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Arabic Language Training Program Management: Efforts to Improve Teachers' Pedagogic Competence in Learning in SMP IT Al-Fauzan Bangkinang

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ABSTRACT

Through this study, the author wants to describe and reveal the extent to which the Management of the Arabic Language Training Program at SMP IT Al-Fauzan Bangkinang is applied in an effort to improve the pedagogic proficiency of teachers in learning activities. With a descriptive qualitative approach, this study seeks to examine and analyze the data thoroughly and then draw conclusions based on findings in the field. Data was collected through direct observation, interviews with the Head of Language at SMP IT Al-Fauzan and the collection of various relevant documents to support the validity of the findings. From the results of the data collection, it was revealed that the implementation of the training program at SMP IT Al-Fauzan Bangkinang was carried out systematically and involved various parties collaboratively. The program reaches more than just improving language skills, but also strengthening pedagogic competence in learning design by innovative teachers while still considering conformity with integrated Islamic education values. Transparent budget management and comprehensive evaluation are also key to the success of this training. Overall, this program has succeeded in improving the professionalism and competitiveness of teachers in supporting the quality of education in schools.

KEYWORDS

Digital Classroom Management; Self-Regulated Learning; Student Engagement; Vocational Education; Educational Technology

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INTRODUCTION

Until now, in essence, teaching and learning skills are two interrelated concepts. Skills are indispensable to support the learning process (Almubarok et al., 2026). Learning develops through the interdependent relationship

between teachers, students, and the material being studied. Teachers play the role of external factors that encourage students to learn through teaching activities. Learning develops through the interdependent relationship between teachers, students, and the material being studied. Teachers play the role of external factors that encourage students to learn through teaching activities (Kaur et al., 2026; Xu et al., 2025).

Learning is a systematic process in regulating and managing the environment around students, with the aim of fostering enthusiasm and encouraging them to actively learn (Haryaka et al., 2026; Rezai et al., 2025). This process is not only about providing materials, but also involves continuous guidance and support so that students can undergo the learning process optimally and gain deep meaning from each learning experience (Azevedo, 2026; Kuo et al., 2026). As educators, teachers need training to improve interesting strategies and skills when teaching (Buacokrung et al., 2025; Yusriadi, 2021).

Teachers' skills in learning are a growing topic of conversation, as they are very influential when designing an optimal learning process and creating a supportive classroom atmosphere (Salbaş & Ekmekçi, 2025). With good mastery of skills, teachers are not only good at managing interactions in learning effectively, but also have the ability to adjust teaching strategies and methods according to the unique needs of each student (Ardenlid et al., 2025; Goyibova et al., 2025; Mahmood et al., 2025). The ideal learning process is learning that takes place in a comfortable and supportive classroom atmosphere, thus helping to achieve optimal learning quality.

Existing studies prove that teachers with qualified teaching skills are able to create a conducive learning atmosphere and support the learning process effectively and productively (Banat et al., 2024; Erwin & Dakhalan, 2024). So as to encourage the development of students and increase their interest in learning.(Wiguna et al., 2022) To achieve optimal learning success, continuous efforts are needed to improve teachers' pedagogic competence while fostering student learning motivation synergism (Abuhassna et al., 2024; Chen et al., 2025).

Although various studies have been carried out regarding the importance of teacher skills in learning. Until now, there have been no studies or articles that specifically discuss the Management of Arabic Language Training Programs as an effort to improve the pedagogic competence of teachers themselves. Therefore, this study aims to understand how effective management of training programs can help improve teachers' pedagogic competence in teaching Arabic at SMP-IT Al-Fauzan Bangkinang.

Previous studies have shown that the implementation of training management focuses on how to develop Arabic through the multiple choice digital question (Arifin, 2020) but there is still a lack of understanding of how the training influences in developing and helping to improve teachers' pedagogic skills in teaching Arabic. Previous studies have shown that the Role of Arabic Teachers' Teaching Skills in Increasing Students' Learning Enthusiasm at Santi Witya Serong Elementary School, but there is still a lack of understanding of how strategies to improve the teacher's own teaching competence (Savina et al., 2025). Previous studies have shown that how to Prepare Training Programs for Employees or educators (Tofan, 2021) but there is still a lack of understanding of how the impact and role of the training is on their performance and the improvement of pedagogic competence.

