Quality Management Analysis in Non-formal Arabic Language Educational Institutions Based on National Education Standards

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Abstract : Quality management evaluation is essential for both formal and non-formal educational institutions, particularly in the context of Arabic language learning at the Al Azhar Arabic Language Course in Pare, Kediri. This study adopts a qualitative method with a case study approach to investigate the quality management practices in place. Primary data were collected through interviews with educators and students, while secondary data were obtained from relevant literature. The data collection techniques included structured interviews, and the analysis was conducted using Miles and Huberman's framework, which consists of data collection, data reduction, data presentation, and conclusion drawing and verification. The findings indicate that the learning process at Al Azhar Pare is highly enjoyable, fostering student engagement. However, the evaluation of the quality management of Arabic language learning identifies two critical areas for improvement based on the eight educational quality management standards: the need for comprehensive attitude and spiritual assessments, and enhanced training programs to improve educator competencies. The novelty of this evaluation lies in the emphasis on the importance of a structured training system and comprehensive assessments of students' attitudes and skills

INTRODUCTION

Language learning, particularly Arabic, plays a significant role in education in Indonesia, especially in supporting religious and cultural understanding. In Indonesia, Arabic is a mandatory subject in Islamic schools (Madrasah), such as *Madrasah Ibtidaiyah* (MI), *Madrasah Tsanawiyah* (MTs), and *Madrasah Aliyah* (MA).[1] As the demand for Arabic language proficiency increases, quality management in language learning becomes increasingly crucial. Quality management, in general, refers to a system used within an organization to ensure that the products or services provided meet or exceed customer expectations.[2] In the context of education, quality management is a systematic and continuous process of improving all aspects of education, involving all components of the educational institution, including educators, students, parents, and the community, with the

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[1] Zurqoni et al., "Has Arabic Language Learning Been Successfully Implemented?," *International Journal of Instruction* 13, no. 4 (2020): 715–30, https://doi.org/10.29333/iji.2020.13444a.

[2] Sisca Septiani et al., Manajemen Mutu Pendidikan (Banten: PT Sada Kurnia Pustaka, 2023).

aim of producing quality graduates. This encompasses the continuous improvement of curriculum, learning processes, infrastructure, and evaluation systems, all oriented towards customer satisfaction and the enhancement of educational institution performance.[3]

To ensure the quality of education, serious and consistent efforts are required, particularly in the implementation of Arabic language learning, which is the focus of this research. In the current learning system, improving the quality of education is not only the responsibility of schools and the related Ministry of Education but also a collective responsibility among various educational institutions, specifically the Al Azhar Pare Arabic Language Course. Therefore, the roles of teachers, students, and the course environment must always be involved and proactive in enhancing the quality of learning. To guarantee and improve the quality of learning in a more measurable and directed manner, well-programmed, planned, and measurable activities are needed in the form of quality management. One such activity is evaluating the quality management of Arabic language learning at Al Azhar Pare.

According to Government Regulation (PP) Number 19 of 2005 on National Education Standards, the national education standards are the minimum criteria for the education system across the legal territory of the Republic of Indonesia, comprising eight standards: content standards, process standards, graduate competency standards, educator and education staff standards, facilities and infrastructure standards, management standards, financing standards, and educational assessment standards[4]. Standards of educational quality are a set of criteria and guidelines established to ensure that all aspects of educational implementation achieve the expected level of quality.[5]

From the description above, it can be understood that the quality management of Arabic learning is the management of educational resources to achieve the expected quality standards of Arabic learning effectively and efficiently. The reference for Arabic learning quality standards is the National Education Standards, which are minimum criteria regarding the education system throughout the jurisdiction of the Republic of Indonesia, which consists of eight standards, namely; content standards, process standards, graduate competencies, educators and education personnel, infrastructure facilities, madrasah

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[3] Riswel Asrita, "Manajemen Mutu Pendidikan Islam," Hijri 11, no. 2 (2022): 159, https://doi.org/10.30821/hijri.v11i2.13072.

