

QUALITY MANAGEMENT OF ARABIC LANGUAGE LEARNING AT MAN 3 MERANGIN

Muhammad Fadhil Hadziq^{a*)}, Khusnul Mubarak^{a)}, Aidah Fithtriyah^{a)},
Raed Awadh Saeed Algatnaini^{a)}, Shofil Fikri^{a)}

^{a)} Universitas Islam Negeri Maulana Malik Ibrahim, Malang, Indonesia

^{*)} e-mail korespondensi: muhammadfadhilhadziq9658@gmail.com

riwayat artikel : diterima: 06 November 2024; direvisi: 16 November 2024; disetujui: 06 Desember 2024

Abstract. This study examines the quality management of Arabic language learning at MAN 3 Merangin, based on George Robert Terry's management theory. The background of this research highlights the importance of Arabic in religious education, yet learning is often suboptimal due to challenges such as low student motivation and limited learning media. This study aims to analyze the implementation of four main aspects of management: planning, organizing, actuating, and controlling, in order to improve the quality of learning. The research method uses a qualitative approach with a case study, involving interviews, observations, and documentation. The results show that in planning, teachers develop syllabi and lesson plans in accordance with the Merdeka Curriculum, using a Project-Based Learning (PBL) approach. In organizing, tasks are clearly divided between teachers and the Quality Assurance Team. Actuating of learning involves active methods such as group discussions, simulations, and projects, along with the use of innovative media to engage students. Controlling is regularly conducted by the principal and management team to ensure the quality of learning remains high. Evaluation is carried out using written, oral, and formative tests to measure students' listening, speaking, reading, and writing skills in Arabic. Overall, this quality management approach improves the learning quality and can serve as a model for other institutions.

Keywords: Quality management, Arabic language, George Robert Terry

I. INTRODUCTION

Arabic is one of the most important languages in the lives of Muslims because, in addition to being the language of the Qur'an and Hadith, it also serves as an international communication language in the Islamic world (Gajah et al., 2023). In Indonesia, Arabic language learning has become an integral part of the curriculum in various religious educational institutions, especially madrasahs (Ni'am, 2022). However, although it has become part of the curriculum, students' achievement in Arabic language proficiency is often not optimal, including in religious-based educational institutions such as state madrasah aliyah, which face challenges in managing Arabic language learning (Nurdianto & Ismail, 2020). To achieve better quality learning that is relevant to contemporary developments, a structured and sustainable managerial approach is needed (Efendi & Sholeh, 2023). One solution that can be implemented is to refer to the National Education Standards (SNP), which encompass eight key standards in education. These include graduate competency standards, as a reference for expected learning outcomes; content standards, which regulate learning materials and curriculum; process standards, which cover teaching methods and implementation; educational assessment standards, which govern the evaluation of learning outcomes; educator and education personnel standards, which set qualifications and competencies for teachers and education staff; infrastructure standards, which ensure the availability of supporting learning facilities; and management standards, which regulate the governance of education administration (Sekertarian Negara Republik Indonesia., 2021). By implementing these standards, learning can proceed effectively, achieve the expected goals, and support the continuous improvement of education quality (Umi Muslichah, 2023).

Arabic language learning in Indonesia, particularly in madrasahs, encounters various challenges that impact the effectiveness and learning outcomes of students (Ritonga, 2023). One of the main issues is the low student motivation to engage in Arabic language learning, often caused by a lack of interest in the language and the difficulty of understanding materials perceived as challenging and complex (Abdul Rohman, 2022). This situation is worsened by the limited learning media available to support the learning process, such as a lack of access to technology or engaging teaching materials (Nafi'ah Muamaroh & Fikri, 2022). In addition, the implementation of the competency-based curriculum, which has not been fully optimized, also poses

an obstacle, as most students have not been able to master Arabic language skills optimally in accordance with the expected standards (Prastowo, 1970).

