

## A QUALITY ASSURANCE FRAMEWORK FOR STRENGTHENING POST-CERTIFICATION ARABIC LANGUAGE TEACHER PERFORMANCE IN MADRASAH

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### ABSTRACT

Globally, efforts to enhance Arabic language education continue to struggle with the absence of standardized post-certification evaluation systems, and in Indonesia, this challenge is particularly evident as the lack of systematic instruments and models for assessing certified teachers undermines the long-term sustainability of professional quality. Addressing this gap, the present study was designed to develop a performance assessment instrument and a training management model within a quality-based framework that strengthens four core competencies: pedagogical, personal, social, and professional. Employing a quantitative approach, data were collected from 261 certified Arabic teachers working at MI, MTs, and MA levels across 10 districts and cities in West Nusa Tenggara Province, selected through proportionate stratified random sampling. Validation testing confirmed that the developed instrument demonstrated high validity and reliability, making it suitable for consistent use in teacher evaluation. Furthermore, performance results revealed that the majority of teachers were categorized as “very good,” indicating strong competence and positive contributions to effective, character-based learning. These findings highlight the significance of integrating systematic assessment with a continuous training model. The study suggests that adopting the proposed quality-based framework offers a sustainable pathway to enhance teacher competencies, aligning with both national education standards and Islamic educational values.

**Keywords:** Arabic Language Education, Professional Competence, Quality-Based Framework, Teacher Certification, Teacher Performance Assessment, Training Management Model

### INTRODUCTION

Teacher quality has long been recognized as one of the most influential factors in improving student achievement and overall education quality (Kirschning et al., 2025). Across the globe, governments have introduced policies aimed at strengthening teacher professionalism through training, certification, and continuous professional development (Duran Mavi et al., 2025; Darling-Hammond et al., 2017). Certification, in particular, is widely used as a mechanism to ensure that teachers meet minimum professional standards, including mastery of pedagogical, professional, social, and personality competencies (Kaiser & König, 2019). By establishing clear benchmarks, certification is expected to elevate teaching practices and contribute to sustainable improvements in education systems.

In Indonesia, the teacher certification program was launched as a strategic reform to enhance education quality and professionalize teaching as a career (Abu Nawas et al., 2025). The program is designed to ensure that teachers demonstrate competencies aligned with national standards and are capable of supporting students' academic and character development (Rahmi, I., & Rassanjani, S., 2025; Hill & Chin, 2018). Several studies report that certification has

contributed positively to teacher professionalism, well-being, and public perceptions of teaching (Richards et al., 2021; AlHouli, 2024). Despite these achievements, the impact of certification has not been uniform, with outcomes often varying depending on regional contexts, resource availability, and policy implementation (Jellema et al., 2022).

Empirical evidence suggests that certification does not always translate into improved teaching practices or better learning outcomes. In regions such as West Nusa Tenggara, many certified teachers still face challenges in implementing effective classroom strategies (Mali et al., 2023; Pendi et al., 2024). Research has shown that while certification increases teachers' theoretical knowledge, it often fails to foster innovative, student-centred pedagogical practices (Stronge et al., 2007; Tournaki et al., 2009). Barriers such as limited curriculum implementation, weak innovation, and lack of contextualized training continue to undermine the effectiveness of certification (De Ree et al., 2018).

Another critical challenge is the persistent scepticism from communities toward certified teachers. Despite policy investments, public trust remains low, as parents and communities perceive slight tangible improvement in learning quality after certification (Kane et al., 2008; Chand, 2020; Setiadi & Muhafidin, 2024). This gap between policy intentions and societal expectations reflects a broader accountability issue and underscores the need for more robust mechanisms to evaluate and enhance teacher performance (Zhou, M., Cao, Y., & Huang, L., 2025). Without systematic approaches to sustaining quality post-certification, the program risks being viewed as symbolic rather than transformative (Davila, O., Jr., 2025).

While numerous studies have examined the impact of teacher certification in Indonesia, most focus on general outcomes such as teacher welfare, professionalism, and perceptions of quality. However, few have evaluated the actual performance of post-certification teachers using standardized, validated instruments. In particular, there is a lack of systematic research on Arabic language teachers, who play a crucial role in Islamic education but often face unique challenges in integrating pedagogical innovation with character-based instruction. Furthermore, the existing literature rarely explores the development of structured training management models that directly address teachers' post-certification needs (Setiadi & Muhafidin, 2024; Succarie, 2024).

