

## Quality management of Arabic language education at Madrasah Tsanawiyah Negeri 1 Sragen. 2023/2024 academic year.

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### Abstract

*The aims of this research are: (1). To find out the quality management of Arabic language education according to SNP (in this study using 3 points: content standards, process standards, and graduate competency standards) at Madrasah Tsanawiyah Negeri 1 Sragen. (2). To determine the supporting and inhibiting factors for SNP management at Madrasah Tsanawiyah Negeri 1 Sragen. This research uses qualitative research. The place of this research is at MtsN 1 Sragen. This research was conducted in May 2024 – June 2024. The subjects in this research were Arabic language teachers and school principals. Data collection techniques using observation, interviews, documentation and archive notes. The research results show that: (1). Arabic language learning management at MTs N 1 Sragen includes five stages, namely: planning, organizing, implementing, supervising and evaluating. These stages have been implemented well and are in accordance with national education standards (SNP). (2). Supporting factors for the implementation of SNP in an effort to improve the quality management of education at MTsN 1 Sragen include the geographical location of the school, cohesiveness, readiness and enthusiasm of teachers in teaching, which are supporting factors in the implementation process, while the inhibiting factors are the different student backgrounds, meaning that the students are not all motivated to learn Arabic.*

**Keywords:** Arabic Language Learning, Education Quality Management, National Education Standards

### INTRODUCTION

Learning is a relatively stable phase of change in all individual behavior as a result of experience and interaction with the environment which involves cognitive, emotional and psychological processes. Change and the ability to change are the boundaries and meaning contained in learning. Because of the ability to change through learning, humans can develop beyond other creatures, thus being free from functional stagnation and becoming caliphs on earth. (Thohirin, 2005).

Arabic has a very important role for Muslims throughout the world. By mastering Arabic, it will make it easier for us to learn Islamic teachings. This is because Arabic is the language of the Koran. For a Muslim in Indonesia, Arabic is taught from kindergarten to university. Arabic language learning is a foreign language learning that is taught in madrasas in Indonesia. As a foreign language, in providing Arabic lessons, a teacher must have a learning strategy for students. This is done so that students can learn and receive the material more effectively and efficiently. Arabic language learning strategies need to be

designed and implemented when carrying out learning. Using good strategies in learning Arabic will produce maximum learning so that it can improve the quality of Arabic language learning and also improve the quality of graduates at the madrasah. Therefore, Arabic language learning strategies are needed to achieve success in learning Arabic. According to Hilda Taba in Suprihadi Saputro et al (21: 2022) said that: Learning strategies are methods chosen by teachers in the learning process that can provide convenience or facilities for students towards achieving learning goals. (Saputro, 2002).

Efforts to improve the quality of education are an issue that will continue to be discussed in education management. Improving the quality of education is an effort that must be pursued continuously so that hopes for quality and relevant education can be achieved. Quality education is the hope and demand of all education stakeholders. Of course, everyone would prefer to study at an institution that has good quality. On this basis, schools/educational institutions must be able to provide good service and quality so that they

are not left behind and are able to compete with other educational institutions. An educational institution is an institution or place where the education or teaching and learning process takes place.

Permendiknas No. 19 of 2007 article I explains that every educational institution is obliged to meet National Education Management standards, namely: Program Planning, Implementation of Work Plans, Supervision and Evaluation, School Leadership, Management Information Systems and Special Assessments. The scope of education management is an effort to explore, cultivate, mobilize and maintain educational resources in a balanced and sustainable manner in order to achieve goals through a cooperative system. The areas of management include cooperation system management programs in each field through: Curriculum management, student management, personnel management, financial management, facilities and infrastructure management, potential management of the surrounding community, school administration management, laboratory management, library management, research results management and skills management management.

Educational institutions are a forum that has a very important role in society, namely to provide knowledge to society and can be a forum for improving a person's quality so that they can live a better life in society. An educational institution can also be interpreted as an organization created to achieve the goal of conveying knowledge and culture to individuals so that they can change a person's behavior for the better.(Ihsan, 1995). Through educational institutions as an effort to form religious spiritual strength, self-control, personality, intelligence, noble morals, as well as the skills needed by individuals. Apart from this definition, Hasbullah defines educational institutions as follows: The definition of an educational institution is a container or place where educational process activities take place which include family, school and community education.(Hasbullah, 2003).