At MAN 3 Merangin, the challenges in Arabic language learning become even more complex due to the diversity of students' backgrounds. This diversity is reflected in differences in language proficiency, learning motivation, and their previous experiences with learning Arabic. Some students may have better Arabic language skills, while others struggle to understand basic materials. Additionally, motivation varies, with some students being very eager to learn, while others feel less interested or face difficulties. Their learning experiences also differ, with some students already accustomed to certain teaching methods, while others are new to the Arabic language. This diversity requires teachers to adapt more flexible and innovative teaching methods to effectively reach all students.

Therefore, good quality management in Arabic language learning becomes crucial. Effective quality management not only involves proper planning and actuating of teaching but also continuous monitoring of the students' learning process (Hidayat, 2018). With structured and data-driven management, it is hoped that these challenges can be overcome, and Arabic language learning at MAN 3 Merangin can become more effective and aligned with the needs of each student. This research is based on the improvement of school learning quality, as suggested by Sudarwan Danim, which involves five dominant factors. First, clear and disciplined leadership from the principal. Second, students as the main focus of learning. Third, teachers who continuously develop their competencies. Fourth, a flexible curriculum that supports the goals. Fifth, cooperation with parents and external partners. (Saifulloh et al., 2012). By involving these five factors, it is expected that the quality of Arabic language learning at MAN 3 Merangin can be improved comprehensively.

This research uses the Management Theory proposed by George Robert Terry as a foundation to analyze the Arabic language learning system at MAN 3 Merangin. This theory includes four main aspects: planning, organizing, actuating, and controlling (Syahputra, Dwi & Aslami, 2023). Each of these aspects plays a crucial role in creating an effective and efficient learning system. In this context, careful planning is needed to set learning objectives that align with the Content Standards and Graduate Competency Standards, while organizing involves clear task distribution among teachers, students, and management. Effective actuating will involve engaging teaching methods, in accordance with the Process Standards, while controlling ensures that all parties fulfill their duties and responsibilities effectively.

This research presents supporting data from previous studies as a foundation. Anaas Tri Ridlo studied the development of curriculum management in improving the quality of Islamic education, which involves four stages: planning, organizing, actuating and evaluation. Planning involves setting objectives and competencies, organizing covers the arrangement of materials, time, and resources, implementation applies teaching strategies, and evaluation assesses the effectiveness of the curriculum. With these stages, the quality of learning is continuously improved, producing students who are intelligent and have strong religious character (Tri & Dina, 2023). Second, the research by Asep Sunarko and Sholeh at Madrasah Tsanawiyah Salafiyah Al Tarmasi highlights strategies to improve the quality of Arabic language learning through the enhancement of the curriculum, human resources, and facilities (Sunarko & Sholeh, 2019).

Third, in his research, Usman Armaludin analyzes the factors that hinder the actuating of learning management in improving the quality of graduates at MDTA. The main challenges include the quality and quantity of educators, which still rely on the leadership figure, the limited education budget sourced from contributions by parents, making operational funds often insufficient, inadequate educational facilities due to financial constraints, and a curriculum that has not been nationally standardized and remains centralized. These obstacles hinder the optimal learning process, so more attention is needed in the management of education at MDTA to address these barriers and improve graduate quality (Armaludin, 2022). Fourth, the research by Moh. Buny Andaru Bahy, Wahidmurni, and Nur Hadi shows that the curriculum management in pesantren still relies on the basic principles of general curriculum management, but with a special emphasis on Arabic language curriculum and Islamic studies. Madrasah Aliyah Attanwir Bojonegoro adopts a semi-modern pesantren curriculum, which has a positive impact on improving students' Arabic language skills both theoretically and practically (Moh. Buny Andaru Bahy, Wahidmurni, 2024).

However, this research presents novelty that distinguishes it from previous studies. This study addresses the topic of quality management in Arabic language learning at MAN 3 Merangin, analyzed using George Robert Terry's management theory. It adapts the four stages of planning, organizing, actuating, and controlling, with a focus on managing Arabic language learning in religious-based madrasahs, which have distinct characteristics and challenges. The main difference lies in the data-driven managerial approach and the more structured application of Terry's theory to address the specific challenges at MAN 3 Merangin.

