



THE QUALITY MANAGEMENT OF ARABIC LANGUAGE EDUCATION BASED ON THE QUALITY MANAGEMENT SYSTEM (SMM) ISO 9001:2015

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Abstract

The study attempts at discussing the quality management with the Quality Management System (SMM) ISO 9001:2015 applied in the Arabic Language Education. The discussion focused on elaborating seven principles of SMM ISO 9001:2015, containing customer focus, leadership, engagement of people, process approach, continuous improvement, evidence-based decision making and management relationship. The quality management is expected to assist the Arabic language education to create quality, process and graduates who are well-prepared to compete both in the national and international levels. As a part of the process, the SMM ISO 9001:2015-based quality management elucidates a comprehensive guidance for the Arabic Language Education departments to continuously improve their system to fulfil the customer and the user satisfaction. Seen from the result, SMM ISO 9001:2015 can assist the educational institutions to produce graduates who are productive, capable and competitive in the national as well as global levels.

Keywords: *Quality Management, SMM ISO 9001:2015, Arabic Language Education, User Satisfaction.*

Abstrak

Tulisan ini membahas tentang manajemen mutu dengan pendekatan Sistem Manajemen Mutu (SMM) ISO 9001:2015 yang diaplikasikan dalam pendidikan bahasa Arab. Fokus pembahasan pada penerapan tujuh prinsip SMM ISO 9001:2015, meliputi: berfokus pada pelanggan (*customer focus*), kepemimpinan (*leadership*), pelibatan semua orang (*engagement of people*), pendekatan proses (*process approach*), peningkatan terus-menerus (*improvement*), pendekatan fakta untuk pengambilan kebijakan (*evidence based decision making*), dan menjalin hubungan yang saling menguntungkan (*relationship management*). Dengan manajemen mutu ini diharapkan penyelenggaraan pendidikan bahasa Arab dapat menciptakan kualitas proses dan lulusan yang siap bersaing di kancah nasional maupun internasional. Sebagai bagian dari proses, manajemen mutu berbasis SMM ISO 9001:2015 memberikan panduan kepada instansi pendidikan –pendidikan bahasa Arab- untuk selalu melakukan perbaikan terus-menerus yang pada akhirnya bermuara pada kepuasan pelanggan (*customer satisfaction*) atau pengguna (*users*). Sedangkan dari segi hasil, SMM ISO 9001:2015 mengantarkan instansi pendidikan untuk bisa menghasilkan lulusan yang produktif, berkemampuan, dan mampu bersaing di kancah lokal maupun global.

Kata Kunci: *Manajemen Mutu, SMM ISO 9001:2015, Pendidikan Bahasa Arab, Kepuasan Pelanggan (Users).*

Introduction

Education is an investment in the form of human resources that contributes to economic social growth through the attempt at increasing knowledge, skills, capabilities, attitudes and productivity. Generally, education is a useful device, just like technology, to improve human's life in social and economic aspects.¹

The vast expansion of science and technology has tremendously brought changes in every aspect of human's life. On one hand, the changes are useful for human's life; on the other hand, those changes have been bringing about tough competitions in this globalized era that are getting tighter and harder. To be able to participate in the global competition, Indonesia must develop and improve the human resources.

One of the problems that the education institutions encounters is the low quality in the education. It can be seen from the lack of achievements that those institutions achieve. Other problems might be affected by the incomplete media and facilities, the incompetence of teachers and staffs, as well as the unprofessional administrative system.

Recently, quality is the most significant factor that educational institutions, business affairs as well as governments pay attention too. Admittedly, there are many problems that the educational institutions have been confronted. Graduates of educational institutions (colleges) are not well-prepared to meet people's needs. Those unprepared graduates finally become the burden in the society. They are the products of educational systems that neglect the need of quality, as of the consequence, they become the burden of social welfare budget. Furthermore, those graduates can escalate the number of criminality if they are not complemented well to fulfil the need of the next generation. The worst case would be the feeling of being alienated in their societal communities.²

To improve the quality, an assistance from the educational professionals is needed. Quality management is an instrument that allows educational experts to adapt the "change power" that has been hindering the progress of our educational system. Knowledge is critical to change our educational system. The main problem that the experts are currently dealing with is their inability to solve the "failed system" that obstructs them to develop or apply the current educational process to improve the education quality.

The approach direction of the quality improvement requires educational institutions to recognize and implement the educational quality management. The concept of the approach offers a

¹ Nanang Fatah, *Ekonomi dan Pembiayaan Pendidikan, Cetakan V* (Bandung: Remaja Rosdakarya, 2009), 78.

² Jerome S. Arcaro, *Pendidikan Berbasis Mutu: Prinsip-prinsip Perumusan dan Tata Langkah Penerapan* (Yogyakarta: Pustaka Pelajar, 2007), 1.

number of formulas that can be carried out in the management activities to improve the quality comprehensively. Some aspects related to the quality are brought about in the educational management activities that lead to the accomplishment of the quality in the educational institutions. They are also expected to be able to contribute to the improvement that is accordance with the development, demands and dynamics in the communities to solve the problems in managing the education.

