
Service Quality Control in the Development of Arabic Language Learning at Excellent Language

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Abstract

This study aims to examine the Service Quality Control in the Development of Arabic Language Learning in the Excellent Language Region of Zaid bin Tsabit, using qualitative research methods of case study types with observational data collection techniques, interviews, and documentation. To obtain sufficient and clear data in accordance with research problems. Learning Arabic is one of the most important languages to learn and understand in order to understand Islam in depth, by understanding Arabic and being able to communicate using Arabic will make it easier for students to get additional knowledge from someone who conveys their knowledge using Arabic. Arabic has also been included in the international language category. Based on the results of this study, the service quality control used by the Zaid bin Tsabit region towards the development of Arabic language learning towards excellent language using linguistic elements and skills / skills. In the linguistic element we divide it again into three, namely: mufrodat / vocabulary, understanding ma'na, nahu and tasrif. Likewise, in the element of skill / ability, then we have four stages that we do, namely: maharoh istima', maharoh kalam maharoh qiroah and maharoh kitabah.

Keywords

Quality Control; Learning Development; Arabic



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INTRODUCTION

Education is an endeavor aimed at making students useful forever, both for society, culture, and religion. This is achieved through teaching and learning activities, guidance, and anything that can increase knowledge, both at institutions and at home. (Mundiri, 2016) The lack of public awareness of the importance of education presents a challenge for institutions seeking to create a knowledgeable and well-rounded society, both in religious and general knowledge. Whether we realize it or not, one factor that enables students to develop their Arabic language skills and communicate effectively is the institution's strong quality control. This requires monitoring, testing, and evaluating students' progress in Arabic learning. This is done to maintain and ensure that students' progress aligns with the school's vision and mission, the teachers' aspirations, and the parents' expectations.

Arabic language learning has been developed in various institutions using several agreed-upon methods to achieve the goals of Arabic language learning for students. As educators, teachers are required to strive for student success in learning, both in general knowledge and religion. Arabic is no less important than English to teach students, and it certainly requires special attention to motivate students to learn and develop themselves, both in Arabic vocabulary and communication using Arabic, with the help of teacher performance management to improve the quality of Arabic language learning.(Shidik et al., 2021).

Quality control is one of the tasks to guarantee the quality of a product through a process that is carried out and checked thoroughly.(Hambali, 2021). Control using the Statistical Quality Control (SQC) method is a system that is tasked with standardizing and maintaining the standards of a production in achieving its results.(Yuliana, 2021). With quality control implemented by educational institutions, it is highly expected that student outcomes will meet standards and be truly high-quality. Quality Control is given a broader meaning, becoming Total Quality Control, which is an integrated quality control process. Its implementation is carried out through Quality Control Circles, also known as quality control groups.(Baisalim & Soediantono, 2022).

Quality ControlAs conveyed by Sofyan Assauri in his book "Production Management" the control and inspection of an activity, whether it is being carried out or has been carried out, with the aim of the activity being in accordance with the planned desires.(Assauri, nd). Several studies have been conducted on Service Quality Control. First, a study conducted by Muhamad Enzho Aryadipo, Auzar Ali, Hendrizal (2021), on "Analysis of Quality Control Using the Statistical Process Control (SPC) Box Culvert Method at PT. Lutvindo Wijaya Perkasa Pekanbaru" the results of the study are that there are four types of defective products that occur at PT. Lutvindo Wijaya Perkasa, namely gupil, cracked, porous and broken. Based on the results of the fishbone diagram analysis, it is known that the factor causing product defects is Human(Aryadipo & Ali, 2021).

Second,Elin Herlina, Faizal Haris Eko Prabowo, Dea Nuraida (2021) "Analysis of Quality Control in Improving the Production Process" The results of the study can be concluded that the implementation of quality control at the Bojongmengger Ciamis nata de coco factory has been carried out quite well in accordance with the indicators that have been determined in this study, namely performance, completeness (features), reliability, conformance, durability, service ability, aesthetics, and perceived quality show that it is quite good.(Herlina et al., 2021).

