



Implementation of Total Quality Management in Improving the Quality of Arabic Language Learning at Man 2 Mataram

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ABSTRACT

This study aims to describe the implementation steps of Total Quality Management (TQM) and analyze improvement efforts in enhancing the quality of Arabic language learning at MAN 2 Mataram. Using a descriptive qualitative approach, data were collected through observation, interviews, and documentation. The results show four main stages: (1) Planning, involving the development of ATP and teaching modules based on the Merdeka Curriculum; (2) Organizing, involving school leaders, teachers, and the quality assurance team, supported by regular teacher training; (3) Implementation, carried out in initial, core, and closing activities using a deep learning approach; and (4) Evaluation, including diagnostic, formative, and summative assessments. Quality improvement efforts include teacher development through training, seminars, and MGMP activities; curriculum enhancement through instructional materials and training on Merdeka Curriculum implementation, comprehensive assessment of the four Arabic skills (*istima', kalam, qira'ah, kitabah), use of digital tools (e.g., Google Forms, educational videos, language labs), and increased student satisfaction through feedback and reflective dialogue

INTRODUCTION

Arabic is one of the oldest languages in the world and belongs to the Semitic group, a branch of the Afro-Asiatic language family. It is characterized by complex morphology, unique phonology, and a well-structured and strict grammatical system. As the language of the Qur'an, Arabic holds a special status and plays a significant role in the cultural and religious identity of Arab communities and the Muslim world in general.(Al-Jarimi, Ali dan Amin, 2022)

Arabic consists of linguistic elements and language skills. The linguistic elements in Arabic include *ashwat* (sounds), which are auditory effects produced by sound waves generated from bodily vibrations; *mufradat* (vocabulary), which refers to the collection of words used in both spoken and written communication, encompassing essential components of words such as form, meaning, and usage within sentence structures; and *tarakib*, which refers to Arabic grammar or linguistic rules related to syntax and morphology.(Hidayah, 2024)

Arabic language proficiency consists of four main skills: listening (*al-istima'*), which is the ability to understand spoken language from a speaker or media;(Mahbub, 2022) reading (*qira'ah*), the ability to comprehend written messages; speaking (*al-kalam*), the skill to express thoughts and feelings verbally; and writing (*al-kitabah*), the ability to convey ideas in written form that can be understood by the reader.(Aziza & Muliansyah, 2020)

The elements and language skills of Arabic are taught in an integrated manner during instruction. For example, when learning new vocabulary, students are also trained in pronunciation (*ashwat*), sentence structure (*tarakib*), and the application of words in speaking and writing. Similarly, in speaking practice, students engage in activities such as listening (*istima'*), reading (*qira'ah*), speaking (*kalam*), and writing (*kitabah*). This integrated approach makes Arabic language learning more effective and communicative.(M. A, 2016)

Arabic language learning is a structured and systematically designed process aimed at guiding students to acquire proficiency in Arabic, both spoken and written. This process includes the development of listening skills (*istima'*), speaking (*kalam*), reading (*qira'ah*), and writing (*kitabah*), as well as understanding grammar (*nahwu* and *sharaf*), mastering vocabulary (*mufradat*), and applying the language in various contexts.(Mazidah, 2019)

The components of Arabic language learning include objectives, teachers, students, materials, methods, media, and evaluation. Learning objectives must be clearly and measurably defined. Teachers play a crucial role and are expected to possess teaching competence, subject mastery, social skills, and a professional attitude. Students, as the central focus of learning, should be considered in terms of their abilities, backgrounds, and learning styles to ensure the learning process meets their needs.(Harahap, 2016)

All learning components must meet quality criteria or standards to ensure that educational quality is guaranteed comprehensively and consistently. Quality standards serve as guidelines for the planning, implementation, and evaluation of learning, allowing the educational process to run effectively and efficiently. These standards cover various essential components such as content,

process, assessment, educators, and facilities, all of which work together to achieve the goals of national education. (Badan Standar Nasional Pendidikan, (2020). Standar Nasional Pendidikan, 2020)

Learning quality refers to effective instruction, which essentially involves the teacher's ability in the teaching and learning process and heavily depends on the teacher's competence in the classroom. The teacher is a key factor in determining student learning outcomes. According to Mulyono, learning quality encompasses five aspects: relevance, instruction, effectiveness, efficiency, and productivity. Teachers must possess the ability to plan, implement, and evaluate learning. Factors influencing learning quality include student readiness and motivation, teacher professionalism and collaboration within the school, curriculum relevance, the adequacy of facilities and infrastructure, as well as community participation in educational programs. (Mulyono, 2017)