A number of attempts at increasing the educational quality have been initiated by the government as well as the correlated educational institutions. One of the forms of improving the educational quality is the implementation of Internasional Organization for Standardization (ISO).

ISO is an international standardized organization that handles the standardization of products and services. The organization constitutes of a number of federations of standardization bodies from all over the world where theheadquarter is located in Geneva, Swiss. The membership that Indonesia has is represented by National Standardization Council / *Dewan Standarisasi Nasional* (DSN).³The purpose of applying ISO is to increase the user satisfaction by avoiding nonconformities in every phase of work, including the evaluation to figure out whether the process has met the expected quality goal.

As for the systematic effort to improve the quality of education, in this case is the Arabic Language Education / *PendidikanBahasa Arab* (PBA), the implementation of the quality management of PBA is highly essential. One of the quality management that can be implemented in the education is by using Quality Management System / *Sistem Manajemen Mutu* (SMM) ISO 9001:2015. The Quality Management System is the current quality management system with 9000 series by applying 7 principles in the quality management, consisting of: Customer Focus, Leadership, Engagement of People, Process Approach, Improvement, Evidence-based Decision Making and Relationship Management. The improvement of the quality in Arabic Language Education (PBA) is highly expected to be realized systematically by using SMM ISO 9001:2015 approach.

We know that language is the most important communication tool in interacting with anyone in the world.Lots of languages are created, all of them are to make people get easier to communicate with others. Language is also a major, creative, and quick communication tool for humans to convey their ideas, thoughts and feelings. Language cannot be separated from human

³ Husaini Usman, *Manajemen: Teori, Praktik, dan Riset Pendidikan* (Jakarta: Bumi Aksara, 2014), 579.

life, because humans use the language itself to interact. Arabic language has its own distinction, because high-quality literary value for those who learn it profoundly and it is also destined as the language of the Qur'an that delivers the Word of God, because it contains the amazing language for humans and no one can match it.⁴ Therefore, improving the quality of Arabic language education is an effort that must be done.

Based on those explanations, this paper aims at elaborating comprehensively on the implementation of the quality management based on SMM ISO 9001:2015 in Arabic Language Education (PBA). The description focuses on the application of the seven principles that are integral parts of SMM ISO 9001:2015 in Arabic Language Education.

Quality Management in Arabic Language Education

Management is defined as the attempt at running the resources of the organization effectively and efficiently to reach the goals of the organization. The term management is mostly used in Economics, focusing on profits and commercial commodities. Therefore, a manager is responsible for handling physical resources (capitals, human skills, raw materials, and technological devices) to be able to create productivity, efficiency, and quality as intended. The domain of management is derived from the concept demonstrating that an organization comprises a group of human beings in a social relationship for attempting to achieve certain goals. This domain covers objectives, focuses, processes, and functions. The goal achievement of the organization is measured by effectiveness (mission accomplishment) and efficiency. Additionally, management focuses on a group of people who coordinates activities related to each other by taking advantage of available resources for achieving the organization's goals.⁵

On the other side, quality is a dynamic condition related to the products, services, humans, processes, and environments that meets or surpasses the expectation.⁶ Quality is a process of determining and fulfilling the standard of management consistently and sustainable, so that consumers, producers, and others have satisfaction.⁷ Quality is also perceived as a number of characteristics that a product or a service owns to meet the customer satisfaction. A product or a

⁴ Agus Arwani, "The Role of The Arabic Language in Islamic Economy", *Alsinatuna*, Vol.3, No.1 (2017): 107.

⁵ Mochamad Iskarim, "The Implementation of Behavior-Based Management as an Attempt to Optimize Performance in Educational Institutions", *Hikmatuna: Journal for Integrative Islamic Studies*, Vol.3, No.2 (2017): 327.

⁶ Engkoswara & Aan Komariah, *Administrasi Pendidikan, Cet III* (Bandung: Alfabeta, 2012), 304.

⁷ Sri Uchtiawati, et.al., "Penerapan Penjaminan Mutu Pendidikan pada Sekolah Menengah Atas Berstandar Internasional", *Jurnal Kebijakan dan Pengembangan Pendidikan*, Vol.2, No.1 (2014): 52.

service is considered as having the quality if the customer meets what he is expecting for on the product.⁸ Edward Sallis also conveys the similar idea, mentioning that quality is defined as a characteristic that satisfies and exceeds the customer needs.⁹ Quality, seen from the process factor, bears the meaning of effectiveness or conformity and efficiency of the whole factors running in the educational process. Thus, quality in the educational system constitutes comprehensive ideas and characteristics found in the outputs of any educational levels, types or institutions in fulfilling the expectation and the desire of the users and the customers of the educational institutions.

