



Recontextualizing Juran's Quality Trilogy in Arabic Language Learning: A Case Study of Quality Management at An Islamic High School in Indonesia

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Abstract: Educational quality management is currently a strategic matter for every educational institution oriented towards excellence in educational services to better meet the needs of its students. One approach to addressing the relevant conceptual framework of quality management in Arabic language learning is Total Quality Management. This study aims to identify the quality trilogy, as defined by Joseph M. Juran, in Arabic language learning in high schools. This research is qualitative and uses an instrumental case study design. Participants in this study included Arabic language teachers, curriculum vice-principals, and students, with data collected using three techniques: semi-structured interviews, unstructured participant observation, and documentation. The data analysis technique uses the Miles & Huberman three-stage interactive model, namely, data reduction, data display, and conclusions. The implementation of the quality trilogy is carried out in a comprehensive and integrated manner, with the dominant level of implementation found in the quality improvement dimension supported by a strong culture of teacher innovation through the Arabic Language MGMP forum. These results confirm the findings of this study that Juran's quality trilogy framework has sufficient flexibility to be adopted and adapted in a value-oriented educational ecosystem, not just in industrial or business contexts.

INTRODUCTION

Development in the education sector in Indonesia is projected to experience a demographic shift, with approximately 64% of the population of productive age during the 2020–2035 period. This condition demands an education system capable of manifesting educated, competent, and productive human resources. This concept refers to the quality of education that must significantly influence workforce productivity and economic growth in every country (Kokkinopoulou & Vrontis, 2026). In this case, education becomes a strategic instrument for developing competitive, character-based human resources and quality services in educational institutions. This refers to the ever-increasing demographic pressures with various demands of the increasingly complex labor market, thus forcing educational institutions to continuously strive to update their quality standards and service management mechanisms (Ofor-Douglas, 2024). Educational quality management is no longer merely an administrative choice; it has also become a strategic priority for every educational institution oriented towards excellence in educational services to better meet the needs of its students.

In the current context of Islamic values-based education in Indonesia, the urgency of improving educational quality is increasingly apparent, particularly at the senior high school (SMA) level, which carries the dual mission of developing both academic competence and religious character in students. Consequently, educational institutions such as madrasahs and Islamic schools face unique challenges in integrating national quality standards with institutional

values based on Islamic education (Badrun, 2024). Arabic language development is also a core component in Islamic schools, requiring special attention to the quality of learning planning, implementation, and evaluation. Implementing a quality system in Arabic language learning management is a factor in optimally achieving students' communicative competence (Afthon et al., 2022). Strengthening the quality framework in Arabic language learning requires a solid and systematic conceptual and operational foundation.

Arabic language learning, particularly in Islamic schools, has several important aspects within the context of quality management, encompassing interconnected dimensions that fall into three main categories. First, the planning dimension requires a more structured mechanism for identifying student needs in the development of Arabic language learning, which must be more sensitive to cultural diversity and job market needs, so that learning objectives can align and meet the expectations of educational service users (Assagaf, 2024; Fatim et al., 2020). Second, the implementation dimension also requires educators to possess a range of pedagogical competencies to support learning by leveraging the provided infrastructure and to avoid gaps between established standards and learning practices (Fitriani et al., 2025b). Third, the evaluation dimension serves as a continuous monitoring system to provide more procedural improvements in each learning process, whether detected or not, so that corrective actions can be taken promptly (Syukur & Mahfudh, 2024). The importance of each dimension of this quality management framework lies in its comprehensive, integrated approach to managing Arabic language learning across various educational institutions.

The approach to responding to the relevant conceptual framework of quality management in Arabic language learning is Total Quality Management (TQM). Within the quality management framework, TQM emphasizes continuous improvement, customer satisfaction, team performance, and process-based management, all of which are main pillars for improving organizational quality (Ugwu, 2024). This customer concept includes students, educators, parents, the community, and stakeholders directly involved in educational services at each educational institution. Adapting TQM in the education sector aims to create a quality culture that consistently delivers superior educational service outcomes (Rosidin et al., 2025). Among the various TQM models, the quality trilogy model, according to Joseph M. Juran (1986), consists of quality planning, quality control, and quality improvement and serves as an operational approach, providing concrete steps for educational institutions.