Schools are educational institutions that play a major role in the advancement of the nation's education. Schools are educational organizations in which there are various human resources who play an active role in advancing the nation's education. For this reason, a good strategy is needed to deal with it. Management is an important component that must be considered. If education management is well organized and grounded, we will no longer hear about poor school services, lack of professionalism of teaching staff, inadequate facilities, illegal levies, and even violence in education. Success in organizing Islamic educational institutions will depend heavily on the management of supporting components implementing activities such as curriculum, students, financing, implementing staff and infrastructure. These components are an integral part of efforts to achieve the goals of Islamic educational institutions.

Since the enactment of Law Number 22 of 1999 which was updated with Law No. 32 of 2004 concerning Regional Autonomy, the operational technical management of basic education provision in Indonesia is the responsibility and authority of the district/city government. One of the impacts of this policy is that there is increasingly intense competition between educational institutions competing to improve the quality of their education. Tight competition between educational institutions does not only occur in private educational institutions, but also occurs in government-owned educational institutions. For this reason, special strategies are needed in developing an educational institution, which is not only superior in terms of quantity but also quality(Suranto, 2009).

Quality is a change that requires a long period of time, it cannot just happen. As Edward Sallis argued: Quality doesn't just happen. It has to be planned. Quality should be an important part of the intuition strategy, and should be approached systematically using a strategic planning process. Strategic planning is an important part of realizing quality. Without clear long-term direction, an

institution cannot plan for quality improvement (Sallis, 2012).

The quality of education or school quality is focused on the quality of graduates. The academic quality of graduates is the quality of achieving high results in academic ability tests. The quality of school/madrasah services refers to Government Regulation Number 57 of 2021 concerning National Education Standards (SNP), including content standards, process standards, graduate competency standards, teacher and education staff standards, facilities and infrastructure standards, management standards, financing standards, and educational assessment standards. Based on this government regulation, all schools/madrasahs must meet 8 (eight) standards so that school/madrasah quality can be achieved, including Madrasah Tsanawiyah in Sragen which must meet these 8 standards. In order to achieve these 8 standards, the role of Madrasah Heads, Teachers, Education Personnel, plays a very important role. More specifically, the madrasa head as a manager must be able to carry out his functions. SNP is a minimum criterion regarding the educational system throughout Indonesia which functions as a basis for planning, implementing and supervising education in order to realize quality education. Of the 8 standards mentioned above, this research will focus on 3 standards, namely content standards, process standards, and graduate competency standards. (PP No. 57 of 2021 concerning National Education Standards, 2021).

In the learning process teachers and students are two components that cannot be separated. Between these two components there must be mutually supportive interaction so that student learning outcomes can be achieved optimally. The learning process is the way students own and access the content of the lesson themselves. To measure the success or failure of learning, it can be seen through various indicators as follows (Nata, 2003):

1. Academically, graduates can continue to a higher level of education,
2. Morally, graduates can show their responsibility and concern for society,

3. Individually, graduates' piety increases,
4. Socially, graduates can socialize with the community, and
5. culturally able to interpret religious teachings according to their social environment.

Madrasah Tsanawiyah Negeri 1 Sragen is one of the Islamic schools that participates in improving the quality of education. The school is located in Gondang District, Sragen Regency. Madrasah Tsanawiyah Negeri 1 Sragen is one of the schools that has experienced rapid progress in the field of education from time to time. The school has made many achievements, especially in Arabic language subjects. Like often winning Arabic language competitions at district and sub-district levels. The number of new students enrolling at this school always increases from year to year. The students come from different backgrounds. Apart from that, many graduates from Madrasah Tsanawiyah Negeri 1 are accepted into public and private Madrasah Aliyah. As well as the high enthusiasm from students and parents who want to register their children to study at Madrasah Tsanawiyah Negeri 1 Sragen, this is proof that the quality of this madrasa graduate is very good. (MTs N 1 Sragen, 2021).

However, apart from being known for their good achievements in Arabic language lessons, there are still some students who find Arabic language lessons difficult. Based on interviews with madrasa heads, apart from Arabic language lessons, there are several lessons that help improve students' Arabic language skills, such as khitobah and quran tahfidz lessons. However, apart from that, several problems were also found, such as a lack of student motivation to learn, which affected the learning process, a lack of student interest in reading, teachers who had difficulty providing understanding to students, which had an impact on the quality of human resources as the output of the educational process. Moreover, with changes in times and the national education curriculum, automatically the implementation of SNP management at Mts N 1 Gondang also

experiences changes. Not a few teachers also find it difficult to change this curriculum.

