



## The Management of Foreign Language Development in an Islamic Boarding School

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### Abstract

*The mastery of foreign languages, especially English and Arabic, is one of the educational goals in most pesantrens in Aceh. This study aimed to find the management of foreign language development along with its supporting and hindering factors in one of pesantrens in Aceh Tengah using a descriptive qualitative approach. The data collection technique applied was interview, and the subjects were the leaders, teachers, and the students. This study delved into the four functions of management: planning, organizing, actuating, and controlling. The result of the investigation showed some plannings of the foreign language development management, i.e., holding a meeting at the beginning of the semester, selecting the language coordinator, and devising methods and techniques language development program. Next, organizing included forming the structure of the dayah organization, students' organization, and administrator in language department. In addition, actuating in the language development was implemented in direct method and control. Both applied muhadharah (speech), muhadatsah (conversation), mufradat (vocabulary), listening, watching movie, and studying kitab kuning (yellow book). Lastly, controlling was executed by holding the meeting of the staffs' main task result either at the end of every month or semester. This phase was done by language coordinator through language administrators. Then, the teachers (ustaz and ustazah) controlled by walking around and worked together with the jasusah (secret agent). Furthermore, the supporting factors of language development included the existing facilities and infrastructure, qualified teaching staff, and students' high learning motivation. While the hindering factors were the lack of teaching staff in English, the lack of motivation from the leaders, and the lack of students' interest in participating language development process.*

### Abstrak

*Penguasaan bahasa asing khususnya Bahasa Inggris dan Bahasa Arab adalah salah satu tujuan pendidikan pada kebanyakan pesantren di Aceh. Tujuan dari studi ini adalah untuk mengetahui manajemen pembinaan bahasa asing beserta faktor pendukung dan penghambat pada salah satu pesantren di Aceh Tengah dengan menggunakan*

pendekatan kualitatif deskriptif. Teknik pengumpulan data yang digunakan adalah wawancara. Serta subjek penelitian adalah pimpinan, ustaz dan ustazah (guru), dan santri (peserta didik). Penelitian ini menggali empat fungsi manajemen: perencanaan, pengorganisasian, pelaksanaan, dan pengawasan. Hasil dari penelitian ini menunjukkan beberapa perencanaan dari manajemen pembinaan bahasa asing. Yaitu mengadakan rapat di awal semester, memilih koordinator bahasa, dan merencanakan metode dan teknik program pembinaan bahasa. Sedangkan pengorganisasian meliputi pembentukan struktur organisasi dayah, organisasi santri, dan pengurus di bidang bahasa. Selain itu, pelaksanaan dalam pembinaan bahasa dilaksanakan dengan menggunakan metode langsung dan metode kontrol lapangan. Kedua metode ini menggunakan pidato, percakapan, kosa kata, mendengarkan, menonton film, dan belajar kitab kuning. Terakhir, pengawasan dilaksanakan dengan mengadakan rapat hasil tugas pokok para staf di setiap akhir bulan dan akhir semester. Tahap ini dilaksanakan oleh koordinator bahasa melalui pengurus bahasa. Kemudian, guru (ustaz dan ustazah) melakukan pengontrolan dengan berkeliling dan bekerja sama dengan jasusah (mata-mata). Hasil studi selanjutnya adalah faktor pendukung pembinaan bahasa asing yang berupa sarana prasarana yang tersedia, staf pengajar yang berkualitas, dan motivasi belajar siswa yang tinggi. Sedangkan faktor penghambat berupa kekurangan staf pengajar dalam bidang bahasa Inggris, kurangnya motivasi dari pimpinan, dan kurangnya minat santri dalam proses pembinaan bahasa asing.



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## Introduction

Islamic boarding schools are one of Islamic education institutions that have been existing for a long time and are the ancestral heritage of Indonesian scholars which can be used as the culture of the Indonesian nation. The institutions have some educational objectives to be reached by the students in a period of time. To reach the goals, it is required to have the appropriate school management (Julaiha et al., 2022).