With these considerations, the researcher determined a number of research questions that are the main focus of this study:

1. What is the Purpose of the Implementation of the Arabic Language Training Program at SMP IT Al-Fauzan Bangkinang?

2. What are the Stages of Planning and Training Program Needs at SMP IT Al-Fauzan Bangkinang? 3. and How to Evaluate the Arabic Language Training Program in Improving Teachers' Pedagogic Competence in Learning at SMP IT Al-Fauzan?

RESEARCH METHODOLOGY

This research method was carried out at SMP-IT Sulaiman Al Fauzan Bangkinang, using a descriptive qualitative method. The primary information reference for this study is the Head of Language at Sulaiman Al Fauzan Junior High School. Meanwhile, secondary references in this study include various books and journals related to Training Program Management, both Arabic and non-Arabic, and Pedagogic Competence.

The data collection strategy used in this study is an interview to obtain in-depth information from the resource persons, by asking questions directly to the Language Head of SMP IT Al-Fauzan (YA) to get relevant information and obtain answers to the formulation of the problem that has been determined, the researcher designed a number of structured questions that were asked to the resource persons. These questions are focused on aspects relevant to the research objectives, including:1. What is the Purpose of the Arabic Language Training Program at Al-Fauzan SMP IT Al-FauzanBangkinang? 2. What are the Stages of Planning and Implementation of the Arabic Language Training Program for Teachers at Al-Fauzan SMP IT Al-FauzanBangkinang? 3. What are the Needs of the Training and Fund Management Program at Al-Fauzan SMP IT Al-FauzanBangkinang 4. and How to Evaluate the Arabic Language Training Program in Improving Teachers' Pedagogic Competence in Learning at Al-Fauzan IT Junior High School?.

Data analysis steps were carried out through participatory observation and structured interviews. The data analysis process is carried out through three main stages, namely data condensation, data presentation, and drawing conclusions and verification. These three steps are implemented to obtain accurate data, ensure a structured and focused process, and produce accountable results. The information obtained from the KASI Bahasa SMP-IT Sulaiman Al Fauzan Bangkinang, during the data analysis process, no indications or evidence were found that contradicted (negative evidence) to the results of the research.

RESULT AND DISCUSSION

A. Result

1. Definition of Arabic Language Training Program Management

The meaning of management can be understood from two sides, namely etymology (based on the origin of the word) and terminology (based on the meaning of the term). From an etymological point of view, the term "management" has its roots in Latin, namely the word *manus* which means "hand" and *agere* which means "to do" or "to move" (Förköli, 2026). The combination of the two forms the meaning of "moving with the hand", which later evolved in Italian into *maneggiare*, which means to control or train, especially in the context of training horses. This word was later taken and adapted into the old French into *ménagement*, which contains the artistic meaning of organizing and executing things well. In English, this word appears in the form of the verb *to manage* and the noun *management*, which was then adopted into Indonesian with the term "management", which is generally interpreted as the process of organizing, managing, and directing resources to achieve goals optimally (Jaya et al., 2022).

Meanwhile, Management in Terminology is an art as well as a science that includes the process of planning, organizing, directing, and controlling resources in an organization (Holm et al., 2026). Especially in human resource management, so that goals can be achieved in an appropriate and efficient way. The main role of management is to coordinate and supervise the use of resources so that they can be used optimally for the achievement of the expected results (Nurhudayah et al., 2026). In an organizational context, management plays an important role in ensuring that each element runs in the direction of the goal through structured leadership and ongoing oversight (Widodo, 2026).

The training program is an approach applied in the development of human resources to deepen knowledge and hone skills with an effective attitude (Tofan, 2021)**.** Training helps to acquire the necessary competencies and contributes to productivity, morale, and organizational reputation. In order for the training to be strategic and directed, it needs to be planned before implementation to support the achievement of optimal performance (Rosidah et al., 2024).