Fundamental focus of educational management models is the analysis of the expansion and quality of organizational processes. Underlying principle of educational management is that organizations recognize the quality and quantity of knowledge they possess. There is no organization which does not acquire, store or distribute education some way. The question is if they apply their education capital effectively, what will be the additional value of it which this capital contributes to the total value of the products or services and customers of the organization.¹⁰

In the educational context, quality refers to the process and the result of education. In the process of the education, quality is closely tied to the materials, methodologies, facilities, buildings, staffs, financials, environments, and other related things. A quality education possesses ‘forward linkage’ and ‘backward linkage’. The former suggests that the quality education is the main requirement to realize an advanced, modern, and prosperous nation. The history of the development of nations teaches us that advanced, modern, and prosperous nations refer to those which have a quality system and practice of education. Meanwhile, the latter asserts that the quality education completely depends on quality of the teachers, namely professional, prosperous, and dignified teachers.¹¹

Speaking of the Arabic language education, quality management is a systematic process consisting of planning, organizing, implementing, and monitoring as well as evaluating the system to obtain the interested party’s satisfaction. In another word, quality management in Arabic language education is the handling of educational resources to obtain the quality standard (benchmarking) in Arabic language education to meet the expectation effectively and efficiently.

⁸ Hasyim Asy’ari et. Al., “Implementasi Prinsip-Prinsip Sistem Manajemen Mutu ISO 9001:2008 di SMK Ekonomika Depok Jawa Barat”, *Manageria: Jurnal Manajemen Pendidikan Islam*, Vol. 2 No. 2 November (2017): 210-211.

⁹ Edward Sallis, *Total Quality Management in Education, Cet IX* (Jogjakarta: IrciSod, 2010), 56.

¹⁰ Ferenc Farkas, et.al, “What Makes Higher Education Knowledge-Compatible”, *Acta Polytechnica Hungaria Journal*, Vol.6, No.3(2009): 93.

¹¹ Mochamad Iskarim, “Human Resources Management: Enhancing Teacher Professionalism as an Attempt to Realize Quality Generations”, *Hikmatuna: Journal for Integrative Islamic Studies*, Vol.2, No.1 (2016): 108.

The quality standard of the Arabic language teaching refers to the National Standard of Education, which is the minimal criteria on the educational system in the territory of Indonesia, consisting of eight standards; content standard, process standard, graduate competences, teachers and staffs, building and facilities, management standard, financial standard and educational assessment standard.¹²

If the Total Quality Management is used, the quality standard of result and service of the educational management in Arabic language is measured from several criteria, they are; compatible with specifications, suitable with the purpose of manufacturing and usage, having zero defects and is the concept of “right first time and every time”. The perception on the quality is measured from the customer and user satisfaction, increasing application numbers, expectation and satisfaction of customers in the educational process of the Arabic language. During the implementation, “quality in fact” is the profile of the Arabic language education graduates that correspond with the qualifications of the educational purpose. The profile is realized in the form of standard basic capability that can be proven in the minimal academic qualification that the students must master. Meanwhile, the “quality in perception” of the education is the satisfaction and the growing number of external customers’ interest on the graduates of the Arabic language education program.

Quality Management System (SMM) ISO 9001:2000, ISO 9001:2008, & ISO 9001:2015

According to Husaini Usman, as cited by Hasyim Asy’ari et al¹³, ISO is an international standardization organization that controls standardization on products and services. The organization consists of a federation of standardization boards from all over the world where official is in Geneva, Swiss. Indonesia’s Membership is represented by National Standardization Board / *Dewan Standarisasi Nasional* (DSN).¹⁴

Formal quality management system that is applicable internationally is the quality management system ISO 9000.¹⁵ ISO 9000 series is an integrated system to optimize the quality effectiveness of a company with constant improvement. ISO 9000 is a generic name of an international quality management system issued for the first time by ISO in 1987.¹⁶ The current standard mostly used recently is a refined version of all quality system principles that have been

¹²Peraturan Pemerintah Republik Indonesia No. 19 Year 2005 about National Standard of Education.

¹³ Hasyim Asy’ari et al, “Implementasi Prinsip,”: 214

¹⁴ Husaini Usman, *Manajemen: Teori, Praktik, dan Riset Pendidikan*, 579.

¹⁵ Nasution, *Manajemen Mutu Terpadu (Total Quality Management)* (Jakarta: Ghalia Indonesia, 2005), 299-300.

¹⁶ Nasution, *Manajemen Mutu Terpadu (Total Quality Management)*, *Edisi Revisi* (Jakarta: Ghalia Indonesia, 2010), 299-300.

commonly applied. It is also the simplest and at the highest agreement among other quality management standard decided by the authority.