Third, Ira Andespa (2020) "Analysis of Quality Control Using Statistical Quality Control (SQC) at PT. Pratama Abadi Industri (JX) Sukabumi" The results of the research on the causes of deviations that occurred at PT: Ratama Abadi Industri (JX) from several types of damage that occurred, the most influential were damage to the type of stitching that was not neat (22.19%), torn rubber (16.67%), warped/bonding (15.68%), Dirty (15.89%), faded logo (14.05%), and exchanged accessories (15.53%)(Andespa, 2020).

Fourth, Dyah Indraswati and Arif Widodo (2021) "Implementation of School Quality Control Management" The results of their research indicate that SMK N 2 Karanganyar has maintained quality control. This can be seen from the effectiveness of the principal's leadership; the active participation of the school committee, the business world, the community, school residents, and other stakeholders in the school; the effectiveness of the teaching and learning process; a curriculum that is relevant to needs; a focused vision, mission, and goals; and a conducive school climate and environment.(Indraswati & Widodo, 2021) This research focuses on analyzing how service quality control is implemented in the development of Arabic language learning in the excellent language area of Zaid Bin Tsabit Nurul Jadid Paiton Probolinggo.

METHOD

The research approach used in this research is qualitative research.(Mulyadi 2011). With the type of case study(John W, 2017)The data collection techniques that researchers use are observation, interviews, and documentation.To obtain sufficient and clear data in accordance with the research problem, the researcher uses data collection methods, namely: those related to geographical location, history and development, organizational structure, number of students and teacher conditions, condition of facilities and infrastructure, as well as vision and mission.in in Excellent Language Region of Zaid bin Tsabit. The people who provided information about the data needed in this study were Ustad and students with data analysis Using Data Reduction, Data Display, and Conclusion Drawing/Verification. The research object in this study is Service Quality Control in the Development of Arabic Language Learning at Excellent Language in the Zaid bin Tsabit Region. The researcher conducted the research at Excellent Language in the Zaid bin Tsabit Region due to its strategic location and the ease of obtaining the necessary data during the study.

FINDINGS AND DISCUSSION

Arabic is a very important language, as it is the language of the Quran and Hadith and has also become an international language. Its development is increasingly evident, as evidenced by its establishment as an international language used by several countries worldwide. It is crucial for students to develop language skills and learn them so they can communicate wherever they are. (Aprizal, nd) Arabic language must be developed by teachers and principals through any method or model and any way that can help students develop their ability to learn Arabic starting from their understanding of various types of sentences, positions in sentences, sentence structure, mu'rob mabninya sentences, nakiroh makrifatnya sentences, mudzakkar muannatsnya kalaimat, musytaq and jamidnya sentences, shigot kata and shroff and getting students used to reading Arabic words with the correct makhoriul huruf according to the provisions of tajwid and the correct way of reading, both when waqf or wasol and about several tajwid sciences and language rules that are correct and approved by the majority of scholars and accepted in society (Saragih et al., 2022).

In the development of science, Arabic plays a crucial role. It is a very special language because it is the source of revelation, the Qur'an, and the hadith. Furthermore, Arabic is essential for studying Islamic knowledge. In Islam, several scientific works left behind by the Mushonnif and the works of previous Imams are in Arabic. All of their books and writings are in Arabic, even without the harokat. (Ahmad & Karina Alifiana Karunia, 2022) Arabic is one of the scientific disciplines that certainly has several skills that must be mastered by someone to make it easy to learn Arabic and be able to use Arabic in communication, namely, maharah Istima' listening skills, maharah Qiro'ah reading skills, maharah kalam, speaking skills, Maharoh kitabah writing skills. With these four skills, it will make it easier for students to learn Arabic, of course, assisted by appropriate strategies and methods that are appropriate to students so that they can motivate and Islam in education to rise and develop throughout time. (Azizah, 2020).