This study addresses these gaps by developing and validating a performance assessment instrument and a training management model designed explicitly for certified Arabic language teachers in West Nusa Tenggara. The novelty of this research lies in its integration of assessment outcomes into a quality-based framework for continuous professional development. By linking diagnostic evaluation with targeted training design, this study ensures that professional growth is both measurable and sustainable. Ultimately, the research contributes not only to strengthening teacher performance but also to reinforcing the long-term credibility and effectiveness of certification as a national policy for improving education quality.

## METHOD

This study aimed to develop a training management model and a post-certification performance assessment instrument to enhance the quality of Arabic language teachers. Four core competencies, pedagogical, personality, professional, and social, served as the basis for measuring teacher performance. The research process consisted of developing and validating the instrument, analyzing teacher competency results, and reformulating a training management model to close identified gaps. The study involved 753 certified Arabic teachers from MI, MTs, and MA across ten districts and cities in West Nusa Tenggara Province, from which 261 teachers were selected using the Slovin formula and proportionate stratified random sampling. Data were collected through interviews, observations, and competency tests, and validated through expert review from specialists in evaluation, Arabic education, language, and psychology. Teacher

performance scores were classified into three categories: very good (86–100), good (70–85), and poor (<70).

The study employed an integrated quality-based framework combining national competency standards, Deming's PDCA cycle, and Continuous Quality Improvement principles. The National Teacher Competency Standards (NTCS) guided the development of performance indicators, while Deming's PDCA cycle structured the planning, implementation, evaluation, and improvement of teacher training programs. Continuous Quality Improvement (CQI) ensured sustainability through systematic monitoring and institutional feedback. Together, these approaches formed four interconnected components: Quality Standards, Performance Assessment, Training and Development Management, and Sustainability, providing a comprehensive and scalable model for strengthening Arabic language teacher performance in the post-certification phase.

## RESULTS AND DISCUSSION

### Foundation Layer: Quality Standards

The development of the post-certification Arabic language teacher performance instrument was benchmarked against both national teacher competency standards (pedagogical, professional, personal, and social) and international frameworks for teacher quality assurance. Indicators were mapped to ensure alignment with the Ministry of Education and Culture's teacher competency framework and global best practices in language education. The needs analysis confirmed that stakeholders, including teachers, school principals, and university lecturers, agreed on the need for an assessment instrument that is linguistically clear, standardized, and effective for evaluating teacher performance. This alignment ensured that the developed indicators consistently reflected the expected standards of professional teacher practice.

The instrument, developed and validated, measures teacher performance across pedagogical, personality, social, and professional competencies. As for the results of the performance assessment analysis of Arabic language teachers using the indicators in Figure 3, the frequency distribution is calculated as shown in Figure 1.

Interpreting the distribution shown in Figure 1 reveals that Arabic language teachers' performance profiles exhibit meaningful variation across the four assessed competencies. The data reveal that although a considerable proportion of teachers achieved satisfactory scores in professional and personality competencies, their pedagogical and social competencies showed greater disparities. This indicates that mastery of subject matter and personal integrity, often developed through formal training and individual disposition, may be more consistently upheld than instructional design skills or classroom interaction abilities, which tend to be shaped by ongoing practice and contextual support. Furthermore, the distribution suggests the presence of systemic factors influencing teacher performance, such as differences in institutional resources, access to professional development, and varying levels of administrative support across schools. These findings underscore the importance of designing targeted interventions to address uneven competency levels, particularly in pedagogical planning, learner engagement, and communication practices. By analyzing distribution patterns alongside competency indicators, stakeholders can better identify specific gaps and formulate evidence-based strategies to strengthen teacher capacity. Ultimately, this analysis contributes to a more comprehensive understanding of teacher performance, enabling schools and policymakers to align improvement programs with actual needs.

