ORGANIZATIONAL MANAGEMENT OF DIGITAL-BASED ARABIC LANGUAGE COURSES

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ABSTRACT

Organizational management plays a crucial role in ensuring the effectiveness of educational program implementation, particularly in digital-based learning institutions. This study aimed to describe the organizational management practices of a digital Arabic language course at Arabiyahtalks Academy, focusing on program management strategies and the division of tasks within its organizational structure. A descriptive qualitative approach was employed. Data were collected through observations of the official Instagram account @arabiyahtalks, in-depth interviews with the director and program tutors, and supporting documentation. The data were analyzed using the Miles and Huberman model, which involved data reduction, data display, and conclusion drawing. The findings showed that Arabiyahtalks Academy implemented digital-based management by utilizing platforms such as Google Meet for instruction and Instagram (through feed content, microblogs, and carousels) for promotion and audience engagement. Learning evaluations were conducted using the Kahoot platform. The organizational structure included a clear division of tasks, such as formulating vision and goals, recruiting instructors, developing marketing strategies, and grouping classes based on learners' proficiency levels.

Kata Kunci: *Organizational Management, Digital-Based Course, Arabic Language Courses*

ABSTRAK

Manajemen organisasi memegang peranan krusial dalam menjamin efektivitas implementasi program pendidikan, khususnya pada institusi pembelajaran berbasis digital. Penelitian ini bertujuan mendeskripsikan praktik manajemen organisasi pada kursus bahasa Arab digital di Arabiyahtalks Academy, dengan fokus pada strategi manajemen program dan pembagian tugas dalam struktur organisasinya.Pendekatan kualitatif deskriptif digunakan dalam penelitian ini. Data dikumpulkan melalui observasi akun resmi Instagram @arabiyahtalks, wawancara mendalam dengan direktur dan tutor program, serta dokumentasi

pendukung. Data dianalisis menggunakan model Miles dan Huberman, yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan.Hasil penelitian menunjukkan bahwa Arabiyahtalks Academy menerapkan manajemen berbasis digital dengan memanfaatkan platform seperti Google Meet untuk pengajaran dan Instagram (melalui konten feed, microblog, dan carousel) untuk promosi dan interaksi audiens. Evaluasi pembelajaran dilakukan menggunakan platform Kahoot. Struktur organisasi mencakup pembagian tugas yang jelas, seperti perumusan visi dan tujuan, rekrutmen instruktur, pengembangan strategi pemasaran, dan pengelompokan kelas berdasarkan tingkat kemahiran pembelajar.

Key Words: *Manajemen Organisasi, Kursus Digital, Kursus Bahasa Arab*

INTRODUCTION

The interaction between teachers and students is the core of the learning process. Learning becomes meaningful when it takes place in environments that are systematically planned, implemented, and evaluated. A well-designed learning environment allows students to achieve learning objectives effectively and efficiently. In addition, management in education plays a vital role in coordinating and mobilizing various educational activities so that the planned programs can run as expected (Ramadhan, Mardiana, & Panggabean, 2022). The role of management includes planning, organizing, directing, and controlling all organizational resources to achieve shared goals.

Two essential components must exist in any educational institution, whether formal or non-formal: structured planning and a functional organizational system. These two functions are interdependent and must be executed effectively by the human resources within the institution. David Cherrington emphasized that organizations are established and run by people who work collaboratively toward specific goals (Kurniati & Hakim, 2023). Therefore, applying proper management principles is fundamental in shaping an institution that functions effectively, with clearly defined responsibilities and tasks.

In today's digital age, the demand for flexible and accessible learning systems has increased dramatically. This has led to the development of organizational management models that are responsive to digital transformation. In general, the concept of management involves organizing, directing, allocating, and supervising human and non-human resources to accomplish institutional objectives. This growing need for innovation has led to the emergence of digital-based course management systems, including those that offer online Arabic language learning.