Quality control or what is usually called Quality Control is used in Excellent Language Zaid bin Tsabit Region In order to obtain students who are truly qualified and capable in Arabic language knowledge and Arabic communication, several methods are used for the success of students' Arabic, namely, first, linguistic elements, second, skills/abilities. In linguistic elements, they are divided into three, namely: mufrodat/vocabulary, understanding of meaning, nahu and tasrif. Likewise in the skill/ability element, there are still four stages including: maharoh istima', maharoh kalam maharoh qiroah and maharoh kitabah

a. Linguistic elements

First, Mufrodat or vocabulary

Every afternoon, a vocabulary transfer activity is carried out for the beginner group as their provision in speaking using Arabic, of course there needs to be a repetition of the vocabulary and it is done once a week, precisely on Thursday, which is attended by all groups. In this case, it is mandatory for all groups, both beginners and those who have been around for a long time, so that other groups can also repeat the vocabulary they have obtained even though it is not from the vocabulary transfer activity, it could be from translation lessons, maharah kitabah, qoidah, and others. The vocabulary repetition is divided into two groups, each child holding a paper written with vocabulary for one group and a paper written with the meaning of the vocabulary for the other group to be matched between friends with a predetermined duration.

There is a habit of memorizing vocabulary, especially for sentences that are rarely heard and considered difficult by students. This is done by writing down several vocabulary words every day and students are required to memorize them and then submit them to their respective tutors in the afternoon or evening. Vocabulary is a very important element that must be possessed when learning a foreign language. Vocabulary is the initial stage that must be done in learning Arabic.(Ahmad & Karina Alifiana Karunia, 2022).

Second, Understanding the Meaning

To understand the meaning, students are accustomed to understanding the meaning by giving them the task of murodiah, namely interpreting a sentence and explaining the meaning of the sentence. This is done repeatedly to help them understand, then for those in charge of presenting the meaning and understanding of the meaning until other friends also understand, the supervisor only listens and corrects if there are mistakes, this helps students to understand faster and longer, rather than just understanding by listening to the supervisor without any task for them to provide understanding to their friends. Before the supervisor gives the task, the supervisor first explains the various types of sentences. Isim sentences, fi'il sentences, then letter sentences. Because to understand it is very important for students to understand the various types of sentences first along with their signs so that it is easy to understand the meaning in a sentence.(Saifullah et al., 2021).

Third, Nahwu, Sharaf, Tasrif

The existence of takriran nahwiyah and Tasrif which is done every day, nahwiyah uses the book *amtsilati* while tasrif uses a book written directly by "Kiai Moh Ma'sum Bin Aly" in the tasrif book there are *fiil tsulasi* and *Fiil Ruba'I*, there are tasrif *istilahi* and *lughewi* with various songs taught to students which are very helpful for their ability to remember and memorize. so with the existence of several songs students enjoy repeating reading them every day plus the music of the Islamic boarding school, namely the percussion used by students using either a bucket, spoon and homemade bamboo. so for the system of habituation of takriran tasrif there is a division of chapters per day, the first day for tasrif which is specifically for *tsulasi mujarrodnnya* only, the second day tasrif *terasi* which is *mazid* and we hold a deposit every week precisely on Friday to memorize tasrif *per wazan* along with its *mauzun* and some examples in the book. Nahwu, tasrif and *Sharraf* are very urgent things in Arabic lessons, because without knowledge of nahwu, *sharraf* and tasrif, students will not be able to read and write Arabic well and correctly. (Sudrajat, 2021).

b. Skill / ability elements

First, Maharoh Istima'

The first thing the instructor does to prepare is to explain to students the importance of *Maharoh Al-Istima'* and the material that will be presented. After that, the instructor delivers the Arabic language material by reading texts slowly or through recordings and videos that can be heard by students. After that, the instructor gives students the opportunity to understand the material they have heard. After that, students discuss the material they have heard together and ask the instructor about some words they do not understand. After the instructor has explained, the instructor instructs students to make a summary and provide answers to questions from the material they have heard.

After students answer the questions and understand the material that has been delivered and listened to by them, then for the next step the instructor also evaluates the students' understanding in the lesson which is only through the sense of hearing, namely by giving them questions according to the material that has been heard. In *maharo ' istima'* in this case the importance of innovation and creativity that a teacher must have to deliver material not only by lectures, but can use the use of media such as recordings, projectors connected to Arabic videos from YouTube and other creative ideas so that students do not get bored and do not get bored by listening to the lesson while watching an interesting

video so that it helps students' understanding in using the sense of hearing (Handayani, 2022).

