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Quality Assurance Management of the Arabic Curriculum from the Perspective of W. Edwards Deming's PDCA Cycle at SMA Arafah Bogor

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Abstract: This study is motivated by the gap between curriculum planning and its implementation in improving educational quality, particularly in Arabic language curriculum management in Islamic boarding schools, as well as the need for an internal quality assurance system based on the Plan–Do–Check–Act (PDCA) cycle to ensure sustainable quality improvement. This study aims to describe the quality assurance management of the Arabic language curriculum through the Internal Quality Assurance System (IQAS) based on W. Edwards Deming's PDCA cycle at SMA Pondok Pesantren Modern Lembah Arafah Bogor. A qualitative approach with a case study design was employed. The participants consisted of one principal and one Arabic language teacher, selected purposively based on their involvement in curriculum management. Data were collected from 1 to 15 June 2026 through semi-structured interviews and documentation and analyzed using the Miles, Huberman, and Saldaña interactive model, including data condensation, data display, and conclusion drawing, supported by source and method triangulation. The findings reveal that the Plan stage is implemented through curriculum socialization and planning but remains largely administrative; the Do stage is dominated by conventional instructional practices with limited innovation, instructional time, and facilities; the Check stage primarily emphasizes quantitative evaluation through examinations; and the Act stage generates several follow-up improvement programs, although their implementation has not yet been consistent or sustainable. This study contributes to the theoretical development of PDCA-based educational quality management in Islamic education and provides practical recommendations, including strengthening data-driven planning, enhancing teacher competencies, optimizing educational technology, and fostering a sustainable quality culture in Arabic language learning within Islamic educational institutions.

INTRODUCTION | مقدمة | PENDAHULUAN

Educational quality is widely recognized as one of the primary indicators of successful educational implementation (Zahroh & Hilmiyati, 2024). In an era characterized by global competition and rapid scientific and technological advancement, educational institutions are expected to produce graduates who possess strong academic competencies, practical skills, and noble character (Munawir et al., 2024). Achieving these outcomes depends not only on the availability of qualified human resources and adequate educational facilities but also on the effectiveness of the curriculum that guides the teaching and learning process (Ghazy & Faslah, 2025). As a strategic framework for achieving educational objectives, the curriculum serves as a direction, reference, and instrument for organizing educational activities. Consequently, effective curriculum management has become a fundamental prerequisite for ensuring and continuously improving educational quality (BP & Fladhira, 2026).

Despite its strategic role, curriculum implementation continues to encounter various challenges in many educational institutions (Hidayah et al., 2024). Although curricula are generally designed systematically, their implementation is often constrained by inadequate

curriculum socialization, weak supervision of implementation, evaluation practices that remain largely administrative, and the absence of systematic follow-up based on evaluation findings (Triwiyanto, 2022). These conditions create a discrepancy between the intended curriculum and its implementation in educational practice (Putra et al., 2026). As a result, the expected learning outcomes are not fully achieved, thereby affecting the overall quality of students' learning experiences and educational outcomes (Hamzah, 2020).

Addressing these challenges requires a quality assurance system capable of ensuring that curriculum implementation is carried out effectively and continuously improved. One of the approaches widely adopted in Indonesian education is the Internal Quality Assurance System (IQAS). IQAS is designed to ensure that all educational processes comply with established quality standards while fostering continuous improvement within educational institutions (Kemendikdasmen, 2025). According to the 2025 Academic Manuscript of the Internal Quality Assurance System, educational quality improvement should follow a continuous improvement cycle based on W. Edwards Deming's Plan–Do–Check–Act (PDCA) model. This model emphasizes systematic planning, implementation, evaluation, and follow-up as an integrated process for developing a sustainable quality culture (Isniah et al., 2020).

Within the context of Islamic education, particularly in pesantren-based institutions, the Arabic language curriculum occupies a strategic position. Arabic is not merely taught as an academic subject but also functions as a language of daily communication, a medium for understanding Islamic sciences, and a gateway to classical and contemporary Islamic literature (Rosyadi & Fata, 2025):(Oktari et al., 2026) Consequently, the effectiveness of Arabic language learning is closely related to the quality of curriculum management and the implementation of an effective quality assurance system (Abdilah, 2025). Well-managed Arabic language curricula contribute not only to students' linguistic competence but also to the achievement of broader educational objectives within Islamic boarding school institutions (Husna et al., 2025).

SMA Pondok Pesantren Modern Lembah Arafah Bogor represents an educational institution that integrates the national secondary school curriculum with the pesantren educational system. In addition to formal classroom instruction, Arabic language learning is reinforced through various language enrichment programs that encourage students to use Arabic in their daily activities. This integration creates a distinctive educational environment in which curriculum implementation extends beyond classroom teaching into the broader boarding school culture. Such characteristics make SMA Pondok Pesantren Modern Lembah Arafah Bogor an appropriate setting for examining the implementation of quality assurance management of the Arabic language curriculum through a continuous quality improvement framework.

Several previous studies have examined curriculum management and the quality of Arabic language learning from various perspectives. (Ulum & Jazilurrahman, 2020) emphasized that curriculum quality management plays a significant role in improving the quality of Arabic language learning. Furthermore, (Nuha & Faedurrohman, 2022) highlighted the importance of curriculum planning that is responsive to students' needs and contemporary developments. (Anwar, 2018) explained that Arabic curriculum management encompasses planning, implementation, and continuous curriculum development. (Hidayat, 2018) also emphasized the importance of self-evaluation as an instrument for improving the quality of the Arabic language curriculum, while (Nisa, 2026) examined the implementation of Arabic curriculum management in modern Islamic boarding schools to enhance learning effectiveness. Other studies focusing specifically on quality management in Arabic language learning have produced diverse findings. (Ardianysah et al., 2024) found that the quality management of Arabic language learning at Al-

Azhar Pare Kediri Institution had been implemented effectively and enjoyably, although improvements were still needed in evaluating affective and spiritual aspects as well as enhancing teachers' competencies. (Hadziq et al., 2025) demonstrated that the implementation of POAC management functions from George R. Terry's perspective systematically improved the quality of Arabic language learning through integrated planning, organizing, actuating, and controlling processes. In addition, (Pelealu & Fikri, 2025) emphasized the importance of applying management principles in educational institutions through proper budget planning and accountability systems. Meanwhile, (Fithriyah et al., 2024) revealed that Arabic language learning programs had been implemented successfully despite challenges such as limited teaching staff, inadequate facilities and infrastructure, and restricted instructional time.