Therefore, Arabic Language Training Program Management is a structured process. Includes steps of design, organization, implementation, and assessment. The initiative is designed to help develop and improve the competence and skills of educators in learning Arabic (Farhad & Sa'diyah, 2021).

2. The Role of the Arabic Language Training Program in Improving Teachers' Pedagogical Competencies in Learning

Education plays an important role in improving the quality of human resources and educating the nation. In the midst of increasingly complex educational challenges, teachers play a crucial role in ensuring the success and quality of the learning process (Hays et al., 2026). Teachers are the main factor in the success of quality learning. As facilitators, motivators, evaluators, counselors, learning environment managers, and learning designers, teachers support the development of students' knowledge and skills (Kushairi & Robertson, 2026).

In order for the learning process to take place effectively and creatively, teachers need to master adequate teaching skills and competencies. These competencies include the ability to plan and organize learning activities, communicate effectively with students, select appropriate teaching methods and learning media, manage the classroom, assess students' learning outcomes, and provide constructive feedback. In addition, teachers need to develop creativity and adaptability in designing learning activities that are engaging, interactive, and responsive to students' diverse needs and learning characteristics. These skills enable teachers to organize and carry out learning activities more systematically and effectively, thereby creating a learning environment that supports the development of students' knowledge, skills, and active participation (Andrić et al., 2026).

One important approach to developing teachers' skills is to strengthen their pedagogical competence. Teacher competence refers to the combination of knowledge, skills, attitudes, and personal characteristics that enable teachers to perform their professional duties effectively. In the educational context, teacher competence encompasses four main areas: pedagogical, professional, social, and personal competence. Pedagogical competence refers to teachers' ability to understand students, design and implement effective learning, assess learning outcomes, and facilitate students' development.

Professional competence concerns teachers' mastery of subject matter and their ability to apply relevant knowledge in the learning process. Social competence involves the ability to communicate and interact effectively with students, colleagues, parents, and the wider community. Meanwhile, personal competence relates to teachers' personality, including maturity, responsibility, integrity, and the ability to serve as a positive role model for students. These four competencies are interrelated and contribute to teachers' ability to conduct effective, creative, and meaningful learning (Ghorbani et al., 2018). In other words, competence includes a series of actions carried out responsibly, which is the main requirement for achieving success in carrying out the assigned tasks.

Pedagogical competence is a fundamental ability that teachers need to possess to plan, organize, and implement the learning process effectively in the classroom. It encompasses more than the mastery of teaching methods. Teachers are also expected to understand students' characteristics, learning needs, abilities, and individual differences. In addition, pedagogical competence involves the ability to design appropriate learning activities, create a conducive and enjoyable learning environment, manage classroom interactions, assess students' learning progress, and provide appropriate guidance and support. These dimensions enable teachers to facilitate learning effectively and promote the optimal development of students' knowledge, skills, and potential with the aim of forming individuals who are independent and able to make a positive contribution to society (Hermansyah et al., 2025).

One strategic effort to improve teachers' pedagogical competence is through planned and structured training programs. ect matter, selection and application of appropriate teaching methods, development of learning materials, use of instructional media, classroom management, assessment techniques, and strategies for addressing students' diverse learning needs. The training should be implemented through systematic activities such as workshops, demonstrations, guided practice, peer discussion, and reflection, allowing teachers to apply newly acquired knowledge and skills in actual learning situations. Therefore, educational institutions need to continuously innovate in designing and implementing relevant training programs that support teachers' professional development (Skrbinjek et al., 2024). In the context of Arabic language education, teacher training can focus on strengthening teachers' mastery of Arabic content and improving their ability to apply appropriate learning methods and strategies. Such training enables teachers to transfer new knowledge and skills into classroom practice, which can contribute to improving the quality of the learning process.