Based on the background above, the researcher attempted to get a clearer picture of the management of Madrasah Tsanawiyah Negeri 1 Sragen through research entitled "Management for improving the quality of Arabic language learning at Madrasah Tsanawiyah Negeri 1 Sragen."

## RESEARCH METHOD

This research uses a qualitative approach with a field research design. The data that researchers have obtained is from observation methods, interview methods, documentation methods and archival data. The object of the research is the Arabic language teacher and the principal of MTsN 1 Sragen

## RESULTS AND DISCUSSION

### Management of quality development of Arabic language education according to SNP

The quality of education can be seen in the relationship between the implementation of education and national education standards in educational units. The quality of education in educational units tends not to improve if it is not accompanied by guaranteed quality of education carried out by the educational unit. Education quality assurance itself is a systematic, integrated and sustainable mechanism to provide guarantees that the entire education delivery process is relevant to established quality standards and rules. Therefore, every educational unit is obliged to prepare a clear and directed plan. Everything good must start from planning, because failing to plan is the same as planning to fail. School planning describes the school's sincere desire to achieve something ideal in the future (Mulyasa, 2009).

Learning quality management is an effort that has been carried out in managing students in the classroom or study room which is carried out to create a learning

atmosphere which is carried out by creating motivation for students to always be involved in the learning process. Learning quality management is a very important part of learning activities. Because, with learning quality management, learning activities can run effectively and efficiently (Ministry of National Education, 2007)

The efforts made by Sragen Middle School 1 to achieve the vision and mission that have been set are by increasing student achievement in academic and non-academic achievements, even intellectual and spiritual. The strategy to improve learning achievement is to provide special guidance to selected students, who are selected through a strict selection process. Existing programs include the Memorization Program and Special Class Program which includes several special lessons in Arabic, mathematics, science and Indonesian.

Education is a process that requires support and involvement from all parties so that the results to be achieved are in accordance with predetermined plans and provide optimal results. So, to make this happen, careful, comprehensive and systematic planning is needed.

SNP is a minimum criterion regarding the educational system throughout Indonesia which functions as a basis for planning, implementing and supervising education in order to realize quality education. There are 8 standards that must be considered, namely:

1. Graduate competence standard.
2. Content Standards.
3. Process Standards.
4. Education Standards and Education Personnel.
5. Facilities and Infrastructure Standards.
6. Management Standards.
7. Education Financing Standards.
8. Educational Assessment Standards

Of the 8 standards mentioned above, this research will focus on 3 standards, namely content standards, process standards, and

graduate competency standards in learning at MTs N 1 Sragen

The ideal madrasa is a madrasa that meets content standards that cover the scope of material and level of competency including the basic framework and structure of the curriculum, study load and educational calendar.(Sunarko & Sholeh, 2019).

At MTsN 1 Sragen, the concept of planning for curriculum components, firstly, is the curriculum document (Syllabus and RPP) starting with, first forming a curriculum development team before the school year, guided by regulations as a reference in compiling curriculum documents (SNP, regional regulations, special programs, curriculum preparation guidelines, and last year's curriculum). Second, for the educational calendar the planning concept is implemented through arrangements by the team regarding the time for student learning activities for 1 (one) academic year which is detailed per semester, per month and per week with reference to the national and regional education calendar (Ministry of Religion, Sragen Regency). Third, for the MTsN 1 Sragen learning program, the form of planning includes: ensuring that the teacher has carried out the preparation of the learning program based on the results of the assessment, ensuring that the teacher has carried out the socialization of the learning program to students, socializing the learning program to educators, education staff, madrasah committees, parents/guardians and learners. And in learning Arabic, before starting teaching and learning activities, the teacher is ensured to: prepare the material to be taught according to the lesson plan, prepare the teaching aids to be used, prepare questions and directions to stimulate students to actively learn, determine assessment/evaluation.