Although these studies have substantially contributed to the literature, they have primarily focused on curriculum administration, management functions, learning quality improvement, or general educational quality management. Very few studies have specifically investigated the quality assurance management of the Arabic language curriculum through the Internal Quality Assurance System (IQAS) using W. Edwards Deming's PDCA cycle as the principal analytical framework. Furthermore, existing studies have not comprehensively examined how curriculum socialization, implementation, evaluation, and follow-up are interconnected as an integrated and continuous quality assurance cycle within a pesantren-based secondary school context. This gap indicates the need for a more comprehensive investigation of PDCA-based curriculum quality assurance in Islamic educational institutions.

Based on this research gap, the novelty of the present study lies in its integration of the Internal Quality Assurance System (IQAS) with W. Edwards Deming's Plan–Do–Check–Act (PDCA) cycle to analyze the quality assurance management of the Arabic language curriculum in a pesantren-based secondary school. Unlike previous studies, this research does not merely examine curriculum implementation but also investigates how curriculum socialization (Plan), implementation (Do), evaluation (Check), and follow-up (Act) function as interconnected components of a continuous quality assurance cycle that supports the development of a sustainable quality culture. Accordingly, this study addresses the following research questions:

RQ1. How is the Plan stage implemented in assuring the quality of the Arabic language curriculum through the Internal Quality Assurance System (IQAS)? **RQ2.** How are the Do, Check, and Act stages implemented to support continuous quality improvement of the Arabic language curriculum? **RQ3.** To what extent does the integration of IQAS with W. Edwards Deming's PDCA cycle contribute to sustainable quality assurance of the Arabic language curriculum, and what challenges remain in its implementation?

Based on these research questions, this study aims to analyze the quality assurance management of the Arabic language curriculum through the Internal Quality Assurance System (IQAS) based on the PDCA cycle at SMA Pondok Pesantren Modern Lembah Arafah Bogor. Specifically, it examines the implementation of each stage of the PDCA cycle and identifies the supporting factors, challenges, and continuous improvement efforts that shape the effectiveness of curriculum quality assurance. The findings are expected to contribute theoretically to the advancement of quality management studies in Islamic education, particularly in Arabic language curriculum management, and practically to provide recommendations for strengthening sustainable quality assurance systems in pesantren-based educational institutions.

METHOD | منهج | METODE

This study employed a qualitative approach with a case study design to gain an in-depth understanding of the quality assurance management of the Arabic language curriculum at SMA Pondok Pesantren Modern Lembah Arafah Bogor from the perspective of W. Edwards Deming's PDCA cycle, which consists of Planning, Doing, Checking, and Acting (Raharjo, 2017). A case study design was selected because the research focused on a comprehensive investigation of a real-life phenomenon, namely the implementation of Arabic language curriculum quality assurance in an Islamic secondary school setting. The case was specifically situated at SMA Pondok Pesantren Modern Lembah Arafah Bogor (Sugiyono, 2017).

The participants were selected using purposive sampling based on their direct involvement in planning, implementing, monitoring, and evaluating the Arabic language curriculum. The study involved 1 principal and 1 Arabic language teacher at SMA Pondok Pesantren Modern Lembah Arafah Bogor. Data were collected from 1 June to 15 June 2026 through semi-structured, in-depth interviews and documentation. The interview data were obtained from the participants, while the documentation included records of Arabic language learning activities conducted inside and outside the classroom, examination schedules, curriculum documents, and other materials related to the quality assurance of the Arabic language curriculum. Data collection and analysis were conducted concurrently until data saturation was achieved, which was indicated by the absence of new themes, categories, or substantive information in subsequent interviews, with additional data only confirming the patterns identified in the earlier findings.

The collected data were analyzed using the interactive model of Miles, Huberman, and Saldaña, which consists of data condensation, data display, and conclusion drawing/verification (Miles et al., 2014). To ensure the trustworthiness of the findings, source triangulation was conducted by comparing information obtained from the principal, the Arabic language teacher, and supporting documents, while method triangulation was employed by integrating interview and documentation data. These procedures enhanced the credibility, dependability, and confirmability of the research findings.

RESULTS | نتائج | TEMUAN

Findings of the Socialization of the Arabic Language Curriculum

The findings indicate that the planning stage of the Arabic language curriculum is implemented through structured curriculum socialization involving annual curriculum meetings, In-House Training (IHT), and collaborative preparation of instructional documents. According to the Principal, curriculum socialization is conducted at the beginning of each academic year through annual meetings and IHT involving school supervisors to ensure that teachers understand curriculum policies and implementation procedures. Similarly, the Arabic language teacher explained that teachers participate in curriculum orientation activities to prepare Lesson Implementation Plans (RPP) and teaching modules for one academic year.

Curriculum planning also includes determining learning objectives, selecting instructional materials, and preparing teaching documents. During curriculum meetings, the school establishes annual learning targets covering Tamrīn al-Lughah, Nahwu, Sharaf, and Muṭāla'ah while assigning teachers to prepare instructional documents based on the prescribed curriculum. Following the IHT program, teachers spend approximately ten days developing teaching modules and other instructional documents before the beginning of the academic year.