According to Handoko, management is the process of planning, organizing, directing, and supervising the efforts of organization members and the use of other organizational resources in order to achieve organizational goals that have been set (Handoko, 2011). In addition, Malayu as cited in Saefullah states that management is the science and art of managing the process of utilizing human resources effectively, which is supported by other sources within the organization to achieve certain goals (Saefullah, 2014).

Management plays an important role in improving education since a structured management within the school will achieve maximum goal achievement. Educational management implies a process to achieve educational goals. The process starts from planning, organizing, directing, monitoring, and evaluating (Suryosubroto, 2010). The

success of an educational institution is related to the management that is applied, as the universal meaning of art and science in carrying out the functions of planning, controlling, supervising, personnel, and professionalism. Thus, the meaning of education management is a continuous process carried out by educational organizations through the functional elements of the management, in which there are efforts to influence, to direct, and to supervise one another so that all activities and performance of educational organizations can be achieved in accordance with the objectives.

This study used Terry's concept of management basic function, i.e., planning, organizing, actuating, and controlling. Planning is an important thing made to achieve organizational goals. Melayu as cited in Badrudin states how important planning is: a) No planning means there is no goal to be achieved. b) Without planning there are no implementation guidelines so there is a lot of waste. c) Planning is the basis of control, because without planning, controlling cannot be carried out. d) Without planning, there are no decisions and management processes. 7 Planning is the process of determining the goals or objectives to be achieved and determining the paths and resources needed to achieve these goals as efficiently and effectively as possible (Fatah, 2017).

Based on the description above, it can be concluded that planning is a process of determining a plan. It is very crucial so that without planning an organization will not be able to achieve the goals desired by the organization.

Furthermore, organizing is defined as the activity of dividing tasks among people involved in educational cooperation. Due to various tasks which cannot be completed by one person alone, those are divided up to be carried out by each organization. Organizing activities are to determine who will carry out tasks according to organizing principles. Gorton (1976:13) stated: "Organizing the school involves more than identifying position and defining relationships on an organizational chart, the most important factor that an administrator should consider in organizing a school are the people associated with it."

One of the organizing principles is the division of all tasks into various organizational elements proportionally; in other words, effective organizing is dividing and structuring tasks into subs or organizational components. Organizing is defined as the whole process of selecting people and allocating facilities and infrastructure to support the tasks of these people in the organization. Organizing is also intended to regulate the working mechanism of the organization to be able to guarantee the achievement of the specified goals (Sagala, 2013). It can be deduced that organizing is a process that utilizes human resources and allocates facilities and infrastructure to support the performance of people within the organization. Organizing also aims to regulate the work mechanism of the organization so that with these arrangements it can guarantee the achievement of the goals set by the organization.

Next, actuating according to Terry means stimulating group members to carry out tasks enthusiastically with good will. The task of mobilizing is carried out by the leader; therefore, the leadership of the regional head and the leadership of the school principal have a very important role in mobilizing personnel to carry out the school work program. Mobilizing according to Keith Davis (cited in Sagala) is the leader's ability to persuade people to achieve goals that have been set with enthusiastically. So, leaders move perkily, and followers will do so (Sagala, 2013). Based on the understanding above, it can be concluded that mobilizing is something that is used to stimulate members to carry out tasks. As is well known, the function of mobilizing is carried out by a leader. Where mobilizing is a leader's ability to direct people to achieve the goals that have been set.

Lastly, controlling is the last function of the management process. This function is very important and determines the implementation of the management process. Thus, it must be done as well as possible. This control is very closely related to the planning function and these two functions are mutually complementary because: 1) Control must first be planned. 2) Controlling only can be carried out if there is a plan. 3) Implementation of the plan will be good, if the control is carried out properly. 4) Objectives only can be known whether achieved properly or not after the control or assessment is carried out. Accordingly, the role of this control determines whether the implementation of a plan is good or bad. Earl P. Strong as cited in Hasibuan defined controlling as the process of regulating the various factors in an enterprise according to the requirements of its plans (Hasibuan, 2006). Those four management functions should be well implemented in education.