The digital-based Arabic course is one example of a learning program organized through internet-based platforms. It aims to provide Arabic language instruction without requiring learners to be physically present in a specific location. This model allows learners from various geographical backgrounds to access structured Arabic learning. As aligned with the researcher's focus, this study explores how digital-based Arabic language courses are managed at Arabiyahtalks Academy—an educational institution that specializes in Arabic

instruction and has implemented digital organizing systems to enhance learning effectiveness and efficiency (Maulana Asep, 2023)**.**

Arabiyahtalks Academy serves as an example of how technology can be utilized to support the learning process, particularly in non-traditional or non-formal educational settings. The institution applies digital tools not only for instruction but also for promotion and learner engagement. The shift toward online Arabic language learning indicates that students can now master Arabic without relying solely on in-person interaction. This study therefore focuses on how Arabiyahtalks Academy organizes its digital-based Arabic language programs and how it manages the division of tasks within its digital organizational framework. Previous research related to Arabic language course management includes the study titled *"Management of Organizing the Arabic Language Markaz Course Program Darul Lughah Waddirasat Islamiyah"*, which discusses the challenges and practices of traditional course organizing. While the theme is somewhat similar, this study takes a more specific approach by analyzing digital-based course organization—highlighting how such programs are implemented and how responsibilities are divided in institutions that rely on digital platforms for teaching and learning.

Based on the explanation above, this article aims to examine the management of digital-based Arabic language courses at Arabiyahtalks Academy, especially in relation to the division of responsibilities and task coordination. By analyzing best practices in educational technology implementation, the study is expected to provide useful insights for other institutions aiming to adopt similar models in digital-based Arabic instruction.

METHOD

This study employed a qualitative approach with a descriptive design to explore how organizational management is implemented in digital-based Arabic language courses at Arabiyahtalks Academy, particularly in relation to task distribution within the institution. The research was conducted at Arabiyahtalks Academy, with participants including the Director of the institution, content creators, and several tutors who were directly involved in the course management processes. Data were collected through in-depth interviews as the primary data source, involving the director, content creators, and one tutor. Secondary data were obtained through a literature review of relevant books and scholarly journals. In addition, documentation—including program outlines, social media content, and institutional reports—was used to support and enrich the field data.

The data analysis followed the interactive model developed by Miles and Huberman, which consists of three key stages: data reduction (summarizing and selecting relevant information), data display (organizing data systematically to reveal patterns), and conclusion drawing (interpreting findings based on recurring themes). To ensure the credibility of the results, the study employed source triangulation (cross-checking information from multiple informants) and methodological triangulation (combining interviews, documentation, and literature review). These steps were taken to enhance the validity and reliability of the research findings.

RESULTS AND DISCUSSION

Management is commonly defined as a systematic and purposeful process of coordinating and utilizing resources—both tangible and intangible—to achieve specific objectives (Arsyam, 2020; Douaioui, Oucheikh, & Benmoussa, 2024). In practice, management functions must always consider the prevailing situation and conditions to ensure alignment with organizational goals.

George R. Terry (in ANNISA, 2021) characterizes management as "the accomplishment of predetermined goals through the efforts of others." This definition implies that management encompasses three interrelated aspects: as a science that demands theoretical knowledge; as an art requiring intuition and creativity; and as a profession that necessitates ethical standards and technical competence. Similarly, Stoner and Freeman emphasize management as a process involving planning, organizing, leading, and controlling all organizational resources to achieve shared objectives. John D. Millet reinforces this view by framing management as the process of directing and facilitating the work of formally organized individuals toward collective goals (Tebay Vince, 2021).

Within educational institutions, these managerial functions take on specific relevance. Educational management refers to the comprehensive set of administrative and leadership activities—both direct and indirect—that contribute to the functioning of educational processes (Rusydi & Himmawan, 2023). Although sometimes used interchangeably with the term "administration," educational management emphasizes strategic resource alignment, organizational communication, coordination, and evaluation to ensure learning outcomes are met effectively.

An organization, in this context, is defined as a structured collective of individuals working cooperatively toward a common goal. Each member holds specific roles and responsibilities, and the organization functions as a platform where planning, coordination, supervision, and task execution are systematized (Saneba et al., 2021). Efficient organizations depend on clear role distribution, goal alignment, and collaborative mechanisms to ensure both accountability and productivity.