Before conducting a training program, educational institutions need to analyze teachers' needs and design innovative and interactive training activities that are relevant to their professional development (Erwin et al., 2023). Since teachers face different challenges and have varying levels of competence, training programs should be based on a systematic needs analysis to ensure that the content and activities address their actual needs. In the context of Arabic language teacher training, a needs analysis involves collecting and analyzing information to identify the competencies that teachers currently possess and the competencies required to conduct effective Arabic language instruction. This analysis can identify gaps between teachers' existing knowledge, skills, and pedagogical practices and the competencies required to achieve effective and meaningful learning. Understanding these gaps enables educational institutions to develop appropriate training objectives, curriculum content, teaching methods, and evaluation strategies that are aligned with teachers' professional need (Kim, 2026). By understanding these needs, agencies can

design the right curriculum, learning methods, and evaluation strategies, so that training takes place optimally and realizes the set goals. Consequently, training can be implemented more systematically and effectively to achieve the intended professional development goals.

The success of a training program is highly determined by a systematic, thorough, and continuous evaluation. The evaluation of the training program is carried out to assess the process, results, and impact on improving teacher competence, especially in learning**.** This evaluation is the basis for decision-making, whether the program is continued, improved, or terminated, based on measurable success criteria (Omidvar & Farahbod, 2026).

Evaluations that are carried out effectively function not only to measure training outcomes, but also as an important instrument in efforts to develop teacher professionalism, improve performance, and review their influence on the stages and results achieved by students in learning. That way, evaluation achievements can be an important basis for the implementation of future training and development programs to be more targeted and have a positive impact in a sustainable manner.

Discussion

In this section, the author presents the results of research findings collected through an in-depth interview with the Head of the Language Section at SMP-IT Al Fauzan. The data obtained were analyzed thematically to identify implementation objectives, planning and needs, as well as the forms of evaluation applied in the Arabic language training program at the institution.

1. Objectives of the Implementation of the Arabic Language Training Program at SMP-IT Al Fauzan Bangkinang

Based on the statement of the Head of Language at SMP-IT Al Fauzan who was involved in the planning and implementation of the training program revealed that *"The implementation of the Arabic language training program aims to strengthen the linguistic and pedagogic abilities of teachers. We recognize that mastery of Arabic is the key to learning success, which encourages schools to conduct training that is not only theoretical, but also applicative"* (Rekan et al., 2025). The researcher concluded that Arabic language training at SMP-IT Al Fauzan Program does not solely focus on strengthening theoretical aspects, in addition, it is designed to strengthen teachers' practical skills in teaching directly and applicatively. This statement is in line with the views (Saparbayeva et al., 2024) of who emphasize that teacher competency development must be carried out through applicable training, such as seminars and workshops. Fuadah also highlighted the importance of the Subject Teacher Conference (MGMP) which aims to play a strategic role as a collaborative space where teachers can gather, discuss, and inspire each other. Through this forum, teachers have the opportunity to share insights, teaching experiences, and effective learning methods. This interaction not only enriches their understanding, but also encourages the growth of a sustainable spirit of professionalism in the world of education.

The Head of Language stated that*, "This training program is considered important because it can improve the quality of education in integrated Islamic-based schools, such as Al Fauzan Junior High School. Its success is inseparable from the professional capacity of educators, especially in the aspects of mastery and teaching Arabic. Arabic is not just an ordinary subject, but it is also an important part of shaping students' understanding of*

Islam. Therefore, the school views and assesses the importance of implementing systematic and continuous training to support teacher capacity building in related fields" (Dong et al., 2025). Based on an interview with the Head of Language, the researcher understands that the training of Arabic teachers at Al Fauzan Junior High School is seen as a directed effort to improve the quality of education in integrated Islamic schools. Mastery of Arabic is considered essential because it is directly related to students' understanding of Islam. However, this view needs to be looked at more thoroughly because this is in accordance with the opinion to improve the quality of education in schools, various activities such as training, seminars, and workshops continue to be pursued. Through these activities, teachers are introduced to various learning innovations, because innovation is considered an important need. Although the development of teaching materials, methods, media, and assessment frameworks has been the main focus, experience in the field shows that these efforts have not had a significant impact on improving the quality of education.