At the beginning, SMM ISO 9001:2008 was only applicable to manufacture industry. Along the way, educational institutions feel the urge to implement it. On December 23, 2004, National Standard Board issued the requirements of SMM ISO 9001 based on Indonesia National Standard. Thus, the previously known SMM ISO 9001:2000 as a revised version of SMM ISO 9001:2008¹⁷ has become SMM ISO 9001:2015 as the current version.¹⁸

There are several reasons taken into consideration for the change of ISO 9001:2008 to ISO 9001:2015, they are: (1) the process of reviews by Technical Committee (TC) 176 conducted periodically (at least once in 5 year) to assure the conformity of the standard upon the dynamic of industry development; (2) the results from surveys and the users' recommendation; (3) adaptation of the current development of management system and the variety of industry fields where the common users come from; (4) compatibility with other ISO management system standards; (5) serving the framework for long-term consistency; (6) becoming the general requirements that are still relevant to any size and type of organizations; (7) supporting the effectiveness of management process to achieve the desired goals; (8) considering upon the changes of the implementations after being revised in 2000 and 2008; and (9) the use of simple terms to ensure the similar understanding and interpretation that are consistent with the requirements.¹⁹

Generally, any party who will apply SMM ISO 9000 series-included in educational institutions (schools, madrasas, and higher institutions)-highlights the customer satisfaction.²⁰ The mentioned customers are internal customers, external customers, and interested parties. Perceived service quality is overall impression that customers have toward an organization and its services.²¹

ISO 9001:2015 has 7 (seven) principles that can be used by the management team of organization to increase the quality of education. The seven principles are: (1) Customer Focus;

¹⁷ Husaini Usman, *Manajemen: Teori, Praktik, dan Riset Pendidikan*, 592.

¹⁸ Faculty of Economy and Bussiness of Padjadjaran University, "Memahami Persyaratan dan Dokumentasi Sistem Manajemen Mutu ISO 9001:2015" retrieved from <http://www.fe.unpad.ac.id/dokumen/files/Materi-ISO-9001-2015-FEB-3-4-Mei-2016-Versi-Cetak.pdf>. on March 20, 2018.

¹⁹ *Ibid*, 4-5

²⁰ Mulyono, *Manajemen Administrasi & Organisasi Pendidikan* (Yogyakarta: Ar-Ruzz Media, 2010), 306.

²¹ Jingxian Zhang, et all., "Influence of Curriculum Quality and Educational Service Quality on Student Experiences: A Case Study in Sport Management Programs", *Journal of Hospitality, Leisure, Sport & Tourism Education*, 18 (2016): 83.

(2) Leadership; (3) Engagement of People; (4) Process Approach; (5) Improvement; (6) Evidence based Decision Making; and (7) Relationship Management.²²

The Implementation of Quality Management System (SMM) ISO 9001:2015 in the Arabic Language Education

If properly applied, SMM ISO 9001:2015 is an appropriate methodology that can help the educational experts in solving the current challenges.²³ The principles found in SMM ISO 9001:2015 should be implemented correctly and continuously to contribute significant impacts. It also applies to the Arabic language learning process that uses SMM ISO 9001:2015. The institution must apply all of the seven principles of SMM ISO as mentioned previously. The implementation of SMM ISO 9001:2015 in the Arabic language education is elaborated in more detail as below.

Customer Focus

Hoyle states that “*customer is an organization or a person that receives a product from another organization and includes, consumer is client, end user, retailer, beneficiary, and purchaser.*”²⁴ Similar statement is also mentioned in Kamus Bahasa Indonesia (Indonesian Language Dictionary) defining customers as people (places) that have stable relationship in the trading, as the product users.²⁵

Meanwhile, according to Tjiptono and Diana, customers are people who interact with the company after processing the products. On the other side, parties who interact with the company before production called as suppliers. Based on the traditional perception, customers and suppliers are external entity.²⁶

The primary focus of the quality management is to meet the customer needs and exceed their expectation. Customer focus, according to International Standard Organization (ISO), is when the management guarantees the requirements or the needs of the customers to increase the customer satisfaction.²⁷ Whitely in Goetsch and Davis mentions the characteristics of successful organization in creating customer focus are as below:²⁸

²²Faculty of Economy and Business of Padjadjaran University, “Memahami Persyaratan dan Dokumentasi Sistem Manajemen Mutu ISO 9001:2015” accessed on March, 20, 2018, <http://www.fe.unpad.ac.id/dokumen/files/Materi-ISO-9001-2015-FEB-3-4-Mei-2016-Versi-Cetak.pdf>

²³ Jerome S. Arcaro, *Pendidikan Berbasis Mutu: Prinsip-prinsip Perumusan*, 10.

²⁴ Hoyle, D., *Quality Management Essentials* (Oxford: Elsevier Limited, 2007), 189.

²⁵ Kamus Bahasa Indonesia, (Jakarta: Pusat Bahasa Departemen Pendidikan Nasional, 2008), 809.