Organizing Management in Digital-Based Arabic Language Courses

Management is recognized as both a science and an art. Its implementation requires consideration of contextual conditions to achieve institutional goals effectively. Several experts have outlined different management functions. Henry Fayol identifies five essential functions: Planning, Organizing, Commanding, Coordinating, and Controlling (POCCC). George Terry (in Faqihuddin, 2021) simplifies these into Planning, Organizing, Actuating, and Controlling (POAC), while F. Stoner emphasizes Planning, Organizing, Leading, and Controlling (POLC). Meanwhile, Luther M. Gullick formulates eight functions: Planning, Organizing, Staffing, Directing, Coordinating, Reporting, Budgeting, and Controlling (POSDCORB).

This research focuses on the organizing function, particularly in the context of digital learning without face-to-face interaction. The selected case is Arabiyahtalks Academy, which utilizes digital platforms such as Google Meet for learning across all its classes. The use of Google Meet is based on its integration with other Google services and its relatively higher capacity compared to other

video conferencing applications. This aligns with the growing trend of using digital ecosystems in non-formal education to maximize accessibility and flexibility.

Social media has also become an alternative learning resource in Indonesia, where internet penetration is high but digital learning utilization remains limited. Instagram, being one of the most popular platforms after YouTube and Facebook, is utilized to publish educational content and promote course offerings. In addition, Arabiyahtalks uses WhatsApp groups for class communication and discussion, and integrates Kahoot as a gamified learning tool for interactive assessments (Yuliani et al., 2022; Amro & Iversen, 2025).

Digital-based Arabic instruction through such platforms aims to foster a dynamic and engaging environment between instructors and learners. Arabiyahtalks Academy leverages this opportunity by combining visual content (such as carousels and feed posts) with interactive features. This strategy contributes to wider audience reach and increased participant engagement, especially among younger learners familiar with social media usage. Kahoot is particularly effective in maintaining motivation and measuring progress in a non-threatening manner (Amro & Iversen, 2025).

Arabiyahtalks Academy, as a non-formal digital education institution, also aligns with Indonesia's Law No. 20 of 2003 Article 26 on the National Education System, which emphasizes the role of non-formal education in supporting lifelong learning and community-based initiatives (Latifa & Pribadi, 2022). It responds to the need for accessible Arabic education across various regions by offering flexible online classes.

Initially, the institution began as a regular Instagram account that posted Arabic learning materials, including *ibarat yaumiyah*, *mufradat*, and basic *nahwu sharf*. It also featured quizzes through Instagram stories to promote engagement. As follower interest increased, the account evolved into a formal program offering online Arabic courses. This shift occurred in 2022, and by 2023, the program launched its regular class under the name "Jago Kalam," which was later renamed *Dauroh Ta'bir* (Fujiawati & Raharja, 2021).

Up to the time of writing, Arabiyahtalks Academy has successfully implemented five batches of the *Dauroh Ta'bir* class. The program's success reflects a structured and collaborative management approach, combining educational technology with strategic communication. It demonstrates how digital-based Arabic courses can be developed effectively to meet educational needs beyond traditional classroom boundaries.

Task Sharing Structure in the Management of Digital-Based Arabic Language Course Institution Organization

Organizing is a fundamental aspect of management that involves a series of stages aimed at ensuring the efficient allocation of tasks and coordination of efforts. According to Ernest Dale, as cited in Nanang Fatah's *Foundations of Educational Management*, the organizing process includes task detailing, task division, task unification, task coordination, supervision, and reorganization (Chikam & Rokhmawanto, 2021). Initially, an organization must identify all essential tasks that support its goals. These tasks are then divided and delegated to individuals or groups based on their qualifications. The next step is to unify

these tasks logically and efficiently through departmentalization, particularly as the organization grows.

The fourth step involves creating effective coordination mechanisms to minimize conflict and ensure harmonious collaboration. This step is vital to promoting a productive organizational environment. The fifth stage emphasizes the importance of continuous supervision and periodic reevaluation, recognizing that organizing is not a static process but one that evolves with institutional needs and dynamics.

An organizational structure illustrates the configuration of roles, hierarchical relationships, work responsibilities, and communication flows. Ulfiyah, Saripah, and Syarifudin (2023) explain that the structure shows how functions are interrelated and supports the delegation and coordination of tasks. According to Stoner (in Sari et al., 2019), there are five structural components: specialization, standardization, coordination, centralization or decentralization of decision-making, and size of work units. These components ensure that organizational goals are approached systematically and effectively.

