

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter presents a review of related literature used in study. The review of the related literature has a goal of providing previous studies and information concerning with the research problems, including overviews, the definition of language management, language management model, and previous study.

#### A. Language Management

Language Management is defined as ‘the extent to which the institution can satisfy its language needs through prudent deployment of a variety of language management tools including for example language training and expatriation.’<sup>12</sup> Another definition is Language management also described as behavior toward language and also language management also can be exemplified by the activity of a speaker repeating with careful pronunciation, a foreign word that his interlocutor failed to understand or the writer making corrections in a computer text file. Another definition of Language management is a discipline that consists of satisfying the needs of people who speak multiple different languages. These may be in the same country, in companies, and in cultural or international institutions where one must use multiple languages.<sup>13</sup> While another definition of language management is a component of language policy and refers to the development and specification of an explicit policy about language use,

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<sup>12</sup> Sigrid Louise Gundersen, *Language Management In Multinational Companies* (Norwegia: Kopinor, 2009). Page 60

<sup>13</sup> “Language Management,” *Wikipedia, The Free Encyclopedia* (Blog), November 2014, [https://en.wikipedia.org/wiki/Language\\_Management](https://en.wikipedia.org/wiki/Language_Management).

including the decision about which language to use for teaching, research, and publishing activities to modify or influence language practices through any kinds of language intervention or planning. The term language management was conceived by Bjorn H Jernudd and Jiri V. Neustupny. The discrimination between two processes which characterize two language uses are:<sup>14</sup>

1. The production and reception of discourse are speaking writing, listening, and reading.
2. Human activities are aimed at discourse production and reception.

Language management is an effort to modify language by applying a language to become a language practice for students and supporting components of language policy, language activities, and language environment.

In applying language management there are some scales concerning to dimension of implementation. Language management which starts with the individual is *Simple Language Management*, and *Organized Language Management* range from the micro (family) to the macro (nation-state) level. One aspect that should be determined in implementing language management is language to be practiced and language practices provide the models of language that help explain language learning and so establish the necessary conditions for language choice, language behavior is determined by proficiency.

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<sup>14</sup> Jiri Nekvapil, "From Language Planning To Language Managment," [Http://www.researchgate.net/publication/261215646](http://www.researchgate.net/publication/261215646), February 13, 2016, 95, <https://doi.org/10.1515/9783484604841>. page 92.

<sup>15</sup> Bernard Spolsky, *Language Management* (United States of America: Cambridge University Press, 2009). Page 5

Language management must be composed of three components are language practice, language belief, and language management. The three components are explained below :<sup>16</sup>

### **1. Language Practice**

Language practice refers to the way to make the language always be practiced. From language practice, language choice will be determined, then provide language management model. Because language practice determines language behavior. Learning a foreign language, students need to be accustomed and practice the language.

The language management model in language practice is determined from the dimension of language practiced by students and language practice provides the linguistic context for anyone learning a language. Children's language acquisition depends in large measure on the language practices to which they are exposed. For example, immigrant parents are sometimes upset to find that their children do not know certain words in their heritage language, not realizing that they regularly replace them in daily speech with words borrowed from the new language. In a sense, the language management model is determined by an effort to impose language practice, also language practice needs, and language policy in the implementation. Language practices provide some models of language that help explain language learning and so establish the necessary conditions for language choice.

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<sup>16</sup> Bernard Spolsky, *Language Management* (United States of America: Cambridge University Press, 2009). Page 5

## 2. Language Beliefs

Language beliefs are the most significant in language management because language policy is made up of beliefs. According to Merriam Webster language beliefs are something that is accepted, considered to be true, or held by opinion.<sup>17</sup> Language beliefs are sometimes called by ideology. Then language beliefs are the awareness of people about the role of language in their life. In a sense language belief can determine a language to be learned for students because language beliefs also have most significant to language policy and management are the values or statuses assigned to named languages, varieties, and features. Then language beliefs are awareness of people about a language and the important role of language to be learned. So to create a supported language environment language policy is made up to keep the running of language in order for the language can be learned and practiced easily, then beliefs explain the values that help account for individual choice.