Education is essentially a process of fostering and training human beings as learners. This coaching is directed towards thinking, feeling, and soul processing. By cultivating thought, humans develop their intelligence, by cultivating their senses, humans become emotionally intelligent, and by cultivating the soul spiritually, humans become creatures of faith and piety to Allah *subhanahuwata'ala* so that the goal of education is perfect which seeks to realize a complete human being (Hikmat, 2009). Student development is fostering students so that their abilities develop optimally in accordance with school goals. It is carried out so that students get various learning experiences for the provision of life in the future. Students practice various activities to gain knowledge and learning experience (Badruddin, 2014).

Coaching is an important part of the school which function to develop capabilities and shape the character and personality of a dignified nation, especially the younger generation as successors to the ideals of the nation's struggle and human resources for national development (Suwardi & Daryanto, 2017). Coaching is a series of professional control efforts for all elements of the organization to function properly so that plans to achieve goals can be carried out effectively and also improve better results (Mulyasa, 2004).

Coaching or management of student activities is defined as efforts or activities to provide guidance, direction, consolidation, improvement, direction, consolidation, improvement, direction towards mindset, mental attitude, behavior and interests, talents and skills of students, through extra-curricular programs in supporting success curricular program. One of the student activities is in language section.

Language plays an important role and is a common thing in human life. This prevalence makes people rarely pay attention to language and perceive it as something ordinary, such as breathing and walking. Language is needed to be able to interact and communicate with others. Language can be interpreted as a tool to convey something that comes to mind (Murti, 2015). Through language a person can interact or communicate with others to convey his desires, feelings, opinions, ideas, experiences, and knowledge. Language can also help to obtain information, increase knowledge, and so on. In addition, the essential function of language as a tool is cooperating with every communication.

Foreign languages are no longer seen as education that focuses on the development of physical-motor capacity only, but on all domains of the totality of children's development. The use of foreign languages by teachers in the classroom has a very positive double impact for strengthening teacher communication skills and developing students' listening competence. The teacher's communication skills will be more intense while students' listening skills will be more stable.

So, based on the description above, it can be concluded that foreign language development can be understood as an effort to empower students on an ongoing basis in developing their abilities in order to obtain personal happiness and social benefits. The coaching of foreign languages can be obtained with habituation. Habituation itself is a form of implementation in the form of repeated practice, so with practice/coaching its form can be known through the expression of what is understood by speaking, because language is spoken and heard.

Based on the observation result at an Islamic Boarding School, in Pegasing District, Central Aceh Regency, it was found that the school has implemented good coaching management so that being able to improve the quality of the *pesantren*. As is well known, all Islamic boarding schools in Central Aceh are required to speak foreign languages including Al-Azhar Paya Jeget Islamic boarding school which has implemented foreign language coaching. Timkina suggested it was significant to facilitate the students with the goals of foreign language learning (Timkina et al., 2018). The foreign languages used by this *pesantren* are Arabic and English in which the students are fostered to be able to speak both foreign languages in their daily activities. In reaching this goal, the students are continuously fostered and guided in several kinds of programs. In addition, every week the senior students will carry out punishments for students who were found speaking

regional or Indonesian (national language) among fellow students by completing foreign language vocabulary, both Arabic and English. It is essential to see the language learning management in this *dayah* since it is very influential on the success of language learning process (Widodo et al., 2019).

There have been some earlier studies regarding management of foreign language. For instance, Nurafni et al. (2022) conducted a study investigating the management of foreign language program of students' English speaking in a *pondok pesantren* in Bogor. Another research was performed by Khariani, et al. (2022) studying the management of foreign language (English and Arabic) in a *pondok pesantren* in Deli Serdang. There was also a university-level study in Kerinci discussing the management of foreign language (Ardinal, 2017). Those studies took place outside Aceh province in Indonesia. However, a similar study was considered essential to conduct in this region (Aceh) in Indonesia where the Islam *sharia* was implemented; hence, the present study was carried out in Aceh. To find further detail management of language development; therefore, this study was undertaken to delve more the implementation of the four functions of management in foreign language development: planning, organizing, actuating, and controlling. Besides, the present study also investigated the supporting and hindering factors in implementing foreign language development in this *pondok pesantren*.