[4] Peraturan Pemerintah tentang standar Nasional, "Peraturan Pemerintah Tentang Standar Nasional Pendidikan (PP No. 19 Tahun 2005)," Sekretariat Negara Indonesia (2005).

[5] Wahida Raihan Nasution, "Konsepsi Manajemen, Manajemen Mutu Dan Manajemen Mutu Pendidikan," ALACRITY: Journal of Education 2, no. 1 (2022): 26–34, https://doi.org/10.52121/alacrity.v2i1.53.

management standards, financing standards, and educational assessment standards.[6]

School-based Education Management (SBE) is stipulated in Government Regulation No. 19/2005 on National Education Standards that its implementation must meet 8 national education standards (SNP) consisting of; (1) Content Standards; (2) Process Standards; (3) Graduate Competency Standards; (4) Educators and Education Personnel Standards; (5) Facilities and Infrastructure Standards; (6) Management Standards; (7) Financing Standards; and (8) Education Assessment Standards.[7]

The Al-Azhar Pare Arabic Language Course Institute is one of the most renowned Arabic language courses in Pare, Kediri. The institute is a non-formal educational institution focused on Arabic language learning and has been officially recognized by the Kediri Education Office, with an operational license for the course issued under number 421.9/2B/418.47/2016.[8] This indicates that the Al-Azhar course has good management, which is why the researcher is interested in making this institute the subject of this study.

The success of Al-Azhar course in planning, managing and developing into a large and well-known institution in Pare is very interesting to study. The ability to speak in Arabic so as to communicate actively. These skills include listening, speaking, reading and writing skills. Non-formal education aims to provide knowledge about proficiency, proficiency, and skills in the form of products and services, as well as to meet current and future functional needs.[9] Language courses are a type of training that also falls under non-formal schooling. Language courses are also a platform for language learning that can help people learn and improve their language skills. With many models, strategies, and materials available, language courses can help learners improve their skills both offline and online in an innovative, effective, and educational way.[10]

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[6] Peraturan Pemerintah Tentang Standar Nasional, "Peraturan Pemerintah Tentang Standar Nasional Pendidikan (PP No. 19 Tahun 2005)," *Sekretariat Negara Indonesia* (2005), https://peraturan.go.id/files/pp19-2005.pdf.

[7] Peraturan Pemerintah Tentang Standar Nasional, "Peraturan Pemerintah Tentang Standar Nasional Pendidikan (PP No. 19 Tahun 2005)," *Sekretariat Negara Indonesia* (2005), https://peraturan.go.id/files/pp19-2005.pdf.

[8] Azman Arif, Mahmud Mannan, and Abu Darim, "Manajemen Pembelajaran Nahwu Sharaf Menggunakan Metode Tamyiz Pada Masa Pandemi Covid 19," *Kharisma: Jurnal Administrasi Dan Manajemen Pendidikan* 1, no. 1 (2023): 59–68, https://doi.org/10.59373/kharisma.v1i1.6.

[9] Islahel Umam, Moh. Hasin, and Zakiyah Arifa, "Manajement Pengorganisasian Program Khusus Markaz Bahasa Arab Darul Lughah Waddirasat Islamiyah," *An-Nabighoh* 21, no. 01 (2019): 43–60.

[10] Asep Muhammad Saepul Islam, "Faktor Demotivasi Pembelajaran Bahasa Arab," *Arabiyât : Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 2, no. 1 (2015): 1–16.

The course institution is a language learning platform that hones one's language skills. With various models, strategies, materials and learning activities that hone language skills creatively and effectively.[11] One of the largest and most famous course locations in Indonesia is in Pare District, Kediri Regency, known as "Kampung Inggris Pare". Kampung Inggris Pare not only attracts language enthusiasts in Indonesia but also abroad. Along with the development of Kampung Inggris Pare, now not only English Course Institutions are opened but other foreign language Course Institutions have also begun to emerge, such as Arabic, Mandarin Chinese, Japanese, etc. One of the famous Arabic Language Course Institutions is Al-Azhar Course Institution Pare Kediri.

