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Managing Madrasah's Arabic Instructional Archives

Faliqul Isbah¹ ✉ UIN **K.H. Abdurrahman Wahid Pekalongan, Indonesia**
faliqul.isbah@uingusdur.ac.id

Moh. Nurul Huda² UIN K.H. Abdurrahman Wahid Pekalongan, Indonesia
moh.nurulhuda@uingusdur.ac.id

Sukma Zuliana³ UIN K.H. Abdurrahman Wahid Pekalongan, Indonesia
sukma.zuliana@uingusdur.ac.id

Muhammad Rifai⁴ UIN K.H. Abdurrahman Wahid Pekalongan, Indonesia
muhammad.rifai@uingusdur.ac.id

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Corresponding Author: ✉ Faliqul Isbah

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ABSTRACT

Background: The management of instructional document archives for Arabic language learning in madrasahs **plays a crucial role in supporting the effectiveness of instructional management and improving the quality of education.** However, various instructional documents such as lesson plans, modules, teaching materials, evaluation instruments, and learning outcome reports are often not systematically documented, which creates difficulties for teachers and madrasah administrators in planning, implementing, and evaluating the teaching process.

Purpose: This article aims to examine the urgency of implementing archival management of Arabic language instructional documents in madrasahs and to propose solutions based on modern archival principles to ensure more effective, efficient, and sustainable document management.

Method: This study employs a descriptive-analytical approach, highlighting the current practices of instructional document archival management in madrasahs and analyzing them within the framework of educational archival management principles.

Results and Discussion: A structured management system for Arabic language instructional document archives can enhance accountability, improve instructional management, and contribute to the overall quality of education in madrasahs. The implication is that madrasahs should adopt archival systems based on modern principles, both physical and digital, to support teacher professionalism and the sustainability of the learning process.

Conclusions and Implications: The findings reveal that weak archival management in madrasahs leads to disorganized instructional documents, limited accessibility, and potential loss of important records. The application of modern archival principles is shown to better organize instructional documents, facilitate easier access, and ensure both security and sustainability.

Keywords:

Archive Management; Learning Tools; Arabic; Madrasah

ABSTRAK

Latar Belakang: Pengelolaan arsip perangkat pembelajaran Bahasa Arab di madrasah memegang peranan penting dalam mendukung efektivitas manajemen pembelajaran dan peningkatan mutu pendidikan. Namun, berbagai perangkat pembelajaran seperti RPP, modul, bahan ajar, instrumen evaluasi, dan laporan hasil belajar sering kali belum

terdokumentasi dengan sistematis, sehingga menyulitkan guru maupun pihak madrasah dalam proses perencanaan, pelaksanaan, dan evaluasi.

Tujuan: Artikel ini bertujuan untuk mengkaji urgensi penerapan manajemen arsip perangkat pembelajaran Bahasa Arab di madrasah, sekaligus menawarkan solusi berbasis prinsip kearsipan modern agar pengelolaan dokumen lebih efektif, efisien, dan berkelanjutan.

Metode: Penelitian ini menggunakan pendekatan deskriptif-analitis dengan menyoroti praktik pengelolaan arsip perangkat pembelajaran di madrasah, kemudian dianalisis berdasarkan prinsip-prinsip manajemen arsip pendidikan.

Hasil dan Pembahasan: Hasil kajian menunjukkan bahwa lemahnya manajemen arsip di madrasah menyebabkan perangkat pembelajaran kurang terorganisir, sulit diakses, dan berisiko hilang. Penerapan prinsip kearsipan modern terbukti mampu mengorganisir perangkat pembelajaran secara lebih baik, memberikan kemudahan akses, serta menjamin keamanan dan keberlanjutannya.

Kesimpulan dan Implikasi: Manajemen arsip perangkat pembelajaran Bahasa Arab yang terstruktur akan meningkatkan akuntabilitas, efektivitas manajemen pembelajaran, serta mutu pendidikan di madrasah. Implikasinya, madrasah perlu menerapkan sistem pengarsipan berbasis prinsip modern, baik secara fisik maupun digital, untuk mendukung profesionalisme guru dan keberlanjutan proses pembelajaran.