## Method

This study employed qualitative descriptive research method. It was the appropriate approach since it was to describe a situation or provide information instead of finding the relationships from the data as explained by Kumar (2011, p. 334) in Rohmawati, et al. (2023) that a descriptive study is a study in which the main focus is on description, rather than examining relationships or associations. The present study attempted to find the management of foreign language development in a *dayah* in which its goal was to make the students be able to communicate both in English and in Arabic. While the participants in this study included the leader of the *pesantren*, *ustaz* and *ustazah* (teaching staff), and the students who were directly involved in foreign language development in the *pesantren*, an Islamic boarding school located in Aceh Tengah. In collecting the data, this study utilized interview using interview guide as the instrument. It was prepared and performed in Indonesian language and the transcript inserted in the next section in this article was translated into English by the authors. After the data collected, they were analysed by using Miles and Hubberman model including stages: data reduction, data display and conclusion drawing/ verification.

## Result and Discussion

### 1. How is the management of foreign language development in the *pesantren*?

This research question investigated the four functions of managements comprising planning, organizing, actuating, and controlling. Regarding planning, an *ustaz* stated “Planning of foreign language development in this *dayah* started with holding a meeting involving *pesantren* staff namely the secretary of *pesantren*, the administration staff, and all the *ustazs* and *ustazahs* who were in charge in language development. This meeting determines who will be the language coordinator. To serve as the language coordinator, the leader prioritizes who actively master the languages. The 24-hour-life in *dayah* obliges the students communicate in two languages: English and Arabic, in which language shift is done in a week. Besides having sufficient skill in language, alumnus of *pesantren* is also preferred to get this position.” After the language coordinator was chosen, then he/she would select some senior students which were called *musyrif/ah* who directly interact with the students more frequently. They were required to improve their capability in both languages since they were in charge in language development. They worked under the supervision of the language coordinator. This result was similar with Nurafni’s finding in planning the foreign language development. (Nurafni et al., 2022)

In short, planning in language development was implemented with various methods and techniques scheduled by language coordinators together with *musyrif* and *musyrifah*. They also prepared daily *mufradat* (vocabulary) that would be delivered to the students. Other than vocabulary, *jasus* (secret agent) method was also practiced. The *jasus* was in charge of writing those who break the rule in using the language.

Secondly, organizing in foreign language development was supported by the existence of language department that apply and control the implementation of foreign language. In interview, the Arabic coordinator said, “language organization is also done by the students in an organization called OSDA (*Organisasi Santri Dayah Al-Azhar* – organization of Al-Azhar’s Islamic Boarding School Students). There is a language department in this organization in which the students work under the language teachers’ supervision. In developing foreign languages, this organization forms a team who was in charge in controlling the students in using the language. The team should be the seniors who are admitted to have adequate capability in the foreign languages. Besides, language department members also automatically be *jasus* who will notice those who break the rules in using language.”

Next, regarding actuating, an *ustaz* stated “Implementation of language programs is very important in coaching Arabic and English. Without good implementation of the language program then the process of fostering the language program will not be achieved. Implementation of language programs carried out by *ustadz/ustadzah*, that students are

required to always use English and Arabic every day. Then the teachers (*ustadzs* and *ustadzahs*) motivate the students to always use Arabic and English and tell that language plays a very important role. For those who do violations (do not use Arabic or English) was subject to sanctions". Language development in this *dayah* used direct method, applying repeatedly-implemented activities starting from memorizing, comprehending, and practicing, (Khairani et al., 2021) such as giving vocabulary based on the students need. Besides, they also used method of direct control in which the teachers observed the students' daily activities and if there was any of the student break the rule then will be punished by memorizing five words/*mufradats* in front of the teachers. In addition, the coaching was also done after *zuhur*, *ashar*, and *maghrib*. The seniors (*musyrif* and *musyrifah*) would give new vocabulary to the students after *zuhur* and *ashar*. While after *maghrib*, teaching new vocabulary would be guided by *ustadzs* and *ustadzahs*. Language development was also implemented by using techniques listening, *muhadharah* (speech), *muhadastah* (conversation), and watching movie. The activities in this phase were similar to the language programs in Ma'had Al-Jami'ah IAIN Kerinci. (Ardinal, 2017)