²⁶ Fandy Tjiptono & Diana, *Total Quality Management* (Yogyakarta: Penerbit Andi, 2003), 100.

²⁷ Internasional Standard Organization, *Quality Management System-Requirements* (Geneva: ISO 9001:2000), 5

²⁸ Goetsch, D. L., & Davis, S, *Introduction to Total Quality: Quality, Productivity, Competitiveness* (Englewood Cliffs: Prentice Hall International, Inc., 1994), 149-150.

a. Vision, commitment, and environment

Good management demonstrates (both written and orally) that customers are important for organizations. In another word, organizations should hold strong commitment on the customer satisfaction and put their satisfaction more than their own internal organization needs. One of the factors to show the commitment is to make the customer focus as the primary factor in deciding the rise of promotion and compensation.

b. Sitting with the customers

A customer-based company puts their position parallel with the customers. It can be seen from several things, for example: 1) customers play the role as the advisors in selling products and services; 2) customers are not given promises that cannot be realized; 3) employees understand the product attributes that the customers value the most; and 4) inputs and feedbacks from the customers are processed as the input for developing products and services.

c. The willingness to identify and solve the customers' problems

A customer-based organization strives to identify and solve their customers' problems. It is reflected when: 1) the customers' complains are monitored and analysed, 2) the organization tries to get feedback from the customers; and 3) the organization strives to identify and erase processes, procedures, and internal systems that do not contribute valuable influences for the customers.

d. Making the use of information from customers

A customer-based organization does not only collect feedbacks from the customers, but also uses and conveys the feedback to all related parties for making improvement. The making use of information from the customers are seen from these things, for example: 1) all employees understand how customers consider quality; 2) employees on all levels are given chances to meet personally with the customers; 3) employees know who their real customers are; 4) the organization gives information to help creating realistic expectations for the customers, where the principle is keeping only promises what the organization can give or even exceeds; and 5) employees and managers understand the customers' need as well as expectation.

e. Approaching the customers

Based on the quality management approach, staying passively and just waiting for the feedback from customers are not sufficient. Competitive fields demand more active approaches. Approaching the customers means to ensure several things, they are: 1) allowing the customers

to ease the business affairs; 2) striving to solve all of the customers' complaints; and 3) enabling the customers to convey their complaints through telephones, mails, as well as direct visits.

Therefore, the management of Arabic Language Education / Pendidikan Bahasa Arab (PBA) should maintain good relationships with the customers and put them as priority users. Customers in PBA managements include: (1) schools or madrasa who need graduates from PBA department; and (2) schools or madrassa whose alumni enrol PBA department; and (3) most people or related parties who need the graduates of PBA department. All of the customers of PBA should be paid special attention and become the priority for the PBA boards in the educational institutions, not to mention, by applying the costumer focus as has been previously discussed about. Therefore, the institution must be able to create communication and actively collaborate with stakehoders (users).²⁹

Leadership

Leaders at all levels assign an integrated goal and direction as well as create conditions where people are involved in achieving the quality objectives of the organization. Leadership is an interesting topic that grabs many people's attentions and is defined in various ways. Leadership can be noted from characteristics, attitudes, influences, interaction patterns, role relations, and administrative level positions.³⁰ According to Newstrom (2007), "Leadership is the process of influencing and supporting others to work enthusiastically toward achieving objectives."³¹ Leadership is a process that influences and supports other counterparts to strive hard to meet the goals. Meanwhile, Colquitt (2009) states that "Leadership as the use power and influence to direct the activities of followers toward goal achievement"³², and always give motivation to the followers.³³ Furthermore, Quick and Nelson (2009) claim that "Power is ability to influence someone else".³⁴ The essence of leadership is the process where employers influence their

²⁹ Giselle Weybrecht, "From Challenge to Opportunity -Management Education's Crucial Role in Sustainability and The Sustainable Development Goals- An Overview and Framwork", *The International Journal of Management Education*, 15 (2017): 88.

³⁰ Dadang Sunyoto and Burhanudin, *Teori Perilaku Keorganisasian* (Yogyakarta: Center of Academic Publishing Service, 2015), 83.

³¹ John W. Newstrom, *Organization Behavior: Human Behavior at Work*. 12th edition (Singapore: McGraw-Hill International. Inc, 2007), 159.

³² Jason A. Colquitt, *Organization Behavior* (Singapura: McGraww-Hill, 2009), 441.

³³ Liisa Postareff, et.al., "The Effect of Pedagogical Training on Teaching in Higher Education", *Journal of Teaching and Teacher Education*, 23 (2007): 560.