Al-Azhar Course Institute Pare Kediri was established in early 2013 founded by Mr. Rohmanuddin, M.Pd. The first location of the Al-Azhar Course Institute was on Jl. Cempaka No. 22, Tulungrejo Village, Pare Sub-District, Kediri Regency which is also its current central location. The number of courses opened in this institution consists of Takallam, Tamyiz, Al-Miftah, and Manhajy. Al-Azhar Course Institute provides various learning durations ranging from two weeks, one month, two months, and so on. In the beginning, this institution was established with the aim of developing the Arabic language, known as the language of Islam, the Qur'an, and hadith.

Many alumni of Al-Azhar courses have shown success all over the pyramid country. This attracts the attention of many people and makes them want to become course participants at Al-Azhar Course Institute Pare Kediri to prepare themselves for the scholarship program to study at Middle Eastern Universities. They hope to realize their dreams from Al-Azhar Pare to Al-Azhar Cairo, Egypt.[12]

Previous research related to this study includes Ali Hamdi's research titled "Quality Management of the Diniyah Program at Muhammadiyah Islamic Boarding School in Lamongan." Ali Hamdi's research highlights the integration of quality management between the madrasah and the Islamic boarding school in the development of the diniyyah program.[13] Then, there is the research by Rabiah Syam et al. titled "Management of Learning Evaluation in Improving Graduate Quality at the Ma'had Al-Birr Arabic Language Institute in Makassar." Rabiah Syam et al.'s research emphasizes the importance of learning evaluation in

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[11] Alvi Dyah Rahmawati, "Manajemen Pengorganisasian Program Khusus Bahasa Arab Di Pare Kediri," *Journal of Arabic Studies* 3, no. 1 (2018): 70–80.

[12] Fikriatun Najihah, Febry Ramadani S, and Lina Syauqina Fa'izah, "Manajemen Kesiswaan Penerimaan Peserta Didik Di Lembaga Al-Azhar Pare, Kediri," Jurnal Ilmiah Widya Borneo 5, no. 2 (2022): 81–90, https://doi.org/10.56266/widyaborneo.v5i2.133.

[13] Ali Hamdi, "Manajemen Mutu Program Diniyah Pada Pondok Pesantren MuhammadIyah Lamongan," Nidhomul Haq : Jurnal Manajemen Pendidikan Islam 4, no. 2 (2019): 247–58, https://doi.org/10.31538/ndh.v4i2.463.

improving graduate quality by involving all relevant parties.[14] Then, there is the research by Supriati H. Rahayu et al. titled "Quality Management of Ta'lim Quran lil Aulad (TQA) Services at Team Tadarus 'AMM' Foundation in Yogyakarta." Supriati H. Rahayu et al.'s research focuses on quality assurance in Quran learning at the institution, emphasizing consistent collaboration, the development of educators' competencies, and close relationships with students as key factors for success.[15]

Although previous research has addressed quality management in non-formal educational institutions focusing on diniyyah programs, learning evaluation for improving graduate quality, and Quranic studies, there remains a gap in studies related to quality management in language courses, particularly Arabic language courses. Therefore, this research seeks to fill that gap by focusing on quality management at the Al-Azhar Pare Arabic Language Course Institute, based on the National Education Standards.

In line with the information obtained above this research aims to evaluate the quality management at the Al-Azhar Pare Arabic Language Course Institute based on the National Education Standards. This study is expected to contribute new insights into the implementation of quality management in non-formal Arabic language educational institutions.

