



Educational Management of Indonesian Language Learning in UIN Fatmawati Sukarno Bengkulu

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Abstract

This study aims to analyze educational management in the Indonesian Language Education Study Program at Fatmawati Sukarno State Islamic University (UINFAS) Bengkulu, focusing on learning implementation and its supporting and inhibiting factors. The research employed a qualitative approach with a case study design. Data were collected through observations, in-depth interviews, and documentation involving lecturers, students, and program administrators selected through purposive sampling. Data validity was ensured through source and method triangulation. The findings revealed that educational management had been implemented effectively, as indicated by structured learning planning, the use of varied teaching methods, and systematic learning evaluation. Supporting factors included competent lecturers, a relevant curriculum, adequate learning facilities, high student motivation, and a conducive academic environment. Meanwhile, inhibiting factors consisted of students' low basic language skills, limited facilities, uneven learning motivation, and less varied instructional strategies. The study concludes that the effectiveness of educational management is strongly influenced by the quality of human resources, infrastructure support, and adaptive learning strategies.

Keywords: Educational Management, Higher Education, Indonesian Language Learning, Learning Strategies.

Abstrak

Penelitian ini bertujuan menganalisis manajemen pendidikan pada Program Studi Pendidikan Bahasa Indonesia di Universitas Islam Negeri Fatmawati Sukarno (UINFAS) Bengkulu dengan fokus pada pelaksanaan pembelajaran serta faktor-faktor pendukung dan penghambatnya. Penelitian menggunakan pendekatan kualitatif dengan desain studi kasus. Data dikumpulkan melalui observasi, wawancara mendalam, dan dokumentasi yang melibatkan dosen, mahasiswa, dan pengelola program studi yang dipilih menggunakan teknik *purposive sampling*. Keabsahan data dijamin melalui teknik triangulasi sumber dan metode. Hasil penelitian menunjukkan bahwa manajemen pendidikan telah dilaksanakan secara baik, ditandai dengan perencanaan pembelajaran yang terstruktur, penggunaan metode pembelajaran yang bervariasi, serta evaluasi pembelajaran yang sistematis. Faktor pendukung meliputi kompetensi dosen, kurikulum yang relevan, fasilitas pembelajaran yang memadai, motivasi belajar mahasiswa, dan lingkungan akademik yang kondusif. Sementara itu, faktor penghambat mencakup rendahnya kemampuan dasar kebahasaan mahasiswa, keterbatasan fasilitas tertentu, motivasi belajar yang belum merata, dan kurang variatifnya strategi pembelajaran. Penelitian ini menegaskan bahwa efektivitas manajemen pendidikan dipengaruhi oleh kualitas sumber daya manusia, dukungan sarana prasarana, dan strategi pembelajaran yang adaptif.

Kata Kunci: Manajemen Pendidikan, Pembelajaran Bahasa Indonesia, Pendidikan Tinggi, Strategi Pembelajaran.

Introduction

Educational management is the process of planning, organizing, implementing, and supervising all educational resources such as teachers, students, curriculum, learning materials, and facilities in a systematic and continuous way to achieve educational goals effectively and efficiently. It involves coordinating various components within an educational institution so that the teaching and learning process can run smoothly and produce optimal learning outcomes. In practice, educational management does not only focus on administrative activities, but also on how leaders, educators, and other stakeholders work together to create a supportive learning environment. It ensures that all educational activities are directed toward achieving predetermined goals, such as improving student competence, developing character, and enhancing academic performance. In addition, educational management also requires adaptability to changes in the educational environment, including technological developments, curriculum updates, and the evolving needs of students and society. Therefore, effective educational management plays a crucial role in improving the quality of education by integrating all available resources in a well-organized and strategic manner (Hidayah & Pratiwi, 2022).

Management is a series of activities designed to achieve organizational goals by using resources efficiently and effectively, carried out in an environment that continuously changes over time. Educational management in the Indonesian Language Education (Tadris Bahasa Indonesia) program needs to have autonomous and controlled freedom in conveying ideas and opinions to leaders, participation or involvement from the study program, as well as participation from students' parents in the form of campus activities. According to Fauzi et.al, (2016), educational management is a series of activities or the overall process of controlling cooperative effort carried out by a group of people to achieve educational goals in a planned and systematic manner. Educational management is an effort to manage all components of education such as teachers, students, curriculum, as well as facilities and infrastructure so that the education process runs effectively and efficiently in achieving the predetermined goal. Usman (2022) also argues that educational management is a process of cooperation within educational organizations to organize human and non-human resources so that educational goals can be achieved effectively, efficiently, and sustainably.