³⁴ James Quick Campbell and Nelson Debra, *Principles of Organizational Behavior: Realities and Challenges*⁶ ed. (Singapura: McGraww-Hill Internastional. Inc., 2009), 364.

subordinates so that the organization goals can be achieved through changes. The responsible leader must have an experiences to manage the organization.³⁵

The Specification of Leaders in Managing the Arabic Language Education

In the public encyclopaedia, it is explained that leadership is a close relationship between a person and a group of people because of the common interest. The relationship is characterized by the directed and guided behavior of a man. The man or this person is usually called as the ‘who leading’ or leader, while the group of people who follow it is called as the followers.³⁶ Hadari Nawawi says that leadership is a directing process, guiding, influencing people, controlling people’s feellingand behavior.³⁷

Along with the main responsibility for directing, assisting, guiding and inspiring employees and staffs in an organization or an educational institution as well as for the implementation of other duties efficiently and effectively that fit with the generation development, a leader should possess some qualitative requirements as mentioned below. First, they master Technical Skill, which is the ability to conduct technical stuffs, such as using computerized technological devices, communication and interaction technology, media and other related technological devices, as well as performing other technical duties, such as arranging work places, standard operating procedure (SOP), and other facilities to support the Arabic Language Educationlearning.

Second, Leadership Skill is the ability to influence, direct, assist and motivate the PBA staffs or boards so they have willingness to complete their assigned duties. Third, Emotional Skill is the ability to manage and control emotions to emerge positivism, by putting internal emotion so that love, care, sympathy and empathy emerge. Deep care encourages people to accomplish their duties with their heart. Fourth, Communication Skill is the ability to create relationships and cooperation with others, merely to help each other, bring tolerance, and pay respect. Through this kind of communication, the unity of perspective emerges so misperception among them can be avoided. Furthermore, there will be no misconduct that leads to failure. Good communication creates smooth synchronization and stable coordination so unwanted situations like overlapping and incorrect treatment can be decreased. Fifth, Moral Skill is the ability to gain values and meanings from

³⁵ Norman de Paula Arruda Filho, “The Agenda 2030 for Responsible Management Education: An Applied Methodology”, *The International Journal of Management Education*, 15 (2017): 184.

³⁶ Pringgodigdo, *Ensiklopedi Umum* (Yogyakarta: Kanisius, 1993), 549.

³⁷ Hendriyadi, “Tipologi Kepemimpinan Lembaga Pendidikan Islam”, *Proceeding: The 1 Annual Conference on Islamic Education Management (ACIEM)*, (2018): 894; Hadari Nawawi, *Administrasi Pendidikan* (Jakarta: Hajimas Agung, 1983), 79.

situations. This skill points out honesty, justice, cooperation, democracy, and willingness to create common wealth among the employees so that it can be deemed as happiness. Sixth, Transcendental Skill is the ability to give religious and transcendental meaning when performing responsibilities so that the duties will not contradict to the religion teaching.

On the other side, a leader will be distinguished as effective in conducting an education, especially PBA, if he has at least five characteristics. First, a leader is able to ignite his employees to engage in problem-solving and carry out their duties. Thus, the staff members will be active, creative, innovative, and progressive. To achieve the goals, a leader can use employee-centered methods and approaches by allowing the employees and staffs to propose their ideas and thoughts to contribute on problem-solving and formulated-policies. As the result, they will feel connected and sense the need to complete their responsibilities.

Second, a leader is effective when he pays attention to the employees and encourages them to explore their fields. Interest is a psychological situation when a person has a strong tendency to do some duties assigned to him, such as interest in learning, reading, researching, writing, and others. Meanwhile, attention is a psychological situation when a person's grip is not as strong as an interest. For example, when a worker is doing his job, his attention can be twisted to other dangerous situations, such as fire, thievery, and others. However, once the situation is over, he will go back to his job that has become his interest and his choice. Third, a leader is deemed as effective when he can give strong motivation to his subordinates, so that they accomplish their responsibilities enthusiastically.

Fourth, an effective leader pays attention to the differences among individuals, by considering their skills and capabilities to be used for developing their business. Fifth, an effective leader can make use of various media, facilities, buildings, technologies and surrounding environment to help accomplishing a satisfying result.³⁸

Engagement of People

It's very important that all people are competent, empowered and involved in providing values.³⁹ Using the collaboration art of Laksamana Cheng Ho, the purpose of fundamental strategy that institutions or organizations should own is to form collaborative relations with other parties as well as to create and increase total values that can be enjoyed by all parties. By using this way, all

³⁸ Mochamad Iskarim, "The Implementation of Behavior-Based Management as an Attempt to Optimize Performance in Educational Institutions", *Jurnal Hikmatuna Pascasarjana IAIN Pekalongan*, Vol. 2, No. 2 (2017): 337.

³⁹ Faculty of Economy and Bussiness of Padjadjaran University, "Memahami Persyaratan dan Dokumentasi Sistem Manajemen Mutu ISO 9001:2015" accessed on March 20, 2018, <http://www.fe.unpad.ac.id/dokumen/files/Materi-ISO-9001-2015-FEB-3-4-Mei-2016-Versi-Cetak.pdf>

involved parties in an institution can collaborate in sharing and enjoying one maximal total value as a result of the creation process.⁴⁰In addition, quality oriented based institution need to engage resources to increase the organization performance quality. People engagement is aimed to create same perceptions and visions in developing the institution.