The quality of Arabic language learning includes several key aspects, namely teacher quality, student quality, facilities, learning materials, and media. Teacher quality refers to the teacher's ability to design instructional tools (such as lesson plans and teaching modules), manage the classroom, stay updated with educational developments, and master the subject matter (Mardeli & Sukirman, 2023). Student quality can be defined as the level of competence demonstrated through achievements in knowledge, skills, and attitudes (Barnawi, 2017). Facility quality includes the availability of adequate learning infrastructure at school (Habsyi, 2020). Learning material quality refers to the usefulness and relevance of content that supports the teaching and learning process (Arrasyid, 2024). Media quality involves the effectiveness and efficiency of tools that deliver messages and stimulate students' thinking, emotions, and motivation to encourage active learning. These media can be in the form of print, audio, visual, or digital formats. (Andriyani, 2017)

Achieving good quality requires management, which is a process carried out through management functions. Planning is a mental activity that involves thinking, imagination, and the ability to foresee the future. The planning function involves formulating actions to achieve objectives and to anticipate obstacles that may arise and hinder the smooth execution of tasks. (Anisa, 2021)

One of the most commonly used quality models is Total Quality Management (TQM, which is a management system that emphasizes quality as a business strategy and focuses on customer satisfaction by involving all members of the organization. Total Quality Management (TQM), also known as Integrated Quality Management, is a system that positions quality as a central strategy and prioritizes customer satisfaction through the participation of the entire organization. It is an approach to managing a business that aims to maximize organizational competitiveness through continuous improvement. (Khadijah, 2019)

In its implementation, Total Quality Management (TQM) involves several key aspects: conducting preparation or planning, preparing human resources according to their respective competencies, achieving predetermined targets, and evaluating both the process and outcomes. (siti, Miftahul, 2024) According to

Sanusi, TQM consists of nine main components: customer focus, obsession with quality, scientific approach, long-term commitment, teamwork, continuous improvement, education and training, controlled freedom, and unity of purpose.

Total Quality Management can be applied to Arabic language learning through planning, organizing, implementation, and assessment, all of which aim to improve the overall quality of learning. Planning begins with designing engaging and relevant lessons through materials that suit students' needs, along with the application of various methods such as the grammar-translation method, direct method, audiolingual method, and communicative method. Organizing ensures that all materials and methods are arranged systematically to support the achievement of competencies and provide equal learning opportunities for all students. Implementation focuses on the effective application of these methods, adapted to students' conditions, while creating a participatory learning environment. Assessment in TQM not only evaluates final outcomes but also examines the entire learning process, covering speaking, writing, listening, and reading skills. Reflection on the process and methods used serves as the foundation for continuous improvement. Thus, TQM promotes ongoing enhancement of the quality of Arabic language learning. (Silvia et al., 2023)

One of the Islamic schools that implements Total Quality Management (TQM) in Arabic language learning is MAN 2 Mataram. The implementation of TQM is evident through the active involvement of teachers, students, and administrative staff in the learning process. Teachers not only teach but also regularly conduct evaluations and participate in training to enhance the quality of instruction. The learning process at MAN 2 Mataram is carried out in an organized manner, from planning to evaluation, followed by continuous improvement. The application of TQM in this school has successfully improved the quality of learning, increased student interest, and created a supportive learning environment. Ongoing evaluation and feedback further contribute to enhancing students' Arabic language learning outcomes.

The implementation of Total Quality Management (TQM) in Arabic language learning at MAN 2 Mataram aims to improve the overall quality of education through a structured and sustainable approach. The main focus of TQM is to strengthen teacher competence through regular training and evaluation, as well as to enhance active student engagement in meaningful learning. The learning process is carried out systematically, starting from planning, organizing, implementation, to evaluation, with an emphasis on the principle of continuous improvement. Consistent evaluation serves as the foundation for improving instructional methods. Thus, TQM is expected to create a learning environment that is conducive, efficient, and responsive to the needs of all members of the school community.