From the curriculum development perspective, Arabic language instruction is primarily

based on the KMI Gontor curriculum and utilizes classical reference books, including *Durūs al-Lughah al-'Arabiyyah*, *An-Naḥwu al-Wāḍiḥ*, and Sharaf textbooks. The school does not adopt Arabic textbooks issued by the Ministry of Religious Affairs or the Ministry of Education. At the same time, teachers are encouraged to develop teaching modules aligned with the recently introduced deep learning approach to promote more meaningful and contextual learning experiences.

The curriculum establishes three principal learning targets, namely mastery of Mahārah al-Kalām, Mahārah al-Qirā'ah, and Mahārah al-Kitābah. Both the Principal and the Arabic language teacher emphasized that these three language skills constitute the primary indicators of curriculum achievement and guide the preparation of instructional plans. Despite these systematic planning efforts, several challenges remain. The Principal explained that some teachers still experience difficulties in preparing teaching modules, while frequent teacher turnover reduces continuity in curriculum implementation. Additional challenges include aligning the pesantren curriculum with national curriculum standards and adjusting instructional time allocation while maintaining curriculum quality and relevance.

Institutional priorities also influence curriculum planning. Arabic language has not yet become one of the school's flagship programs because greater emphasis is placed on the *Retorika Dakwah* program. Consequently, instructional time allocated to Arabic remains limited, affecting the development of certain competencies, particularly Mahārah al-Kitābah, since no dedicated *Insyā'* subject is available to systematically develop students' writing ability.

To strengthen implementation readiness, the school verifies instructional documents through mentoring and administrative validation. Teaching modules must be reviewed and approved by both the Principal and school supervisors before being implemented, while teachers requiring additional assistance receive continuous guidance during document preparation.

Another important finding concerns the utilization of educational technology during curriculum planning. Teachers have begun using artificial intelligence tools, such as ChatGPT, to assist in preparing instructional documents. However, the school has not yet established institutional guidelines regulating the pedagogical use of AI. Consequently, technology currently functions primarily as an administrative support tool rather than as a strategic instrument for curriculum innovation, instructional design, or data-informed quality improvement.

Findings of the Implementation of the Arabic Language Curriculum

The findings indicate that the implementation stage of the Arabic language curriculum is carried out through classroom instruction and language habituation programs within the pesantren environment. Classroom instruction primarily relies on classical pesantren textbooks, including *Durūs al-Lughah al-'Arabiyyah*, *An-Naḥwu al-Wāḍiḥ*, and Sharaf textbooks adopted from the KMI Gontor curriculum. According to the Principal, these textbooks serve as the school's primary instructional references and guide the implementation of Arabic language learning.

The Arabic language teacher explained that classroom instruction applies a bilingual approach using Arabic and Indonesian to facilitate students' comprehension. Instruction combines direct teaching with lectures and translation activities, while learning is supported by audiovisual media such as LCD projectors, television, YouTube videos, and Arabic songs. These media are intended to increase students' engagement, although classroom instruction remains predominantly teacher-centered.

To ensure that curriculum implementation follows the established plans, the school

conducts continuous supervision through periodic classroom observations, weekly monitoring, and regular supervision of Arabic language activities within the boarding school environment. Teachers are also required to submit monthly instructional reports as part of the monitoring and evaluation process. In addition, coaching activities are conducted for both teachers and students to address instructional challenges and strengthen curriculum implementation.

Beyond classroom instruction, the school reinforces curriculum implementation through the development of a *bi'ah lughawiyah* (Arabic language environment). Students are encouraged to use Arabic in various school activities so that language learning extends beyond formal classroom instruction into daily communication practices within the pesantren. Despite these implementation efforts, several constraints continue to affect instructional quality. The school has not yet established a structured professional development program specifically for Arabic language teachers. Although guest speakers, including native Arabic speakers, have occasionally been invited, these activities have primarily targeted students rather than teachers' pedagogical development.



Figure 1. Documentation of an activity involving the presentation of a native Arabic speaker.

Limitations in educational facilities also influence curriculum implementation. The school does not yet have a language laboratory or other specialized facilities supporting Arabic language instruction, while the number of teachers with expertise in Arabic remains limited. Furthermore, Arabic language instruction receives only one lesson hour per week, divided into two thirty-minute sessions, restricting opportunities to develop students' language competencies comprehensively.

Student-related factors also present implementation challenges. According to the Principal, students demonstrate varying levels of motivation and interest in learning Arabic, with some perceiving English as more relevant to their future needs. Teachers also encounter difficulties in selecting appropriate instructional methods, utilizing available learning resources, and developing innovative classroom practices.

Although the school has introduced a deep learning orientation during curriculum planning, its implementation has not yet been fully realized in classroom practice. Learning continues to rely mainly on conventional instructional methods, while the availability of interactive Arabic digital learning resources remains limited. The Arabic language teacher noted that the lack of Arabic educational games, interactive videos, and other digital materials reduces opportunities to create more engaging learning experiences. Learning quality is monitored through formative and summative assessments as part of the school's quality assurance process. Nevertheless, external support for teacher professional development remains limited because seminars, workshops, training programs, and Arabic language teacher forums have not yet been conducted

consistently. Consequently, curriculum implementation continues to depend largely on individual teacher initiatives rather than systematic institutional support.

Findings of the Evaluation of the Arabic Language Curriculum

The findings indicate that the evaluation stage of the Arabic language curriculum is conducted through multiple assessment mechanisms, including formative and summative assessments, written examinations, oral examinations, performance-based assessments, classroom supervision, and coordination meetings. According to both the Principal and the Arabic language teacher, formative and summative assessments are routinely implemented to monitor students' learning progress throughout the instructional process.

Student achievement is further evaluated through practical, oral, and written examinations. Practical assessments primarily measure Mahārah al-Kalām by requiring students to deliver short speeches in Arabic before an assessment panel. In addition, oral examinations are used to assess students' mastery of Tamrīn al-Lughah, Muṭāla'ah, Nahwu, and Sharaf, providing complementary evidence of students' language proficiency.