The Head of Language added *"In addition to improving competence, this training also serves as a means of reflection on the teaching strategies and methods that have been used by teachers. Through systematic evaluation, teachers can reassess the effectiveness of their methods and find new approaches that are more relevant and innovative"* (Yao et al., 2025). From YA's explanation, it can be seen that the training not only focuses on improving teachers' abilities, but also becomes a moment of reflection. Teachers are invited to review their teaching methods, evaluate what is less effective, and try new approaches that are more in line with the current needs of students. This strongly supports the opinion, which states that through effective evaluation, training outcomes can be measured, and as an important instrument in efforts to develop teacher professionalism, improve performance, and review its impact on the learning stages and achievement of student learning outcomes.

The Head of Language explained *"It is clear that the program is designed to develop teachers' pedagogic competence. The school emphasizes the importance of teachers' ability to deliver material in a systematic, interactive, and in accordance with student needs. Thus, the training plays a role as part of a strategic action designed to improve the overall professionalism of teachers."* Therefore, this strongly supports the opinion, who states that one of the strategic efforts in developing teachers' pedagogic competence can be realized by participating in a training program that is systematically arranged. Therefore, educational institutions are expected to be able to continue to innovate in designing and implementing training that is able to develop teachers' professionalism, so that their potential and skills can be optimized to the maximum.

The Head of Language continued, *"In line with the school's vision and mission, before the training began, the implementation team consisting of Mudir, the Head of Education, and me as the Head of Language conveyed the policy direction and basic values of integrated Islamic education to the speakers. This is intended so that the material provided in the training is not only technical, but also supports the character and identity of the school as an integrated Islamic educational institution."* According to this view is not appropriate because the process of internalizing values should be carried out in a participatory manner, where resource persons and trainees are actively involved in formulating shared values. A one-way approach from the management can actually reduce the sense of ownership and involvement of resource persons in the training process.

2. Stages of Planning and Needs of Arabic Language Training Program at Sulaiman Al-Fauzan Bangkinang Junior High School

Based on the statement of the Head of Language at SMP-IT Al Fauzan Bangkinang (YA, Interview April 2025) "The process of planning Arabic training at SMP-IT Al Fauzan starts from the beginning of the school year, along with the preparation of the Language Section Work Program," explained YA as the Head of Language. "In this stage, we involve various parties such as Mudir, Head of Education, Head of Student Affairs, School Principal, and myself. We all collaborate to ensure that the training designed is truly in line with the school's vision and mission, and addresses the real needs on the ground, especially in the teaching of Arabic." This is in line with the opinion, who discuss the practice of planning information collection to recognize training needs in a number of training institutions in the city of Bandung. It shows that the selection of data collection techniques is greatly influenced by the leadership of the institution, the target of identifying needs, the type of training program, and the characteristics of the prospective trainees themselves. In other words, the success of training planning is highly dependent on stakeholder engagement and the adjustment of methods according to the context and objectives of the training.

Kasi Bahasa (YA, Interview April 2025) said "For the selection of training materials, the first thing we pay attention to is its suitability with the school's vision and mission and its relationship with the teaching materials used in the classroom," explained YA. "In addition, we are also selective in choosing presenters. Presenters must be experienced, understand the context of our school, and be able to provide practical insights that can improve the competence of our teachers." Therefore, this condition strengthens the view that the incompatibility of training materials with real needs in the field, accompanied by weak monitoring and evaluation systems, can be an inhibiting factor in achieving optimal training results. In addition, ambiguity and inaccuracy in the formulation of training objectives can also make it difficult for trainers to develop effective and relevant learning strategies.