LITERATURE REVIEW

To support and facilitate the writing of this research, the researcher sought to conduct a review of existing literature in the form of previous relevant studies related to the present research. These include:

1. Nukhbatunisa (UIN Syarif Hidayatullah)

This thesis examines the implementation of Arabic language learning from the perspective of Total Quality Management (TQM) at SMP/IP Baitul Maal and SMP/IT Al-Quraniyyah. The findings indicate that SMP/IP Baitul Maal places greater emphasis on school management with optimal learning planning, while SMP/IT Al-Quraniyyah focuses more on the practical delivery of materials and learning objectives to enhance students' understanding of the Arabic language. The application of the 14 steps of TQM at both schools shows varying levels of success; SMP/IT Al-Quraniyyah has not fully implemented all the steps but remains satisfied due to external support factors. Meanwhile, the implementation of the PDCA (Plan, Do, Check, Act) cycle at SMP/IP Baitul Maal involves all internal school elements comprehensively, which makes the process take more time.

2. Robi'atul Laili Maulidiyah dkk (Jurnal Shaut Al- 'Arabiyah)

This journal examines the analysis of the Assalam Arabic Course (AAC) program principles based on Total Quality Management (TQM) at Pondok KMI Assalam Bangilan Tuban. The findings indicate that the implementation of the AAC program aligns with six core principles of TQM, namely: (1) a focus on students (santri) as the center of the program, (2) leadership involving the Head of the Foundation, mentors, and the program coordinator, (3) the involvement of human resources such as teachers, students, and parents, (4) the use of processes and approaches to support the achievement of the institution's vision and mission, (5) evidence-based decision-making through evaluation stages, and (6) relationship management, which, although not involving external partnerships, still refers to textbooks from renowned pesantren and the K13 Arabic Language Curriculum. In conclusion, the AAC program is considered to be in accordance with TQM principles.

3. Fauzie Muhammad Shidiq dkk (Jurnal Naskahi)

This journal examines the implementation of Total Quality in Arabic language learning at Madrasah Tsanawiyah Al Islamiyyah: A Case Study on Education Quality. The research findings show that the application of the Total Quality Management (TQM) concept in Arabic language learning includes several key steps: (1) setting quality standards, curriculum development, as well as planning and assessment of learning; (2) cultural and organizational transformation of the madrasah by creating an active, innovative, and collaborative learning environment; (3) maintaining good relationships with educational "customers" through communication with school committees and external institutions, as well as information sharing via social media; and (4) implementing continuous improvement through regular meetings, teacher competence enhancement, and academic supervision.

METHODOLOGY

This study uses a descriptive qualitative research design, which is a research and understanding process based on a methodology that investigates social phenomena and human issues. Qualitative research is conducted in natural settings and is discovery oriented (Hermawan, 2019). The descriptive qualitative method was chosen for this study because it is considered the most appropriate approach to deeply explore the implementation of Total Quality Management (TQM) in improving the quality of Arabic language learning. TQM is not only viewed as a management system but also as a work culture, way of thinking, work ethic, and a commitment by all educational components to continuous quality improvement. Descriptive qualitative research aims to describe or portray the "meaning of data" as well as the phenomena captured by the researcher in the field, by providing evidence related to actual facts without manipulating data, and by conducting direct interviews. (Sulistyawati & Purwanto, 2023)

Data analysis is the process of systematically searching for and arranging data obtained from interviews, field notes, and documentation by organizing the data into categories, breaking it down into units, synthesizing it, arranging it into patterns, selecting what is important and worth studying, and drawing conclusions so that it is easily understood by the researcher and others. (Sugiyono, 2019)

The data analysis process in qualitative research is conducted continuously and interrelatedly until data saturation is reached. It involves three main stages. First, data reduction, which consists of filtering and categorizing relevant data from interviews, observations, and documentation into categories such as planning, implementation, methods, media, evaluation, and the integration of Arabic into school activities. Second, data display, which is carried out after the reduction process and presented in narrative form to highlight patterns in learning such as instructional approaches, media use, and evaluation strategies. Third, conclusion drawing and verification, where identified patterns are reviewed through repeated cross-checks with the original data to ensure accuracy and objectivity. The final conclusions are a comprehensive synthesis of the findings gathered from the research sites.

RESULT

This study found that the implementation of Total Quality Management (TQM) in Arabic language learning at MAN 2 Mataram is carried out through four main stages: planning, organizing, implementation, and evaluation. In the planning stage, teachers collaboratively design the Learning Objectives (ATP) and teaching modules based on the Merdeka Curriculum through the MGMP forum, taking into account students' characteristics and needs. This process is reflective and updated regularly based on evaluation results, in line with the principle of continuous improvement in TQM. The organizing stage involves all elements of the school, from leadership to the Internal Quality Assurance Team (TPM). Teachers are empowered through regular training and MGMP forums to strengthen their professional capacity. This reflects the TQM principles of total involvement and human resource development. In the implementation stage, the

learning process applies a deep learning approach that emphasizes mindfulness, meaningfulness, and joyfulness. Teachers encourage active student participation through group discussions, interactive quizzes, and digital media, in accordance with the customer focus principle of TQM. Evaluation is conducted comprehensively through diagnostic, formative, and summative assessments. The results are used as a basis for improving the next cycle of the learning process, supporting the principles of fact-based decision making and continuous improvement.