This research aims to analyze the implementation of quality management in Arabic language learning at MAN 3 Merangin using George Robert Terry's management theory. Specifically, the study seeks to evaluate how the four main stages in Terry's theory, planning, organizing, actuating, and controlling, are implemented in the context of Arabic language learning at the madrasah. Through in-depth analysis, this research is expected to provide a clear picture of how structured and data-driven management can address the challenges in Arabic language learning and enhance the quality of learning at MAN 3 Merangin. The findings of this study are expected to make an important contribution to the development of more effective and efficient learning management models in other madrasahs.

II. RESEARCH METHOD

This study uses a qualitative approach with the aim of gaining a deeper understanding of the implementation of quality management in Arabic language learning at MAN 3 Merangin. This approach allows for a comprehensive exploration of the phenomenon through the collection of descriptive and analytical data (Marinu Waruwu, 2022). The type of research used is a case study, which focuses on a single unit of analysis, namely MAN 3 Merangin. Through this case study, the research is expected to provide a comprehensive understanding of the implementation of quality management in Arabic language learning at the school (Ilhami et al., 2024).

The data sources of this research consist of informants relevant to quality management in Arabic language learning at MAN 3 Merangin. This research was conducted on November 7, 2024, with four main respondents: the Head of School and Quality Assurance Team, Mr. Muhammad Arifin, S.Pd., the Vice Principal for Curriculum, Mrs. Nurrifka Anissa, S.Pd., the Arabic Language Teacher, Mr. Azman, S.Pd., and a student named Abdul Aziz. Data were collected through three main techniques: observation, interviews, and documentation. Observation was conducted to directly monitor the Arabic language learning process, the interaction between the teacher and students, and the implementation of quality standards in the classroom (Sugiyono, 2013). This observation provides a real picture of the activities and strategies implemented to improve the quality of learning. Semi-structured interviews were conducted with the four respondents to gather information related to the strategies, challenges, and quality management steps in Arabic language learning at the school (Sugiyono, 2013). In addition, documentation such as school policies, curriculum, and evaluation reports were also collected as supporting data. This documentation includes information about the school's vision, mission, and facilities that support quality management at the school.

The data analysis process was conducted based on the theory of Miles, Huberman, and Saldana, which includes several stages: data condensation, data presentation, and conclusion drawing (Rachmad et al., 2024). In the data condensation stage, the researcher filters and selects relevant data related to quality management in Arabic language learning, while irrelevant data is discarded. This condensation aims to help the researcher focus on important information in line with the research topic. The next stage is data presentation, where the analysis results are organized systematically to facilitate interpretation, making it easier to draw conclusions. Conclusion drawing is based on the findings, which are expected to explain how quality management is implemented in Arabic language learning at MAN 3 Merangin, including the challenges faced and the solutions applied.

III. RESULT AND DISCUSSION

A. Planning

The lesson planning at MAN 3 Merangin can be linked to the perspectives of experts on the importance of the planning process in learning management. Sudjana states that lesson planning is one of the functions of management, where teachers are required to prepare a syllabus as part of the planning process (Sudjana, 2010). At MAN 3 Merangin, teachers, as explained by Mrs. Nurrifka Annisa, S.Pd., prepare the syllabus and lesson plans (RPP) based on the Merdeka Curriculum and KMA No. 450, which reflects the implementation of this management function.

According to Nasution, learning is the effort to gather and manage materials to ensure the continuity of the learning process (Nasution, 1989). In this context, teachers at MAN 3 Merangin gather relevant learning materials, such as grammar (nahwu) and speaking skills (muhadatsah), and design lesson plans that include various methods, such as lectures and Project-Based Learning (PBL). This aims to ensure that the learning outcomes align with expectations.

Abdul Majid emphasizes that planning is the process of organizing steps to achieve specific goals (Majid, 2020). At MAN 3 Merangin, these steps include initial assessments to understand students' abilities, the preparation of lesson plans, the actualizing of appropriate teaching methods, and regular evaluations, as explained by Mr. Muhammad Arifin. According to Usman Husaini, effective lesson planning requires teachers to (Usman, 2008):

1) Mastering the Curriculum

Teachers must understand the curriculum objectives, the program content (topics), subtopics, and determine when and how the material should be delivered. At MAN 3 Merangin, teachers use the Merdeka Curriculum, which prioritizes flexibility, 21st-century skills, and the development of the Pancasila student profile. Topics such as nahwu (grammar) and muhadatsah (speaking) are designed according to the class level and semester.