## 3. Language Management

Language management is rather than language planning, it means any specific efforts to modify or influence that practice.<sup>18</sup> Language management tends to influence speakers in practicing language or to modify their practice or belief. In language management range of the language, model is determined by the large or

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<sup>17</sup> Amrullah Machdalena, Fiftinova, "Language Learning Beliefs Of Indonesian English Education Study Program Students.," *E-Journal. Unsuri.Ac.Id*, 2012, 62–68, <https://doi.org/5930-13104-1-Sm>. Page 62–68

<sup>18</sup> Nekvapil Ji, "From Language Planning To Language Management : J. V. Neustuphy Heritage," November 30, 2012, <https://doi.org/Msc63-002.Pdf>. Page 30

short of language is practiced by the participant, and also the range of language policy is applied to participants. Language management that starts with the individual is called “simple language management” and organized language management ranges which starts from the micro (family) up to the macro (nation-state) level.

From the explanations above language management is providing the necessary, condition to support students’ practice, language choice and language belief is determined by language choice to be practiced and learned by students based on their needs in which the language can be determined by individual or group. Then language management is planning to influence and control language practice and language belief by providing activities and it's supported by language policy.

## **B. Language Management Model**

School has the authority to make various programs based on the language management model implemented. Each arrangement of the program and model give a different effect. Then determination of the language management model affects student proficiency in a language.

There are various language management models in different dimensions according to Bernard Spolsky which are presented below: <sup>19</sup>

### **1. Self-Managed School**

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<sup>19</sup> Spolsky, *Language Management*. Page 94

Self-managed school is a language management model in which the language to be learned and practiced by students is determined and controlled by the students themselves. Self-managed school can be defined as the individual ability to control themselves in making priority proportion. Making priority proportion is maintaining what should be done based on their aims. The self-managed school also called a parent or student controlling, shows individual ability (students) based on their aim to make priority proportion in learning a language. In this theory, the school has not obligated to chase guide student language practice because student success in language practice is determined by the language policy of parents and the school is obligated to facilitate based on student choice or aim.

The self-managed school has some criterias in the implementation such as language choice and instruction determined by students. In this model language choice to be learned is determined between student and teacher, and language instruction or language teaching and learning model is based on the determination of students and teacher. Examples of school which is applied to self-managed school are private school or virtual school.

The goal of the language education program is driven by the teacher and students in this part the goal of the language education program to be achieved relies on the teacher and student in the teaching and learning process. Student achievement is determined by student effort, in this theory language ability is determined by student effort in learning and for language practice, a language relies on a student's effort.

## **2. The Locally Managed School**

A locally managed school is a model in which the language to be learned and practiced is determined by a locally managed school. Then the language is under the control of a locally elected school board means the running of language which is learned and practiced by students is controlled by the local language manager which is elected and given the responsibility to control the running of language among students and school board in locally managed school is people who stay in the school area and give responsibility to manage language practice for students. Then the school elected a manager to control language among students.

Another characteristic of a locally managed school model is language interaction to be practiced for students is determined by the school, then students have to follow the rule of the language which is applied in the school. In this model using media for members to make students understand a language. Making certain language become language communication need tools to help students practice when students are difficult to understand because they have different language background of language implemented. To help the student understand language the school board is made up to improve member vocabulary and speaking practice. To know new vocabulary supporting students' practice, a language board should be provided such as a vocabulary board, wise word board, and even information containing language implemented is important to be attached.

In a language-managed school, the school is selective to hire students, School has full responsibility to hire and fire teachers and auxiliary staff and approve the curriculum. In this management model has is demanded to be selective in recruiting

teachers and staff. Because the role of teacher and staff are also important toward the language development of students. And also teachers and staff as language controllers to language implemented in school. It shows that language rule also prevails for every inhabitant in Islamic boarding schools from the member, the language manager, and the teacher.

To fluent students in practicing the language, a language community is established to facilitate students' practice. Then making a language community is one of the media to improve students' language ability and become the solution for students which difficulty to practice and difficulty interacting with each other. Then language policy or language rules are made and applied to students in schools that apply locally managed school models. Language rules are made to language goals easy to be achieved and the language always be practiced among students. Because in language policy or rule some rules must be obeyed and providing punishment to keep the stability of language practice among students.

### **3. Externally Managed Schools**

Externally managed school is a language management model where a school is under religious control and the language must be appropriate to the language of the student religion and the participant may be an individual religious leader, a missionary, a priest, a minister, an imam, a rabbi or a religious community or a religious school system then the language relates to the sacred text. Missionaries commonly establish schools alongside their other religious institutions, and their linguistic ideology is the acceptance of translating sacred texts into the vernacular



or their commitment. Establishing the language of the sacred text has major influences on the school language pattern, and indeed on the later standardization of the variety they have chosen. The controller of language is quite the same as a locally managed school is controlled by a locally elected board but it is conducted in each community to set up its local school board.