In components related to student affairs, firstly, for the MtsN 1 Sragen New Student Admission (PPDB) activity, the

head of the madrasah and the team made regulations regarding the acceptance of new students which contained the criteria for prospective new students, capacity, and the structure of the committee for accepting new students. Second, in accepting transfer students, MtsN plans to accept transfer students who are adjusted to the capacity of the madrasah following the standard provisions for facilities and infrastructure and the Head of the Madrasah and the team make regulations regarding transfer students which contain the criteria for transfer students. Third, in the Madrasah Student Ta'aruf Period (MATSAMA) activities, the activity plan that will be carried out by MTsN 1 Sragen includes making regulations containing the committee structure, types of activities, activity schedules and activity rules based on statutory regulations, determining regulations regarding matsama, deciding on matsama at the education board meeting involving the OSIS administrators, and informing the matsama regulations to stakeholders every time before the start of the new school year

Then, the reward for outstanding students is planned to include planning for student achievement development, which is carried out by involving the madrasah committee, education board, and OSIS administrators and outlined in regulations for student achievement development, deciding on student achievement development regulations through education board meetings and determined by the head of the madrasah, informing the regulations coaching student achievement for madrasah residents at the beginning of each school year

Furthermore, aspects of the learning atmosphere in the madrasah are pursued through planning, the Head of the Madrasah together with the teacher council plans a learning atmosphere that is comfortable, safe, orderly, clean, neat, mutually respectful, appreciative and cooperative.

Departing from the explanation above, in general MTsN 1 Sragen has carried out or formulated a planning concept in order to improve the quality of madrasahs based on national education standards. After a plan has been designed and prepared, the next stage is the implementation stage. Implementation itself can simply be interpreted as the execution, application of a program or plan. In this context, researchers will explore and explain how the National Education Standards (SNP) are implemented at MTs N 1 Sragen as an effort to improve the quality of education from the previously formulated implementation plan. The research results obtained by researchers are as follows:

**a. Implementation of Content Standards**

Basically, content standards include a minimum range of subjects, and a minimum level of competency to achieve graduate competency at a level that includes:

- Core curriculum framework
- Curriculum structure
- Academic load
- Education unit level
- Educational calendar

There is a very easy way to see the development of content standards in schools. That is, if there is preparation for educational assessment and teaching load, then the development of a subject assessment system means that content standards have been developed (Sakdiah & Syahrani, 2022)

Content standards provide a conceptual framework for teaching and learning activities that are derived from proficiency levels and fields of study. In this regard, referring to the results and results of MTsN 1 Sragen research, the planning process was carried out through several programmed procedures. The school development plan contains: several strategies and methodological plans so that the National Education Standards (SNP) can then be implemented optimally

at MTsN 1 Sragen. The implementation of content standards at MTsN 1 Sragen will maintain and improve the development and implementation of the current curriculum.

**b. Implementation of Process Standards**

Process standards include planning and implementing the learning process, evaluating learning outcomes, and monitoring the learning process. For standard processes, schools will provide facilities for teachers to use learning methods properly by involving them in training, workshops and the like.

Several other indicators or components related to this process standard have also been implemented, as proven by achievements based on observations, interviews and documentary studies conducted by researchers. First, in preparing TP and ATP, we are guided by the principles of learning planning, namely paying attention to individual differences between students, the ability to encourage active participation of students, developing a culture of reading and writing, the ability to provide feedback and follow up. Implementation of process standards related to the learning process which includes planning learning, implementing learning, and assessing learning outcomes. Referring to this, the researcher carried out a process of interviews, observations and documentation studies of several documents related to the learning process, namely as follows:

1. The syllabus is in accordance with the standards
2. Designing TP and ATP to achieve effective learning and according to student needs
3. Learning is carried out using methods that are interactive, inspiring, fun, creative, challenging and motivating for students.

Then, in learning Arabic, there are several stages that are always carried

out by Arabic language subject teachers, namely:

1. Planning (planning)

Planning can be interpreted as determining in advance what will be done, when it will be done, and who will do it. A good plan will produce goals and targets for something you want to achieve. Planning is making a target that you want to achieve or achieve in the future. In relation to the classroom, planning is a process of thinking carefully about and determining the direction, goals, actions, resources, as well as techniques used by the teacher in the classroom.

The steps in the activities of an Arabic subject teacher include:

- a) Create a KKM target for Arabic that you want to achieve.
- b) Determine the criteria needed to determine the success of an Arabic language program or lesson, of course based on the learning resources that teachers have conveyed to students.
- c) Determine and determine how it will be done, when it will be done, and who will do it.
- d) Determine the learning methods and instruments that will be used during teaching and learning activities.

