementation of course

institutions and out-of-school education is directed at efforts to teach participants to have specific abilities and skills, such as foreign language skills, music, and others (Zaky, Ritonga, dan Harahap 2024).

Table 2. Differences in the Concept of Formal and Non-Formal Education Programs

No	Concept	Difference	
		Formal	Non-Formal
1	Components Program	Concept of Education and Training Program	Concept of Formal Education Program
2	Purpose	In general, it aims to develop professional competencies or psychomotor aspects/skills.	Aims to develop all cognitive, affective aspects, and psychomotor.
3	Material	Dominated by practice	Dominated by theory.
4	Learners	Residents study, can be intended for all ages	Students, age determined based on curriculum.
5	Teacher	Widyaiswara and/or instructor.	Teacher
6	Method	Teaching methods adhering to critical pedagogy and/or andragogy.	Teaching methods adhere to pedagogy.
7	Evaluation	Evaluation of inputs, outputs, processes or products, and outcomes. Then there is an additional meta-evaluation	In general, it is only an evaluation of learning outcomes, and there is no meta-evaluation

Human Resources Aspect (Teacher)

In an era of fierce global competition, human resources are considered one of the most important factors playing a major role in maintaining organizational sustainability, credibility and the creation of public trust. The emphasis on human resources as valuable capital in organizations reflects more pressure on intangible resources than on real ones. Human capital investment aims to gain benefits for the organization either in the long or short term. Through the skills and abilities possessed by employees, they will be motivated to continue learning to build a superior business environment. Human resources are used significantly as a driver of other resources and have a strategic position that contributes to realizing the company's organizational performance with competitive advantages. Human resource development has a direct relationship with the profitability of the organization. Therefore, every organization is advised to optimize employee performance in making optimal contributions, including by conducting training and development programs. It is also related to organizational productivity and can increase the effectiveness and efficiency of work (Effendi 2021).

Human Resources (HR) on a macro level are citizens of a nation, especially those who have entered the era of the labor force that has the potential to behave productively that is able to meet the needs of their own lives and their families and has an effect on the level of welfare of the community in the nation and country (Wahid dan Darajat 2022). To develop human resources, a strategy is needed that

includes several major activity processes, namely: Performance Analysis, Analysis of Human Resources Development Needs, Design and Implementation of Human Resource Development, and Evaluation of Human Resource Development. In addition, the HR planning process is generally divided into two major stages, namely Needs Forecasting and Program Planning. According to Schuler's understanding (1987:62-78), there are four important stages in the HR development planning process, namely: *Gathering, Analyzing, and Forecasting Supply and Demand Data, Establishing Human Resource Objectives and Policies, Human Resource Programming, and Human Resource-Planning-Control and Evaluation* (Salim 2023). In terms of human resources, formal institutions such as teachers generally have appropriate formal education qualifications, such as S1 or S2 Arabic Language Education. The formal institution will further process all aspects of competence and certification possessed by a prospective teacher. Meanwhile, in non-formal institutions, teachers can come from various backgrounds, such as Islamic boarding school graduates, Arabic language practitioners, or native speakers. Experience and practical expertise are often preferred. However, from formal and non-formal institutions, it can be said that a good teacher/teacher is the one who is able to provide the best potential he has to achieve learning goals (Fika dkk. 2023).

Facilities and Infrastructure Aspects

The aspect of educational facilities and infrastructure is related to the facilities and facilities in the implementation of available education. Educational facilities and infrastructure are still very dependent on the procurement from the central government, while the distribution has not been guaranteed evenly to the destination so that the independence and sense of regional responsibility are still felt to be less than optimal. The problems related to these educational facilities are closely related to the condition of the land, buildings and furniture that support the implementation of the educational process. In the aspect of educational land, related to the legal status of land ownership that is a place of education, its location does not meet the requirements for the smooth education process (narrow, crowded, remote, slum, labil, and others) (Mu'alifah 2021). Facilities and Infrastructure in formal institutions usually have more complete facilities, such as classrooms, libraries, language laboratories, and internet access. Meanwhile, in non-formal institutions, facilities can be simpler and limited, depending on the type and size of the institution.

Classroom Management Aspects

Classroom management is one of the aspects of educational studies that is important for an educator to know and master. Classroom management itself is an effort made by teachers to create and maintain classroom conditions that allow students to learn in it optimally in order to achieve maximum learning results in accordance with predetermined learning objectives (Rosikh dan Afan 2019). The classroom is the field of classroom management, in the classroom all aspects of education and learning activities meet and process. There are teachers with various experiences and abilities that they master, students with diverse and diverse backgrounds. its individual characteristics, curriculum with all the components and elements that cover it, as well as learning resources and subject matter with various subject matter meet, combine and interact into one. And even

further, the outcome of the learning process is largely determined by what happens in the classroom.