In the context of Arabiyahtalks Academy, a non-formal educational institution that specializes in Arabic language instruction through digital platforms, a unique organizational structure is applied. The structure is relatively flexible, emphasizing collaboration and personal initiative. Table 1 compares formal and non-formal organizational structures, showing how Arabiyahtalks combines clarity in roles with informal communication and adaptive innovation (Chikam & Rokhmawanto, 2021; Ahmadi et al., 2018; Stoner, 2019):

Table 1. Comparison of Formal and Informal Organizational Structures

Aspect	Formal Organizational Structure	Non-Formal Organizational Structure
Grounding & Forming	Planned by leadership (Chikam & Rokhmawanto, 2021)	Formed through social interaction (Ahmadi et al., 2018)
Relationship & Communication	Hierarchical, procedural (Stoner, 2019)	Informal, based on trust and flexibility
Sources of Power	Based on position/authority	Based on personal competence/charisma
Flexibility & Adaptability	Rigid and procedural	Flexible and spontaneous
Role in Effectiveness	Ensures accountability	Fosters collaboration and team harmony
Role in Digital Education	Clear roles (director, tutor, secretary)	Fast response to participant needs, creativity
Impact on Culture	Maintains order and division of labor	Builds community and motivation
Innovation Contribution	Quality control, but may hinder creativity	Stimulates experimentation and adaptive learning

In practice, Arabiyahtalks Academy is coordinated by the founder, who also acts as a content creator. This person oversees the overall direction of the academy and supervises the *Dauroh Ta'bir* course program. A secretary is responsible for administrative records and data management. Below them are several tutors assigned to specific classes such as *Mukalamah*, *Qawaid Mubtadi'*, and *Kitab Reading Practice*, each of whom is responsible for implementing the agreed-upon curriculum. This structure aligns with Al-Ash'ari's theory of

organization, where responsibilities are assigned based on capacity and alignment with institutional goals (Ahmadi et al., 2018; Silvia et al., 2023).
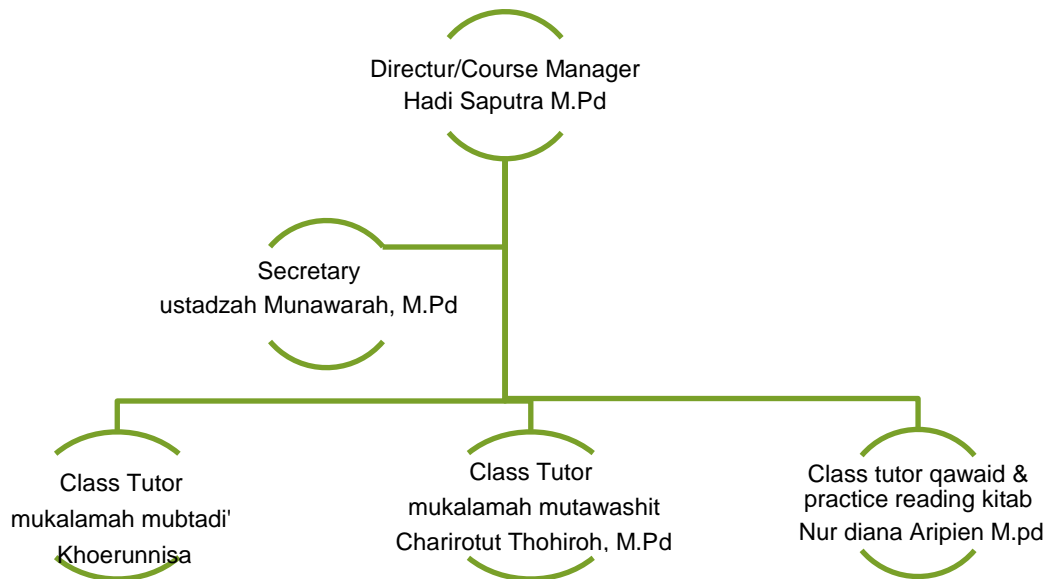