As for the implementation and involvement of teachers, said the Language Head (YA, Interview April 2025) "Our training is carried out directly at school and must be attended by all sharia teachers, especially Arabic teachers," said YA. "In the training, the resource persons also evaluated the implementation of Arabic teaching in our school, so that there is feedback and quality improvement. To measure teacher engagement, we use attendance as an indicator, and we are currently designing a more comprehensive evaluation system." The statement (YES, April 2025 Interview) that says that evaluation by external sources is good, but this is not in accordance with the opinion to find out whether training really affects individual performance, it is necessary to conduct a level 3 evaluation with the Kirkpatrick Analysis Method. This evaluation uses two questionnaires—one for participants and one for direct supervisors—with analysis guidelines already prepared. Its implementation is the responsibility of the Company's management.

Kasi Bahasa (YA, Interview April 2025) explained about the frequency of training and the advantages of the program *"We do not do training every month, but the frequency is limited to one or two times in one school year according to the work program,"* explained YA. *"We do this so that the training does not interfere with teaching and learning activities, but still has an impact. Our strength is the adjustment of the training*

material to the conditions of the students, so that the training becomes more contextual and on target." This is contrary to the opinion of who emphasize that teacher training should ideally follow the Sustainable Professional Development (PKB) program as an effort to continuously improve. Training that is too rarely feared is not able to catch up with the dynamics of change in the world of education, especially in the teaching of foreign languages.

Kasi Bahasa (YA, Interview April 2025) added about the source of funds and the management of the training budget "For the source of funds, we use internal funds, namely from KAS Ma'had and school BOS funds. We do not receive funds from outside or sponsors," said YA. "Before the training starts, we prepare a RAB so that expenses can be controlled and efficient. In fact, we have anticipated unexpected expenses by preparing a special post in the RAB. After the activity is completed, we make a detailed financial report which is submitted to the Mudir and the Treasurer to be accounted for transparently." This strongly supports the opinion, who states that improving the quality of education in pesantren requires careful and sustainable financial planning. He emphasized the importance of structured fund management to strengthen the quality of education, facilities, and curriculum. Although it has not accessed external sources of funds such as zakat or waqf, the practice of internal fund management at SMP-IT Al Fauzan reflects real efforts towards accountable financial management and support quality and sustainable education.

3. Evaluation of Arabic Language Training Program in Improving Teachers' Pedagogic Competence in Learning at SMP-IT Al Fauzan Bangkinang

According to (YA, Interview: April 2025), *"Regarding the evaluation of the success of the Arabic language training program, the School conducts an evaluation through supervision in the process of teaching and learning activities (KBM). We also monitor the implementation of Arabic learning in schools and dormitories, to see the extent to which the material that has been taught is applied well among the teachers."* The researcher saw that this school evaluated the success of Arabic language training by conducting direct supervision during the teaching and learning process as well as monitoring Arabic learning in schools and dormitories to ensure that the material was taught well by teachers. However, the results of this study contradict the findings, at SMP IT Nurul Islam Tengaran, where with the Countenance Stake model approach, it was found that aspects of planning, implementation, and assessment of learning were included in the good to very good category.

Kasi Bahasa (YA, Interview: April 2025) added, *"The impact of training on Arabic teaching is very clearly visible, after participating in the training, there are several new things that can be applied by teachers. One of them is the prohibition of the use of translation methods in teaching Arabic, which is an important step to improve students' understanding of the language."* The prohibition of the use of translation methods in Arabic teaching is not entirely in line with the view that translation methods still have an important role in learning. The grammatical-translated method helps students understand grammar and expand vocabulary, although it has limitations in aspects of oral communication. This is in contrast to the opinion, who stated that it shows that literal translation methods can improve their understanding of sentence structure and vocabulary,

even though students face difficulties in understanding the context and nuances of language.

Head of Language (YA, Interview: April 2025) explained, *"The impact of training on teachers' pedagogic competence is that teachers can create many new methods that can be applied in Arabic teaching, so that they can further maximize the KBM process in the classroom. This certainly supports the success of learning in schools."* The Management of the Training Program is designed to help develop and improve the competencies and skills of educators in learning Arabic. Therefore, the results of the interview show that training has a positive impact on teachers' pedagogic competence, especially in creating a variety of Arabic teaching methods that are more effective. This strongly supports the opinion of, who emphasize the importance of systematic evaluation in assessing the success of training, including processes, outcomes, and impacts on improving teacher competence. However, the authors consider that although the training has been well designed, its sustainability and effectiveness depend heavily on the implementation of objective evaluations and follow-up of continuous improvement so that the program is not only ceremonial.