### **C. Language Management Aspect**

Language management not only as the collection of practical tools for dealing with language issues but also as the overarching notion embracing three other factors:<sup>20</sup>

1. Language Responsiveness is the willingness and ability of the school to accommodate the language needs.
2. Language Preparedness is the level of language competence possessed by the school expressed against current and anticipated needs.
3. Language Awareness is the extent to which language issues are embedded into the strategies and policies of the institution to support students' ability.

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The assumption is a language awareness that the school would explicitly question the availability of adequate language skills, conduct periodic assessments of language skills against needs, and maintain an inventory of in-house language skills.

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<sup>20</sup> Gundersen, *Language Management In Multinational Companies*. Page 3

<sup>21</sup> Robert D. Angus, "Language Management," *Callifornia Linguistic Notes*, No 2, Xxxv (2010).

## **D. Language Management Option**

Some options should be prepared in language management to solve problems in practice and to enhance language practice. The options are listed below :<sup>22</sup>

### **1. Functional Multilingualism**

According to Hagen functional multilingualism is a mix of languages, pidgins, and gestures to communicate means to make one another understand. Functional communication might be considered an aid to the bonding process with the frustration of communication being regularly punctuated by moments of absurdity and humor. Functional Multilingualism shares the same defects as reliance on a lingua franca and increases the probability of cognitive divergence between the parties engaged in the communication.

### **2. External Language Resources**

External language resources are providing translators or interpreters in communication. A good translator or interpreter will insist that be fully effective they must understand the context of the subject matter.

### **3. Training**

Training is an experience to change individual skills. According to Neo, Hollenback Gerhart & Wright P training is an effort work to be perfect. Training is a tool to develop student skills in practicing language because training is a stage to get a greater level. Furthermore, the importance of training is also applied in business The immediate and understandable reaction to any skills shortage in a

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<sup>22</sup> Nekvapil Ji, "From Language Planning To Language Management : J. V. Neustuphy Heritage," November 30, 2012, <https://doi.org/Msc63-002.Pdf>. Page 43

business is to consider personnel development and certainly, the language training industry is well developed, offering programs at almost every level and in numerous languages.

Training in most companies is geared toward the economic cycle. When times are good money is invested in training. field of language training has been led and committed by Volkswagen. They have developed a language strategy over many years and in many respects can be regarded as a model of how to manage language professionally. However, the Volkswagen approach underlines that language training has to be considered a strategic rather than a tactical solution.

#### **4. Corporate Languages**

Corporate language is an alternative to customize training programs in which different individuals are trained in different languages to adopt a single corporate language. In corporate language, all people should be focused on the achievement of required standards in that one chosen language. Some major multinational companies have adopted this strategy including Siemens, Electrolux, Daimler-Chrysler, and Olivetti. A Corporate Language can be considered to have some important benefits:

- a. Facilitation of formal reporting
- b. Ease of access to, and maintenance of, technical literature, policy and procedure documents, and information systems.
- c. Facilitation of informal communications between operating units and within cross-national teams.
- d. Fostering a sense of belonging is an element in diffusing a corporate culture.
- e. it focuses on the management of language problems.

## **5. Language Nodes**

In the absence of sufficient language capability and without the time or finances to adopt a training or corporate language approach, language nodes in companies become heavily dependent upon their scarce linguistically skilled personnel which key personnel becomes informal “language nodes” establishing themselves as the default communications channel between the company and the external world. Whilst, understandably, companies leverage their scarce skills in this way. Language nodes also can be applied in education to engage students’ knowledge about language communication.

## **E. Language Management Process**

The language management process has several stages are noting, evaluation, planning, and implementation. The four stages are components of a different stage of language management. However the four stages can be distinguished at the level of organized management concerning language situations of various scopes means pronunciation or communication of language X should be thoroughly researched and followed by evaluation of various aspects of that situation, planning, and preparation of linguistic and political adjustment finally their implementation.<sup>23</sup> To

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<sup>23</sup> Ji, “From Language Planning To Language Management : J. V. Neustuphy Heritage.” Page 43

make a clear explanation about the four stages, the researcher explains it in following list below :<sup>24</sup>

### **1. Note**

Note means to date or phenomenon that has been commonly viewed as a deviation of a norm or language problem.