METHOD

In this study, the researcher used a qualitative method with a case study approach. The research location is the Al-Azhar Arabic Language Course Institute, which is a well-known non-formal educational institution focusing on Arabic language learning in the Pare subdistrict, Kediri regency. The case study approach is used in this research because it is known for being comprehensive, intensive, detailed, in-depth, and more focused on examining contemporary issues or phenomena.[16] Case study research is also categorized as field research.[17]

The data sources in this study are divided into two types: 1) primary data, which includes interviews and documentation related to this research, and 2) secondary data, which consists of literature relevant to this research. For data collection, the researcher conducted in-depth interviews with the head of the

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[14] Rabiah Syam, M. Ilham Muchtar, and Hasan Bin Juhanis, "Manajemen Evaluasi Pembelajaran Dalam Meningkatkan Mutu Lulusan Di Lembaga Studi Bahasa Arab Ma'had Al-Birr Makassar," Jurnal Ilmiah Iqra' 16, no. 2 (2022): 151, https://doi.org/10.30984/jii.v16i2.2020.

[15] Supriati H Rahayu et al., "Manajemen Mutu Layanan Ta'lim Quran Lil Aulad (TQA) Di Yayasan Team Tadarus 'AMM' Yogyakarta," Jurnal Nuansa A 5, no. 2 (2020): 117–30, https://doi.org/10.47200/jnajpm.v5i2.578.

[16] Burhan Bungin, Analisis Data Penelitian Kualitatif: Pemahaman Filosofis Dan Metodologis Ke Arah Penguasaan Model Aplikasi (Depok: PT RajaGrafindo Persada, 2022).

[17] Mudjia Rahardjo, Hal-Ihwal Metodologi Penelitian Sosial Kualitatif (Malang: UIN Maliki Press, 2021).

institution and one of the instructors at the Al-Azhar Arabic Language Course Institute in Pare, carried out observations, and gathered documentation related to this research. For data analysis, the researcher used Miles and Huberman's theory, which includes data collection, data reduction, data presentation, and drawing and verifying conclusions.[18]

RESULT AND DISCUSSION

Al Azhar is an institution that offers Arabic language courses using a variety of fun and engaging methods. The institution provides a range of Arabic language classes tailored to different levels, from beginner (*mubtadi'*), intermediate (*mutawasstih*), to advanced (*mutaqaddim*). The classes include the *Takallam* class, which focuses on muhadathah (conversation) and is divided into three levels. The *Tamyiz* class, consisting of two levels, adopts a method from Indramayu and focuses on the fundamentals of Arabic grammar (*qawa'id*). The *Al Miftah* class, also divided into two levels, implements a method from Pondok Pesantren Al Miftah Sidogiri Pasuruan. It builds on the material covered in the *Tamyiz* class and aims to teach students how to read classical texts. The *Manhaji* class is the highes level class focused specifically on advanced Arabic grammar (*qawa'id*), involving the analysis of words and their origins in the context of Arabic grammar. Each class is designed to meet students' needs at their respective levels, ensuring a comprehensive learning experience.

In enhancing the quality of Arabic language learning, the Al Azhar institution consistently elevates and evaluates the quality of its Arabic language education based on government-set standards. There are eight quality standards that serve as benchmarks for the development and evaluation of Al-Azhar Pare's quality.

The first National Education Standard is the Content Standard. Content standards are criteria consisting of material and competency levels to achieve graduate competencies at certain levels and types of education. The content standards align with the national educational goals outlined in the domains of spiritual attitudes, social attitudes, knowledge, and skills.[19] In reviewing the content standards at Al-Azhar institution, there is currently no assessment sheet or standard for social, spiritual, knowledge, and skills attitudes, considering that Al-Azhar institution is merely a non-formal institution, as stated by Ustadz Umam, S.Pd.

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[18] Sugiyono, Metode Penelitian Pendidikan (Kuantitatif, Kualitatif, Kombinasi, R&D, Dan Penelitian Pendidikan) (Bandung: ALFABETA, 2021).

[19] W. Lubis, "Standar Proses Dalam Meningkatkan Mutu Pembelajaran Pada Tingkat SMP Di Kota Medan," *Jurnal Ekonomi Bisnis, Manajemen Dan Akuntansi*, 2024, https://jurnal.itscience.org/index.php/jebma/article/view/3829.