No	Hari dan tanggal	Pukul	Kelas		
			1 Ikhwān	2 Ikhwān	3 Ikhwān
1	Senin, 26 September 2022	08.00 - 09.00	Tafsir	Tafsir	Tafsir
		09.00 - 10.00	IPA	IPA	IPA
		10.30 - 11.30	Bahasa Arab	Bahasa Arab	Bahasa Arab
		13.00 - 14.00	Mufrodat	Mufrodat	Mufrodat
		14.00 - 15.00	PAI	PAI	PAI
2	Selasa, 27 September 2022	08.00 - 09.00	MTK	MTK	MTK
		09.00 - 10.00	Fiqh	Fiqh	Fiqh
		10.30 - 11.30			
		13.00 - 14.00	Tauhid	Tauhid	Uthul Fiqh
		14.00 - 15.00	PJOK	PJOK	PJOK
3	Rabu, 28 September 2022	08.00 - 09.00	Mahfudzot	Mahfudzot	Mahfudzot
		09.00 - 10.00	Bahasa Indo	Bahasa Indo	Bahasa Indo
		10.30 - 11.30	Seni Budaya	Seni Budaya	Seni Budaya
		13.00 - 14.00	TIK/ MI	TIK/ MI	TIK/ MI
		14.00 - 15.00	Nahwu	Nahwu	Nahwu
4	Kamis, 29 September 2022	08.00 - 09.00	Hafalan Doa		
		09.00 - 10.00			
		10.30 - 11.30	Praktik Sholat		
		13.00 - 14.00			
		14.00 - 15.00	Tahsin		
5	Jum'at, 30 September 2022	08.00 - 09.00	Hadist	Hadist	Hadist
		09.00 - 10.00	PKN	PKN	PKN
		10.30 - 11.30	Bahasa Sunda	Bahasa Sunda	Bahasa Sunda
		13.00 - 14.00	Sorf	Sorf	Sorf
		14.00 - 15.00			Tarbiyah
6	Sabtu, 01 Oktober 2022	08.00 - 09.00	Tajwid	Tajwid	Tajwid
		09.00 - 10.00	IPS	IPS	IPS
		10.30 - 11.30	Bahasa Inggris	Bahasa Inggris	Bahasa Inggris
		13.00 - 14.00	Tarikh Islam	Tarikh Islam	Tarikh Islam
		14.00 - 15.00	IMLA	IMLA	IMLA

Figure 2. Schedule of Mid-Term Assessment (Penilaian Tengah Semester/PTS) implementation.

Another important component of curriculum evaluation is *tarbiyah 'amaliyyah* (teaching practicum) conducted for Grade XII students. During this activity, students demonstrate their ability to teach and communicate in Arabic before a classroom audience, enabling the school to evaluate the practical application of Arabic language competencies, particularly speaking skills.



Figure 3. Documentation of *tarbiyah 'amaliyyah* (teaching practicum) activities of final-year Grade XII students in Arabic language learning.

In addition to student assessment, curriculum implementation is evaluated through academic supervision. The Arabic language teacher explained that the Principal regularly conducts classroom observations followed by evaluation meetings in which teachers receive feedback and recommendations for improving instructional practices. Evaluation findings are also discussed during coordination meetings involving relevant stakeholders to review students' achievement and determine areas requiring improvement.

Although various evaluation mechanisms have been implemented, the findings indicate that curriculum evaluation remains predominantly quantitative. Student achievement is assessed mainly through examination scores and learning outcomes, while structured indicators for measuring the achievement of each Arabic language skill have not yet been formally established. Likewise, the school has not defined clear benchmarks or timelines for students' mastery of *Mahārah al-Kalām*, *Mahārah al-Qirā'ah*, and *Mahārah al-Kitābah*, limiting the systematic monitoring of curriculum effectiveness.

The evaluation also reveals that *Mahārah al-Kitābah* remains the weakest language skill. According to the Principal, students' writing ability has not developed optimally because the curriculum does not include a dedicated *Insyā'* subject, while existing *Imlā'* instruction is insufficient to comprehensively strengthen writing competence. More broadly, the school acknowledged that overall learning outcomes have not yet fully achieved the expected curriculum targets.

Differences in students' initial abilities also affect evaluation results. The school admits students without placement tests for Arabic language proficiency, resulting in considerable variation in students' linguistic backgrounds. Consequently, some students still experience fundamental difficulties, including reading the Qur'an, writing Arabic letters, and copying Arabic texts correctly. Furthermore, no structured remedial or bridging program has yet been established for students with limited prior knowledge of Arabic.

Several institutional factors also influence curriculum evaluation. Limited instructional time, the shortage of qualified Arabic language teachers, and varying levels of students' readiness restrict the effectiveness of both instruction and assessment. Nevertheless, evaluation findings are systematically communicated to teachers through school meetings, where student achievement is reviewed and feedback is provided to improve subsequent instructional practices.

Finally, evaluation results serve as an important basis for curriculum improvement. According to both the Principal and the Arabic language teacher, assessment findings are utilized to revise instructional strategies, introduce more contextual learning approaches, and design curriculum development programs for the following academic year. Teachers also use evaluation outcomes to modify learning methods, including environment-based learning activities that provide students with more meaningful and authentic learning experiences.

Findings of the Follow-Up of the Arabic Language Curriculum

The findings indicate that the follow-up stage of the Arabic language curriculum is implemented by utilizing curriculum evaluation results as the basis for designing improvement programs for the subsequent academic year. According to the Principal, the school reviews evaluation findings to identify curriculum targets that have not yet been achieved and formulates recommendations to strengthen the quality of Arabic language learning in the following implementation cycle. One major follow-up priority is the improvement of students' Arabic language competencies, particularly *Mahārah al-Kalām*, *Mahārah al-Qirā'ah*, and *Mahārah al-*

Kitābah. To support these objectives, the school plans to review the allocation of instructional time and increase opportunities for Arabic language learning both inside and outside the classroom.