Indonesian language learning is a structured educational process aimed at developing learners' ability to use the Indonesian language accurately, appropriately, and effectively in various communication contexts. It involves the integrated development of four main language skills, namely listening, speaking, reading, and writing, which are taught in a balanced and interconnected way so that students can understand and use language both in oral and written forms. This learning process is not only focused on mastering grammar and vocabulary, but also on building communicative competence, critical thinking skills, and the ability to express ideas clearly and systematically. In higher education, Indonesian language learning plays an important role in supporting academic activities, especially in scientific writing, comprehension of academic texts, and formal communication. Students are trained to analyse texts, construct logical arguments, and present ideas in a structured manner according to standard language rules. Through this process, learners are also introduced to various genres of texts, such as scientific, persuasive, descriptive, and argumentative texts, which are essential in academic and professional life (Sari, D. P., & Wijaya, E. 2022).

The supporting factors in Indonesian Language learning in higher education classrooms consist of various interrelated aspects. The presence of competent and professional lecturers is a key factor, as they can deliver the material clearly and apply appropriate teaching methods, enabling students to understand the content more easily. In addition, a relevant curriculum that aligns with academic needs and current developments also contributes to achieving learning objectives effectively. Adequate facilities and infrastructure, such as comfortable classrooms, libraries, and access to technology and the internet, further support the smooth implementation of the teaching and learning process. Students' high motivation to improve their Indonesian language skills is also an important factor in learning success. Moreover, a conducive academic environment and the use of varied teaching methods, such as discussions, presentations, and creative assignments, create a more active and engaging learning atmosphere. Tim Disastra (2026) states that barriers in education are associated with limited resources, an unfavourable learning environment, and ineffective management of the educational process in organizing teaching and learning activities.

The inhibiting factors in Indonesian Language learning at the higher education level arise from various conditions that can affect the effectiveness of the teaching and learning process. One of the main obstacles is the limited basic language skills of students in Indonesian, including writing, reading, and speaking abilities, which makes the learning process less optimal. In addition, low student motivation also hinders the achievement of learning objectives. Limited learning facilities and infrastructure, such as inadequate access to technology, learning materials, and supporting resources, further slowdown the learning process. The use of less varied teaching methods can also make students less interested and passive during lectures. Moreover, an unsupportive academic environment and minimal interaction between lecturers and students may reduce the effectiveness of Indonesian Language learning in higher education. Daryanto (2021) explains that supporting processes in education consist of a series of managerial activities, including planning, implementation, and evaluation of learning, which are supported by the availability of competent educators, an appropriate curriculum, and adequate facilities and infrastructure to ensure the optimal achievement of educational goals.

Based on the explanation above, the researcher intends to conduct a study on Educational Management in the Indonesian Language Education Study Program at the State Islamic University of Fatmawati Sukarno (UINFAS) Bengkulu. This study aims to determine how the Indonesian language learning process is carried out, including the supporting and inhibiting factors experienced in the implementation of the learning process.

Method

This study uses a qualitative approach with a case study design. Qualitative research aims to understand the phenomena experienced by research subjects in depth, such as behaviors, perceptions, motivations, and actions, in a holistic way within their natural context. A case study is chosen because this research focuses on an in-depth examination of educational management in the Indonesian Language Education Study Program at the State Islamic University of Fatmawati Sukarno (UINFAS) Bengkulu. The subjects of this study consist of lecturers, students, and the management of the Indonesian Language Education Study Program at UIN Fatmawati Sukarno Bengkulu. Informants were selected using a purposive sampling technique, which is a selection method based on specific

criteria, considering individuals who are regarded as having in-depth knowledge of educational management and the learning process.