The second National Education Standard is the Process Standard. Process standards refer to the criteria related to the implementation of teaching and learning activities in an educational institution to achieve graduate competency standards.[20]Al-Azhar course institution conducts learning processes once a month using enjoyable methods and approaches. As one of the components of learning, methods play a crucial role in teaching and learning activities. It can even be said that in teaching and learning activities, everything employs methods. Because methods serve as a tool for presenting subject matter or course material in order to achieve the teaching objectives that will be conveyed to learners.[21] According to Zakiyah Daradjat, a method is a systematic and general way, used to achieve the teaching goals that will be conveyed to students.[22]

Each class has its own unique characteristics with varied yet effective and enjoyable learning methods, ensuring that students studying Arabic language experience pleasure and easily grasp it through playful learning. Therefore, the presence of methods in a learning process is incredibly beneficial.[23] In the learning process at Al Azhar Institution Pare, classes run from Monday to Friday, starting from 06:30 in the morning until 17:00 in the afternoon. The schedule is as follows:

Table 1. Al-Azhar Pare Course Institute Arabic Language Learning Schedule

No	Class	Time	Subject
1	Takallam	06.30 – 07.30	Vocabulary
		07.30 – 09.00	Conversational Arabic 1
		break	
		09.30 – 10.30	Grammar Rules
		10.30- 11.30	Conversational Arabic 2
		Break	
		15.30- 17.00	Conversational Arabic 3
2	Tamyiz	07.00 – 08.00	Songs
		08.00 – 09.00	Tamyiz material 1
		break	
		09.30 – 10.30	Tamyiz material 2
		10.30- 11.30	Practice
		break	
		16.00- 17.00	Practical Application
3	Al Miftah	07.00 – 08.00	Poetry and recitation
		08.00 – 09.00	Grammar Material 1
		break	

[20] Abdul Wahab Rosyidi, "Peningkatan Kualitas Pengajar Bahasa Arab Sebagai Upaya Meningkatkan Standar Mutu Pembelajaran Bahasa Arab," *Jurnal Ilmiah Peuradeun* 2, no. 3 (2014): 195–210.

[21] Bisri Mustofa and Abdul Hamid, *Metode & Strategi Pembelajaran Bahasa Arab* (Malang: UIN Maliki Press, 2011).

[22] Zakiah Darajat, *Metodik Khusus Pengajaran Agama Islam* (Jakarta: Bumi Aksara, 2004).

[23] Azhar Arsyad, *Bahasa Arab Dan Metode Pengajarannya: Beberapa Pokok Pikiran*, ed. Mujiono Damopolii (Yogyakarta: Pustaka Belajar, 2010).

No	Class	Time	Subject
		09.30 – 10.30	Grammar Material 2
		10.30- 11.30	Grammar Material 3
		break	
		16.00- 17.00	Practical Application
4	Manhaji	19.00- 2030	Manhaji material

In the detailed table above, it is explained that the classes for *Takallam* and other classes are somewhat different, but the significant difference lies, of course, in terms of the material and the learning process. The Master Arabic class has the same learning hours as the *Takallam* class, but the material covered includes the entire curriculum mentioned above, albeit with special modules that span over several months. On the other hand, the other classes are completed in just one month per level. As for the Manhaji class, it is conditional as it is an advanced class taught directly by the founder of Al Azhar, Ustadz Rohmanuddin, M.Pd. each program also includes respective dormitory activities to develop their abilities in their respective fields.