### **2. Evaluation**

Evaluation is a stage from noting a phenomenon and identifying which is labeled problem then evaluating it negatively or gratification or evaluating it positively.

### **3. Planning**

Planning is adjustment design and develop treatment of noted and evaluate phenomena.

### **4. Implementation**

The final stage is implementation means applying a planned adjustment design.

## **F. Problem In Language Practice.**

In the teaching and learning process, teachers must face several problems that can hinder the learning process. Moreover, in teaching speaking, making students able to practice speaking requires a very good process including good techniques and teaching methods that are suitable for the conditions and character of students, all of which depend on the teacher's teaching strategy. So the selection of teaching

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<sup>24</sup> Jiri Nekvapil, "An Introduction: 'Noting' In Language Management Approach," *Http://Www.Researchgate.Net./Publication/263385673*, April 3, 2015, 157, *Https://Doi.Org/10.1075./Japc.22.2.01mar*. Page 157

strategy affects the success of learning. The problems that occur in learning do not mean obstacles and obstacles in learning, but rather it is a challenge for teachers to improve and find good and appropriate strategies as solutions to problems in learning.

Knowing the problems in the learning process is needed by the teacher. Learning problems can be caused by internal or external problems of students.<sup>25</sup> So learning problems are caused by several factors, namely internal factors, and external factors.

### **1. Internal Factor**

Internal factor means a problem that is affected by students themselves. There are several discussions about teaching and learning problem that is affected by students such as the student's difficulties in producing the language. The common problems becoming obstacles in practicing a language are native language, Age, exposure, innate phonetic ability, identity, language ego, motivation, and concern for good speaking. Other problems those are affected in teaching and learning speaking are inhibition (fear of making mistakes, losing face, criticism) shyness (nothing to say learners have problems with finding motives to speak, formulating opinions or relevant comments), low or uneven participation (often caused by the tendency of some learners to dominate in the group), mother tongue use particularly

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<sup>25</sup>Musliadi, The Problems Of Teaching Speaking With Respect To The Teaching Methodology: Task-Based Language Teaching”, *Journal Of Ethical Lingua*, Vol. 3, No. 1,(2016) Doi: 4019-1476890181/ Ethical Lingua, 3 116.

common in less disciplined or less motivated classes, learners find it easier or more natural to express themselves in their native language<sup>26</sup>

## **2. External Factor**

The effectiveness of teaching also affects the success of learning for students. The process of teaching and learning that is performed by teachers also affects the success of students learning. The problem can be caused by the teacher in selecting an approach, the pattern of interaction in the foreign language classroom, speaking activity based on the student's level, and problems in evaluation.

### **G. Profil of *Tarbiyatul Muallimien Al-Islamie Al-Amien Prenduan Sumenep***

*Tarbiyatul Mu'allimien al-Islamiyah* is the oldest secondary education institution in the *Al-Amien Prenduan* Islamic Boarding School. *Tarbiyatul Muallimien Al-Islamie* with its very simple form—has been established since mid-1959 by Kiai Djauhari Chotib (founder and first caretaker of the *Al-Amien Prenduan* Islamic Boarding School). For approximately 10 years, Kiai Djauhari cared for this institution at the *Pondok Tegal* location until his death in July 1970.

After Kiai Djauhari's death, this initial pioneering effort was continued by his sons and students, among others, by taking the following preliminary steps: First, opening a new location of approximately 6 ha, charity *Jariyah* from Kiai Djauhari's students, which is located 2 km next to the coals of the old location. Second, form a “small team” consisting of 3 people (namely Kiai Muhammad Tidjani Djauhari,

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<sup>26</sup> Magdalena Aleksandrak, “Problems And Challenges In Teaching And Learning Speaking At Advanced Level,” *Glottodidactica* Xxxvii, 2011. *Glottodidactica* (2011) page 11

Kiai Muhammad Idris Jauhari, and Kiai Jamaluddin Kafie), to develop a more representative *Tarbiyatul Muallimien Al-Islamie* curriculum. Third, conducting a "comparative study" to Pondok Modern Gontor and other major Islamic boarding schools in East Java, as well as asking for the blessing of the elderly kiai at the time, especially Kiai Ahmad Sahal and Kiai Imam Zarkasyi Gontor,

After going through the preliminary process, then on Friday, 10 Shawwal 1391 or December 3, 1971, *Tarbiyatul Muallimien Al-Islamie* (for men only) with its current system and form was officially established by Kiai Muhammad Idris Jauhari, by occupying an emergency building owned by residents around the new location. And this date was later determined as the date of the founding of *Tarbiyatul Muallimien Al-Islamie Al-Amien Prenduan*.