Juran's quality trilogy has been applied by several previous studies, particularly in learning management in various educational institutions. There are various focuses from previous studies that refer to the application of TQM in the educational context, as follows: a) the application of TQM in Arabic classes is carried out through collaborative planning, active and contextual pedagogy, authentic assessment, and reflective practices of educators that lead to continuous learning (Huda et al., 2025; Nuranjali et al., 2025); b) educators must have strategies (careful planning, innovative and interactive methods) that refer to effective teaching quality, student engagement, and better learning outcomes (Afriati, 2024; Singh, 2025); c) the education sector plans its educational quality by analyzing student needs, active leadership control, and specifically improving the performance of the quality management team (Qingyan et al., 2023; Saifillah et al., 2023). Overall, previous studies highlight curriculum management reform in schools, with an operational framework based on Juran's quality management model. This study seeks to build on previous research by identifying quality management in Arabic language learning at the high school level in an Islamic school in Malang. The identification of Arabic language learning quality is conducted through Juran's trilogy framework, which demonstrates

curriculum recontextualization and double standards within the Islamic-based educational ecosystem.

Based on this gap, the study's practical contribution is to examine the extent to which educational institutions are actively involved in improving the quality of their education in line with students' needs and the increasingly complex job market (Okolie et al., 2019). Furthermore, Arabic language learning also has unique characteristics as a foreign language that need to be managed according to linguistic, cultural, and religious dimensions (Almelhes, 2024b). These two assumptions support this study's systematic review of educational quality in planning, control, and improvement to construct sustainable Arabic language learning. Thus, this study aims to identify Joseph M. Juran's trilogy of quality in Arabic language learning in high schools. Based on the research objectives and the scope of the findings, this study addresses three research questions concerning the implementation of Juran's Quality Trilogy and its recontextualization in Arabic language learning at an Islamic high school in Indonesia: (1) How is quality planning implemented in Arabic language learning at an Islamic high school in Indonesia? (2) How are quality control and quality improvement implemented in Arabic language learning at an Islamic high school in Indonesia? and (3) How can Juran's Quality Trilogy be recontextualized within the ecosystem of Islamic secondary education to construct sustainable Arabic language learning?

METHOD

This study focuses on identifying the quality trilogy from Juran's perspective in Arabic language learning in high school environments, using a qualitative research design with an instrumental case study. This qualitative research, with an instrumental case study design, was conducted to provide understanding and insight into Arabic language learning practices in accordance with quality management in educational institutions, using the quality trilogy framework (Cresswell, 2013). The research was conducted purposively at the high school level in one of the Islamic schools in Malang, which has a strong quality culture and a structured quality assurance system. Participants in this study included Arabic teachers, curriculum vice principals, student guardians, and students. The study was conducted over three months, from February to April 2026, at SMA Sabilillah Malang, Indonesia. Data were collected through semi-structured interviews with one principal, one vice principal for curriculum affairs, two Arabic language teachers, and four students, complemented by classroom observations and document analysis.

Data collection was conducted using three main techniques: semi-structured interviews, non-structured participant observation, and documentation. Interviews focused on three main focuses in the quality trilogy: quality planning, quality control, and quality improvement. Observations were conducted to directly examine the Arabic language learning process in the classroom, focusing on ongoing quality control, teacher-student interactions, and the use of feedback. Furthermore, documentation was collected and reviewed to support quality management of Arabic language learning and to verify data from interviews and observations. The data analysis technique used the interactive model of Miles & Huberman (2014), which has three stages: data reduction, data display, and conclusions. Data reduction was carried out by coding all data from interviews, observations, and documentation, which were then adjusted based on Juran's (1986) quality trilogy, which focuses on quality planning, quality control, and quality improvement. Data display was presented in a thematic narrative for each element of the quality trilogy. Verification was carried out by drawing meaning from each emerging pattern in line with the research focus.