Based on the findings, five main efforts were identified at MAN 2 Mataram in improving the quality of Arabic language learning through the application of Total Quality Management (TQM):

- Enhancing Teacher Competence** The school actively improves teacher quality through training, seminars, and workshops held both internally and in collaboration with external institutions. The training focuses on technology integration, strengthening teaching methods, and mastery of subject content. This reflects the education and training principle in TQM, emphasizing long-term investment in human resource development.
- Curriculum Development** The curriculum is developed in a responsive and adaptive manner, aligned with the needs of learners and the Merdeka Curriculum. Teachers are actively involved in designing teaching materials and engaging in continuous curriculum evaluation, which embodies the principles of designing quality into the process and continuous improvement.
- Comprehensive Assessment System** Assessment is carried out comprehensively, covering the four Arabic language skills: *istima'* (listening), *kalam* (speaking), *qira'ah* (reading), and *kitabah* (writing). Both oral and written evaluations are conducted based on objectivity and relevance, serving as reflective tools for improving the overall teaching and learning process.
- Utilization of Educational Technology** The use of technology is a key innovation in supporting learning activities. Teachers utilize tools such as Google Forms, audiovisual media, and language laboratories to increase interactivity and learning effectiveness. This aligns with the TQM principle of innovation for quality.
- Student Satisfaction and Engagement** MAN 2 Mataram provides space for students to actively engage in the evaluation of learning through reflections, open discussions, and feedback mechanisms. High levels of enthusiasm and positive responses from students indicate the successful application of the customer satisfaction and ownership of learning principles as part of the school's quality culture.

DISCUSSION

Implementation of Total Quality Management (TQM) in Arabic language learning at MAN 2 Mataram follows a structured and comprehensive managerial approach. This process includes four key steps: planning, organizing, implementation, and evaluation, all conducted under the spirit of continuous improvement, a core principle of TQM. In the planning stage, Arabic language teachers collaboratively design the Learning Objectives (ATP) and teaching modules based on the Merdeka Curriculum through the MGMP forum. The design considers not only curriculum standards but also students' characteristics

and learning needs. This indicates that planning is reflective, with teaching materials regularly revised based on student feedback and evaluation results, aligned with the principle of ongoing improvement. According to Vincent Gaspersz, planning is a crucial element in TQM as it determines the effectiveness of the subsequent stages. The success of implementation, control, and evaluation is highly dependent on the accuracy and completeness of the initial planning. Therefore, in designing the learning process, teachers need to include measurable objectives and strategies that can concretely address students' needs. With well-structured planning, learning becomes more focused and holds great potential to bring about real improvements in quality (Gaspersz, 2020). In the organizing stage, the involvement of all school components becomes a key pillar of TQM implementation. The school principal, vice principal of curriculum, teachers, and the Internal Quality Assurance Team (TPM) collaborate to build a synergistic working structure. Teachers are not only implementers but also drivers of quality enhancement. Empowerment is realized through regular training, MGMP activities, and professional development. Tjiptono and Diana emphasize that in the TQM framework, organizing refers to arranging work systems aimed at sustaining consistent quality improvement. This includes establishing clear organizational structures, defining team roles and responsibilities, and developing effective internal communication mechanisms (Winarti & Miyono, 2024). During the implementation stage, teachers apply a deep learning approach focused on three key elements: mindful, meaningful, and joyful learning. Learning activities are carried out through diverse strategies such as group discussions, interactive quizzes, and relevant digital media. This approach promotes active student participation and reflects the principle of customer focus in TQM, placing students at the center of the learning process. Implementation is not merely about delivering content but about building memorable learning experiences and fostering learner independence. According to Sagala, implementation is the concrete realization of prior educational planning. It involves applying planned strategies, fostering active communication between teachers and students, and creating a learning environment conducive to effective education. The evaluation stage is conducted comprehensively through a combination of diagnostic, formative, and summative assessments. The focus is not only on learning outcomes but also on the effectiveness of teaching methods and processes (Sagala, 2017). The results of evaluations are used to inform strategies in the next instructional cycle. This aligns with the fact-based decision making principle in TQM, where decisions are driven by data and reflective analysis. Mulyasa views evaluation as a critical part of learning reflection, where educators reassess the effectiveness of methods, approaches, and media used during teaching. Evaluation helps teachers determine the extent to which objectives have been achieved and guides improvements to ensure future instruction is more relevant and effective. (E, 2017)