Meanwhile, *Tarbiyatul Muallimien Al-Islamie* (for women only) or better known as *Tarbiyatul Mu'allimaat al-Islamiyah (TMAI)* was officially opened 14 years later, namely on 10 Shawwal 1405 or June 19, 1985, by Nyai Anisah Fatimah Zarkasyi, daughter of Kiai Zarkasyi and wife of (late) Kiai Tidjani Djauhari.

The vision of *Tarbiyatul Muallimien Al-Islamie Al-Amien Prenduan* is solely for worshiping Allah swt., and hoping for His pleasure (as reflected in the attitude of *tawadlu'*, submission and obedience to Allah swt., in all aspects of life). Implementing the function of the Caliph of Allah on earth (as reflected in a proactive, innovative, creative and productive attitude).



Meanwhile, its mission is to prepare superior and qualified individuals towards the formation of the best *ummah* ever issued to humans (*khairo ummah*). Its special mission is to prepare cadres of ulama and community leaders (*mundzirul qoum*) who are *muttafaqih fid dien*; who have the will and ability to carry out *da'wah ilal khair*, *'amar ma'ruf nahi munkar* and *indzarul qoum*.

### **1. Education Level and Study Period**

*Tarbiyatul Muallimien Al-Islamie* is an educational institution at the primary and secondary levels, which means it is at the same level as Madrasah Tsanawiyah and Madrasah Aliyah, or with Junior High School (SMP) and General High School (SMU). There are two educational programs offered by *Tarbiyatul Muallimien Al-Islamie*, namely *Regular program* (regular class), for elementary/MI graduates with a study period of 6 years. *Intensive program*, for SMP/MTs graduates with a study period of 4 years. In addition to these two programs, a Preparatory Class or Syu'bah Takmiliyah program is also opened, for those who do not pass the entrance exam or do not meet the minimum requirements to sit in first grade. This preparatory class has two types of programs: *Syu'bah Tamhidiyah* for graduates of SD/MI, and *Syu'bah I'dadiyah* for graduates of SMP/MTs.

## 2. Educational Materials and Components

Broadly speaking, the educational materials or subjects at *Tarbiyatul Muallimien Al-Islamie Al-Amien* Prenduan include 7 (seven) types of education, namely:

- a. Faith education (aqidah and sharia).
- b. Personality and character education (akhlak karimah)
- c. National education, citizenship and human rights.
- d. Scientific education (intellectuality).
- e. Art education and vocational skills (Kestram).
- f. Sports, health and environmental education (orkesling).
- g. Islamic boarding school education (ma'hadiyah).

The seven types of education are described in the form of several Educational Fields (BE—not Fields of Study) which are programmed according to the existing class or level of education with flexible time allocations. Then according to the competency targets that must be mastered by students, the Educational Field is grouped into 2 groups of competencies, namely Basic Competencies (Komdas) and Elective Competencies (Compil).

Basic Competencies (Komdas) are general basic competencies that must be mastered by all students, without exception, in accordance with the targets set in certain classes. This Komdas includes 2 groups in the Education Sector, namely

Komdas A and Komdas B. Komdas A includes Ulum Tanziliah 'Islamic Studies' (Al-Qur'an wa Ulumuhu, Al-Hadith wa Siroh Nabawiyah, Tawhid wal Akhlaq Science, and Fiqh wa Ushuluhu Science ), Ulum Wathoniyah 'National Curriculum' (Pancasila and Citizenship Education, Mathematics and Logic, Natural Sciences, Social Sciences, Indonesian Language and Literature, English), Ulum Ma'hadiyah 'Islamic Boarding School Curriculum' (Arabic Language and Literature, Science - Education and Teacher Training, Research Fundamentals and Journalism).

Meanwhile, Komdas B includes 5 Educational Fields, namely Islamic Boarding School Education, Scouting and National Education, Sports Education, Health and Environment, Art Education and Vocational Skills, and Special Education for Women.