RESULTS

Based on field data from in-depth interviews, classroom observations, and documentation studies at SMA Sabilillah Malang, the implementation of Juran's quality trilogy was found to occur in three main dimensions: quality planning, quality control, and quality improvement. The following presents the research findings systematically, organized by each dimension.

Quality Planning

The review of the lesson plan documents indicates that all components of the quality planning are fully met. The lesson plan documents comprehensively list the madrasah's identity, subject, class/semester, and time allocation. An analysis of student characteristics has also been integrated, encompassing learning styles, initial abilities, and special needs. Learning objectives are formulated using the ABCD (Audience, Behavior, Condition, Degree) components, while core competencies (KI/KD) are consistently translated into measurable competency achievement indicators (IPK). The four Arabic language skills, *istima'*, *kalam*, *qira'ah*, and *kitabah*, are covered in learning materials relevant to the communication context.

Interviews with the Deputy Head of Curriculum revealed that student needs are identified through a diagnostic assessment at the beginning of the semester, combined with closed-door interviews. The identification process involves Arabic language teachers, students, and guidance counselors to understand better each student's characteristics, learning styles, and needs. The established competency standards refer to the national curriculum integrated with the *Kema'hadan* curriculum (pesantren curriculum). Although the school has integrated the Cambridge curriculum, its implementation in Arabic-language subjects has not been fully realized.

The process of preparing the lesson plan is carried out in stages: (1) the Deputy Head of Curriculum and the team formulate competency standards; (2) socialization to all teachers; (3) each teacher prepares the lesson plan according to the standards; (4) submission in a special application for educators; (5) review by the Deputy Head of Curriculum; (6) approval from the Principal; and (7) approval from the Director of Institutional Affairs. Regarding class differentiation, there is no separation between regular and advanced classes. However, specifically for foreign language learning, it is divided into basic classes and intermediate classes, as well as Arabic language classes with different competency standards for each level.

Table 1. Summary of Quality Planning Findings Based on a Review of Lesson Plan Documents

No.	Components	Interpretations
1	Document Identity	Comprehensive and structured
2	Customer Identification (Students)	Through diagnostic assessments and closed-ended interviews
3	Objective Formulation (ABCD)	Measurable and realistic
4	Competency Standards (KI/KD – GPA)	Integration of the national curriculum and Islamic boarding schools
5	Four Arabic Language Skills	Integrated <i>Istima'</i> , <i>kalam</i> , <i>qiraah</i> , <i>kitabah</i>
6	Approach & Methods	Adapted to the characteristics of the material and students
7	Learning Media & Resources	Specific and supports core competencies
8	Authentic Assessment	Includes attitudes, knowledge, and skills

9	Compliance with National Education Standards	Referring to the applicable Minister of Education and Culture Regulation/KMA
10	Alignment with Lesson Plan Components	Objectives, materials, methods, and assessments are aligned

Arabic language teachers confirmed that lesson plans are developed based on the learning outcomes established in the school curriculum, taking into account students' initial ability levels, class characteristics, available learning time, and Arabic language needs. Lesson plans are not rigid documents; they can be adjusted based on observations of student abilities, diagnostic assessment results, and evaluations of prior learning. Authentic assessments comprehensively cover aspects of Arabic language attitudes, knowledge, and skills.

Quality Control

Classroom observations indicate that all quality control requirements were met throughout the learning process. The material taught aligned with the core competencies and the planned lesson plan. Teachers allocated time according to the plan and completed lesson targets. Student engagement in Arabic language activities was recorded at over 70%. Student understanding was monitored periodically throughout the learning process, though more structured techniques were still needed. Corrective feedback was provided directly when students made errors in Arabic.

The results of the documentation study of evaluation and monitoring documents indicate excellent conditions. Teaching journals are neatly organized, both physically and non-physically, through a dedicated application. All assessments are neatly structured in assessment rubrics, and students can view their grades transparently. Academic supervision is conducted five times per semester at random. The Arabic language Minimum Competency (KKM) documents are neatly organized, both physically and non-physically. The remedial and enrichment systems are well implemented and documented. Evaluations are on the weekly agenda, so all discussions are well documented.