Second, Maharoh Kalam

After the maharoh istima' has been implemented, the instructor trains students how to speak or maharoh kalam, namely by giving several questions about the Arabic lessons that have been received, both previous lessons and those that have just been studied and requiring students to answer them so that they are accustomed to having the ability to speak and at that time the instructor trains students by learning to pronounce Arabic words, construct sentences and express what they feel at that time. This can be done individually but after that the class question and answer system and interact with each other to provide answers to the instructor's questions.

The instructor also provided students with several Arabic language lesson themes, including conversations involving at least two people, and instructed them to discuss the topics. They were then asked to present their conversations in Arabic and present them to their peers. Mastery of the Arabic language is a crucial element for students to master in learning Arabic, enabling them to communicate effectively, express ideas verbally, and share knowledge. (Mualim Wijaya et al., 2022).

Third, Maharoh Qiro'ah

The supervisor starts by reading the text and translating it into the students' language if they understand the explanation and meaning by using isyroh, pictures, demonstrations, movements and so on. The supervisor orders the students to open the book and read it repeatedly in order to develop the students' abilities in their qiroah. And students repeat again according to the direction and orders of the supervisor together, in groups and until finally the supervisor appoints individuals using a random system to repeat the text and is followed by all their classmates.

After Students understand several sentences, including nouns, verbs, and letters. The instructor then provides an Arabic text on the board and instructs them to read it silently/simply silently. The instructor then asks questions about the book that are relevant to the reading material so that the instructor can easily determine their level of understanding. If a student is unable to answer the instructor's question, the instructor does not immediately answer the question, but instead gives the other students the opportunity to help answer it. After the question and answer session is over, the instructor directs the students to review

the material silently and then reread it aloud. This will motivate students to prepare themselves to have answers if at any time the instructor asks again about several things that are definitely in the book or scripture being studied.

Learner Arabic language instruction in the elements of maharoh qiro'ah must be truly paid attention to in order to achieve students' understanding and ability to communicate using Arabic as a foreign language, which is the language of religion, the Qur'an and the hadith. Because in maharoh qiro'ah there are several obstacles that must be improved, such as students' fluency in pronouncing the letters, vocabulary, and grammar. (Pakihun et al., 2021).

Fourth, Maharoh Kitabah

The instructor provides material and explains it to the students. The next step is to give the students sufficient time to learn to write. This can be done by providing Arabic language learning materials by copying sentences or rather long texts or giving them assignments to write verses from the Quran or conversations that are converted into Arabic writing. However, before these assignments, there are several stages of writing learning that we carry out for them, such as dictation, khot, and ta'bir.

Imla' manqul which is indeed the initial stage of learning to write for students, namely by helping the ability and improving students in writing Arabic letters and vocabulary. Because writing from right to left becomes kiku' if not used to it, therefore it is necessary to get used to it, and also teach students how to connect letters, when placing letters at the beginning, in the middle or behind is certainly different, because not all letters can be positioned in those three places. So the tutor gives students several questions whose answers can be taken from the text that has been studied and written by themselves, sometimes the tutor also gives them random sentences and instructs students to rewrite the sentence with the perfect arrangement.

Imla' mandhuris is a continuation of the previous dictation or dictation manqul, so the instructor asks students to write Arabic sentences that have been determined by the instructor. Or by asking questions to students and students are required to provide answers in written form, either written in a book or directly on the board. The next is imal' ikhtibary, but in this case, of course, students have to improve a lot because it requires special skills, such as the ability to listen or memorize what has been heard and write what is heard. However, in this case, caution is also needed from the instructor, such as not reading the text too quickly, the instructor must also pay attention to the

students who are writing. After students write, the instructor gives them the opportunity to correct the results of the students' writing. Of the several important elements in Arabic lessons, maharoh kitabah is the most important element in Arabic language skills because writing will be directly related to the thinking process and is expressed in written form.(Munawarah & Zulkiflih, 2021).

CONCLUSION

Based on the results and observations that have been carried out, Service Quality Control in the Development of Arabic Language Learning in the Excellent Language Region of Zaid bin Tsabit is by using linguistic elements and skills/abilities. The linguistic elements are divided into three parts, namely: vocabulary, understanding meaning, understanding grammar, and understanding. Likewise, in the skill/ability element, there are four stages carried out, namely: maharoh istima', maharoh kalam, maharoh qiroah, and maharoh kitabah.

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