2) Mastering the Subject Matter

Teachers are required to study textbooks and other relevant sources related to the material being taught. This is reflected in the efforts of teachers at MAN 3 Merangin, who use materials tailored to students' needs to improve the effectiveness of learning.

3) Translating and Breaking Down the GBPP into Operational Programs

The GBPP (Basic Competency and Standard Curriculum) is broken down into more specific forms, such as the syllabus and lesson plans (RPP).

Teachers at MAN 3 Merangin design lesson plans using a variety of approaches, such as PBL (Project-Based Learning) and lectures, to create an engaging and contextual learning process. By understanding and implementing the demands of the

curriculum, the teachers at MAN 3 Merangin ensure that the learning process is effective, meets its objectives, and addresses challenges such as the diversity of students' abilities through initial assessments and continuous evaluations.

B. Organizing

The Organizing of Arabic language learning at MAN 3 Merangin aligns with Supriyatna's concept of management, which states that organizing is a system of cooperation among several people carried out through task division and the formation of work units (Supriyatna & Sylvana, 2007). Based on the data, the organizational structure at MAN 3 Merangin is designed to support students' competencies, particularly in speaking and Arabic literacy. This reflects a clear division of tasks, as mentioned by Mrs. Nurrifka Annisa, where Arabic language teachers and the Quality Assurance Team have distinct roles in the actuating of the learning process. The Quality Assurance Team at MAN 3 Merangin not only ensures the smooth operation of the learning program but also supports the use of innovative teaching media, such as Arabic cultural videos and interactive games. This aligns with Mr. Azman's statement that these resources are effective in engaging students.

Furthermore, Firman Edi states that the duties and responsibilities of the quality assurance team include developing and implementing evaluation programs and monitoring quality to meet SNP (Edi, 2021). In the context of MAN 3 Merangin, the organizing of learning activities involves evaluation through periodic reports, which are part of systematic quality monitoring efforts. The scheduling of lessons, adjusted to the Merdeka Curriculum, also demonstrates flexibility in management, although there are no further details regarding the specific adjustment of schedules for Arabic language lessons. Therefore, the organizing of Arabic language learning at MAN 3 Merangin reflects alignment with organizational theory, emphasizing the importance of task division, resource utilization, and continuous evaluation to achieve optimal learning quality.

C. Actuating

The actuating of Arabic language learning at MAN 3 Merangin is designed with an active, creative approach, and is student-centered. Teachers play an important role, not only as instructors but also as facilitators and trainers who support the learning process. According to Oemar Hamalik, a teacher must be able to manage, train, and provide technical services in education (Hamalik Oemar, 2001). At MAN 3 Merangin, this role is realized through the use of varied methods and engaging learning media.

One method frequently used is the project-based method, where students are invited to complete group tasks that require creativity and collaboration, such as creating dialogues in Arabic based on specific themes. Teachers also apply group discussions, which encourage interaction and the exchange of ideas among students, deepening their understanding of the material. Additionally, simulations, such as role-playing in daily conversation exercises, are used to practice students' speaking skills in real-world contexts. This method provides practical and relevant learning experiences, as explained by Mr. Azman.

Mr. Azman also mentioned that, to increase student interest and understanding, he uses various modern learning media, such as Arabic cultural videos, interactive apps, and educational games. These media not only make learning more engaging but also help students understand the material more easily. For students who need extra help, teachers provide study time outside regular class hours, demonstrating their commitment to addressing individual student needs.