Optional Competencies (Kompil) are special competencies that must be mastered by certain students, according to their respective talents, interests, tendencies, and choices. This compilation includes 2 groups of Education Fields, namely Kompil A which includes 4 types of choices, namely 'Ulum Tanziliah and Arabic, Mathematics and Natural Sciences/Science, Social Sciences and English, Indonesian Language and Literature.

While Kompil B, includes 8 types of choices, namely Saka-saka and Resus-Resus Scouts, Scientific Research and Study Clubs, Languages, Sports, Arts, Youth Red Cross (PMR), Nature and Environment Lovers as well as skills and education courses. vocational.

## 2. Diploma acknowledgment

Since 1982, the *Tarbiyatul Muallimien Al-Islamie AL-AMIEN PRENDUAN* diploma has obtained recognition of equality (mu'adah) with high schools, in Islamic countries in the Middle East, including:

- a. From Al-Jami'ah al-Islamiyah Medina al-Munawwarah, with Decree No. 58/402 dated 17/8/1402 (1982).
- b. From Jami'ah Malik Abdil Aziz (Jami'ah Ummil Quro) Makkah al-Mukarromah, with Decree No. 42 dated 1/5/1402. (in 1982).
- c. From Jami'ah Al-Azhar Cairo, with Decree No. 42 dated 25/3/1997.
- d. From the International Islamic University Islamabad, Pakistan with an official letter dated 11 July 1988.
- e. From Az-Zaytoun University Tunisia, by official letter dated 21 March 1994.

While domestically, the *Tarbiyatul Muallimien Al-Islamie AL-AMIEN PRENDUAN* diploma has received recognition from various institutions, both public and private, including

- a. From the leadership of Pondok Modern Gontor (admittedly equal and equal with KMI Gontor) with SK No. 121/PM-A/III/1413, dated September 25, 1992

- b. From the Ministry of Religion of the Republic of Indonesia. (recognized as equal and equal to MTsN and MAN), with the Decree of the Director General of Binbaga No. E.IV/PP.032/KEP/80/98, dated December 9, 1998.
- c. From the Ministry of National Education of the Republic of Indonesia. (recognized as equivalent and equal to SMUN), with SK. Minister of National Education No. 106/0/2000, dated June 29, 2000.

### **3. Student Organization**

One of the sunnah/traditions of Islamic boarding school that runs at *Tarbiyatul Muallimien Al-Islamie* is that the daily life of students outside of formal school hours is managed by the students themselves, with the philosophy of "From, By and For Santri". This management is carried out through santri organizations, namely the *Tarbiyatul Muallimien Al-Islamie* Men's Santri Association (ISMI), and the Women's *Tarbiyatul Muallimien Al-Islamie* Santri Association (ISTAMA). The organization has three main functions, namely as an assistant to Mr. Kiai and Mrs. Nyai in the educational process, as a medium for organizational training and educational practice in leadership and management, and as a channel for the aspirations of all students and residents of the boarding school.

### **4. Kiai Assistance Body (Majlis A'wan ar-Riasah)**

Majlis A'wan is a governing body that functions as a companion to the Majelis Kiai in carrying out the daily cottage program. Its members consist of 11 to 16 young kiai or senior clerics. The organizational structure consists of a chairperson,

deputy, secretary, treasurer, coordinator of the field (corbid) of education, korbid of da'wah, korbid of regeneration and korbid of funds and facilities. The Secretary and Treasurer of Majlis A'wa also functions as the Secretary and Treasurer of the *Al-Amien* Prenduan Islamic Boarding school.

### **3. *Al-Amien* Prenduan Foundation (Mu'assasah Ma'had *Al-Amien* al-Islami Prenduan)**

This foundation functions as the Daily Executor of all the cottage programs that have been outlined. The management consists of 17 to 25 senior teachers and community leaders with the following organizational structure: chairman, vice chairman, secretary, treasurer, head of the education bureau (Karo) of education, work of da'wah, cadre of regeneration and fund of facilities, and center of Islamic studies. The Foundation was formed by and is directly responsible to the Kiai Council of the *Al-Amien* Prenduan Islamic boarding school.