The implementation of people engagement as a part of Quality Management System / *Sistem Manajemen Mutu* (SMM) ISO 9001:2015 in the process of Arabic Language Education is intended to involve all of the personnel in the department to perform their assigned responsibilities. The department needs its members to produce innovative and creative ideas to give benefit to the department. Without qualified administrative staffs, students, lecturers, heads and users as well as learner responsibilities, the function of the department cannot perform its best in accomplishing its goals.

Process Approach

Education may be seen as a process of shaping individuals to meet societal needs: “liberal societies do require certain kinds of “liberal” people. And if this is so, the question remains: what sort of public effort might be made to produce them?”. This line of thought can be unconsciously carried through to a sustainability paradigm. Weybrecht argues that education may (1) develop the individual, (2) holistically embed sustainability, (3) emphasize impact, (4) drive cultural shift, (5) focus on transformative education, (6) function across disciplines, (7) allow for accessibility and inclusion, (8) foster innovation, (9) influence change and (10) fit the wants and needs of the future.⁴¹ Therefore, it needs a process approach to make it happen.

Consistent and predictable results can be accomplished more effectively and efficiently when activities are understood and undertaken as interrelated processes that function as coherent system.⁴²The expected results can be achieved maximally if the interrelated activities and resources are managed as a process. Process is defined as a sequential integration from people, material, methods, tools in an environment to gain a valuable output for customers or users.⁴³

Related to the implementation of SMM ISO 9001:2015, Arabic Language Education department must have both internal and external audits by using the correct procedures in assessing

⁴⁰ Hum Sin Hoon, *Memenangkan Persaingan Cara Cheng Ho; Seni Kolaborasi, Kepemimpinan, Pengelolaan SDM dan Logistik, serta Warisan Iman Sang Laksamana Agung* (Jakarta: Kompas Media Nusantara, 2012), 122.

⁴¹ Meredith Storey, et.al., “Responsible Management Education: Mapping the Field in The Context of The SDGs”, *The International Journal of Management Education*, 15 (2017): 96.

⁴² Faculty of Economy and Bussiness of Padjadjaran University, “Memahami Persyaratan dan Dokumentasi Sistem Manajemen Mutu ISO 9001:2015” accessed on March, 20, 2018, <http://www.fe.unpad.ac.id/dokumen/files/Materi-ISO-9001-2015-FEB-3-4-Mei-2016-Versi-Cetak.pdf>.

⁴³ Hasyim Asy’ari et.al., “Implementasi Prinsip-Prinsip,”: 217.

the performance of quality management system and learning process. Having internal and external audits can stimulate awareness to all of the members in the Arabic Language Education department on their responsibilities, and strive to deliver the duties with their best progressive performances along the process. Thus, the job descriptions from every member must be clear and interrelated among each other, not go on their own. The integrated performance is purposely to create qualified performance of the department in line with the assigned direction.

Continuous Improvement

Successful organization focused on continuous improvement.⁴⁴ To be successful, the organizations or institutions must conduct sustainable improvement through a systematic process. The prevailing concept is the use of PDCA cycle (Plan, Do, Check, Act) consisting of planning, executing the plans, checking the result of the plans, and correcting the result of the reviews.⁴⁵ It (continuous improvement) is also applied in education institutional,⁴⁶ including in Arabic Language Programs.

Plan means writing down the goals of the institution and processing the necessities to determine the result that goes along with the specification of the set goals. The Plan should be written down in details with the sub-systems as below: (1) The planning should identify objectives and process to figure out unwanted situations then find out the solutions or ideas to solve the problems. Phases that should be underlined, are: identifying service delivery, expectation, and customer satisfaction to obtain the expected results. In addition, the plan should describe the process from the beginning to the end. The plan also should focus on the chance to increase the quality (choosing one of the problems that demands immediate solution). It also needs to identify the source root of the problem, and place the objectives and the necessary process to contribute to the results that are suitable with the specification. ; (2) Plan should refer to the activity of identification on the chance of improvement and/or identification on how to achieve enhancement and improvement; (3) Plan should search and select the problem-solving.⁴⁷

Do(performing, executing), means finishing immediately activities that have been planned. In this phase, institution may not postpone the agenda that have been set. The longer it is postponed,

⁴⁴ Faculty of Economy and Bussiness of Padjadjaran University, "Memahami Persyaratan dan Dokumentasi Sistem Manajemen Mutu ISO 9001:2015" accessed on March, 20, 2018, <http://www.fe.unpad.ac.id/dokumen/files/Materi-ISO-9001-2015-FEB-3-4-Mei-2016-Versi-Cetak.pdf>.