Lastly, controlling was also practiced by the *pesantren*. Another *ustadz* stated in an interview "The leadership of the Al-Azhar Islamic Boarding School carries out internal supervision in the form of meetings from the results of the main tasks controlled by the staff of the *dayah*, this supervision is carried out at the end of each month as well as at the end of each semester. The leadership of this Islamic Boarding School falls directly to the field to supervise the daily activities of the students at certain times such as after midday (*zuhur*) prayers and *ashar*. Not only the Islamic Boarding School Leaders, but also the language coordinator supervising the students through the language administrator under the auspices of the language coordinator. The language administrators will provide reports on the results of supervision related to language development in each dormitory of the students to the language coordinator, this supervision is done every day and wherever the students are. *Ustadzs* and *ustadzahs* also conduct supervision by going around the location of the *pesantren* and cooperate also with the *jasusah* (spies) where the students who break the language will be punished on the spot by these teachers or brought to court to be given guidance in the form of punishment for memorization of *mufradat* or new vocabulary. This court carried out every night at the beginning of the language week and carried out once a week or three times a week if the language program has run for a few months."

From that explanation, it can be concluded that controlling was done through a meeting which was held at the end of every month and at the end of the semester. It was also done by the leader by directly visiting and interacting with the students. The language coordinator also did control through language administrators. They gave reports of the supervision result to language coordinator every day. In addition, *ustadzs* and *ustadzah*

also walk around the students' environment and cooperate with the *jasusah* to ensure that the students use the assigned language in their daily activities. If they were found breaking the rule, they would be punished on the spot or brought to a court which was carried out every night at the beginning of language week and would only be done once a week or three times a week when the language program had been run for several months.

From the aforementioned explanation, it could be summed up that the *pesantren* has developed foreign languages based on the management functions: planning, organizing, actuating, and controlling. It was initiated with careful planning. The leader of the *dayah* involved the staffs and language coordinator in planning foreign language development. Not only that, the language coordinators then also entangled *musyrif* and *musyrifah* in running the language program. Then, the structured organizing and the existence of language department within the students' organization facilitated the language coordinators and *musyrif* and *musyrifah* in running the foreign language development. Actuating foreign language development also has run smoothly. It was done by direct method and direct control. Lastly, controlling was done by the leader in the form of a meeting of the main task results that the language coordinators and the staff taught the students. *Ustadz* and *ustadzah* also did controlling by cooperating with the *jasusah* who were in charge of noticing the students who made violations in using language and reported them to *ustadz* and *ustadzah*.

2. What are the supporting and hindering factors in implementing foreign language development?

### **Supporting Factors**

The first supporting factor was in terms of facilities and infrastructure. For the language department itself, both Arabic and English have the students' private means and the *pesantren's* means. The students' personal facilities were in the form of mini speakers used for listening to songs or fairy tales in Arabic and English. The students were trained to listen and tell stories then translate them from and into Arabic and English. Other personal facilities were in the form of Arabic and English dictionaries. While the infrastructure provided by Paya Jeget Al-Azhar Islamic Boarding School were classrooms, infocus, laptops, markers, whiteboards, fields, and other supporting facilities learning process in Islamic boarding schools. An *ustaz* stated "Supporting factors in the field of language itself, namely the procurement facilities such as installing boards containing about *mufradat*/vocabulary and *hadith* in classrooms, flower garden and kitchen. The purpose of installing the boards is to make students see it every day and be able to remember the *mufradat*/vocabulary listed on the boards. This is one form of Arab and English coaching efforts at Al-Azhar Paya Islamic Boarding School Jeget."