Classes with all aspects that cover them, need to be managed professionally so that the process of Arabic learning activities in the classroom runs well. And good classroom management requires a teacher to master the field of classroom management studies. Because if the classroom is not organized and managed professionally, the process of learning activities will find many problems and obstacles, and will not be able to obtain maximum learning results. In classroom management in formal institutions we find that organizing it is more structured and disciplined, with strict rules and schedules. As for non-formal institutions, classroom management can be more flexible and the atmosphere is also more relaxed and interactive.

In formal educational institutions, classroom management tends to be more structured and disciplined, adhering to strict rules and schedules. For instance, a study by Mahmudi et al. (2020) emphasizes the importance of aligning teaching methods with students' multiple intelligences to enhance engagement and learning outcomes in formal settings. The study found that tailoring classroom management strategies to students' individual learning styles led to improved motivation and participation. Conversely, non-formal educational settings often adopt a more flexible and interactive approach to classroom management. A study by Abidah and Hamzah (2022) comparing classroom discourse structures in formal and non-formal education revealed that non-formal settings exhibited more complete discourse stages and a higher frequency of interactive exchanges, indicating a more conducive environment for student participation and interaction.

Cost Aspect

Costs in this context include all aspects related to the implementation of education, both in the form of money, goods, and budgetable manpower. Examples include student dues, physical facilities, books, teachers, and other educational staff involved in the educational process. How these costs are planned, obtained, allocated, and managed is part of the issue of education funding. Good implementation of this funding can be done through education financing management, especially in educational institutions such as madrasas. Funding for education costs must be well organized and according to the targets, in accordance with the provisions of Law Number 20 of 2003 concerning the National Education System, which emphasizes the principles of fairness, efficiency, transparency, and accountability in the management of education funds (Jannah 2024).

The effectiveness of education financing can be seen from its good management, which satisfies all parties involved in the policy. To assess whether the management of education costs has gone well, financial transparency is very necessary. This aims to increase support from parents, the community, and the government in the implementation of all educational programs in schools. In addition, transparency can also build mutual trust between the government, the community, parents, and school residents through the provision of accurate and easily accessible information. However, it is necessary to establish ideal standards regarding education costs for each madrasah, as well as management techniques. The types of education financing in madrasahs include several important categories. First, student activities that include various extracurricular activities,

competitions, and training. These funds are used to support various activities aimed at improving the quality of learning and student experience at school. Second, routine school spending that involves daily expenses such as paying teacher and staff salaries, purchasing stationery, and other operational needs that are essential for the smooth running of school activities. Third, the maintenance of school facilities, which includes the cost of maintaining and maintaining school infrastructure such as buildings, classrooms, and other public facilities, to ensure a comfortable and safe learning environment. (Jannah 2024).

Evaluation Aspects

In conducting evaluations, formal institutions typically employ structured assessments such as written tests, standardized examinations, and graded assignments, emphasizing quantitative measures of student achievement. Conversely, non-formal institutions often adopt more diverse and qualitative evaluation methods, including observations, active participation, performance tasks, and portfolio assessments. This distinction is evident in the study by Ardianysah et al. (2023), which highlights that non-formal Arabic language institutions like Al-Azhar Pare implement evaluations focusing on students' attitudes and skills, utilizing comprehensive assessment tools beyond traditional testing methods. The study underscores the importance of such qualitative evaluations in capturing the holistic development of learners in non-formal settings.

Furthermore, research by Hervina et al. (2023) reveals that formal educational institutions in Indonesia often adhere to rigid evaluation structures dictated by government regulations, which may limit the flexibility and adaptability of assessment methods. In contrast, non-formal institutions possess the autonomy to tailor their evaluation strategies to better suit the needs and contexts of their learners, allowing for more personalized and context-sensitive assessments. These studies collectively illustrate that while formal institutions prioritize standardized, quantitative evaluations aligned with national educational standards, non-formal institutions leverage their flexibility to implement qualitative assessments that holistically measure student learning and development. This divergence in evaluation approaches reflects the broader differences in educational management and objectives between formal and non-formal Arabic language learning institutions.

Conclusion

Formal and non-formal educational institutions have their own Arabic language learning management, which refers to the goals of learning outcomes in each institution. The difference in the focus of aspects in each institution is something that happens due to the difference in the realm of protection and targets of each institution. Formal educational institutions, most of which are under the auspices of the government, have a great responsibility to the government to be able to achieve the great ideals of the Indonesian nation, one of which is to educate the nation's life by implementing a system that has been regulated by the central authorities. As for non-formal educational institutions, they can take advantage of their role to facilitate students in getting more flexible learning and teaching what may not be taught in the formal educational

institutions they attend. The target of non-formal institutions is also broader, not only students, but can target anyone who wants to learn. However, this study has certain limitations, such as a lack of in-depth empirical data and limited coverage of diverse institutional contexts, which may affect the generalizability of the findings. Furthermore, the study does not analyze the effectiveness of the learning outcomes in detail, which opens opportunities for future research to explore these areas more comprehensively.

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