The data collection techniques in this study were carried out through observation, namely direct observation of the learning process and educational management in the Indonesian Language Education Study Program. In addition, interviews were conducted with lecturers, students, and program administrators to obtain information regarding educational management, supporting factors, and inhibiting factors. Another technique used was documentation, namely collecting data in the form of various documents such as curriculum, organizational structure, and other supporting data related to the study. The validity of the data in this study was tested using triangulation techniques, including source triangulation, technique triangulation, and time triangulation. This was done to ensure that the data obtained is valid and can be accounted for. In qualitative research, the researcher is the primary instrument of the study. The researcher acts as the planner of the study, the data collector, the data analyst, the data interpreter, and the reporter of the research findings. In addition, supporting instruments are also used, such as interview guidelines, observation sheets, and documentation to assist the data collection process.

Findings and Discussion

1. Supporting Factors of Indonesian Language Education Management

The supporting factors in Indonesian Language learning at Fatmawati Sukarno State Islamic University (UINFAS) Bengkulu. In addition, the curriculum used is relevant to academic needs and current developments, thereby supporting the achievement of learning objectives. Facilities and infrastructure such as classrooms, libraries, and access to technology also play an important role in supporting the learning process. Moreover, students' high motivation and a conducive academic environment also contribute to the success of Indonesian Language learning (Munir, 2025).

Competent and professional lecturers are one of the main supporting factors in the management of Indonesian language learning at UIN Fatmawati Sukarno Bengkulu. Lecturers with strong academic qualifications and teaching experience can present learning materials systematically and clearly. Their pedagogical competence enables students to understand theoretical and practical aspects of the Indonesian language more effectively. In addition, lecturers apply interactive learning methods that encourage student participation during classroom activities. The use of contextual examples and academic discussions also strengthens students' comprehension of language concepts. Professional lecturers can adapt teaching strategies to students' learning needs and academic backgrounds. This condition creates a more effective and meaningful learning process in higher education. As a result, lecturer competence significantly contributes to the quality of Indonesian language education management (Isnaniah & Mustofa, 2020).

The curriculum used in Indonesian language learning is designed to align with academic needs and current educational developments. Curriculum relevance is important to ensure that learning objectives can be achieved optimally. The curriculum integrates language skills, academic writing, and communication competencies required in higher education. In addition, curriculum development is continuously adjusted to scientific and technological advancements. This adaptation allows students to gain knowledge that is relevant to contemporary academic and professional demands. Learning materials are also structured systematically to support critical thinking and analytical skills. Through a well-designed curriculum, students are encouraged to improve their language proficiency in academic contexts. Therefore, curriculum

relevance becomes a major factor supporting effective Indonesian language learning management.

Adequate facilities and infrastructure also play an essential role in supporting the learning process. Classrooms with supportive learning environments help students focus on academic activities more effectively. Libraries provide various academic resources that enrich students' understanding of Indonesian language studies. Access to digital technology and online learning platforms also enhances the flexibility of the teaching and learning process. Technological support enables lecturers to implement innovative learning methods and interactive media. In addition, internet accessibility facilitates students in conducting academic research and accessing learning materials. Educational facilities contribute significantly to improving the quality of classroom interaction and independent learning activities. Consequently, sufficient infrastructure strengthens the implementation of effective educational management (Damayanti, 2024).

Student motivation is another important factor influencing the success of Indonesian language learning. Highly motivated students tend to participate actively in classroom discussions and learning activities. They demonstrate greater enthusiasm in completing assignments and improving their academic performance. Motivation also encourages students to develop critical thinking and communication skills. In higher education, awareness of the importance of language competence contributes to stronger learning commitment among students. Academic achievement goals and future career aspirations further increase students' interest in learning Indonesian language subjects. Positive motivation creates a productive learning atmosphere that supports educational objectives. Therefore, student motivation has a direct impact on learning effectiveness and academic success (Isnaniah, 2024).

A conducive academic environment strongly supports the implementation of Indonesian language education management. Positive interactions between lecturers and students create an atmosphere that encourages active learning participation. Academic collaboration among students also enhances communication skills and knowledge sharing. A supportive campus culture promotes discipline, responsibility, and academic integrity. In addition, a comfortable learning environment helps reduce academic stress and increases students' concentration during learning activities. Institutional support in maintaining academic order and providing educational services further strengthens the quality of the learning process. The existence of constructive academic relationships contributes to the development of students' intellectual and social competencies. Thus, a conducive academic environment becomes an essential element in achieving effective learning outcomes (Rozi et.al, 2020).