Kata Kunci

Manajemen Arsip; Perangkat Pembelajaran; Bahasa Arab; Madrasah



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INTRODUCTION

Archival management has long been recognized as a crucial component of educational administration, ensuring the preservation, accessibility, and accountability of instructional documents within institutions. In educational settings, archives serve not merely as storage for past records but as living resources that support planning, implementation, and evaluation processes.[1] In the context of madrasahs Islamic educational institutions that integrate religious knowledge with general education the management of instructional document archives becomes even more significant. Arabic language learning occupies a central role in madrasahs, functioning both as a subject of study and as a medium for accessing classical Islamic texts.[2] Consequently, the systematic organization of instructional documents such as lesson plans, syllabi, modules, evaluation instruments, and learning reports is indispensable to ensuring teaching effectiveness and maintaining educational quality.

Despite this critical importance, evidence shows that many madrasahs still struggle with managing instructional document archives effectively. Teachers frequently store documents individually, either in printed form or on personal computers, without an integrated system for institutional archiving.[3] This fragmented practice leads to several challenges: duplication of documents, the risk of data loss, and difficulties in retrieval for purposes such as supervision, evaluation, and accreditation.[4] Moreover, the lack of standardized guidelines or standard operating procedures (SOP) on archival practices at the institutional level has contributed to inefficiencies in instructional management.

Archival management is not a new concept in the Indonesian context. Law No. 43 of 2009 on Archiving clearly outlines the processes of creation, storage, utilization, and disposition of documents as part of institutional accountability.[5] Applying these principles in educational settings, particularly in madrasahs, requires adaptation to the unique needs of instructional document management. In this regard, modern archival approaches emphasize not only the safekeeping of documents but also their systematic classification, digitalization, and integration

with institutional databases.[6] The integration of information technology through cloud storage, digital repositories, or learning management systems (LMS) has opened new opportunities for madrasahs to implement more effective and sustainable archival systems.[6]

Nevertheless, several obstacles hinder the application of such modern practices in madrasahs. These include limited awareness among teachers of the importance of archival management, inadequate digital infrastructure, and insufficient institutional support in the form of policy and training.[2] If left unaddressed, these challenges may compromise the quality of Arabic language education, undermine institutional accountability, and hinder continuous improvement efforts.

This article, therefore, seeks to investigate the current practices of instructional document archival management for Arabic language learning in madrasahs, identify the key challenges faced, and propose a model for effective and sustainable archival management.[7] By highlighting both the problems and potential solutions, this study aims to contribute to the enhancement of instructional quality, teacher professionalism, and institutional governance in the broader framework of madrasah education. Unlike previous studies that focused on archival management in general schools (e.g., Prayoga & Sahmidin, 2024), this research specifically investigates the archival management of Arabic language teaching documents a crucial yet underexplored area in madrasah governance. This focus highlights both the study's originality and its practical relevance to improving educational quality through effective archive management. Accordingly, the study aims to (1) describe the current condition of Arabic instructional document management in madrasahs, (2) analyze the challenges faced in its implementation, and (3) propose an adaptive archival management model that responds to the digital needs of madrasah institutions.

Although the systematic management of instructional archives is essential for institutional accountability, many madrasahs continue to face significant challenges in organizing and preserving Arabic teaching documents. The absence of standardized procedures, limited digital infrastructure, and insufficient institutional policy support hinder the effective implementation of archival systems. These conditions raise critical research questions regarding how Arabic instructional document archives are currently managed, what obstacles constrain the adoption of systematic and digital archival practices, and how modern archival principles can be applied to develop adaptive models suited to madrasah education. Therefore, this study aims to describe the existing condition of Arabic instructional document management in madrasahs, identify key challenges in its implementation, and propose a digital-based archival management model that promotes efficiency, accountability, and sustainability. To achieve these objectives, the research employs a descriptive-analytical qualitative approach. Data were collected through document analysis, semi-structured interviews, and non-participant observations conducted at *Madrasah Ibtidaiyah Salafiyah (MIS) Karangjombo*. The data were analyzed thematically to identify recurring patterns and to interpret them within the framework of modern archival management principles and educational administration theories.