The learning process is carried out systematically in accordance with educational theory. According to Usman Husaini, the actuating of learning includes steps such as starting the lesson by capturing students' attention, managing the teaching-learning activities, organizing time, using learning facilities effectively, conducting evaluations, and closing the lesson with reflection or conclusions (Usman, 2008). At MAN 3 Merangin, learning begins with engaging activities, such as watching videos or listening to relevant stories. During the core activities, teachers ensure that every student participates actively and provide guidance when needed. Evaluation is carried out regularly, both for the process and the learning outcomes, to ensure the learning objectives are achieved.

This approach is also in line with Roger's theory (dalam Mujiono, 1994:17), which emphasizes the importance of providing space for students to learn actively, using methods such as simulations and projects, and encouraging their creativity (Yanto, 2018). Teachers at MAN 3 Merangin fulfill this role by ensuring that learning is not only structured but also flexible, engaging, and relevant to students' needs. With a combination of creative learning methods, modern media, and attention to students' individuality, Arabic language learning at MAN 3 Merangin not only meets the curriculum requirements but also provides an enjoyable and meaningful learning experience. This approach helps students develop their Arabic language skills, such as speaking, understanding grammar, and applying it in daily life.

D. Controlling

The controlling of learning at MAN 3 Merangin is carried out routinely to ensure that the quality of learning is maintained and in accordance with the established plan. This aligns with Laurie J's view, who defines management supervision as a process to motivate and inspire individuals to perform activities that support the organization's goals (J, 2005). Mr. Arifin stated that at MAN 3 Merangin, this controlling aims to encourage teachers and staff to implement teaching effectively and to continue developing. Additionally, controlling functions to detect and correct unintentional performance errors and potential misuse of resources.

According to GR Terry, controlling is an effort to examine activities that have been carried out, focusing on the targeted object and serving as a tool to ensure that all parties work towards achieving the desired goals. In this context, the principal regularly supervises the teaching process to ensure that learning objectives are achieved and that the quality of education is maintained. This controlling is one form of monitoring applied at MAN 3 Merangin, where the principal directly observes the teaching process in the classroom and provides feedback to the teachers. Teachers are also required to submit monthly reports related to the implementation of their teaching, allowing controlling to be carried out in a structured and continuous manner.

Maisah explains that controlling involves continuous observation, recording, providing explanations, and offering guidance or correction of inaccuracies (Maisah, 2013). In this case, the principal and management at MAN 3 Merangin focus not only on controlling student learning outcomes but also on the process and implementation of teaching carried out by teachers. By conducting regular controlling, the principal can provide guidance to teachers to improve teaching methods that are not effective or to enhance the overall quality of teaching.

Furthermore, Sulistiyorini emphasizes that control or supervision functions to measure the effectiveness of staff performance and the efficiency of the methods and tools applied in achieving goals (Muhammad Fathurrohman, 2012). The controlling at MAN 3 Merangin aims to align the planned activities with the actual implementation and outcomes achieved. The quality monitoring system, carried out periodically through assessments and reporting at MAN 3 Merangin, ensures that all aspects of learning are carried out according to the plan and the objectives set in the curriculum.

Overall, the controlling implemented at MAN 3 Merangin plays a crucial role in maintaining the alignment between planning, actuating, and learning outcomes. This systematic and ongoing controlling not only motivates teachers to improve the quality of their teaching but also serves as a tool to detect and correct any errors in the actuating of learning, ensuring that educational goals are achieved optimally.

E. Evaluating

The evaluation of Arabic language learning at MAN 3 Merangin is conducted using various methods to ensure that students' understanding and skills are comprehensively reflected. According to Sukardi, evaluation is a process aimed at determining the extent to which a learning objective has been achieved (Sukardi, 2008). The evaluation at MAN 3 Merangin includes various types of assessments, such as written tests, oral tests, and formative evaluations, focusing on the four skills of Arabic: *istima'* (listening), *kalam* (speaking), *qiraah* (reading), and *kitabah* (writing). With this approach, teachers can obtain a thorough picture of students' abilities in different aspects of the Arabic language. This aligns with Suharsimi Arikunto's view that tests are used as tools to measure students' abilities in the various aspects defined (Arikunto, 2013).