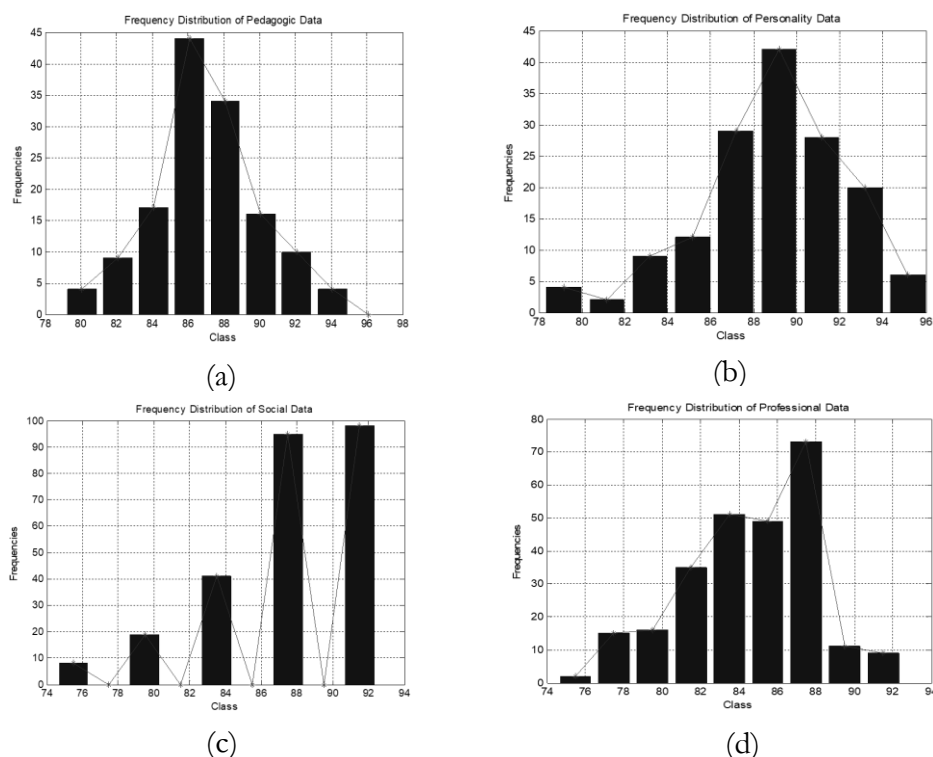


Figure 1. Frequency distribution of assessment result data

Figure 1a shows that the assessment of the pedagogical aspects of post-certification Arabic language teachers in West Nusa Tenggara is very good across various aspects. Regarding the ability to identify students' learning characteristics, 159 teachers (60.92%) were rated very good, and 102 (39.08%) were rated good. Mastery of learning theories and educational principles also yielded positive results, with 151 teachers (57.85%) rated excellent and 110 (42.15%) rated good. Ability in curriculum development was rated as excellent by 178 teachers (68.20%) and good by 83 (31.80%), while educational learning activities were rated as excellent by 161 (61.69%) and good by 100 (38.31%). In addition, the ability to develop students' potential was rated as excellent by 153 teachers (58.62%) and good by 108 teachers (41.38%), and the ability to communicate with students was rated as excellent by 162 teachers (62.07%) and good by 99 teachers (37.93%). In terms of assessment and evaluation, 116 teachers (44.44%) were rated excellent, and 145 teachers (55.56%) were rated good. Overall, 201 teachers (77.01%) showed excellent pedagogical performance, and 60 teachers (22.99%) were in the good category, with an average performance score of 87.32, which is in the excellent category.

On the other hand, the personality competence of post-certification Arabic language teachers also shows excellent results (as per Figure 1b). Indicators of acting according to the norms of religion, law, social norms, and Indonesian national culture: 95 teachers (36.40%) were rated good, and 166 teachers (63.60%) were rated very good. Indicators of ability to demonstrate personal maturity and be a role model were rated excellent by 185 teachers (70.88%) and good by 76 teachers (29.12%). Indicators of work ethic, high responsibility, and pride in being a teacher also received excellent ratings from 192 teachers (73.56%) and good ratings from 69 teachers (26.44%). Overall, the personality competence of post-certification Arabic language teachers in the West Nusa Tenggara Ministry of Religious Affairs achieved an excellent average score of 89.22.

Furthermore, Figure 1c, which presents the results of the analysis of social aspects, shows that teachers' inclusive, objective, and non-discriminatory attitudes are positively

assessed. Of the total respondents, 111 teachers (42.53%) were rated good, while 150 (57.47%) were rated excellent. In terms of communication, Arabic language teachers also demonstrated strong abilities, with 102 teachers (39.08%) rated good and 159 teachers (60.92%) rated excellent in interacting with fellow teachers, education personnel, parents, students, and the community. The overall assessment of social competence yielded a score of 87.52, indicating that the social competence of post-certification Arabic language teachers is very good. Finally, from a professional perspective, Figure 1d shows that the average score of post-certification Arabic teachers' professional competence reached 84.56, which is classified as good. Of the total respondents, 168 teachers (64.37%) were rated good, while 93 (35.63%) were rated excellent.