LITERATURE REVIEW

1. Archival Management in Educational Institutions

Archival management, in its most fundamental sense, refers to the systematic process of creating, organizing, preserving, and retrieving records to ensure institutional accountability and efficiency.[1] In educational institutions, archives are not limited to administrative records such as correspondence, financial documents, or governance reports, but also extend to instructional documents that reflect the implementation of curricula, pedagogical practices, and assessment procedures. Effective archival management provides an institutional memory that ensures

continuity, facilitates accreditation, and enables transparency in both governance and academic processes.[2]

The significance of archival practices in education has been highlighted by scholars who note that archives support evidence-based decision-making, enable effective supervision, and contribute to continuous quality improvement.[8] In Indonesia, Law No. 43 of 2009 on Archiving mandates that all institutions, including schools and madrasahs, are legally responsible for managing and preserving records as part of their accountability.[5] This legal framework places archives at the core of educational governance, ensuring that records are not merely stored but systematically managed for accessibility, supervision, and institutional sustainability.

In line with global developments, archival practices in education are shifting toward digital systems. Digitalization enhances efficiency by enabling faster retrieval, improving data security, and reducing the risks associated with physical deterioration.[9] The integration of digital archives also aligns with the broader movement toward e-governance in education, where administrative and instructional data are systematically managed through digital platforms. This trend highlights the growing recognition that archives are not passive repositories but active instruments for institutional effectiveness.

2. Instructional Documents and Their Role in Teaching and Learning

Instructional documents form the backbone of effective teaching and learning. These include lesson plans, syllabi, teaching modules, student assessment instruments, and reflective reports. They serve as structured guidelines that ensure pedagogical coherence, facilitate consistency across classrooms, and provide a basis for measuring student progress.[10] Scholars argue that without systematic documentation, teaching practices risk becoming fragmented, inconsistent, and unaccountable.

In language education, instructional documents have an even greater significance because they ensure alignment between pedagogical methods and linguistic objectives.[11] In the specific context of Arabic language learning, instructional documents help integrate the teaching of grammar, vocabulary, and communication skills with religious and cultural dimensions, particularly in the study of Islamic texts.[4] The careful design and preservation of these documents ensure that Arabic instruction is not only linguistically rigorous but also contextually relevant to the objectives of madrasah education.

Instructional documents also play a critical role in teacher professional development. When properly archived, they serve as resources for reflective practice, allowing teachers to evaluate the effectiveness of past strategies and improve future instruction. Furthermore, instructional archives provide evidence during external evaluations, such as accreditation and quality assurance reviews, thereby underscoring their administrative as well as pedagogical importance.

3. Archival Practices in Madrasahs

Despite the recognized importance of instructional document archives, many madrasahs continue to face systemic challenges in their management. Research indicates that teachers often manage documents individually, resulting in fragmented storage and inconsistent record-keeping practices.[2] This decentralization of archival responsibilities makes institutional monitoring difficult and weakens the continuity of instructional practices. The absence of standardized policies and trained personnel further exacerbates these challenges.

Another pressing issue is the limited integration of digital technologies. While some educational institutions have adopted hybrid or digital archival systems, many madrasahs still rely on manual filing systems. This reliance makes records vulnerable to physical damage, loss, or misplacement.[2] As a result, instructional continuity is disrupted, and institutional accountability is undermined.

Improving archival practices in madrasahs requires both structural and cultural transformation. Structurally, madrasahs must develop clear standard operating procedures (SOPs) for the creation, categorization, storage, and retrieval of instructional documents. Culturally, teachers and administrators must cultivate a greater awareness of the strategic role of archives in supporting accountability, quality assurance, and institutional memory.[1] Integrating archival management into broader governance frameworks ensures that archival practices are not treated as peripheral administrative tasks but as essential components of educational quality and sustainability.

4. The Intersection of Archival Management and Arabic Language Learning

The relationship between archival management and Arabic language learning in madrasahs is symbiotic. Effective archival systems ensure that instructional documents are consistently available, thereby supporting curriculum continuity, teacher collaboration, and professional development.[1] Teachers can access archived documents to refine lesson planning, adapt instructional strategies, and ensure alignment with curriculum goals. This continuity is particularly vital in Arabic language learning, where students progress through complex linguistic stages that require careful sequencing and reinforcement.[12]

The potential of digital archiving further enhances this relationship. With cloud storage, digital repositories, and learning management systems (LMS), madrasahs can transform the way instructional materials are created, preserved, and accessed.[13] Digital archives not only increase accessibility for teachers and administrators but also promote collaboration, innovation, and data-driven decision-making. Importantly, digital archival systems align with the pedagogical goals of Arabic instruction, such as fostering learner autonomy and integrating modern educational technologies into traditional madrasah contexts.