The other supporting factor was the availability of qualified instructors. In this Islamic Boarding School, teaching staff plays an important role, especially in the field of foreign languages, namely Arabic and English. They have educational qualifications according to language field they were good at. They must have good abilities and skills as well have strong mastery of the language they mastered.

The last one was the students' high learning motivation. In this Islamic Boarding School, the motivation of the students is a very important thing, because it could assist the teaching staff in developing teaching and learning and improve learning materials. The result of interview with an *ustaz* "The motivation of the students is good and they are able to implement it language in everyday life".

### **Hindering Factors**

The first hindering factor was in terms of the instructor. In this Islamic Boarding School, understaffed teaching is one of the inhibiting factors that make its students difficult to learn and understand the materials. *Ustadz Agung* stated "In the field of English there is still a lack of manpower teachers, this is what causes delays in the process learning". However, the language coordinator and language administrator maximize the learning by utilizing the existing student who master the English better. Next was the lack of motivation obtained by teaching staff from their leader so that the teaching staff does not have the high enthusiasm to provide learning materials.

Another factor was of the students' character. The students are teenagers who have thinking and understanding that is a little slow in learning. Not only thinking and understanding, juvenile delinquency of the students was too still an obstacle in the implementation of language development. Moreover, the students of this *pesantren* are still unstable teenagers. *Ustadz Aditya Suhada* said "The main obstacle is how *ustadz* and *ustadzah* overcome the students' juvenile delinquency and laziness in learning.

From what was conveyed by *ustadzs* at the Islamic Boarding School Al-azhar Paya Jeget, it can be concluded that the supporting factors and obstacles can be overcome with good and planned coaching management. The supporting factors for foreign language development in this Islamic Boarding School were infrastructure, teaching staff, and high learning motivation. While the inhibiting factors of development foreign language were the shortage of teaching staff in the field of English, lack of motivation from the Islamic boarding school's leader and of the students themselves.

## Conclusion

Based on the results of the study it can be concluded as the following:

1. The implementation of the four functions of management in foreign language development: planning, organizing, actuating, and controlling

Management of foreign language development at Al-Azhar Islamic Boarding School Paya Jeget Central Aceh has been going well. It was implemented based on management functions including planning, organizing, actuating and controlling. Planning of foreign language development management in Paya Jeget Al-Azhar Islamic Boarding School was holding a meeting at the beginning of the semester, selecting language coordinators, and planning methods and techniques of running the language development program.

Furthermore, organizing in foreign language development management in this Islamic Boarding School were forming a *pesantren* organization structure, forming the students' organizations and forming administrators in language department. While implementing of foreign languages development was carried out using the direct method and field control methods. Both used *muhadharah*, *muhadastah*, *mufradat*/vocabulary techniques, listening, watching movies and studying the yellow book. Lastly, controlling of foreign language development was implemented by carrying out a meeting of the staffs' main-task results at the end of each month or at the end of each semester. This supervision was carried out by the language coordinator through the language administrator. Then *ustadz* and *ustadzah* supervised by going around and cooperating with *jasusah* (spies).

2. The supporting and hindering factors in implementing foreign language development

Supporting factors of foreign language development in this *pondok pesantren* were the availability of facilities and infrastructure, qualified teaching staff, and high learning motivation. While the inhibiting factors were the shortage of teaching staff in the field of English and the lack of students' interest in participating in the process of fostering foreign languages.

After looking at the management of foreign language development in this *pesantren*, there were some recommendations addressed to the leader, the teaching staff, and the students. First, it was expected that the leaders should increase the quality of the language program and pay more attention on the foreign language development so that the *pesantren* could maintain its excellence in the field of foreign languages that have so far been owned. Then, it was also essential that the teaching staff continuously encourage and guide the students in practicing both foreign languages in their daily activities so that the educational goal on languages could easily be achieved. Lastly, the students were advised to constantly improve and develop their capability in foreign languages by actively applying the knowledge of both languages including vocabulary, idioms, etc. into their

daily communication. It was also significant that they motivate themselves in using both English and Arabic in their daily activities.

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