Table 2. Summary of Quality Control Findings

No.	Observed Aspects	Descriptive Notes
1	Material Alignment with Lesson Plan	In accordance with the planned Core Competencies and Lesson Plans
2	Time Management	Lesson targets completed according to allocation
3	Student Engagement	>70% actively participate in Arabic language activities
4	Real-Time Monitoring	Still needs more systematic, structured techniques
5	Direct Feedback	Immediate corrective feedback when students make mistakes
6	Formative Assessment	Quizzes/Q&As at least once per meeting
7	Corrective Action	Strategy adjustments when learning difficulties are detected
8	Reflective Conclusion	Includes reflection, feedback, and follow-up
9	Classroom Atmosphere	Conducive; needs further media and method innovation
10	Academic Supervision	5 times per semester at random

Interviews with Arabic language teachers revealed that monitoring of learning objectives is conducted through direct observation, Q&A sessions, individual and group assignments, and formative assessments at the end of the lesson. The instruments used include student activity observation sheets, Arabic language skills assessment rubrics, short quizzes, student worksheets (LKPD), and anecdotal notes. When the majority of students have not yet achieved the Minimum Competency (KKM), teachers analyze the causes of learning difficulties and implement remedial measures using different approaches. An early warning system is also in place, monitoring assignment results, attendance, class activity, and formative assessment scores, and communicating any decline in student performance to homeroom teachers and parents.

Quality Improvement

A documentation study of the Arabic Language MGMP work program at SMA Sabilillah shows that all quality improvement components are well documented. The MGMP work program is relevant to Arabic-language quality improvement, with measurable targets and a well-organized activity schedule. Training activity reports cover topics, participants, resource persons, outputs, and impacts on teaching practice. Workshops yield innovative products, including new modules, media, and assessment instruments. Documentation of best practices, teacher Classroom Action Research (CAR) reports, and annual MGMP program evaluations is neatly documented.

Table 3. Summary of Findings on Quality Improvement

Dimensions	Interpretations
Quality Planning	Preparation of lesson plans according to student needs
	Determining a measurable and realistic GPA
	Consultation with the Deputy Head of Curriculum
	Assessment plan according to learning objectives
Quality Control	Context analysis before planning learning
	Systematic monitoring of goal achievement
	Immediate feedback on language errors
	Formative assessment at least once per meeting
	Monitoring documentation in teaching journals
Quality Improvement	Corrective action when detecting learning difficulties
	Proactively seek new methods/strategies
	Actively share good practices in the MGMP forum
	Involved in learning improvement projects
	Using evaluation as a basis for innovation
	Documenting learning innovations

Nevertheless, these findings should be interpreted more critically and should not be automatically taken as evidence that the implementation of Total Quality Management at SMA Sabilillah has been balanced across all its dimensions. A comparison with the contents of Table 3 reveals a pattern that warrants closer attention: indicators in the quality planning dimension are dominated by administrative and procedural activities, such as developing lesson plans tailored to students' needs, setting GPA targets, and consulting with the Vice Principal for Curriculum. A similar pattern is evident in the quality control dimension, whose indicators—monitoring the achievement of objectives, providing feedback on language errors, and conducting formative assessments at each session—are essentially routine parts of daily teaching practices. In contrast, the indicators in the quality improvement dimension—proactively seeking new methods, active involvement in MGMP forums, participation in learning improvement projects, and utilizing evaluation results as a basis for innovation—conceptually reflect a more active and reflective form of teacher engagement compared to merely following procedures. These disparities in indicator characteristics across dimensions may explain why the quality improvement dimension

appears more prominent in the research findings, without necessarily implying that teachers are truly more proficient at innovating than at planning or controlling the quality of learning. Thus, differences in performance across dimensions may stem from differences in the characteristics of the indicators used to measure them, rather than solely from differences in the quality of implementation within each dimension.