In the long term, aligning archival management with Arabic language instruction offers a dual benefit: strengthening administrative governance and enhancing pedagogical effectiveness. By institutionalizing archival practices, madrasahs can preserve their instructional legacy, support continuous professional development, and ensure that Arabic education remains consistent, high-quality, and responsive to both religious and linguistic needs.[1]

Taken together, these perspectives illustrate that archival management functions as a bridge between administrative accountability and pedagogical development. Globally, digital archival transformation promotes institutional transparency and knowledge continuity. Nationally, the legal mandate of Law No. 43 of 2009 reinforces the obligation for systematic record-keeping. Locally, madrasahs face distinctive challenges limited digital infrastructure, insufficient policy support, and varying teacher competencies that require adaptive strategies. Therefore, the implementation of modern archival principles in madrasah education is not only a technical necessity but also a strategic step toward sustainable educational quality improvement and the professionalization of Arabic language teaching.

Operationally, the Record Continuum Model is defined as a dynamic framework for managing records as continuous processes of creation, organization, use, and re-use across time and institutional contexts. In this study, the model is used to explain how instructional documents—such as lesson plans, syllabi, and assessment tools are not static end-products but living records that evolve through repeated cycles of teaching, reflection, and improvement.[14] Within the continuum, archival management ensures that each stage of the record's lifecycle (creation → classification → storage → access → transformation) supports accountability, accessibility, and institutional learning. Thus, the Record Continuum Model operationally refers to the systematic, ongoing, and integrated management of educational records to sustain pedagogical continuity and institutional memory in madrasahs.

Operationally, the Knowledge Management Theory refers to the systematic process of creating, converting, and sharing knowledge within organizations through the interaction between tacit and explicit knowledge. In the context of this study, the theory explains how teachers' implicit pedagogical experiences (tacit knowledge) are externalized into written documents such as lesson plans, reports, and evaluations (explicit knowledge).^[15] These documents, when archived and shared, become institutional assets that facilitate collective learning, reflection, and innovation. Therefore, in operational terms, Knowledge Management Theory represents the use of archival systems as mechanisms for capturing, storing, and disseminating educational knowledge, transforming individual teacher expertise into institutional capacity that enhances the effectiveness and sustainability of Arabic language instruction.^{[16], [17]}

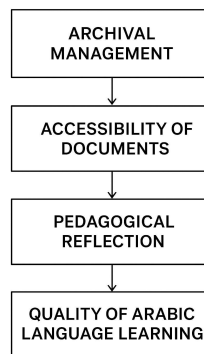
Several studies have explored archival practices in educational settings; however, most focus on general school administration rather than subject-specific archives in madrasahs. The table below compares key previous studies and highlights the research gap addressed in this study.

Table 1. Comparison of Previous Studies on Educational Archival Management

Author(s) & Year	Context / Focus	Key Findings	Research Gap
Prayoga & Sahmidin (2024)	Archive structuring in junior high schools	Improved administrative efficiency through classification and SOPs	Did not address instructional or subject-based archives
Rahayu (2024)	Archival management in Islamic schools	Identified weak policy frameworks and digital literacy issues	Lacked focus on Arabic language documentation
Lu (2022)	College student archive management	Emphasized the importance of cultural and educational integration in record keeping	Focused on higher education, not madrasahs
This study	Arabic instructional document archives in madrasahs	Investigates pedagogical archives and proposes a digital-based model	Fills gap between archival theory and Arabic language pedagogy

Conceptual Framework

This study is guided by the assumption that well-structured archival management directly enhances the quality of Arabic language education through improved accessibility and pedagogical reflection. Drawing upon the conceptual linkage is illustrated below:



Picture 1. Conceptual Framework: Archives and Arabic Language Learning Quality

In this model, archival management functions as the foundation for institutional memory, ensuring that instructional materials are accessible and systematically organized. Accessibility enables teachers to reuse and adapt instructional documents effectively. This process promotes pedagogical reflection, allowing educators to evaluate and improve their teaching strategies, which ultimately contributes to the quality and sustainability of Arabic language learning in madrasahs.