Figure 1. Management structure of arabiyatalk academy

Based on the results of observations and interviews of researchers at the Arabiyahtalk Academy Digital Course institution related to the organizing management process can be described as follows:

a. The purpose of the arabiyahtalk course to establish an online course is to spread Arabic to people who have not been reached and provide a renewal in Arabic language courses both learning methods using digital-based learning. Related to the assignment in the mukalam class using video vlogs. This is in accordance with the objectives of education, as stated in the National Education System Law No. 20 of 2003, which states that "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, their community, nation and state" (Ekawati, Hendrawijaya, and Purnamawati 2022)

b. The vision of the course institution is to become a superior and adaptive Arabic language learning institution for native Indonesian speakers while the mission is to organize creative and innovative digital-based Arabic learning programs, creating interesting and adaptive educational content according to the needs and interests of the community. Therefore, it is important to have a mission statement in the institution to explain the direction of the organization(Ginanjar and Purwanto 2022).

c. Choosing instructors for the course program by looking at the expertise of the tutors, namely those who are experts in the field of debate so they are invited to work together to become tutors in the field of mukalamah, while in the field of qawaid and reading the book, seeing from their experience of having been a judge, and participating in competitions and winning are invited to work

together. As Wahyuni said as educators, instructors have an important role in the training process because good educators will affect how the educational process runs. (Opitasari, Ridwan, and Lukman 2022)

d. Marketing the arabiyatalk academy course program on Instagram and tik tok media by creating interesting content according to the followers' requests. The trick is also to correlate the advertisement of the course program at the end of the content and share flyers in stories, whatshap groups and other social media. The course also provides a landing pace for the promotion of the course program through the arabiyahtalks.com webset. Thus, promotion or marketing is one of the very important strategies in marketing that institutions use to build a good image, introduce the program, increase participant interest, and achieve their marketing goals. (Le and Bandar 2023).

e. The grouping of classes in the daurah ta'bir course at arabiyahtalk academy is not determined by the ability of students to understand Arabic, but the division of classes is adjusted to the needs and desires of course enthusiasts. The daurah ta'bir class is divided into four classes, namely:

1. Mukalamah Mubtadi' class

This class is devoted to participants who want to explore Arabic in the realm of daily conversation both greetings, questions, and hiwar commonly used by Arabs in everyday life in order to be more familiar with ibaroh or vocabulary used by Arabs usually.
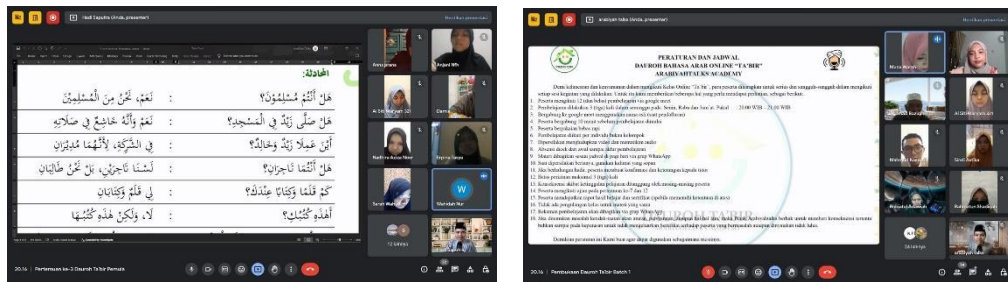

Figure 2. Learning process of Mukalamah Mubtadi' class course

2. Mukalamah Mutawasith class

This class is devoted to participants who want to explore Arabic language more focused on developing talent in the field of Arabic, namely poetry, speech, Arabic debate, ta'bir al qishoh. So, related to the supervisor or tutor is taken who is experienced in talent development.
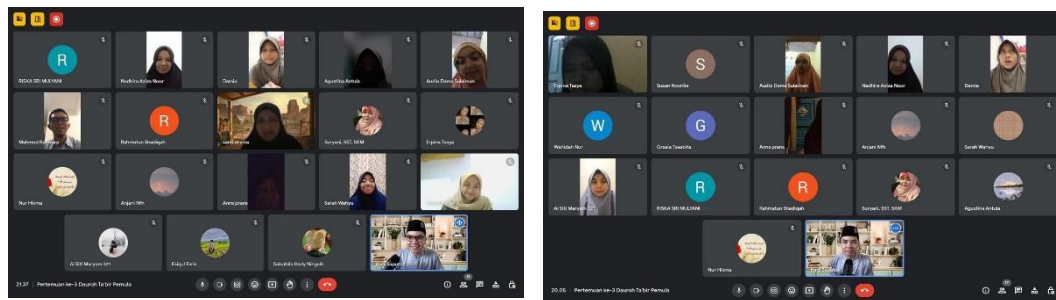