Mr. Azman revealed that assessment at MAN 3 Merangin is not limited to final exams but is also conducted continuously through class discussions, quizzes, and direct feedback to students. This formative assessment aims to provide an ongoing picture of students' progress. Sudarman Danim, as cited by Jutmini, argues that learning evaluation aims to distinguish between student successes and failures and provides useful feedback for improvement (Sudarwan, 2007). With formative evaluation, students can immediately identify their strengths and weaknesses in Arabic learning, enabling them to improve and enhance their skills.

Evaluation also functions to formulate corrective steps in teaching, in line with Stufflebeam's principle in Rusman, which emphasizes that evaluation is part of management aimed at gathering relevant information to make better decisions (Rusman, 2009). The results of the evaluation are used by teachers to design the next teaching strategy, so that the teaching and learning process can continuously be adjusted to the needs of students. This also aligns with Hikmat's view that evaluation helps to identify the indicators of success or failure in achieving objectives, and this information is used to improve future learning (Hikmat, 2011).

However, Mr. Muhamad Arifin pointed out that the main challenge in evaluation is maintaining consistency in measuring students' abilities, especially with the flexible methods applied according to the Kurikulum Merdeka. The evaluation at MAN 3 Merangin accommodates various measurement methods to assess students' abilities, both individually and in groups. According to Sudiyono, an assessment aims to provide both objective and subjective information that can be used for decision-making in lesson planning (Yanto, 2018).

Overall, the evaluation of Arabic language learning at MAN 3 Merangin is designed to provide a comprehensive picture of students' achievements. With various types of tests and feedback provided, this evaluation not only assesses student learning outcomes but also serves as a basis for teachers to plan improvements and adjustments in teaching strategies for the future.

IV. CONCLUSION

The research findings indicate that the management of Arabic language learning at MAN 3 Merangin encompasses planning, organizing, actuating, controlling, and evaluating processes systematically to achieve educational objectives. In the planning phase, teachers design syllabi and lesson plans based on the Merdeka Curriculum and KMA No. 450, using varied approaches such as Project-Based Learning (PBL) to enhance students' Arabic language skills. Teachers also conduct initial assessments to understand students' abilities and adjust the learning material according to their needs.

In the organizing stage, MAN 3 Merangin applies clear task divisions. Arabic teachers collaborate with the Quality Assurance Team to ensure that the learning process runs effectively. The use of innovative learning media, such as Arabic cultural

videos and interactive games, is one way to increase student interest. Evaluation is carried out through regular reports, supporting continuous quality management of learning. In the actuating phase, Arabic learning is designed with an active and creative approach. Methods such as group discussions, simulations, and projects are used to train students' speaking skills. Teachers also use modern media, such as interactive apps and educational games, to make learning more engaging and relevant. This approach allows students to learn in a practical, relevant, and enjoyable way.

The controlling stage is conducted regularly by the principal and management team to ensure the quality of learning is maintained. Classroom controlling is carried out to provide direct feedback to teachers. Controlling also includes monitoring student learning outcomes and the teaching process, allowing for continuous improvement. In the evaluation phase, methods such as written tests, oral tests, and formative assessments are used to measure students' abilities in listening (istima'), speaking (kalam), reading (qiraah), and writing (kitabah). Assessment is conducted continuously to provide a picture of student progress and ensure that learning objectives are achieved. Overall, the management of Arabic language learning at MAN 3 Merangin reflects the integration of educational management theories with adaptive practices. The logical consequence is the improvement in the quality of Arabic education, which could serve as a model for the development of knowledge and educational practice in other institutions.