METHOD

This study employed a descriptive-analytical qualitative approach to examine the management of instructional document archives for Arabic language learning in madrasahs. This method was chosen because qualitative inquiry allows researchers to capture the complexity of educational practices, particularly the interplay between administrative governance and pedagogical processes, which are often context-specific and shaped by institutional culture.[18]

1. Research Design

The descriptive-analytical design focuses on describing current practices in archival management and analyzing them against theoretical frameworks of educational administration and archival science.[19] By employing this design, the study was able to identify strengths, weaknesses, and opportunities for improving archival systems in madrasahs, particularly in relation to Arabic language instruction.

2. Research Site and Participants

The primary research site was Madrasah Ibtidaiyah Salafiyah (MIS) Karangjampo, located in Tirta District, Pekalongan Regency, Central Java, Indonesia, during the Even Semester of the 2024/2025 academic year. This location was chosen purposively due to its active implementation of Arabic language instruction and its institutional commitment to improving the management of instructional document archives.

Participants consisted of two Arabic language teachers Muthia Alfina Zahro, S.Pd. and Ayu Sulma Ramadhania, M.Pd. as well as the head of the madrasah, Zaenuri, S.P.. This purposive selection ensured that the study captured perspectives from both pedagogical and administrative dimensions of archival management.[20]

3. Data Collection Techniques

Three main techniques were employed:

1. **Document Analysis:** Archival documents such as syllabi, lesson plans, teaching modules, evaluation instruments, and accreditation reports were examined to assess existing archival practices.[5] This method allowed the researcher to directly evaluate the organization, accessibility, and preservation of instructional materials.
2. **Interviews:** Semi-structured interviews were conducted with teachers and administrators to explore their perspectives on the importance, challenges, and practices of managing instructional document archives. The interviews provided nuanced insights into cultural and institutional factors influencing archival practices.[3]
3. **Observation:** Non-participant observations were carried out to examine the actual conditions of archival storage, both physical and digital, within the madrasah. This approach enabled triangulation of data, ensuring that findings were not solely reliant on self-reported information.[4]

4. Data Analysis

Data were analyzed using thematic analysis, which involved coding the collected data, identifying emerging themes, and comparing them with existing literature on archival management and Arabic language pedagogy.[21] The analysis was iterative, allowing for refinement of themes as new patterns emerged. Triangulation of document analysis, interviews, and observations was used to enhance the validity and reliability of the findings.

Data were analyzed using thematic analysis (Braun & Clarke, 2006), following five systematic steps:

1. **Data Familiarization**: Transcribing interviews, reading documents, and compiling field notes.
2. **Initial Coding**: Identifying significant statements and labeling them with descriptive codes (e.g., *document storage*, *digital access barriers*, *teacher reflection*).
3. **Categorization** — Grouping related codes into categories representing institutional, technical, and pedagogical dimensions.
4. **Theme Construction** — Integrating categories into higher-order themes such as *institutional accountability*, *archival accessibility*, and *pedagogical reflection*.
5. **Interpretation** — Relating the themes to the theoretical framework of the **Record Continuum Model** (continuity of records) and **Knowledge Management Theory** (conversion of tacit to explicit knowledge).

Coding was performed manually to ensure close engagement with the data. The iterative process allowed refinement of emerging categories through continuous comparison between data sources.

5. Ethical Considerations

Ethical protocols were followed to ensure research integrity. Informed consent was obtained from all participants prior to interviews and observations. Anonymity and confidentiality were strictly maintained by using pseudonyms and ensuring that institutional identities were not disclosed without permission.^[22] The research adhered to the ethical guidelines for educational research as recommended by national and institutional regulations.

RESULT AND DISCUSSION

1. Archival Conditions at MIS Karangjampo

Field findings at Madrasah Ibtidaiyah Salafiyah (MIS) Karangjampo reveal that the management of instructional document archives for Arabic language learning remains conventional and is not yet integrated into the school's administrative system. Key documents such as syllabi, lesson plans (RPP), teaching modules, student worksheets, evaluation instruments, and learning outcome reports are available but are mostly stored in print form. These documents are usually placed in folders or filing cabinets without systematic classification, such as by grade, subject, or academic year.^[1]

As a result, teachers often face difficulties in retrieving documents needed for internal supervision, school accreditation, or instructional redesign. Arabic language teachers, Muthia Alfina Zahro, S.Pd. and Ayu Sulma Ramadhania, M.Pd., confirmed that they frequently had to recreate instructional documents that already existed because they could not easily retrieve the archived versions. This situation demonstrates weaknesses in archival practices as part of instructional management.