Another consideration that needs to be raised relates to the data sources for this study, namely a documentary study combined with a teacher self-report questionnaire. Data of this nature tends to represent the aspects that are easiest to document, such as new learning modules, Classroom Action Research (PTK) reports, and workshop outputs—all of which fall under the quality improvement dimension.

Conversely, the consistency of monitoring students' learning achievements over time and the appropriateness of corrective actions taken by teachers when they identify learning difficulties—both of which fall under the quality control dimension—are far more difficult to verify through written documents alone and require direct classroom observation to be adequately assessed. Thus, findings indicating that the quality improvement dimension stands out more prominently may reflect differences in the level of documentation across dimensions, rather than solely differences in the actual quality of learning taking place in the classroom. Future research needs to further investigate whether innovations generated in the quality improvement dimension truly contribute to sustained improvements in the quality planning and quality control dimensions—for example, by examining whether PTK findings actually influence revisions to lesson plans or assessment instruments used in subsequent learning cycles. Without such a connection, the quality improvement dimension risks developing in isolation from the other two dimensions, which should serve as the foundation for its sustainability.

DISCUSSION

Quality Planning in Arabic Language Learning

Research findings indicate that SMA Sabilillah has implemented comprehensive quality planning aligned with Juran's (1986) quality planning roadmap: identifying customers, determining their needs, developing service features, and transferring the plan to operations. The practice of diagnostic assessment at the beginning of the semester as a mechanism for identifying student needs reflects a quality orientation that starts from the root, not from assumptions. This aligns with Assagaf's (2024) view, which emphasizes that quality Arabic-language curriculum planning and management must begin with a systematic analysis of student needs before formulating competency standards.

The integration of the national curriculum with the Islamic boarding school (pesantren) curriculum at SMA Sabilillah represents a unique, context-specific planning model. This dual curriculum model addresses the challenges posed by the dual identity of Islamic educational institutions, which must meet national standards while maintaining the distinctiveness of Islamic value-based education. Permana & Sulastri (2024) emphasized that implementing curriculum quality management in Arabic language learning at Islamic institutions requires synergy between national normative standards and institutional standards grounded in Islamic scholarly traditions. In this context, dividing classes into *asasi* (basic) and *mutawasith* (intermediate) groups with distinct competency standards represents a form of service differentiation responsive to students' diverse initial abilities.

The multi-layered validation process for developing lesson plans—starting with teachers, the Deputy Head of Curriculum, the Principal, and the Director of Institutional Affairs—reflects a quality-gate mechanism that ensures each planning document meets established standards. This mechanism aligns with Afriati (2024), who stated that the quality of Arabic language learning planning is largely determined by the active involvement of all academic stakeholders in the development and validation of lesson plans. The involvement of guidance counselors in the identification process also strengthens a holistic approach to student needs, encompassing psychological and social dimensions, not just academic ones.

However, one area that still needs improvement is the suboptimal integration of the Cambridge curriculum into Arabic language learning. This indicates a gap in implementation between curriculum policy and classroom practice Helwani, (2025). Huda et al., (2025) remind us that effective quality planning in Arabic language learning goes beyond formal documents and must ensure alignment between designed standards and implementation capacity in the field. The background constraints of students, many of whom have never studied Arabic before, also require flexibility and creativity in planning that the existing curriculum framework cannot fully anticipate.

Quality Control in Arabic Language Learning

The quality control dimension demonstrates robust implementation at SMA Sabilillah, characterized by a multi-layered monitoring mechanism involving formative instruments, regular supervision, and a digitally integrated documentation system. This finding confirms the quality control sequence formulated by Juran (1986): evaluating actual performance, comparing it to established standards, and taking action on any deviations. Random supervision, conducted five times per semester, represents a relatively intensive external control mechanism compared to the average educational institution of its level.

The use of diverse monitoring instruments—observation sheets, assessment rubrics, short quizzes, student worksheets (LKPD), and anecdotal notes—reflects Arabic language teachers' understanding of the importance of triangulating assessment data. Rosidin et al., (2025) emphasized that quality control in sustainable education requires the use of diverse and complementary monitoring instruments to obtain a comprehensive picture of student achievement. Furthermore, grade transparency through a digital system that allows students to access their grades directly is a quality-control practice that empowers students as the primary customers of educational services.