Kasi Bahasa (YA, Interview: April 2025) said, *"But behind the existing successes, there must be challenges faced by teachers in applying training materials, especially in classes with lower levels of ability. We found that the biggest challenge was in grade VII, where some students came from public elementary schools or public schools that had no Arabic background at all. This makes the application of the methods taught in the training a little difficult."* This is in line with the opinion of, teachers often have difficulty dealing with heterogeneous students, especially in grade VII students at SMP IT Insan Mulia Batanghari, various obstacles were found in the learning process caused by differences in educational backgrounds, incompatibility of textbooks, monotonous methods, and environmental differences between full-day and boarding students.

And then the Head of Language (YA, Interview: April 2025) also explained, *"To support the sustainability of teaching, the school has planned a follow-up program by holding an online webinar with similar themes, such as Arabic teaching methods or advanced themes from previous training, so that teachers' teaching skills and expertise continue to be honed."* Although online webinars can be a practical means of follow-up, this is not in accordance with the opinion of Supporting factors for the implementation of Sustainable Professional Development (KKB) include ease of access to information through the Teacher Working Group forum, teachers' enthusiasm in participating in the program, and active support from school principals.

CONCLUSION

Referring to the findings of research that has been conducted at SMP-IT Al Fauzan Bangkinang, it can be concluded that the management of Arabic language training programs for teachers is carried out in a structured manner with the main goal of improving pedagogic competence and the quality of teaching Arabic in the school environment. In addition, this program also focuses on improving teachers' ability to plan and implement effective, interactive, and based on integrated Islamic education values, which are the foundation of the institution.

The implementation of this program is through a planning stage involving various elements of school leaders, including school principals, heads of education, and language coordinators. The planning stage begins with the identification of training needs based on the evaluation of teachers' conditions and adjusted to the academic calendar so that the implementation can run on time and

according to the target. Furthermore, the training is carried out face-to-face by presenting competent speakers who are oriented towards applicable and reflective learning practices, so that the trainees can implement the knowledge and skills gained directly in the learning process. This training need arises in response to the gap between the actual ability of teachers and the expected competency standards, especially in the field of Arabic language teaching. The management of funds for this training is carried out transparently and efficiently, using the school's internal budget sources which are professionally managed by the treasurer. The allocation of funds is arranged based on priority needs so that the implementation of training runs optimally and provides maximum results.

The evaluation of the training program is carried out comprehensively and continuously, including administrative aspects and real impacts on improving teachers' pedagogic and methodological competence. This evaluation involves various mechanisms, such as reflection from resource persons, feedback from participants, and follow-up in the form of professional development activities such as webinars. This systematic evaluation approach ensures that training programs not only produce short-term changes, but also support the continuous professional development of teachers. Thus, the Arabic Language Training Program at SMP-IT Al Fauzan Bangkinang is a training management model that is systematic, collaborative, and oriented towards sustainable development, which succeeds in forming professional, innovative, and able teachers to carry out learning that is relevant to the needs of the times and Islamic values embraced by the school.

DECLARATION OF AI AND AI ASSISTED TECHNOLOGIES IN THE WRITING PROCESS

As the author, I use Grammarly to help improve the grammar, language quality, and overall readability of the text. After using the tool, I carefully review and edit the content as necessary, and I take full responsibility for the content of this publication

AUTHOR CONTRIBUTIONS

Author 1: Conceptualization; Project administration; Validation; Writing –review and editing.
Author 2: Conceptualization; Data curation; Investigation; grammatical evaluation.
Author 3: Data curation; Investigation and

DECLARATIONOF COMPETING INTEREST

The authors state that they have no competing financial interests or personal relationships that could be perceived to have influenced the work reported in this paper.

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