The supporting factors in Indonesian language learning are closely related to institutional policies and management practices. Educational management at the university level requires coordination between curriculum planning, lecturer development, and facility provision. Institutional commitment to academic quality contributes significantly to the sustainability of effective learning programs. Management support is reflected in the allocation of resources for educational development and technological improvement. Furthermore, training programs for lecturers help improve teaching competence and instructional innovation. Continuous evaluation of learning implementation also ensures that educational objectives are achieved efficiently. Administrative and academic support systems facilitate the smooth implementation of classroom and online learning activities.

The causes of supporting factors in Indonesian language learning can be analyzed from several interconnected aspects. Lecturer competence is influenced by educational background, professional training, and teaching experience. Curriculum relevance emerges from institutional efforts to adapt education to scientific and technological developments. The availability of adequate facilities is closely associated with institutional investment in academic infrastructure and learning resources. Student motivation develops through personal awareness of educational importance and academic achievement goals. In addition, a conducive academic environment is formed through positive campus culture and constructive communication among academic communities. These factors interact with one another in creating effective learning conditions. Consequently, the success of Indonesian language education management is determined by the integration of multiple supporting elements (Purwadhia, 2019).

2. Inhibiting Factors of Indonesian Language learning at UINFAS

The inhibiting factors in Indonesian Language learning at this university include the fact that some students still have low basic Indonesian language skills, which makes the learning process less optimal. In addition, the low learning motivation of some students also affects learning outcomes. Limited facilities in several aspects, such as a lack of varied learning materials and suboptimal access to technology, also become obstacles. Furthermore, the use of less varied teaching methods in some sessions causes students to be less active in the learning process.

Some students at UIN Fatmawati Sukarno Bengkulu still have low basic Indonesian language skills, which affects their ability to understand academic materials effectively. Limited vocabulary mastery, weak writing competence, and insufficient reading comprehension reduce students' participation during classroom activities. Low language proficiency also slows the learning process because lecturers must repeat explanations and provide additional guidance. Differences in students' educational backgrounds contribute to unequal levels of language competence in the classroom. This condition creates challenges in achieving learning objectives efficiently. Academic performance in Indonesian language courses becomes less optimal when students struggle to understand fundamental concepts. Weak basic skills eventually influence students' confidence in academic communication. Indonesian language learning therefore requires additional support to improve students' foundational competencies (Purwanro et.al, 2020).

Low learning motivation among some students also becomes a significant inhibiting factor in Indonesian language learning. Students with limited motivation tend to participate less actively in classroom discussions and learning activities. Assignment completion and independent study habits are often affected by a lack of academic interest. Poor motivation reduces students' willingness to improve their language competence and communication skills. Learning outcomes become less satisfactory when students do not show strong engagement during the teaching and learning process. Academic pressure and limited awareness of the importance of language mastery may influence students' attitudes toward the subject. Classroom interaction becomes less dynamic when student participation decreases. Learning effectiveness is therefore closely related to students' academic motivation and commitment.

Limited facilities and infrastructure also create obstacles in the implementation of Indonesian language learning. Some learning resources remain insufficient to support comprehensive academic activities. Access to updated learning materials and references is still limited in certain situations. Technological facilities used in learning activities are not always available optimally for all students. Limited digital access affects the

effectiveness of online learning and academic research activities. Classroom facilities in several areas also require improvement to create a more comfortable learning environment. Educational infrastructure plays an important role in supporting the quality of higher education learning. Insufficient facilities therefore reduce the efficiency of the teaching and learning process (Arung, 2015).

Teaching methods that are less varied can decrease students' interest and participation during learning activities. Conventional teaching approaches often make classroom interaction less engaging for students. Limited use of interactive media and collaborative learning strategies reduces opportunities for active participation. Students may experience boredom when learning activities focus mainly on lectures and theoretical explanations. Passive classroom conditions affect students' critical thinking and communication development. Learning effectiveness increases when lecturers apply innovative and student-centered teaching methods. Variety in instructional strategies is important to maintain students' attention and academic enthusiasm. Less effective teaching methods therefore become one of the obstacles in Indonesian language learning at the university level.