The school also seeks to strengthen extracurricular language programs. Planned initiatives include allocating approximately half of extracurricular activities to Arabic language development and introducing an Arabic Course program emphasizing *Al-Insyā'* and *Muḥādatsah*. These programs are intended to provide students with additional opportunities to practice Arabic beyond regular classroom instruction. Several follow-up programs have already been implemented. These include Muḥādatsah Friday, conducted weekly to improve students' speaking skills, and Vocabulary in the Afternoon, a daily vocabulary enrichment activity in which students learn and record five new Arabic words after the Asr prayer. These activities are designed to reinforce students' vocabulary acquisition and encourage the habitual use of Arabic in everyday communication.

To further strengthen the language environment, the school plans to implement an Arabic Day program requiring students to use Arabic during designated school activities. Additional language enrichment programs, including Arabic drama, Arabic public speaking, and other language-based activities, are also planned to foster students' communicative competence.



Figure 4. Speech activities in Arabic, English, and Indonesian as part of speaking skill development.

Follow-up efforts also focus on improving teacher competence. According to the Principal, the school intends to organize Arabic language workshops involving experts and practitioners, conduct additional In-House Training (IHT), establish teacher study groups, and introduce an Arabic Short Class program for non-Arabic language teachers. These initiatives are expected to strengthen teachers' pedagogical competence and improve the quality of Arabic language instruction.

At the classroom level, teachers implement follow-up actions by revising instructional documents, including Lesson Implementation Plans (RPP), based on evaluation results. The Arabic language teacher explained that evaluation findings are also used to modify instructional strategies, introduce more creative and innovative teaching methods, and improve students' learning experiences.

Teachers additionally develop environment-based learning through outing class activities, utilizing locations such as libraries, gardens, and other areas within the school as learning environments. Furthermore, teachers begin instructional planning by identifying students' initial abilities so that teaching materials and learning activities can be better adapted to students' needs.



Figure 5. Documentation of outing class activities in the *Muṭāla'ah* subject.

Despite these improvement initiatives, several challenges continue to affect the sustainability of follow-up implementation. High teacher turnover disrupts the continuity of curriculum improvement programs, while limitations in instructional time and human resources reduce the effectiveness of several planned activities. The Principal also acknowledged that, to date, the school has not yet produced graduates demonstrating consistently outstanding Arabic language competence as an indicator of long-term program success.

Overall, the findings show that the school's follow-up efforts are directed toward strengthening the *bi'ah lughawiyyah* (Arabic language environment) through integrated curricular and extracurricular programs. Evaluation results are consistently used to revise instructional practices, develop teacher competence, and design new improvement initiatives, although the long-term sustainability and institutionalization of these programs remain ongoing challenges.

DISCUSSION | مناقشة | DISKUSI

Socialization of the Arabic Language Curriculum in the Perspective of W. Edwards Deming's Plan

The findings indicate that the socialization stage represents the Plan component of W. Edwards Deming's PDCA cycle through annual curriculum meetings, In-House Training (IHT), and collaborative preparation of lesson plans and teaching modules. The school has established curriculum objectives emphasizing students' mastery of *Mahārah al-Kalām*, *Mahārah al-Qirā'ah*, and *Mahārah al-Kitābah*, while adopting the KMI Gontor curriculum as the primary instructional reference. These activities demonstrate that curriculum planning has been institutionalized through formal procedures intended to ensure teachers' shared understanding of curriculum implementation. Nevertheless, the findings reveal that planning remains predominantly administrative and has not yet fully translated into an evidence-based quality assurance process.

From Deming's perspective, the Plan stage should extend beyond preparing instructional documents to include systematic needs assessment, analysis of organizational capacity, and the establishment of measurable quality targets. Although curriculum planning at SMA Pondok Pesantren Modern Lembah Arafah has followed procedural requirements, it has not yet been sufficiently supported by empirical quality data. This is reflected in the limited analysis of students' initial Arabic proficiency, insufficient mapping of teachers' professional readiness, and

the continuing difficulty in synchronizing the pesantren curriculum with national curriculum standards. Consequently, curriculum planning has focused more on procedural compliance than on anticipating implementation challenges and supporting continuous quality improvement.

These findings also reveal several structural constraints that weaken the effectiveness of the planning stage. High teacher turnover reduces the continuity of curriculum implementation because newly recruited teachers require repeated curriculum orientation and adaptation. In addition, the limited instructional time allocated to Arabic language learning and the school's prioritization of other flagship programs restrict opportunities to implement the curriculum as originally designed. Although the school has introduced a deep learning orientation and encourages teachers to develop innovative teaching modules, these initiatives have not yet been accompanied by adequate professional support, technological readiness, or systematic monitoring. As a result, a gap remains between curriculum intentions and implementation readiness.

This pattern is not unique to the present case but reflects challenges reported in previous studies on educational quality management. (Munifah et al., 2025), argued that effective PDCA implementation depends on planning based on valid quality data rather than administrative compliance alone. Likewise, (Zainil et al., 2024), demonstrated that structured teacher professional development strengthens teachers' readiness to implement curriculum reforms. However, unlike schools reported by (Mahendra et al., 2026), where curriculum planning is explicitly differentiated according to students' learning profiles and needs, planning at SMA Pondok Pesantren Modern Lembah Arafah remains relatively uniform despite considerable variation in students' entry-level competencies. This comparison suggests that the planning challenges identified in this study are representative of broader issues in Indonesian educational institutions, while the strong reliance on the KMI pesantren curriculum constitutes a distinctive institutional characteristic.

Another important issue concerns the utilization of educational technology during curriculum planning. Although teachers have begun using artificial intelligence tools such as ChatGPT to assist in preparing instructional documents, the school has not yet established clear guidelines regarding their pedagogical use. Consequently, technology functions primarily as an administrative aid rather than as a strategic instrument for curriculum innovation and data-driven decision making. This finding supports (Tuningsih & Wahyuningsih, 2025), who emphasize that digital technology contributes to educational quality only when integrated into systematic planning and continuous quality improvement.