V. REFERENSI

- Abdul Rohman. (2022). Bahasa Arab dan Problematika Pembelajarannya. *Sanaamul Quran : Jurnal Wawasan Keislaman*, 3(1), 15–28. <https://doi.org/10.62096/tsaqofah.v3i1.26>
- Arikunto, S. (2013). *Prosedur penelitian suatu pendekatan praktek*. Rineka Cipata.
- Armaludin, U. (2022). Manajemen Pembelajaran Dalam Peningkatan Mutu Madrasah Diniyah. *Sharia: Jurnal Kajian Islam*, 01(01), 27–36. <https://doi.org/https://doi.org/10.59757/sharia.v1i1.3>
- Edi, F. (2021). Evaluasi Kinerja Tim Penjaminan Mutu Pendidikan Sekolah (TPMPS) pada Masa Pandemi Covid19. *Jurnal Ilmiah Wahana Pendidikan*, 7(1), 356–363. <https://doi.org/10.5281/zenodo.5724418>
- Efendi, N., & Sholeh, M. I. (2023). Manajemen Pendidikan Dalam Meningkatkan Mutu Pembelajaran. *Academicus: Journal of Teaching and Learning*, 2(2), 68–85. <https://doi.org/10.59373/academicus.v2i2.25.Manajemen>
- Gajah, A. S., Muthia Inayah, U., & Dwi Haryuni, N. (2023). Peranan Bahasa Arab Dalam Pengembangan Studi Islam. *Jurnal Ekshis*, 1(2), 61–69. <https://doi.org/10.59548/je.v1i2.78>
- Hamalik Oemar. (2001). *Kurikulum dan pembelajaran*. Bumi Aksara.
- Hidayat, M. Y. (2018). Manajemen Mutu Kurikulum Dan Pembelajaran Bahasa Arab. *At-Turats*, 11(2), 113. <https://doi.org/10.24260/at-turats.v11i2.883>
- Hikmat, H. (2011). *Manajemen pendidikan*. CV.Pustaka Setia.
- Ilhami, M. W., Vera Nurfajriani, W., Mahendra, A., Sirodj, R. A., & Afgani, W. (2024). Penerapan Metode Studi Kasus Dalam Penelitian Kualitatif. *Jurnal Ilmiah Wahana Pendidikan*, 10(9), 462–469. <https://doi.org/https://doi.org/10.5281/zenodo.11180129>
- J, L. M. (2005). *Management and Organizational Behavior*. Prentice Hall.
- Maisah, M. (2013). *Manajemen Pendidikan*. Gunung Persada Press Group.
- Majid, A. (2020). *Perencanaan pembelajaran mengembangkan standar kompetensi guru*. Rosda.
- Marinu Waruwu. (2022). Pendekatan Penelitian Pendidikan: Metode Penelitian Kualitatif, Metode Penelitian Kuantitatif dan Metode Penelitian Kombinasi (Mixed Method). *Bhineka Tunggal Ika: Kajian Teori Dan Praktik Pendidikan PKn*, 9(2), 99–113. <https://doi.org/10.36706/jbti.v9i2.18333>
- Moh. Buny Andaru Bahy, Wahidmurni, N. H. (2024). *Manajemen Kurikulum Pesantren dalam Meningkatkan Kemampuan Bahasa Arab Siswa Tingkat Madrasah Aliyah*. 7(2), 420–430. <https://doi.org/https://doi.org/10.58401/dirasah.v7i2.1141>
- Muhammad Fathurrohman, sulistyorini. (2012). *Implementasi Manajemen Peningkatan Mutu Pendidikan Islam*. Penerbitan teras.
- Na fi'ah Muamaroh, D. N., & Fikri, S. (2022). Digitalisasi Media Pembelajaran Kalam Melalui Aplikasi Tik Tok. *Tarling : Journal of Language Education*, 7(1), 81–96. <https://doi.org/10.24090/tarling.v7i1.9033>
- Nasution, S. (1989). Pengembangan Kurikulum. In *Pengembangan Kurikulum*. Citra Aditya Bakti.
- Ni'am, A. M. (2022). Urgensi Transformasi Kurikulum Bahasa Arab Madrasah Aliyah di Indonesia: Menelusik Historisitas dan