In addition to the four managerial functions, MAN 2 Mataram engages in quality improvement efforts consistent with TQM principles. First, teacher competence is enhanced through ongoing training, seminars, MGMP participation, pedagogical reinforcement, and lesson material development. This reflects the education and training principle, emphasizing the long-term investment in human capital. Mukhtar argues that teachers are required to continuously improve the quality of learning management, which can be achieved through structured supervision that provides ongoing individual and group support (Kusumawati, 2016). Second, curriculum development is carried out dynamically based on students' needs. Teachers actively participate in the design and evaluation of learning tools, reflecting the design quality into process principle and a culture of reflection. Syaifuddin Sabda states that curriculum development is a systematic and planned process to align content with learners' evolving needs, scientific advances, and socio cultural demands. The curriculum is not merely a formal document, but an integral component of the education system rooted in philosophical and scientific thinking (Syaifuddin, 2016). Third, the assessment system used is holistic and evaluates all four Arabic language skills: *istima'* (listening), *kalam* (speaking), *qira'ah* (reading), and *kitabah* (writing). Assessments are conducted objectively, both orally and in writing, and are used as the basis for improving instructional processes. Linch asserts that assessment is a systematic effort to gather information for judgment and decision-making. It serves not only to measure student performance but also as a reflective tool for teachers to evaluate their teaching methods and content delivery (Itaristanti, 2016). Fourth, the use of technology is a key innovation supporting effective learning. Teachers utilize applications like Google Forms, audiovisual media, and language laboratories to create engaging and interactive instruction. This step aligns with the innovation for quality principle in TQM. According to Unnikrishnan, digital technologies enhance language learning by fostering student-centered classrooms, using gamification to boost participation, and promoting collaboration and creative thinking. This approach not only improves language skills but also develops critical thinking and creativity (Afrinatonni et al., 2025). Finally, student satisfaction and engagement are central concerns in TQM implementation. Teachers provide space for reflection, open discussion, and feedback surveys to assess student satisfaction. Findings show that students feel more motivated, valued, and express positive perceptions of their Arabic learning experiences. This reflects successful application of the customer satisfaction and ownership of learning principles in educational quality management. Sopiadin argues that student satisfaction is a positive attitude toward instructional services provided by teachers, based on the alignment between expectations and actual experiences. If teaching meets expectations, satisfaction is achieved; if not, dissatisfaction follows. With this approach, has succeeded in building an Arabic language learning system that is not only effective and efficient but also participatory and sustainable. (Hastari, 2022)

CONCLUSIONS AND RECOMMENDATIONS

Based on the study of the implementation of Total Quality Management (TQM) in Arabic language learning at MAN 2 Mataram, it can be concluded that TQM is applied through four main steps: planning, organizing, implementation, and evaluation. In the planning stage, teachers collaboratively and reflectively design Learning Objectives (ATP) and instructional modules based on the Merdeka Curriculum, considering students' needs and characteristics. The organizing stage emphasizes the importance of synergy among school components, where the principal, vice principal of curriculum, teachers, and the Internal Quality Assurance Team work together to build an effective system. The principles of total involvement and training and development underlie the capacity-building efforts through regular training and MGMP activities. During the implementation stage, teachers apply a deep learning approach that promotes mindful, meaningful, and joyful learning experiences. Interactive methods such as discussions, quizzes, and digital tools are used to engage students actively, reflecting the customer focus principle of TQM. The evaluation stage is carried out comprehensively using diagnostic, formative, and summative assessments. Evaluation not only measures learning outcomes but also reviews the overall teaching process. The results serve as the foundation for future instructional strategies. Efforts to improve learning quality cover five main areas. First, teacher competence is enhanced through professional training and supervision. Second, curriculum development is made flexible and relevant to students' needs and scientific advancements. Third, comprehensive assessment systems are implemented based on objectivity, reflection, and data. Fourth, digital technology is utilized to support adaptive, collaborative, and creative learning. Fifth, student satisfaction and engagement are prioritized, as Sopiadin states, ensuring that learning services align with student expectations and needs.

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