2. Organizing

Organizing can be interpreted as an organizational process that occurs continuously. The aim of organizing is to group activities together in Arabic language learning, so that a plan that is implemented can be implemented optimally. Important efforts that teachers can make in organizing are: "The process of designing an organization, namely determining the organizational structure that is

most appropriate for strategy, the members who play the most active role, the use of technology, and the implementation of given organizational tasks.

Steps in organizing activities include:

- a) Develop a plan for a mastered Arabic language teacher.
- b) Create a KKM target that you want to hope for/achieve.
- c) Aspects that need to be considered and taken into consideration.
- d) The control process that seeks to direct Arabic language learning.

3. Implementation is a process of inviting students to learn towards the goals they want to achieve. Effective activities in the classroom are part of the educator's responsibility.

The steps in implementation activities include:

- a. Determine the success of each student's Arabic language learning program or activity based on established criteria or conditions and provide an explanation of the conditions for success.
- b. Implement and analyze student learning outcomes
- c. Prepare recommendations or suggestions regarding the results of the evaluation/assessment for the  
a. next learning activity program.

4. Assessment (evaluation)

The use of Arabic language teaching methods at MTsN 1 Sragen is in accordance with theory, and this eclectic/mixed method is suitable or feasible to apply when learning occurs because in each Arabic language linguistic subject consists of different language skills possessed

by the teacher. can't do it. The same method is also used in teaching Arabic. This method is also more effective for students in receiving lessons, and with this selective method students will not feel bored while studying. Arabic language teaching materials at junior high school level are on average the same, namely covered in one subject, namely Arabic language lessons, while the books used are in accordance with applicable government regulations.

**a. Implementation of Graduate Competency Standards**

Graduate Competency Standards are used as basic guidelines in developing content standards, process standards, educational assessment standards, teacher and education personnel standards, facilities and infrastructure standards, management standards, and financing standards. Competency standards for graduates of education modules at the basic education level focus on character development related to Pancasila values as well as students' literacy and numeracy competencies.(PP No. 57 of 2021 concerning National Education Standards, 2021)

Graduate Competency Standards include qualification criteria for student abilities that are expected to be achieved after completing their study period in educational units at primary and secondary education levels.

For this reason, based on the planning for the implementation of graduate competency standards that have been prepared by MtsN 1 Sragen at the implementation stage, it is revealed in some information/information obtained by researchers through interviews,

observations and documentation studies.

Form of assessment carried out:

- a. Attitude (Pancasila Student Profile) can be in the form of: observation/self-assessment/peer assessment/anecdotal.
- b. Performance (presentation/drama/work exhibition/journal, etc.)
- c. Written (test objective: essay/choice double/fill in/short answer /true-false).

With the following assessment form:

2. Assessment Diagnostics (Pre-Learning Assessment)

For now, the readiness of the participants educates in Entering learning, with questions:

3. Formative Assessment (Assessment During the Learning Process)

Assessment Formative is carried out by teachers during the learning process, especially when students carry out discussion activities, presentations and written reflections.

Assessment the moment when

	Question	
	yes	No
1) Are you Once get to know with use Arabic?		
2) Have you ever read related material mubtada' khabar?		
3) Are you want to master the lesson well?		
4) Are you ready to carry out learning?		



students carry out learning activities using the Inquiry Learning method  
 Activity observation worksheet learning using the Inquiry Learning method

No.	Students' Name	Aspect that was			Score			
		Ideas /idea	Active	Cooperation	1	2	3	4
1	Muh. Idris							
2	Nabil							
3	Kenzie							
4	Kafeel							
5	Etc..							
Value = score x 25								

4. Summative Assessment  
 (Assessment at the end of the learning process)

- a. Knowledge Assessment
- b. Skills Assessment

Regarding Arabic language learning based on graduate competency standards, there are several things that are part of the implementation of educational assessment standards at MTs N 1 Sragen, namely distributing and running journals, teacher agendas and analyzing questions, training on assessment techniques, assessment rubrics and assessment times. , socialization and monitoring of self-familiarization activities regarding non-structured assignments, holding student parent meetings regarding graduation criteria, holding student parent meetings, homeroom teachers providing comments on student report cards, holding scheduled and controlled remediation, holding student parent meetings to increase their role and in order to achieve quality learning and graduates, the BP/BK

specifically calls parents/guardians regarding their son's/daughter's learning achievements.

In the Arabic language learning process, according to the competency standards, MTsN 1 Sragen graduates are in accordance with the standards. This educational process activity provides opportunities for students to develop their potential in order to develop the knowledge, ideas, attitudes, habits and skills they need in life and society, as well as contributing to human welfare.