### **4. Institutions and business units (Al-Ma'had wa Ulihdatul Amal)**

These institutions and business units were deliberately established to support the maximum implementation of the cottage programs. Consists of educational institutions, da'wah institutions, regeneration institutions, economic institutions (funds and facilities) and research institutions. All of these institutions and business units have the usual organizational structure consisting of a chairman, deputy, secretary and treasurer as well as certain sections in accordance with their field specifications. The administrators of institutions and business units consist of teachers, senior students and other professionals as needed.

### **a. Kiai Assembly**

The Majlis Kiai is the highest body within the *Al-Amien* Prenduan Islamic Boarding school, which determines the direction of the policies of the *Al-Amien* Prenduan Islamic boarding school, both internally and externally. Its members range from 6 to 11 elderly kiai, with the organizational structure consisting of a chairman, deputy and members. The chairman and deputy at the same time function as leaders (Rais) and deputy leaders (naib rais) of the *Al-Amien* Prenduan Islamic boarding school, while members of the Majlis Kiai function as caregivers (murobbi) in existing education centers. Specifically to handle the day-to-day care of female students, Majlis Kiai formed a Women's Caretaker Council consisting of elderly Nyai, wives of Majlis Kiai members. Currently the organizational structure of the Riasah Council is as follows:

- 1) KH. Ahmad Muhammad Tidjani, MA, Ph.D., as Chairman as well as Leader and Caregiver of *Al-Amien* Prenduan Islamic Boarding school
- 2) KH. Dr. Ghazi Mubarak Idris, MA., as Vice-Chairman and Deputy Leader and Caregiver of Ma'had *Tarbiyatul Muallimien Al-Islamie Al-Amien* Prenduan
- 3) KH. Muhammad Khoiri Husni, S.Pd.I as Treasurer and Caregiver of Ma'had Tahfidh Al-Qura'an *Al-Amien* Prenduan
- 4) KH. Ah. Fauzi Rasul, Lc., as Member and Caregiver of Ma'had Salafy *Al-Amien* Prenduan
- 5) KH. Moh. Fikri Husein, MA as Member and Caregiver of Ma'had IDIA Prenduan

Meanwhile, the structure of the female babysitting board is as follows:

1. Mrs. Hj. Faryalah Rasyidi, as an elder
2. Mrs. Hj. Dra. Anisah Fatimah Zarkasy, as chairman
3. Mrs. Hj. Zahratul Wardah, BA, as vice chairman
4. Mrs. Hj. Nur Jalilah Dimiyati, Lc, as a member
5. Mrs. Hj. Halimatussa'diyah A. Badr, as a member
6. Mrs. Hj. Mammunah Abdur Rahim, as a member
7. Mrs. Hj. Kinanah Syubli, as a member
8. Mrs. Hj. Fadhliyah, as a member

The following are the names of the members of Majelis A'wan Riasah:

1. Fadli Fatrah, S.Sos.I as Chairman of the *Al-Amien* Prenduan Supervisory Agency.
2. KH. Abu Shiri Sholehuddin, as IKBAL Center Coordinator.
3. Moh. Fikri Husein, MA. As Mudir Ma'had lil-Banat IDIA Prenduan.
4. KH. Abdurrahman As'ad, as Director of the *Al-Amien* Prenduan Islamic Hospital Foundation.
5. Ah. Shobri Shiddiq, S.Pd.I, As Member of the Supervisory Board.
6. Mujammi' Abdul Musyfi, Lc. As the General Coordinator of Ma'had IDIA Prenduan.
7. Moh. Bakri Sholihin, S.Pd.I. As Chairman of the *Al-Amien* Prenduan Foundation.
8. K. Suyono Khottob, as Mudir Ma'had *Tarbiyatul Muallimien Al-Islamie Putri Al-Amien* Prenduan.