### **Assessment Layer: Performance Measurement**

This section outlines the study's findings on post-certification Arabic language teacher performance. Data from interviews, observations, tests, and surveys were analyzed to assess four core competencies. Results also highlight the validation of instruments and the formulation of a sustainable training management model through a quality audit framework.

#### **1. Needs Analysis**

The needs analysis stage consisted of two activities: preliminary studies and literature reviews. Researchers conducted a preliminary study by interviewing Arabic language teachers, heads of Madrasahs, and several university-level lecturers who served as teachers and evaluators for certification. In addition to conducting interviews, researchers used literature reviews as a solid foundation for identifying research problems. As a result of the interviews and literature study, it can be concluded that (1) after certification, the government must evaluate the performance of Arabic language teachers continuously; (2) quality instruments must measure pedagogical competence, professional competence, social competence, and personal competence; (3) instruments use language that is easy to understand, standardized, grammatical accuracy, and effective sentences. Thus, respondents agreed that an assessment instrument is needed to determine the performance of Arabic language teachers after certification. The results of this needs analysis are used as a guide in developing instrument designs and products.

#### **2. Product Development**

At this stage, it can be used to determine the form or type of product to be developed based on the needs analysis. Researchers decided to develop a post-certification Arabic language teacher performance assessment instrument, namely, the performance assessment of pedagogical, professional, personality, and social competence. The indicators for pedagogical competence assessment are 7; those for personality competence assessment are 4; those for social competence assessment are 2; and those for professional competence assessment are 5.

#### **3. Product Validation**

The teacher performance assessment instrument needs to meet validity requirements to be used effectively in evaluating teacher performance. The validity of this instrument was tested through the opinions and assessments of experts relevant to the field of study. The experts involved include Indonesian language specialists, psychology specialists, learning evaluation specialists, and Arabic language specialists. Their involvement aims to ensure that the instrument is in accordance with language rules, has the appropriate psychological dimensions, and can accurately evaluate aspects of learning and language. The results of the analysis are shown in Figure 2.

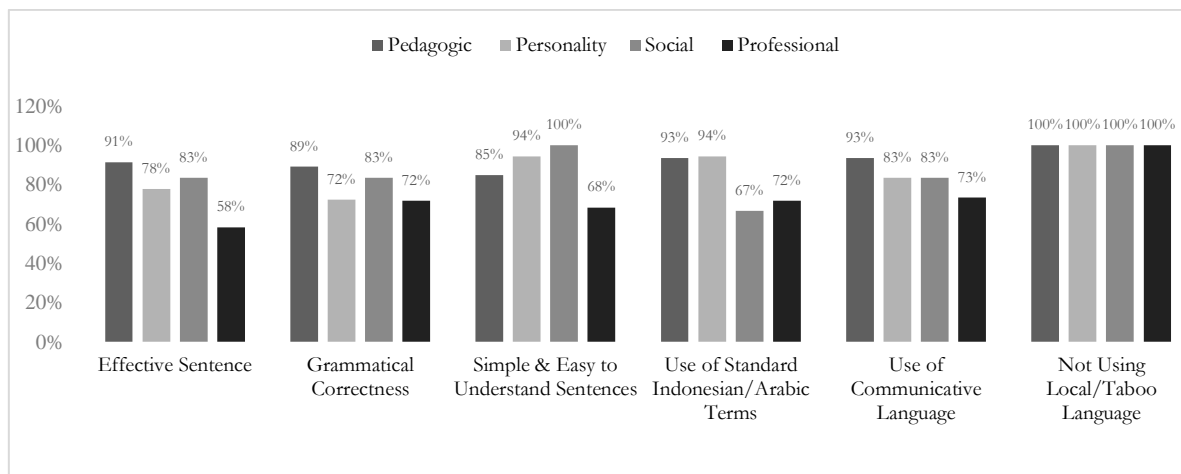


Figure 2. Results of the validation of the linguistic expert team

Figure 2 presents the results of the validation of the linguistic aspects of the post-certification Arabic language teacher competency assessment instrument. In the aspect of effective sentences, the average instrument is deemed very suitable, with the highest scores of 91.30% for pedagogical competence and 83.33% for social competence. This shows that the instruments use sentences that are easy to understand and convey meaning effectively. Furthermore, in the aspect of the accuracy of the use of grammar, most of them are also considered very appropriate, especially in pedagogical competence at 89.13% and social at 83.33%. These results indicate that the grammar used in the instrument is by applicable standards. Finally, regarding the use of simple, understandable language, all instruments showed excellent results, especially in social competence, which obtained a score of 100%, which is very suitable. Furthermore, Figure 3 shows the results of the material aspect validation.