3. Solutions to Overcome the Inhibiting Factors of Indonesian Language Learning at UIN Fatmawati Sukarno Bengkulu

Improving students' basic Indonesian language skills is an important step in overcoming learning obstacles in higher education. Remedial programs and additional language training can help students strengthen their vocabulary, writing ability, and reading comprehension. Academic mentoring and regular practice activities also support the improvement of students' language competence. Diagnostic assessments may be conducted to identify students who require special academic assistance. Strengthening foundational language skills enables students to participate more actively in classroom discussions and academic assignments. Better language competence also increases students' confidence in communication and academic writing. Continuous evaluation is necessary to ensure the effectiveness of language improvement programs. Indonesian language learning outcomes can improve significantly through systematic skill development (Munir, 2025).

Increasing students' learning motivation is essential to create a more effective learning environment. Lecturers can encourage motivation by applying interactive and student-centered learning approaches. Classroom activities that involve discussion, collaboration, and problem-solving may increase students' academic engagement. Positive feedback and academic appreciation also help students develop stronger learning interest. Learning materials should be connected to students' academic and professional needs to increase relevance and enthusiasm. Academic counselling and mentoring programs can support students who experience low motivation or learning difficulties. Student participation becomes more active when they feel encouraged and supported in the learning process. Strong learning motivation therefore contributes directly to better academic performance.

Improving facilities and infrastructure is necessary to support effective Indonesian language learning management. Universities should provide adequate learning resources, updated references, and accessible digital platforms for academic activities. Technology integration in learning activities can improve the flexibility and quality of classroom instruction. Better internet access and multimedia facilities support online learning and independent research activities. Comfortable classrooms and supportive educational environments also enhance students' concentration and participation. Institutional

investment in educational infrastructure strengthens the implementation of modern teaching methods. Availability of adequate facilities creates more efficient and productive learning conditions. Educational quality can therefore improve through continuous infrastructure development (Ismunandar et.al, 2023).

Developing more varied and innovative teaching methods is another important solution to overcome learning barriers. Lecturers should apply interactive learning strategies that encourage active student participation. Collaborative learning, group discussions, and project-based assignments can increase students' critical thinking and communication skills. The use of digital media and educational technology also makes learning activities more engaging and effective. Innovative teaching methods help reduce student boredom during classroom sessions. Student-centered approaches create opportunities for learners to express ideas and participate actively in academic discussions. Professional development programs for lecturers may improve pedagogical competence and instructional creativity. Effective teaching strategies therefore play a significant role in improving Indonesian language learning outcomes (Damayanti, 2024).

The solutions to overcome various obstacles in Indonesian Language learning include improving students' basic skills through literacy habits such as reading, writing, and regular language practice in academic activities. In addition, students' learning motivation needs to be enhanced by increasing their awareness of the importance of Indonesian language proficiency in academic and professional contexts, as well as through more engaging and interactive teaching methods. To address the limitations of facilities and infrastructure, the institution needs to provide more adequate learning facilities and optimize the use of technology in the learning process. Meanwhile, lecturers should develop more innovative and varied teaching methods such as group discussions, presentations, project-based learning, and case studies so that students become more active and involved in the learning process. Overall, collaboration between lecturers, students, and the institution is essential to create more effective, active, and high-quality Indonesian Language learning.

Conclusion

The results of the study on educational management in the Indonesian Language Education Study Program at Fatmawati Sukarno State Islamic University (UINFAS) Bengkulu, it can be concluded that the implementation of educational management in Indonesian Language learning has been carried out quite well, although several aspects still require improvement to achieve more optimal results. The learning process has generally been supported by systematic lesson planning prepared by lecturers, the implementation of learning activities that apply various methods such as discussions, presentations, and assignments, as well as structured and continuous evaluation to measure students' learning outcomes. The supporting factors in Indonesian Language learning include the presence of competent and professional lecturers who are able to deliver learning materials effectively, a curriculum that is relevant to academic needs and current developments, adequate facilities and infrastructure such as classrooms, libraries, and access to technology, high student motivation in participating in learning activities, as well as a conducive academic environment that supports an effective teaching and learning process.

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