An early warning system that operates through coordination among teachers, homeroom teachers, and parents when student performance declines represents a proactive, ecosystem-based quality-control model. Saifillah et al., (2023) found in their research on the implementation of the Juran trilogy in Islamic education that a rapid response mechanism to quality deviations is an indicator of an institution's quality management system maturity. A recorded weekly evaluation agenda also strengthens the PDCA (Plan-Do-Check-Act) cycle, the foundation of Deming's systemic quality control.

The only critical note in the quality control dimension is that real-time monitoring during teaching and learning still needs to be developed into a more structured technique Fitriani et al., (2025a) , in their study on the implementation of TQM in Arabic language learning, recommend using structured formative monitoring techniques, such as exit tickets, monitored think-pair-share, and digital polling, to obtain more accurate, real-time data on student understanding. The development of this aspect could be the next quality improvement agenda within SMA Sabilillah.

Quality Improvement in Arabic Language Learning

The quality improvement dimension is the most dynamic and shows the highest level of implementation, according to the questionnaire data. All quality improvement indicators received a Very Good (SB) score, indicating a culture of continuous improvement that has been well internalized among Arabic language teachers at SMA Sabilillah. This aligns with Juran, (1986a) concept of breakthrough improvement, which distinguishes quality improvement—as an effort to establish a new, higher level of performance—from mere quality control, which merely maintains existing standards.

The Arabic Language MGMP, as a professional learning community, functions as a learning organization as formulated by , where teachers collectively build capacity and share knowledge to produce sustainable learning innovations. Huda et al., (2025) emphasized that strengthening TQM in Arabic language learning in Islamic institutions is highly dependent on the vitality of teacher collaboration forums, such as the MGMP, as mechanisms for continuous and contextual professional development. The tangible products of the MGMP, in the form of new modules, media, and assessment instruments, constitute concrete evidence of planned, measurable quality-improvement output.

Teacher involvement in Classroom Action Research (CAR) as a structured improvement project also reflects the implementation of Juran's quality improvement approach through cross-functional project teams. Almelhes (2024a) stated that organizations that successfully implement TQM consistently institutionalize improvement projects as part of the regular management cycle, rather than as ad hoc responses to problems. Documenting learning innovations as a reference for subsequent improvements is also a form of knowledge management that ensures the sustainability of quality improvement across generations of teachers.

The Kaizen philosophy, as theorized by Imai (1986), is also reflected in the quality improvement process at SMA Sabilillah small, consistent changes implemented by all members of the organization yield significant long-term improvements. This pattern aligns with Almelhes (2024a) findings that effective Arabic language learning for non-native learners requires an iterative, incremental approach, supported by an institutional commitment to continuous improvement of methods and strategies. The use of reflection and evaluation results as a basis for innovation also demonstrates a healthy feedback cycle between quality control and quality improvement within the Juran trilogy framework.

Recontextualization of Juran's Quality Trilogy in the Islamic Education Ecosystem

Overall, the implementation of Juran's quality trilogy at SMA Sabilillah was not applied mechanically but underwent meaningful recontextualization within an Islamic values-based education ecosystem. This recontextualization is evident in three main aspects. First, the concept of "customer" in Juran is expanded beyond the conventional business sense to include students as primary service recipients, parents, institutions, and the community who will benefit from graduate competencies—a meaning that aligns with Kokkinopoulou & Vrontis, (2026) perspective on internal and external customers in TQM education.

Second, the quality standards used refer not only to the national curriculum but also to the standards of Kema'hadan (Islamic boarding school), which encompass values, Islamic scholarly traditions, and religious competence. Badrun (2024) emphasized that the superiority of madrasah-based management in Islamic educational institutions lies in its ability to integrate formal normative standards with institutional value standards rooted in the Islamic boarding

school tradition. This dual curriculum integration is not an additional burden, but rather a source of competitive distinction that enriches the institution's identity. Third, the mechanism for improving quality is not only through formal academic forums, but also through the culture of *ta'allum* (learning) and *tawashau bil haq* (mutual advice in the truth), which is the spirit of the learning community in the Islamic tradition.