- Perkembangannya dari Masa ke Masa. *Revorma: Jurnal Pendidikan Dan Pemikiran*, 2(1), 13–24. <https://doi.org/10.62825/revorma.v2i1.16>
- Nurdianto, T., & Ismail, N. A. bin. (2020). Pembelajaran Bahasa Arab Berbasis Common European Framework Of Reference For Language (CEFR) Di Indonesia. *Al Mahāra: Jurnal Pendidikan Bahasa Arab*, 6(1), 13. <https://doi.org/10.14421/almahara.2020.061-01>
- Prastowo, A. (1970). Paradigma Baru Madrasah dalam Implementasi Kebijakan Kurikulum 2013. *Jurnal Pendidikan Islam*, 3(1), 95. <https://doi.org/10.14421/jpi.2014.31.95-113>
- Rachmad, Y. E., Rahman, A., Judijanto, L., Pudjiarti, E. S., Runtuuwu, C. H., Lestari, N. E., Wulandari, D., Suhirman, L., Rahmawati, F. A., Mukhlis, I. R., & others. (2024). *Integrasi Metode Kuantitatif dan Kualitatif: Panduan Praktis Penelitian Campuran*. PT. Green Pustaka Indonesia.
- Ritonga, S. (2023). Strategi Dalam Mengatasi Tantangan Pembelajaran Bahasa Arab Bagi Guru Di Era Teknologi Modern. *Hikmah: Jurnal Pendidikan Islam*, 12(2), 378–395. <https://doi.org/10.55403/hikmah.v12i2.378-395>
- Rusman, R. (2009). *Manajemen kurikulum*. Rajawali Pers.
- Saifulloh, M., Muhibbin, Z., & Hermanto, H. (2012). STRATEGI PENINGKATAN MUTU PENDIDIKAN DI SEKOLAH. *Jurnal Sosial Humaniora*, 5. <https://doi.org/10.12962/j24433527.v5i2.619>
- Sekretarian Negara Republik Indonesia. (2021). Peraturan Pemerintah Republik Indonesia Nomor 57 Tahun 2021 tentang Standar Nasional Pendidikan. In *Tambahan Lembaran Negara Republik Indonesia Nomor 6676*.
- Sudarwan, D. (2007). *Visi baru manajemen sekolah*. Bumi Aksara.
- Sudjana, N. (2010). *Penilaian hasil proses belajar mengajar*. Remaja rosdakarya.
- Sugiyono. (2013). *Metodelogi Penelitian Kuantitatif, Kualitatif Dan R&D*. Alfabeta.
- Sukardi, H. M. (2008). *Evaluasi Pendidikan Perinsip dan Oprasionalnya* (Vol. 2). Bumi Aksara.
- Sunarko, A., & Sholeh, S. (2019). Strategi Peningkatan Mutu Pembelajaran Bahasa Arab Di Madrasah Tsanawiyah Salafiyah Al Tamasi. *Lisanan Arabiya: Jurnal Pendidikan Bahasa Arab*, 2(02), 233–253. <https://doi.org/10.32699/liar.v2i02.652>
- Supriyatna, D., & Sylvana, A. (2007). *Manajemen*. Universitas Terbuka.
- Syahputra, Dwi, R., & Aslami, N. (2023). Prinsip-Prinsip Utama Manajemen George R. Terry. *Manajemen Kreatif Jurnal (MAKREJU)*, 1(3), 51–56. <https://doi.org/10.55606/makreju.v1i3.1615>
- Tri, A., & Dina, R. (2023). *Meningkatkan Kualitas Pembelajaran Pendidikan*. 07, 87–95. <https://doi.org/http://dx.doi.org/10.24127/att.v6521a2366>
- Umi Muslichah. (2023). Manajemen Strategi dalam Pemenuhan Standar Nasional Pendidikan di Madrasah Ibtidaiyah Miftahul Huda Kec.Jabung Kab.Malang. *Jurnal Pendidikan Tambusai*, 7(1), 3698–3707. <https://doi.org/10.31004/jptam.v7i1.5806>
- Usman, H. (2008). *Manajemen: teori, praktik, dan riset pendidikan* *Manajemen Teori, Praktek, dan Riset Pendidikan*. PT Bumi Aksara.
- Yanto, M. (2018). Manajemen dan Mutu Pembelajaran Bahasa Indonesia Di SMP Negeri 4 Rejang Lebong. *Tadbir : Jurnal Studi Manajemen Pendidikan*, 2(1), 71. <https://doi.org/10.29240/jsmp.v2i1.388>