The third National Education Standard is the graduate competency standard. Graduates' competency standards refer to the qualifications of graduates related to attitudes, knowledge, and skills[24]. Silberman states that the learning process should be conducted interactively, inspiringly, enjoyable, challenging, motivating participants to actively participate, and providing space for initiative, creativity, and independence according to the interests, talents, and physical as well as psychological development of the learners.[25]

The Al-Azhar institution already has standards for graduates and graduate competencies. However, Al-Azhar sets certain criteria for the values achieved by participants during one month of study at Al-Azhar, and those who achieve low scores will be given additional assignments or remedial tasks. The lowest score is below seventy, with the following provisions:

Table 2. Assessment Standards for the Al-Azhar Pare Arabic Language Course Institution

توزيع الدرجات	التقديرات	الرموز	
٥٠−٥٩	ضعيف	C	ج
٦٠−٦٩	مقبول	C+	ج+
٧٠−٧٩	جيد	B	ب
٨٠−٨٩	جيد جدا	B+	ب+
٩٠−١٠٠	امتياز	A	أ

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[24] K. R. Utami, "Implementasi Kebijakan Standar Mutu Madrasah Di Madrasah Aliyah Negeri 1 Bantul," *Spektrum Analisis Kebijakan Pendidikan*, 2018, https://journal.student.uny.ac.id/index.php/sakp/article/view/13087.

[25] Melvin L. Silberman, *Active Learning* (Bandung: Penerbit Nuansa Cendekia, 2017).

The fourth National Education Standard is the standard for educators and education staff. Educator and educational staff standards refer to criteria associated with pre-service education, competence, both mentally and professionally, and in-service education.[26] Educators are pivotal figures in the learning process, whereas educational staff comprise school supervisors, principals, administrative staff, librarians, and laboratory personnel.[27]

The instructors at Al-Azhar have specific standards, which include mastery of the traditional Islamic texts, fluency in Arabic, and a preference for candidates who are alumni of Middle Eastern institutions or hold degrees in Arabic language education, Arabic literature, or a Master's in Arabic language education or literature. However, Al-Azhar institution currently lacks specialized training programs to enhance the quality of its educators, as mentioned by Ustadz Umam, S.Pd.

The fifth National Education Standard is the facility and infrastructure standard. These standards are regulated by the Minister of National Education, governing the achievement of infrastructure standards in education, which is a crucial element in ensuring the quality of the teaching and learning process.[28] These standards refer to the availability, condition, and utilization of adequate educational facilities such as classrooms, laboratories, libraries, teacher and administrative rooms, sports and arts facilities, health and welfare facilities, information and communication technology, security and safety, as well as the environment.

Quality management in Arabic language learning needs to be enhanced and evaluated to ensure that the Arabic language learning process runs effectively and efficiently. Therefore, as a fundamental concept, quality is anything that can be improved upon. According to an old management philosophy, "if it's not broken, don't fix it." Quality is based on the concept that every process can be improved, and perfection is not a concept. According to the new management philosophy, "if it's not broken, fix it, because if you don't, someone else will.[29]

The Al Azhar Institution in Pare has provided excellent facilities and pre-facilities, though not as comprehensive as formal educational institutions. Being a non-formal course institution, it boasts sufficient infrastructure evidenced by

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[26] Moh. Fery Fauzi et al., "Pelatihan Dan Pendampingan Penyusunan Borang Standar Mutu Proses Pembelajaran Untuk Persiapan Akreditasi Perdana SMP Darul Faqih Indonesia," *Jurnal Pengabdian Masyarakat Sains Dan Teknologi* 1, no. 4 (2022): 21–36, https://doi.org/10.58169/jpmsaintek.v1i4.46.

[27] Anisatul Barokah, Imam Makruf, and Imam Sukardi, "Professional Competence of Arabic Teachers in Education Management," *International Journal of Arabic Language Teaching* 6, no. 01 (2024): 109, https://doi.org/10.32332/ijalt.v6i01.9101.

[28] Siti Li'Amanah, "Implementasi Standar Mutu Jaringan Sekolah Islam Terpadu (JSIT) Indonesia Empowering Islamic School Di SDIT Al Uswah Tuban Dan SDIT Insan Permata Bojonegoro" (Universitas Nahdlatul Ulama Sunan Giri Bojonegoro, 2021).