Overall, the findings demonstrate that the Plan stage has successfully established formal mechanisms for curriculum socialization and instructional planning but has not yet fully embodied Deming's principle of continuous quality improvement. Within the framework of the Internal Quality Assurance System (IQAS/SPMI), curriculum planning should be strengthened through comprehensive needs assessment, measurable quality indicators, systematic analysis of teacher and student readiness, and closer alignment between the pesantren curriculum and national educational standards. Such improvements would enable the Plan stage to function not merely as an administrative process but as a strategic foundation for sustainable curriculum quality assurance and more effective implementation of the subsequent Do, Check, and Act stages.

Implementation of the Arabic Language Curriculum in the Perspective of W. Edwards Deming's Do

The findings demonstrate that the **Do** stage of Deming's PDCA cycle has been implemented through the operational delivery of the Arabic language curriculum in both classroom and boarding school settings. Instruction primarily relies on the KMI Gontor curriculum using *Durūs al-Lughah al-'Arabiyyah*, *An-Naḥwu al-Wāḍiḥ*, and *Sharaf* as the main learning resources. Classroom instruction adopts a bilingual (Arabic–Indonesian) approach supported by direct instruction, lectures, audiovisual media, and limited digital resources. Curriculum implementation is further reinforced through academic supervision, continuous monitoring of language activities, teacher reporting, and efforts to cultivate an Arabic-speaking environment (*bi'ah lughawiyyah*). These practices indicate that the curriculum has been implemented systematically; however, the quality of implementation has not yet fully reflected the continuous improvement principles emphasized in Deming's PDCA model.

From the perspective of PDCA, the Do stage is expected to transform curriculum planning into effective instructional practices through innovation, collaboration, and ongoing improvement. The findings reveal that although classroom activities generally follow the curriculum designed during the Plan stage, a substantial gap remains between curriculum intentions and instructional practice. The school has introduced a deep learning orientation during curriculum planning, yet classroom instruction continues to be dominated by teacher-centered approaches, particularly lectures and translation-based teaching. Consequently, learning tends to emphasize knowledge transmission rather than developing students communicative competence through interactive and authentic language use.

Several organizational constraints explain why this gap persists. Limited instructional time only one lesson hour per week divided into two short sessions restricts opportunities to develop all four Arabic language skills in a balanced manner. In addition, the absence of language laboratories, limited digital learning resources, and the shortage of teachers with specialized Arabic language expertise reduce the effectiveness of curriculum implementation. The study also found that opportunities for continuous professional development remain limited because workshops, seminars, and teacher learning communities focusing specifically on Arabic language pedagogy are not yet institutionalized. These conditions suggest that curriculum implementation depends largely on individual teacher initiative rather than on a sustainable institutional support system.

The findings also highlight differences in students' motivation and learning readiness. While the pesantren environment provides opportunities to practice Arabic beyond the classroom, not all students actively participate because many perceive English as more relevant to their future needs. This situation indicates that creating a language environment alone is insufficient to ensure successful curriculum implementation unless accompanied by instructional strategies capable of increasing students' motivation and meaningful engagement. Therefore, curriculum implementation should not only emphasize program execution but also promote learner-centered pedagogical practices that encourage authentic communication and active participation.

Compared with previous studies, these findings reflect both common and distinctive patterns. (Firdaus & Aziz, 2024) demonstrated that integrating digital technology into Arabic language instruction improves student engagement and learning outcomes, whereas digital media utilization in the present study remains relatively limited and supplementary. Likewise, (Ismail et al., 2025) reported that communicative and active learning strategies significantly enhance Arabic language proficiency, while instruction at SMA Pondok Pesantren Modern Lembah Arafah continues to rely predominantly on conventional instructional methods. In

contrast, the school's systematic supervision, continuous monitoring of language activities, and efforts to establish a *bi'ah lughawiyyah* are consistent with the findings of (Faridah et al., 2026) and (Shopian, 2025) who emphasized that instructional quality is strengthened through academic supervision and supportive school leadership. These comparisons indicate that the school's implementation practices are generally consistent with broader educational trends, although its integration of classroom instruction with the pesantren language environment represents a distinctive institutional characteristic.

Another important issue concerns teacher capacity development. Although supervision is conducted regularly, it primarily functions to monitor curriculum implementation rather than to facilitate collaborative professional learning. According to the IQAS/SPMI framework, effective implementation requires continuous teacher development, systematic reflection, and organizational learning so that instructional quality improves from one cycle to the next. Without sustained investment in teacher competence, educational technology, and innovative pedagogy, curriculum implementation is likely to remain procedural instead of becoming transformative.

Overall, the findings indicate that the Do stage has operationalized the Arabic language curriculum in accordance with institutional planning but has not yet fully achieved the characteristics of continuous quality improvement envisioned by Deming's PDCA cycle. The principal challenges include the gap between curriculum design and classroom practice, limited instructional resources, insufficient teacher professional development, and uneven student motivation. Strengthening collaborative teacher learning, expanding the pedagogical use of educational technology, increasing opportunities for communicative learning, and consistently implementing the deep learning approach are therefore essential to transform the Do stage from routine curriculum execution into a sustainable process of instructional innovation and quality enhancement within the IQAS framework.

Evaluation of the Arabic Language Curriculum in the Perspective of W. Edwards Deming's Check

The findings indicate that the Check stage of Deming's PDCA cycle has been implemented through a combination of formative and summative assessments, written examinations, oral examinations, performance-based assessments, classroom supervision, and coordination meetings. The school also evaluates students' communicative competence through Arabic speech examinations and *tarbiyah 'amaliyyah* (teaching practicum), providing opportunities for students to demonstrate their ability to use Arabic in authentic educational contexts. These evaluation practices indicate that the school has established multiple mechanisms for monitoring curriculum implementation and student learning outcomes. Nevertheless, the evaluation system remains predominantly oriented toward measuring academic achievement rather than generating comprehensive evidence for continuous curriculum improvement.