9. Abdul Warits, S.Pd.I. As Mudir Ma'had *Tarbiyatul Muallimien Al-Islamie Putra Al-Amien* Prenduan.
10. Bastami Tibyan, M.Pd.I. As Head of the Da'wah Bureau.
11. Syaifuddin Kudsi, MA. As Head of MA Putri I *Al-Amien* Prenduan.
12. Muhajiri Musyhab, as Caretaker of Pondok *Al-Amien* Tegal.
13. Good Amirullah Kholiq, M.Sy. As Chairman of the General Administration and Finance Bureau of IDIA Prenduan.
14. Ridho Sudianto, M. Sy. As Vice Chancellor III of IDIA Prenduan and General Manager of Mutiara Alpen Travel.
15. KH. Muhtadi Abdul Mun'im, MA. As Chancellor of IDIA Prenduan.
16. KH. Holilur Rohman, MHI as Dean of the Faculty of Islamic Economics and Business IDIA Prenduan.
17. A. Tijani Syadzili, Lc. As Mudir 'Aam Ma'had *Tarbiyatul Muallimien Al-Islamie Al-Amien* Prenduan.
18. Junaidi Rosyidi, S.Pd.I as Mudir 'Aam Ma'had Tahfidz Al-Qur'an Putri *Al-Amien* Prenduan..
19. Nuruddin, M.Si. As Mudir Ma'had Tahfidz Al-Qur'an Princess *Al-Amien* Prenduan
20. H. Hasbullah Bisri, S.Sos.I. As Mudir Ma'had Tahfidz Al-Qur'an Son of *Al-Amien* Prenduan.
21. Abd. Wahid Al-Makki, MHI
22. H. Mohammad Fattah Syamsuddin, MA. As Dean of the Faculty of Da'wah IDIA Prenduan and Director of the *Al-Amien* Prenduan Pusdilam.

23. H. Fahmi Yunus, M.Ud, as Deputy Chairperson of the *Al-Amien Prenduan* Foundation.

24. KH. Imam Zarkasyi Tidjani

KH. Abdullah Muhammad Tidjani, as the Quality Assurance Agency for *Tarbiyatul Muallimien Al-Islamie Al-Amien Prenduan*

## 6. Previous Study

Many studies has conducted about implementation language management in the aspect of language policies in which the researcher investigate family is language policies of lituanian families in Swedian. The implementation of language management and policies are they tried to established and maintan lituania language practice in their famlilies and they tried to support their children lituanian language development by correcting their language use. Then parent provided language activites to support children practice and language manager is not only parent but children also became language manager. Result of analysis shows that explisit management of childrens language practice is more sucseful than implisit language management.<sup>27</sup>

Furthermore Justin Zelime conducted a study about constrasting language in Education Policy Intention, perceptions and practice which is investigate language policies in Afrika. The main findings indicate that current language

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<sup>27</sup> Fredrik H Bissinger, *Family Language Policies And Imigrant Language Maintenance* (Swedia: Stockholm University, 2021).

in education are contributing to educational inequity, especially given that present day system relies heavily on written examination.

Another research was conducted by Gibson Ferguson in his journal about English in Language policy and management stated that language management specifically English is not only for business, but there are three three scopes which language management can be used are : science, business and transport. Language management for science or education can improve students skill in writing which encourage students to be affair and international jurnal publication. Another advantage is attracting increased scholarly interest which encourage students to master all skill of language which in international science is needed one of them is speaking skill.<sup>28</sup>

Francesca M. Branzi<sup>1</sup>, Pasquale A. Della Rosa<sup>2</sup>, Matteo Canini, Albert Costa, and Jubin Abutalebi, they made a research about *Language Control in Bilinguals: Monitoring and Response Selection*. In their researchs, the identify a cortical network of bilateral frontal and parietal areas such as the PFC and IPL, with the possible support of the head of the LC, defining the response selection system of language control, responsible for both engagement and disengagement of inhibitory control during language production. Interestingly, some of the brain areas of this response selection system, particularly the LPFC, seem to be similarly involved in the control of the semantic classification task. Particularly, we demonstrate that the LPFC has a general

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<sup>28</sup> Gibson Ferguson, *English In Language Policy And Management*, 236606713 (University Of Shiffield: Researchgate, 2018).

key role in the implementation of S–R bindings during response selection, irrespective of the nature of the representations involved. This network acts on both local and global control and its role is most prominent when it comes to L1 naming after L2 naming. they also identify a monitoring component of this network to which we refer as the supervisory attentional system of the language control network, residing in the dACC/preSMA complex. Its monitoring functions are most prominent for local control, when facing increased attentional and monitoring needs such as when naming in the weaker language.<sup>29</sup>

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<sup>29</sup> Francesca M. Branzi, Pasquale A. Della Rosa, Matteo Canini<sup>2,3</sup>, Albert Costa<sup>1,4</sup>, and Jubin Abutalebi, “Language Control in Bilinguals: Monitoring and Response Selection,” *Cerebral Cortex*, 26: 2367–2380, June 2016, , <https://doi.org/26: 2367–2380>. page 2363-2380