[29] Jerome S. Arcano, Yosal Iriantara, and Kamdani, *Pendidikan Berbasis Mutu: Prinsip-Prinsip Perumusan Dan Tata Langkah Penerapan* (Yogyakarta: Pustaka Belajar, 2015).

classrooms as learning spaces, offices for meetings and member registration, and a dedicated kitchen for instructors. Additionally, Al-Azhar ensures the availability of medications for both course participants and instructors stationed at the office. According to Ustadz Umam, S.Pd, an instructor at Al-Azhar, the infrastructure there is quite comprehensive compared to other courses.

The sixth National Education Standard is management standards. Achieving management standards in education is a crucial aspect that ensures the effective and efficient functioning of the education process.[30] These standards regulate how educational institutions are managed to achieve the desired educational goals. The key points of the standards that schools must achieve in this management standard include planning, organization, leadership, curriculum management, human resource management, financial management, facility management, community relations management, evaluation and supervision, and information management.[31]

The management standards at Al-Azhar Pare are quite comprehensive, starting from lesson planning conducted every month, determining teaching schedules for each instructor, and setting weekly and monthly activities such as congregational prayers and outbound activities. As for the organizational structure at Al-Azhar, it is complete from the Muassis, namely Ustadz Rohmanuddin, M.Pd, to the Mudir, namely Ustadz Hilman Sholehuddin, S.Pd, and the respective class coordinators who rotate monthly. Al-Azhar also has participant service admins and a treasurer as stated by Ustad Hilman Sholehuddin, S.Pd.

The seventh National Education Standard is the financing standard. Achieving financing standards in education is a crucial element ensuring that the educational process can proceed effectively and efficiently with adequate financial resources support. These standards encompass aspects of budget planning, funding sources, financial management, fund utilization, financial reporting, auditing and oversight, community involvement and transparency, management of aid and grants, budget balance, and capacity development.

Funding sources for Al-Azhar Pare come from the registration fees of course participants, as well as assistance and collaboration with other institutions, where these funds are managed by leaders and treasurers in planning the development and improvement of facilities at Al-Azhar, as well as for the salaries of teachers

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[30] Heppy Puspitasari, "Standar Proses Pembelajaran Sebagai Sistem Penjaminan Mutu Internal Di Sekolah," *Muslim Heritage* 2, no. 2 (2018): 339, https://doi.org/10.21154/muslimheritage.v2i2.1115.

[31] Nurul Hidayat, Raenza Agung Pratama, and Zakiya Arifa, "Idârah Tanzhîm Barnâmij Mukhayyam Al-Lughah Al-'Arabiyah Li Ittihâd Thalabah Al-Lughah 'Arabiyah Bi Indonesia," *International Journal of Arabic Language Teaching* 6, no. 01 (2024): 43, https://doi.org/10.32332/ijalt.v6i01.8752.

and payments for dormitories rented for Al-Azhar participants' accommodation. The entrance fee for Al-Azhar is Rp. 750,000, which includes modules, shirts, pins, bags, and dormitory fees for one month, as conveyed by Ustadz Hilman Sholehuddin, S.Pd.

The eighth National Education Standard is an assessment standard. Achieving assessment standards in education is a crucial aspect ensuring that the assessment process of student learning is conducted fairly, objectively, and with quality. These standards encompass various components that educational institutions must fulfill to ensure that assessments provide an accurate picture of student competency achievement. The aspects included in these standards are assessment planning, alignment with the curriculum, assessment methods, assessment instruments, assessment implementation, analysis and processing of assessment results, reporting of assessment results, utilization of assessment results, evaluation and feedback, and capacity development.

The assessment standards at Al-Azhar were established based on consensus and consultation when the Al-Azhar Institution was founded. The assessment process and reporting of assessment results are conducted after the participants undergo examinations, which are held monthly after the participants complete their learning process in class. The assessments are conducted by the respective class teachers/supervisors, and the assessment results are then handed over to the respective class guardians. These results are later uploaded to the web platform provided by the Al-Azhar institution and printed out in the form of certificates, as stated by Ustadz Hilman Sholehuddin, S.Pd.