Within Deming's PDCA framework, the Check stage is intended not only to determine whether planned activities have been implemented but also to identify performance gaps, analyze their underlying causes, and provide reliable evidence for the subsequent improvement cycle. The findings demonstrate that this principle has not yet been fully realized. Although various assessment methods have been implemented, evaluation continues to emphasize examination scores and students' academic performance, while systematic indicators for measuring the achievement of each Arabic language skill remain unavailable. Consequently, evaluation functions primarily as an accountability mechanism rather than as a strategic process for organizational learning and continuous quality improvement.

This limitation becomes more apparent when considering the diversity of students'

backgrounds. The school admits students with varying levels of Arabic proficiency without implementing placement tests or structured bridging programs. As a result, evaluation outcomes often reflect differences in students' initial competencies rather than solely the effectiveness of curriculum implementation. Furthermore, the absence of measurable benchmarks for *Mahārah al-Kalām*, *Mahārah al-Qirā'ah*, and *Mahārah al-Kitābah* makes it difficult to monitor students' developmental progress systematically across grade levels. This condition also explains why weaknesses in writing skills (*Mahārah al-Kitābah*) continue to be identified without being supported by diagnostic evaluation capable of determining specific learning needs and appropriate interventions.

Several institutional constraints further reduce the effectiveness of the Check stage. Limited instructional time, the shortage of Arabic language specialists, and variations in students' learning readiness restrict teachers' ability to conduct continuous formative assessment. Although principal supervision and evaluation meetings provide constructive feedback, these activities remain focused primarily on reviewing instructional implementation and examination results rather than analyzing learning processes in depth. Consequently, valuable evaluation data have not yet been fully transformed into evidence-based recommendations for curriculum refinement.

The findings of this study are generally consistent with previous research emphasizing the importance of comprehensive evaluation systems in Arabic language education. (Abdurrahman, 2025) argued that curriculum evaluation should identify discrepancies between curriculum objectives, instructional processes, and learning outcomes to support continuous curriculum development. Likewise, (Hasim et al., 2025) emphasized that authentic performance assessment provides a more accurate representation of students' communicative competence than assessments relying exclusively on cognitive achievement. The implementation of Arabic speech examinations and *tarbiyah 'amaliyyah* in this study reflects this perspective, demonstrating the school's commitment to evaluating practical language performance. However, unlike the more comprehensive assessment models described in those studies, performance assessment at SMA Pondok Pesantren Modern Lembah Arafah has not yet been supported by standardized rubrics or competency-based indicators, thereby limiting its contribution to systematic quality assurance.

The findings also support (Rosyidah & Faslah, 2025) who identified weak alignment between curriculum planning, instructional implementation, and evaluation as one of the principal challenges in educational quality assurance. A similar pattern appears in the present study, where curriculum planning emphasizes communicative competence, whereas evaluation remains dominated by quantitative assessment. This mismatch illustrates that the challenge lies not merely in conducting evaluation activities but in ensuring coherence among the Plan, Do, and Check stages so that evaluation genuinely informs curriculum improvement. Compared with previous studies conducted in general educational settings, the present study also highlights a distinctive characteristic of pesantren-based education, namely the integration of classroom assessment with authentic language practices such as *tarbiyah 'amaliyyah*. Nevertheless, the absence of standardized evaluation criteria limits the potential contribution of these authentic assessment activities to institutional quality improvement.

Overall, the findings demonstrate that the Check stage has established a structured evaluation system through multiple assessment methods and supervisory mechanisms. However, its implementation remains only partially aligned with Deming's principle of continuous quality improvement because evaluation continues to prioritize outcome measurement over comprehensive analysis of learning processes and competency development. Within the IQAS framework, strengthening competency-based assessment, developing measurable indicators for

each *maharah*, implementing standardized authentic assessment instruments, and systematically utilizing evaluation data for curriculum refinement are essential. Such improvements would enable the Check stage to function not merely as a process of measuring learning outcomes but as a strategic mechanism for evidence-based decision making and sustainable improvement of Arabic language curriculum quality.

Follow-Up of the Arabic Language Curriculum in the Perspective of W. Edwards Deming's Act

The findings indicate that the Act stage of Deming's PDCA cycle has been implemented by utilizing curriculum evaluation results as the basis for planning subsequent quality improvement initiatives. The school has designed various follow-up programs, including strengthening the three core Arabic language skills (*Mahārah al-Kalām*, *Mahārah al-Qirā'ah*, and *Mahārah al-Kitābah*), reviewing instructional time allocation, expanding extracurricular language activities, developing an Arabic Course program, and reinforcing the *bi'ah lughawiyyah* through initiatives such as *Muḥādatsah Friday*, *Vocabulary in the Afternoon*, *Arabic Day*, Arabic drama, and public speaking activities. In addition, follow-up actions include revising instructional documents, improving teaching strategies, organizing In-House Training (IHT), planning teacher workshops, and encouraging environment-based learning. These initiatives demonstrate that evaluation findings have begun to inform curriculum improvement efforts rather than merely documenting learning outcomes.

From Deming's perspective, the **Act** stage represents the critical mechanism through which evaluation results are transformed into sustainable organizational learning and continuous quality improvement. In the present study, this principle has been partially implemented because the school has translated identified weaknesses into concrete improvement programs. However, the findings also indicate that many initiatives remain at the planning or early implementation stage and have not yet become institutionalized practices. Consequently, follow-up actions tend to be program-oriented rather than functioning as an integrated quality assurance system capable of generating continuous organizational learning across successive PDCA cycles.

The limited sustainability of these improvement efforts is closely associated with several organizational challenges. High teacher turnover disrupts the continuity of curriculum implementation because newly appointed teachers must repeatedly adapt to the curriculum, instructional culture, and institutional expectations. Similarly, constraints related to instructional time, limited human resources, and the absence of graduates demonstrating consistently outstanding Arabic proficiency indicate that the effectiveness of follow-up programs has not yet reached the expected level. These findings suggest that curriculum improvement depends not only on the availability of innovative programs but also on institutional capacity to implement, monitor, and sustain those programs over time.