Rosidin et al. (2025) in their research on the implementation of TQM in education concluded that TQM applied with contextual awareness, considering local and institutional values, produces a more sustainable competitive advantage than merely instrumental TQM adoption. The recontextualization of Juran's quality trilogy at SMA Sabilillah not only produces a functional quality management system but also strengthens the institution's pedagogical identity as an Islamic educational institution committed to excellence.

Although the recontextualization of Juran's quality trilogy at Sabilillah High School demonstrates conceptual originality, its implementation is not without a number of limitations that must be taken into account and viewed within a broader context. In terms of implementation challenges, the success of integrating national curriculum standards with *kema'hadan* standards depends heavily on the leadership capacity and long-term commitment of the institution's administrators, making this model vulnerable to changes in leadership or shifts in institutional policy. Trianung et al., (2024), in their literature review on the challenges of implementing TQM in educational institutions, emphasize that the sustainability of integrated quality systems is often hindered by resource constraints, organizational cultural resistance, and reliance on key individuals rather than on a system that has been uniformly institutionalized—a risk also reflected in the observation that the integration of the Cambridge curriculum has not yet been optimal in the dimension of quality planning mentioned above. In terms of the scope of application, the findings at Sabilillah High School should also be interpreted with caution as a single case study, not a general pattern found in other Islamic schools. Nadliroh et al., (2026), who studied the application of Juran's trilogy at State Senior High School 1 Lamongan, found that the trilogy was generally applied to the operational performance of educational staff, rather than directly to the planning and quality control of language instruction as at Sabilillah High School, while Izazi et al., (2022), in a study of integrated quality management at another Madrasah Aliyah, showed that the application of the quality trilogy at a similar level often stops at the stage of administrative documentation rather than delving into a profound recontextualization of Islamic values. This comparison suggests that Sabilillah High School's success is most likely underpinned by the distinctiveness of its institutional culture and leadership; therefore, replicating this model in other Islamic schools requires contextual adjustments and cannot be assumed to be universally applicable.

CONCLUSIONS

This study successfully identified the implementation of Juran's quality trilogy in Arabic language learning at Sabilillah Islamic High School, Malang, through three main dimensions: quality planning, quality control, and quality improvement. Overall, the implementation of the quality trilogy was comprehensive and integrated, with the dominant level of implementation found in the quality improvement dimension supported by a strong culture of teacher innovation through the Arabic Language MGMP forum. In the quality planning dimension, Sabilillah Islamic High School demonstrated a structured and collaborative planning system, from using diagnostic assessments to identify student needs to preparing lesson plans through layered validation to integrating the national curriculum with the *Kema'hadan* curriculum as a contextual response to

the dual identity of Islamic educational institutions. Differentiation of learning through basic classes and mutawasith also reflects the responsiveness of the plan to the diversity of students' abilities. In the quality control dimension, implementation is supported by a layered monitoring mechanism that includes various formative instruments, periodic supervision five times per semester, a transparent digital documentation system, and an early warning system involving the ecosystem of student guardians. The weekly evaluation agenda, with recorded minutes, is a sign that the quality-control culture has been consistently institutionalized. In the quality improvement dimension, all indicators demonstrate strong implementation dominance, with teachers actively involved in improvement projects, CAR, and well-documented reflection-based learning innovations.

Theoretically, this research contributes to the development of a TQM recontextualization model in the context of Islamic education, where the concepts of customer, quality standards, and quality improvement mechanisms undergo a rich, value- and context-rich reinterpretation. These findings strengthen the argument that Juran's quality trilogy framework has sufficient flexibility to be adopted and adapted within a values-oriented educational ecosystem, not just in industrial or business contexts. Further research is recommended to examine the longitudinal impact of the quality trilogy implementation on students' achievement in Arabic language competency to strengthen the evidence base for quality management of Arabic language learning in Islamic educational institutions.

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