**Supporting and inhibiting factors for implementing National Education Standards (SNP) in the Arabic Language Learning Process**

Related to this, through the interview and observation process, researchers explored information to identify supporting factors in implementing National Education Standards (SNP) in Arabic language education at MTs N 1 Sragen, namely as follows:

1. The existence of extracurriculars and special classes for learning Arabic really helps students in improving their understanding of Arabic lessons
2. The geographical location of the Madrasah supports the smooth running of Teaching and Learning Activities (KBM), the location of MTsN 1 Sragen which is close to other institutions at the same level is a driving force and trigger to further improve the quality of education through innovation and new breakthroughs. As the results of an interview with the Head of the Madrasah:

“For us, it is very profitable so that the learning process can be conducive. Then, as you can see, our madrasah is located in a fairly

dense residential area. However, so far the dense residential area has not disturbed the learning process at all."

Then, the existence of several educational institutions of the same level nearby has become a driving force for MtsN 1 Sragen to further improve and improve the quality of its education, as stated by the Head of the Madrasah, as follows:

"As a leader, I do not view them as competitors, in fact for us they are partners who are both struggling to educate the nation's generation. In this case, we always innovate to come up with new ideas and breakthroughs that can attract the interest of parents or the community to send their sons and daughters to our madrasah. Let the people make their choice, because today's society is very intelligent."

3. The learning climate at the madrasah is smooth, orderly and conducive

In this case, the researcher had the opportunity to directly observe the teaching and learning process in the classroom, namely in the observation activities that day, the researcher saw that the teacher was very ready to carry out the learning process in the classroom. Thorough preparation, fairly complete learning administration

4. There is a good relationship between the Head of the Madrasah and educators and education staff, as revealed from the notes resulting from observations of activities that occur, including observations of meeting activities. The results of the researcher's observations show that important information that researchers can obtain and capture through these observations, namely a conducive madrasah work climate and culture, can indirectly have a

positive impact on the performance of all madrasah residents. An effective dialogue and communication process is a strength for madrasahs to build loyalty and full dedication from all madrasah residents. In this case, the role of the madrasa head is very important in creating a comfortable situation and conditions for carrying out educational activities in the madrasa. These positive relationships can be realized if all madrasah residents can understand their main tasks and functions well

5. The relationship between the madrasah and the parents/guardians of students is well established,
6. Mts N 1 Sragen is supported by 61 teaching staff and 11 administrative employees.

Meanwhile, the inhibiting factors in implementing the National Education Standards (SNP) in Arabic language education at MTs N 1 Sragen are as follows:

1. The backgrounds of different students are different
2. Learning resources in the form of textbooks and other references for students and teachers are still very lacking.
3. Facilities and infrastructure are inadequate for implementing National Education Standards (SNP) in Arabic language education.

## CONCLUSION

After completing research on the implementation of improving the quality of Arabic language teaching at MTsN 1 Sragen for the 2023/2024 academic year, as well as collecting and analyzing data, it can be concluded that:

1. Arabic language teaching at MTs N 1 Sragen has been going well. Using mature, perfect, complete and comprehensive planning. For content standards, the school

will maintain and improve the development and implementation of the existing curriculum, including planning and implementing the learning process, evaluating learning outcomes, and monitoring the learning process. All of them have met national education standards (in this case three standards: effectiveness standards, content standards, and graduate competency standards).

2. Supporting factors include: the existence of an extracurricular curriculum and special classes for teaching Arabic which help students improve their understanding of Arabic language lessons. The geographical location of the school supports the smooth running of teaching and learning activities, and the proximity to other institutions at the same level is a driving force and catalyst to further improve the quality of education. Inhibiting factors include: differences in student backgrounds which cause differences in results, and also educational resources, including textbooks and other references for students. and teachers, is still not complete.

### SUGGESTION

After the researcher studied all realistic issues and their understanding of the management of improving the quality of Arabic language education at the Sarajin Islamic First Middle School, the researcher tried to provide suggestions, including the following:

- 1). For MTs N 1 Sragen
  - a) Providing training to teachers in order to teach Arabic
  - b) To implement this, create a linguistic environment at school
- 2). For MTs N 1 Sragen students

I hope that the students can learning seriously and diligently, so that they become intelligent Muslims and Muslim women in facing real life in the future.

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