Another important finding concerns the school's emphasis on strengthening the Arabic language environment (*bi'ah lughawiyyah*). Unlike many schools where curriculum improvement is concentrated primarily on classroom instruction, SMA Pondok Pesantren Modern Lembah Arafah extends follow-up efforts into extracurricular and boarding school activities. This integration reflects the distinctive characteristics of pesantren-based education, where language acquisition is expected to occur through continuous social interaction and daily practice. Nevertheless, the study indicates that these language programs have not yet been supported by systematic performance indicators capable of evaluating their long-term effectiveness. As a result, the contribution of the *bi'ah lughawiyyah* to students' communicative competence has not been comprehensively measured within the school's quality assurance system.

The findings of this study are generally consistent with previous research emphasizing the importance of continuous improvement in educational quality management. (Rahayu & Salabi, 2025) argued that sustainable educational quality depends on systematic follow-up supported by collaborative reflection and continuous evaluation. Likewise, (Raihan et al., 2025) demonstrated that integrating Total Quality Management (TQM) with the PDCA cycle strengthens institutional quality culture through the active involvement of organizational stakeholders. The findings also support (Hadziq et al., 2026) who highlighted the importance of *bi'ah lughawiyyah* in enhancing students' communicative competence through authentic language exposure. However, compared with those studies, the present research reveals that creating an Arabic-speaking environment alone is insufficient unless accompanied by stable human resources, systematic monitoring, and measurable indicators that enable schools to evaluate whether follow-up programs actually improve curriculum quality over time.

argued that sustainable educational quality depends on systematic follow-up supported by collaborative reflection and continuous evaluation. Likewise, (Raihan et al., 2025) demonstrated that integrating Total Quality Management (TQM) with the PDCA cycle contributes to the establishment of a sustainable quality culture through the active involvement of all stakeholders in the improvement process. Therefore, the findings of this study reinforce the notion that the success of the Act stage within Deming's PDCA framework depends not only on the existence of follow-up programs but also on the consistency of their implementation, the strengthening of teacher competence, the development of a supportive language environment, the refinement of instructional tools, and the establishment of a quality culture oriented toward continuous improvement.

Furthermore, the findings reinforce the IQAS framework, which views the **Act** stage not merely as the implementation of corrective actions but as the institutionalization of continuous improvement. In this regard, the principal challenge identified in the present study is not the absence of improvement initiatives but the limited integration of evaluation, planning, implementation, and follow-up into a coherent quality assurance cycle. Without systematic documentation, measurable performance indicators, and continuous monitoring, many improvement programs risk becoming isolated activities rather than contributing to sustainable organizational development.

Overall, the findings demonstrate that the Act stage has reflected Deming's concept of corrective action by initiating curriculum revisions, teacher development, instructional innovation, and the strengthening of the Arabic language environment. Nevertheless, its implementation remains partially aligned with the principles of continuous quality improvement because program sustainability is constrained by organizational, human resource, and monitoring limitations. Within the IQAS framework, greater emphasis should therefore be placed on institutionalizing follow-up mechanisms through measurable quality indicators, continuous teacher professional development, systematic monitoring of improvement programs, and stronger integration among the Plan, Do, Check, and Act stages. Such improvements would enable the Act stage to function not merely as a response to evaluation findings but as the driving force for establishing a sustainable quality culture in Arabic language curriculum management.

CONCLUSIONS | خاتمة | SIMPULAN

This study concludes that the implementation of the Internal Quality Assurance System (IQAS) based on W. Edwards Deming's Plan–Do–Check–Act (PDCA) cycle provides a systematic

framework for assuring the quality of the Arabic language curriculum at SMA Pondok Pesantren Modern Lembah Arafah Bogor. The Plan stage is implemented through collaborative curriculum planning, *In-House Training* (IHT), and the preparation of teaching documents aligned with institutional objectives. The Do stage is realized through classroom instruction and the development of a *bi'ah lughawiyyah* (Arabic language environment), although its effectiveness remains constrained by limited instructional time, inadequate learning facilities, teacher turnover, and the absence of structured professional development. The Check stage employs formative and summative assessments, classroom supervision, and coordination meetings to monitor curriculum implementation, while the Act stage utilizes evaluation findings to improve instructional strategies, strengthen extracurricular language programs, revise curriculum documents, and enhance teacher competence, thereby establishing a continuous quality improvement cycle.

The findings demonstrate that integrating IQAS with the PDCA framework contributes both theoretically and practically to Arabic language curriculum management. Theoretically, this study extends the application of Deming's PDCA cycle by positioning IQAS as an operational mechanism for continuous curriculum quality assurance within the context of Islamic boarding schools. Practically, it offers an evidence-based quality assurance model that integrates curriculum planning, implementation, evaluation, and follow-up into a sustainable improvement cycle. However, the findings also indicate that sustainable curriculum quality depends not only on administrative compliance but also on institutional commitment to strengthening teacher competence, providing adequate learning resources, optimizing instructional time, and fostering an effective Arabic language environment.

this study is limited by its qualitative case study design conducted in a single Islamic boarding school with a limited number of participants, which may restrict the transferability of the findings to other educational contexts. In addition, the study relies primarily on interviews, observations, and document analysis without longitudinal evidence to evaluate the long-term impact of IQAS implementation on students' Arabic language achievement. Therefore, future studies are recommended to conduct comparative or multi-site research across different Islamic educational institutions and employ quantitative or mixed-methods approaches to examine the relationship between PDCA implementation and measurable improvements in students' Arabic language proficiency, teacher professional competence, and institutional quality performance. Future research should also explore the integration of educational technology and artificial intelligence into IQAS implementation to support data-driven curriculum planning, continuous monitoring, and sustainable quality improvement.

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