⁴⁵ Hasyim Asy'ari et.al., "Implementasi Prinsip-Prinsip,": 218.

⁴⁶ Michael Olalekan Olatunjil, "Ensuring and Promoting The Pedagogical Competence of University Lectures in Africa", *Journal of Educational and Instructional Studies in The World*, Vol.3, Issue.3 (2013): 76.

⁴⁷ Hendra Purwanto, "Manajemen Mutu dengan Plan-Do-Check-Act" Accessed on March 22, 2018 <https://sites.google.com/site/kelolakualitas/PDCA>

the slower the goals of the institution or organization can be realized. Meanwhile, Check is considered as reviewing and evaluating the process and the result of the objectives and specifications as well as reporting the result.⁴⁸

The last cycle of PDCA is Act(feedback) that means an institution should perform correction on any activities that had been conducted. Corrective action starts from deciding whether the goals or objectives have been achieved or not, and whether the processes are suitable with the procedure or not. Act cycle is highly needed to decide the next step.

To sum it up, all of those four processes, *Plan-Do-Check-Act* (PDCA), constitute an endless cycle that is interrelated with each other. PDCA cycle should be used to increase the quality management system (organization performance). In another word, PDCA is a simultaneous and sustainable process. If a product passes the qualified requirements, the same process can be used in the future. On the contrary, if the result has not met the expectation, the procedure should be improved or changed in the future. It should be noted that the real process does not end in the Act phase, but it is a constant and maintainable process so that it can go back to the first process and so on.

Evidence based Decision Making

Decisions derived from analysis and evaluation of data and information are more highly to produce expected results.⁴⁹ Effective decisions are assessed from data and information analysis to remove the source of the problems so that quality problems can be solved effectively and efficiently. Every decision should be based on accurate, relevant and current data and information.

The management of Arabic Language Education (PBA) that applies SMM ISO 9001:2015 should be fact-oriented. In another word, every decision-making should be based on data, not feeling. In solving problems that has occurred when performing SMM ISO 9001:2015, they cannot be just handled by the leader. Those problems should be communicated effectively to the whole members of the institution of PBA department in the meeting. Advices and ideas are taken into the best consideration so that problems can be solved based on the unified agreement.

The institution –PBA department—implements the control documented procedure that should be referred upon for identification, storage, safety, input, warranty, and removal of

⁴⁸ “PDCA” accessed on March, 22 2018 <https://id.wikipedia.org/wiki/PDCA>

⁴⁹ Faculty of Economy and Bussiness of Padjadjaran University, “Memahami Persyaratan dan Dokumentasi Sistem Manajemen Mutu ISO 9001:2015” accessed on March 20, 2018, <http://www.fe.unpad.ac.id/dokumen/files/Materi-ISO-9001-2015-FEB-3-4-Mei-2016-Versi-Cetak.pdf>.

records/notes executed once in five years. All of those should be performed well with clear responsibilities.

Therefore, applying principle of decision-making or policy-making executed by the institution that is based on facts will give a tremendous benefit. Problems related to work performance and policies in the quality management system can be disentangled easily without unnecessary arguments. It is due to the clear data and facts that can be measured and looked upon to.

Relationship Management

To maintain the success, organizations manage their relationship with the other related parties, such as suppliers.⁵⁰In this case, the educational institution—PBA department—should maintain communication and harmonious relationship with people since it is one of the important factors in increasing education quality.

The implementation of SMM ISO 9001:2015 shows that society plays an important role in increasing the education quality. Society is considered to have a significant role if people are engaged in managing the institution; one of the engagements is giving contribution by publicizing intensively for the existence of the institution. Intensive socialization from the surrounding people impacts greatly on the number of student enrolment. The attempt at engaging people in managing educational institution (PBA) must be integral, synergic, and effective to show that the institution strives to spread the sense of belongings and responsibilities so that the quality of the institution can be increased. Thus, in the education institution, in this case is Arabic Language Education department, must ensure that it maintains good relationships with public. The instrument can be work positions, staffs or sections that manage the relationship with public (Public Relation).

The function of Public Relation in the implementation of the education quality management is like a bridge that connects the institution and the public in a good way. The institution needs people as its agents to keep the existence of institution's credibility, as well as become the 'suppliers' of the human resources for the institution, including: students, staffs, lecturers, and other human resources.

Conclusion

As the conclusion, the writer believes that strategies developed to be used in the quality management for educational institution (PBA department) is to place itself as a service institution,

⁵⁰*Ibid*

or in another word, as a service industry—institution that provides services as desired by the customers. The desired services must be qualified and meet or even exceed the customer satisfactions.

In that case, an institution or a department needs a management system that is able to empower itself so that it will increase its quality. Thus, the implementation of SMM ISO 9001:2015 quality based management is a priority alternative if the institution—in this case is Arabic Language Education—wishes to maintain as well as increase the quality in conducting the education in the meantime and the future.

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