After conducting interviews and in-depth observations of various opinions from interviewed sources, several areas were identified as lacking and needing evaluation in the quality management of Arabic language learning at Al-Azhar Pare, based on eight quality development standards. In achieving Al-Azhar's content standards, there is a significant gap in the assessment of participants' attitudes, spirituality, social attitudes, knowledge, and skills. These assessments are essential for enhancing the quality of students studying at Al-Azhar.

Furthermore, in meeting the standards for educators and educational personnel, there is a lack of a structured training and competence improvement system for educators. This system is crucial for enhancing the capabilities of educators, ensuring they can deliver quality teaching and learning activities. Quality educators lead to quality institutions; therefore, it is essential for Al-Azhar to implement educator training in collaboration with other institutions or by inviting qualified tutors to improve the capabilities of its educators.

Table 3. Quality Management Analysis in Al-Azhar Pare

Area of Evaluation	Findings	Recommendations
Content Standards	Lack of assessments for attitudes, spirituality, social attitudes, knowledge, and skills of participants	Implement comprehensive assessment methods to evaluate these areas in student development.
Educator Standards	Absence of a structured training and competence improvement system for educators	Establish a training program in collaboration with other institutions and qualified tutors to enhance educator capabilities.

From the issues above, evaluations need to be conducted to improve the quality of Arabic language learning at the Al-Azhar institution. This aims to ensure that both the institution and its learners have higher quality, thus creating an effective, comfortable, and conducive learning environment. The development of quality management in Arabic language learning should not focus solely on one aspect but must also consider all relevant aspects, including the quality of materials, instructors, institutions, and other factors. By doing so, Al-Azhar can become a sought-after and superior Arabic language learning institution.

Furthermore, it is important to discuss the results of this evaluation in the context of previous theories and research. Several studies have shown that success in language education heavily depends on factors such as teaching quality, relevant curricula, and supportive learning environments. For instance, research by Johnson and Swain emphasizes the importance of active student engagement in the learning process to achieve optimal outcomes[32]. The evaluation results at Al-Azhar indicate that while there are deficiencies in the assessment of attitudes and educator training, there is significant potential to enhance student engagement through more interactive and collaborative teaching approaches.

In this context, the novelty of this evaluation lies in the emphasis on the importance of a structured training system and comprehensive assessments of students' attitudes and skills. By integrating findings from previous research, the institution can develop more effective strategies to improve the quality of Arabic language learning, focusing on the overall development of learners and enhancing educators' capabilities.

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[32] Muhammad Halfi Indra et al., "Optimizing the Potential of Technology-Based Learning Increases Student Engagement," *Al-Fikrah: Jurnal Manajemen Pendidikan* 11, no. 2 (2023): 233, https://doi.org/10.31958/jaf.v11i2.10554.

CONCLUSION

Al Azhar Institution is committed to meets the eight national education quality standards, which include content standards, process standards, graduate competency standards, educator and staff standards, facilities and infrastructure standards, management standards, financing standards, and education assessment standards. However, there are several shortcomings that need to be addressed, such as the absence of assessments of participants' attitudes and spiritual aspects in the content standards, as well as the lack of training to enhance the competence of educators and staff in the educator and staff standards. Through this quality management evaluation, it is hoped that the quality of Arabic language learning can improve, and that learners can achieve the desired level of language proficiency. This evaluation involves reviewing and assessing the processes, policies, and practices related to teaching, learning, and Arabic language development. The primary objective is to measure the extent to which quality objectives in teaching and learning Arabic have been achieved, as well as to identify areas that require improvement. With these steps, it is expected that a more effective and conducive learning environment will be created, ultimately enhancing the overall learning outcomes of the participants.

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