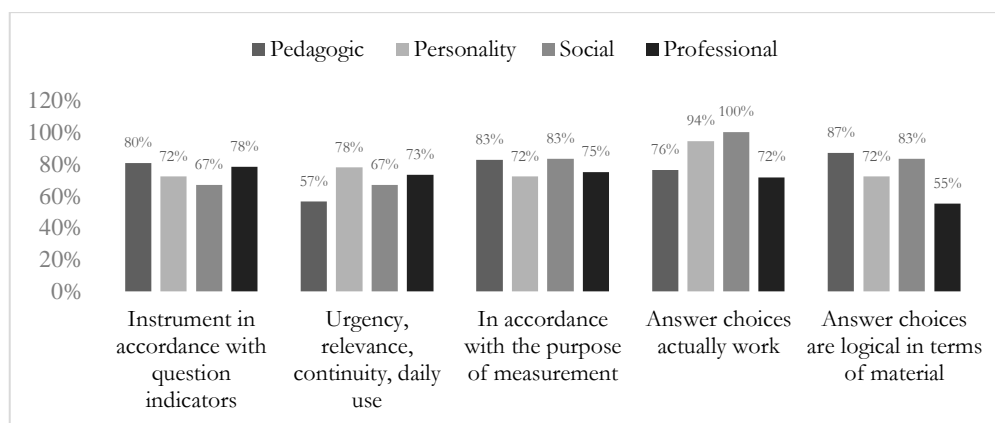


Figure 3. Material expert team validation results

Figure 3 shows that the instrument's validation results for the material aspect of pedagogic competence are very suitable, with a score above 80%. The functionality and logic of the answer choices also showed strong results, so this instrument can be relied upon to assess pedagogical competence with high validity. Regarding personality competence, the instrument showed quite good relevance and suitability, especially in relevance and daily use, which received a score of 77.78% and was rated as very suitable. Overall, the answer choices functioned very well with a score of 94.44%, indicating consistency in this aspect. Then, the validation results for social and professional competence showed that the answer choices for assessing social

competence were very good, with a 100% score. However, in terms of the material, the logic of the answer choices reaches only 55% of the professional competence, indicating the need for further improvement to increase the validity of this instrument in assessing the professional competence of Arabic language teachers.

**Instrument Validation.** The developed performance assessment instrument underwent rigorous expert validation involving specialists in linguistics, psychology, evaluation, and Arabic language education. Results from expert judgment indicated that the instrument's linguistic quality was highly valid, with effective sentence use rated "very suitable" (91.30% for pedagogical competence; 83.33% for social competence). Grammar accuracy was also considered highly appropriate, particularly in pedagogical competence (89.13%). For content validity, pedagogical and social competence indicators scored above 80%, while professional competence showed areas needing refinement, particularly in logical consistency (55%). Reliability testing confirmed internal consistency, with Cronbach's alpha values exceeding acceptable thresholds, demonstrating that the instrument could be applied reliably for performance measurement.

**Teacher Performance Evaluation Results.** Application of the validated instrument across Arabic language teachers in West Nusa Tenggara revealed consistently strong results. In pedagogical competence, 77.01% of teachers achieved "Very Good" performance, with a mean score of 87.32. Personality competence showed the highest performance, with 63.60% rated "Very Good" and an average of 89.22. Social competence was similarly strong, averaging 87.52, with nearly 60% of teachers rated "Very Good." Professional competence, while solid overall (mean 84.56), showed comparatively lower results, with 64.37% "Good" and only 35.63% "Very Good." These findings suggest targeted improvement is needed in professional development areas, particularly in material mastery and reflective practice.

### **Training & Development Layer: Management Model**

**Proposed Training Model Outcomes.** A training management model was designed using the Total Quality Management (TQM) and PDCA cycle (Plan–Do–Check–Act). Modules were developed to address observed gaps, incorporating curriculum design, ICT-based pedagogy, classroom management, and reflective teaching practice. The training design emphasized input (participant readiness and resources), process (active training strategies such as FGDs, workshops, and cooperative learning), and output (measured improvements in cognitive, affective, and psychomotor domains).