Findings at *MIS Karangjampo* show that the management of Arabic language learning archives remains conventional and unintegrated with the school's administrative system, revealing a gap between Ministry of Religious Affairs (MoRA) policy and local implementation. Although *MoRA Decree No. 347/2022* and the Merdeka Curriculum emphasize systematic and digital management of instructional documents to support continuous improvement, most materials such as lesson plans, modules, and assessments are still stored manually, limiting accessibility and reflective practice. This contradicts the principles of the Record Continuum Model, which views records as dynamic entities managed through all stages of creation and use, and the Knowledge Management Theory, which highlights instructional documents as organizational knowledge assets that should be shared and continuously developed. Prior studies Suryani & Nuraeni, similarly

indicate that madrasahs with digital archiving systems demonstrate greater efficiency and accountability. Therefore, establishing a digital record system based on the Record Continuum and Knowledge Management frameworks is essential for enhancing document accessibility, preserving institutional knowledge, and fostering data-driven reflection among teachers in alignment with the goals of the Merdeka Curriculum.

2. Accessibility and Utilization of Archives

In terms of accessibility, teachers reported that instructional documents are not stored in a centralized system. Archives are often fragmented: some are kept privately at teachers' homes, some in the teachers' office, and others in the administrative office.[23] This condition hampers collaboration among educators and slows down processes during instructional monitoring by the principal, Zaenuri, S.P.

Nevertheless, there is a positive initiative in which some documents are stored digitally using personal laptops or word-processing applications. However, these digital records are not integrated into cloud storage or a Learning Management System (LMS), making their sustainability dependent on individual teachers' devices.[4] In other words, digitalization efforts remain partial and have not yet been institutionalized.

At *MIS Karangjampo*, accessibility to instructional archives remains limited due to the absence of a centralized document management system. Learning records are dispersed—some stored privately by teachers, others in the teachers' office or administrative office—resulting in fragmented archives that hinder collaboration and slow down supervision processes. Although a few teachers have begun digitizing documents using personal laptops or word-processing applications, these efforts are not integrated into any cloud-based platform or Learning Management System (LMS), making their preservation dependent on individual devices.[24][25] Consequently, digitalization remains partial and lacks institutional continuity. Moreover, the school has yet to apply modern archival principles such as systematic classification, indexing, security protocols, and digital conversion, as mandated by Law No. 43 of 2009 on Archiving. Principal Zaenuri confirmed that the main barriers to establishing a structured archival system are limited human resources and inadequate infrastructure, reflecting broader challenges faced by many madrasahs in aligning local practices with national standards for educational record management.

3. Challenges in Applying Modern Archival Principles

Further analysis shows that *MIS Karangjampo* has not fully implemented modern archival principles such as document classification, indexing systems, security measures, and digital conversion.[6] This situation contrasts with national regulatory demands, particularly Law No. 43 of 2009 on Archiving, which obliges all educational institutions to manage documents systematically and accountably.[5] Further analysis reveals that *MIS Karangjampo* has not yet adopted comprehensive archival management practices aligned with modern standards, particularly in terms of systematic document classification, indexing mechanisms, data security protocols, and digital preservation. This condition stands in clear contrast to the mandates of Law No. 43 of 2009 on Archiving, which requires all educational institutions to organize and preserve records systematically, accountably, and sustainably as part of institutional governance. The principal, Zaenuri, S.P., acknowledged that constraints in human resource competence, inadequate technological infrastructure, and the absence of institutional policy frameworks have hindered the implementation of a structured archival system.[26] Consequently, archival management remains fragmented and reactive rather than proactive, limiting the school's capacity for efficient information retrieval, institutional transparency, and long-term preservation of pedagogical knowledge.

4. Impact on 8the Effectiveness of Arabic Language Learning

The lack of systematic management of instructional document archives directly affects the effectiveness of Arabic language instruction. Teachers often spend excessive time preparing administrative documents that have already been created, which reduces their focus on pedagogical preparation.[18] For instance, repeatedly drafting lesson plans that already exist increases teachers' administrative workload.