Figure 3. Learning process of Mukalamah Mutawasith class course

3. Beginner Qawaid class

This class is specifically for participants who want to explore the basic qawaid nahwu sharraf of Arabic. This grammatical discussion of Arabic studies the rules commonly used in the application of Arabic language learning. So the themes studied material such as mubtada' Khobar, the number of ismiyah, and the number of fi'liyah and others by using the book with its own teaching module.
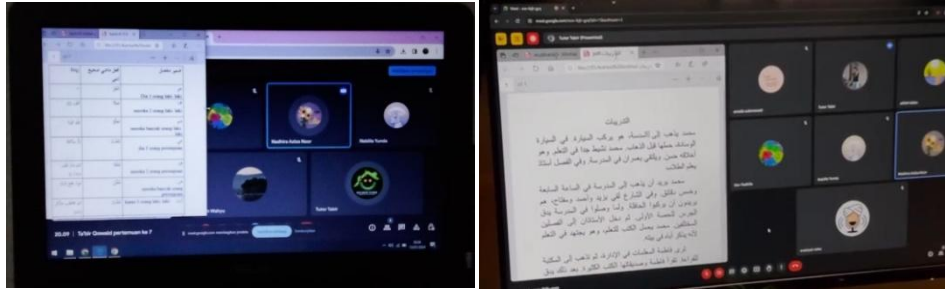

Figure 4. Learning process of Beginner Qawaid class course

4. Kitab Reading Practice

Arabic language learning in the Book Reading Practice class certainly studies how participants are able to read the book properly and correctly. The stages of learning are that students are directly required to read pieces of text in the book of Fathul Qorib and then designate a position if there is a lack of understanding of the rules then the tutor briefly explains the rules. The tutor is the same as the tutor in the beginner qawaid class.
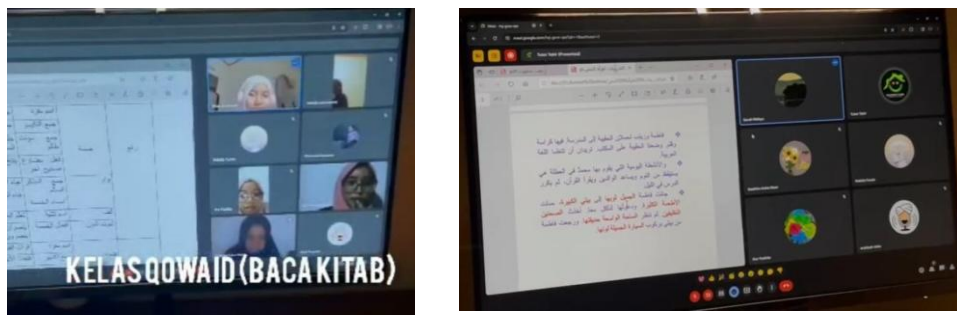

Figure 5. Learning process of the kitab reading practice class course

Hasibuan also explained that organizing is the process of determining, grouping, and organizing the various activities or activities needed to achieve certain goals; involving everyone in each activity, providing the necessary means, and determining the authority that is proportionally given to each person who carries out these activities**.** (Nada, Faradisa, and Kholid 2022).

CONCLUSION

The management of organizing a digital-based Arabic course at Arabiyahtalks Academy demonstrates the suitability of the research objective, which is to describe how the management structure and division of tasks are executed in the context of an online course. Based on the findings, management

is done systematically through the use of technology such as Google Meet for classroom implementation, Instagram as a means of promotion and education, and Kahoot for interactive learning evaluation. The organizational structure includes vision formulation, instructor recruitment, digital marketing strategy, and class grouping according to ability level, with collaborative division of tasks between sections. Reflection on the formulation of the problem confirms that the success of digital course management is not only determined by a clear organizational structure, but also by the integration of appropriate technology and flexibility in managing roles in the era of online learning.

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