Moreover, the absence of well-organized archives impedes the process of instructional reflection. Teachers cannot easily review past documents to evaluate the effectiveness of teaching methods or instructional materials. This reduces opportunities for continuous improvement in Arabic language instruction, despite its inherent complexity involving grammar mastery, vocabulary acquisition, and integration with classical Islamic texts.[8]

The absence of systematic management of instructional document archives has a direct and adverse impact on the effectiveness of Arabic language instruction. Teachers frequently allocate disproportionate amounts of time to recreating administrative documents such as lesson plans and teaching modules that have already been produced, thereby diverting attention from pedagogical design and instructional delivery.[27], [28] This redundancy not only increases administrative workload but also undermines instructional efficiency. Furthermore, the lack of an organized archival system constrains teachers' ability to engage in reflective practice, as past documents are not easily retrievable for evaluating teaching strategies or learning materials.[29], [30] Consequently, opportunities for continuous improvement are significantly reduced, even though Arabic language instruction demands sustained reflection due to its linguistic complexity, encompassing grammar mastery, lexical enrichment, and the integration of classical Islamic texts into contemporary learning contexts.

5. Discussion: Implications and Recommendations

The findings at MIS Karangjampo are consistent with Rahayu's study, which highlights that weak archival management in Islamic schools is often due to the absence of institutional policy, limited human resources, and low levels of digital literacy among teachers.[31] This situation underscores that improving the management of Arabic instructional document archives is not merely a technical issue but also a matter of institutional commitment.

Based on these findings, several strategic steps are recommended:

1. **Development of Standard Operating Procedures (SOPs) for Archiving:** Instructional documents should be classified by type (lesson plan, syllabus, evaluation, module) and academic year, and stored within a centralized school archival system.
2. **Systematic Digitalization:** All instructional documents should be converted into digital format and stored on cloud-based platforms to ensure both security and accessibility.
3. **Capacity Building for Teachers:** Arabic teachers should receive training in digital archival management to integrate archival practices with pedagogical needs.
4. **Integration with School Governance:** Archival management of instructional documents should be embedded into the institutional administrative system rather than being left solely to individual teachers.
5. **Utilization of Archives for Pedagogical Innovation:** Archived documents should serve not only as administrative records but also as references for reflective practice, instructional innovation, and evidence for accreditation and external evaluation.

By implementing these steps, MIS Karangjampo can establish an instructional archival system that meets administrative standards while simultaneously enhancing the quality of Arabic

15 language instruction. This practice may serve as a model for other madrasahs seeking to integrate archival management with teacher professionalism and sustainable educational development.[3]

CONCLUSION AND IMPLICATIONS

3 This study examined the management of instructional document archives for Arabic language learning at MIS Karangjampo during the Even Semester of the 2024/2025 academic year. The findings highlight both strengths and challenges. Arabic language teachers Muthia Alfina Zahro, S.Pd. and Ayu Sulma Ramadhania, M.Pd. together with the head of the madrasah, Zaenuri, S.P., demonstrated strong commitment in preparing lesson plans, syllabi, and teaching modules, supported by administrative oversight. However, the archival system was not yet standardized, with varied storage formats, limited digitization efforts constrained by infrastructure and digital literacy, and the absence of formal SOPs, resulting in reduced consistency and sustainability. The effectiveness of archival management thus depends on teacher initiative, institutional policies, adequate facilities, and continuous professional development.

This research contributes to the academic discussion by integrating the Record Continuum Model and Knowledge Management Theory into the context of Arabic language instruction in Islamic schools, highlighting archives as dynamic knowledge assets rather than static administrative records. The study is limited to one institution and a qualitative design; therefore, future research should adopt multi-site or longitudinal approaches to evaluate the broader impact of digital archival integration on teaching effectiveness and institutional accountability.

The implications are as follows: (1) Teachers require training in archival literacy both physical and digital to organize, preserve, and utilize documents as living pedagogical resources. (2) School leadership must institutionalize archival practices through clear SOPs, designated responsibilities, and routine supervision. (3) The Ministry of Religious Affairs should reinforce regulatory frameworks for instructional archival management, emphasizing not only accreditation but also curriculum development and quality assurance. (4) Further research should conduct comparative studies across educational levels and longitudinal inquiries into the long-term impact of digital archiving on Arabic language pedagogy. In sum, while MIS Karangjampo has made commendable efforts, systematic improvements in standardization, infrastructure, and policy are essential for transforming instructional archives into strategic assets for educational quality enhancement.

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