**Effectiveness Indicators.** Pilot testing and teacher feedback confirmed that the training design met participant expectations, with teachers appreciating its practical orientation and relevance. Simulation results suggested improved participant mastery in applying training content, though long-term effectiveness requires continued monitoring through follow-up mentoring.

#### **1. Training Needs Analysis**

Training needs are system tools that are relevant to trainees in concrete situations. They include *input*, *process*, and *output* components. Input is everything that must be available to enable the process to take place (Khaksar et al., 2023). There are five aspects of Arabic language teacher training needs in the input component, namely (1) the target training population; (2) *entry* behavior of trainees; (3) training instructor criteria; (4) training administration and supervision; and (5) training technical resources. The training target, which is considered urgent, is all language subject teachers who have not received similar training programs, with a quality achievement target of at least 90% of the training material being understood by the trainees. Furthermore, the initial behavior of the trainees is a condition owned by the trainees, including learning methods or habits, learning achievements, talents, motivation, and personal

experiences. These include the learning habits required by the trainees, most of whom want innovative, fun, varied, communicative, and appropriate ways of learning, aligned with the curriculum and training syllabus (Shawer, 2017). This is supported by the desire for trainees' learning outcomes to be more focused on measurable learning outcomes. Assessment of learning achievement refers to measures that can be accounted for in both qualitative and quantitative forms.

Trainees' entry behavior can be assessed using assessment instruments whose results can be used as input for planning training programs (Alenezi, 2020). The list of training needs for post-certification Arabic language teachers in the aspect of entry behavior of trainees includes (1) learning methods that are innovative, fun, varied, communicative, and by the wishes of the training curriculum; (2) learning achievements are oriented towards the achievement of measurable learning achievements; (3) talents, interests, and motivation of trainees affect efforts to facilitate the training process; and (4) need information about the personal experience of trainees. Furthermore, instructors or trainers play a crucial role in the smoothness and success of the subject teacher training program. Therefore, it is necessary to have instructors who meet the requirements of academic eligibility, professional eligibility, personality, and social criteria.

Furthermore, teacher training needs in the process component include six aspects, namely: curriculum development, interpersonal relationship assessment, teaching media, training management, guidance to trainees, and monitoring and assessment procedures. The curriculum is a very important planning tool in supporting the training program. It consists of explanations about the scope of the material, objectives, evaluation, and methods. The training assessment can focus on knowledge, skills, and attitude assessments of trainees. To achieve effective monitoring and assessment, most teachers mentioned that instruments should be developed to measure the actual conditions of the training program itself.

Output is something that is produced from a process activity. Training program output can be measured by training performance, and training performance can be assessed from two aspects: the quality of participants' abilities and the quality of training products. The quality of trainees' abilities can be measured by the achievement of the learning domains, namely cognitive, affective, and psychomotor. The cognitive domain consists of the ability of trainees to understand training materials, apply them, analyze problems, synthesize, and make judgments. The affective domain includes participants' behaviour and attitudes during and/or after the training, objectivity or honesty, and personality (morals and individual traits). Meanwhile, the psychomotor domain is characterized by trainees supplementing the materials obtained during this. This is also the case with the product aspect of training, in the form of learning tools and teaching techniques owned by the trainees. Therefore, most teachers want a measurable mentoring program after the training process, so the quality and the product can be adequately measured.

## 2. Arabic Language Teacher Training Model Design

The design of the Arabic teacher training model is based on the Total Quality Management (TQM) paradigm, which considers that the quality of a training activity lies in the satisfaction of both internal and external customers. Based on the results of the training needs assessment analysis above, the design of the training management model should be guided by system theory, with attention to input, process, and output factors. It should utilize TQM principles as the theoretical umbrella. Therefore, the design of the training model requires a quality manual, quality procedures, and work instructions. The quality assurance organization of teacher training management includes information on the training providers and implementers who collaborate to achieve total quality in every aspect of the training management system. To measure the level of achievement of the total quality in question, it is necessary to have a service quality audit team that has the task of carrying out service functions to the maximum, developing



an appropriate quality assurance system, carrying out accountable quality audits, and compiling reports on the results of training service quality audits.

The implementation of the quality audit of teacher training management includes the following activities: (1) Appointment of training quality audit team; (2) preparation of training quality audit team; (3) planning of training service quality audit; (4) implementation of training service quality audit; (5) submission of quality audit report and request for corrective action by training provider institution; (6) implementation of corrective action by training provider institution; (7) improvement of training policy and training quality standards; (8) improvement of training management quality; and (9) improvement of training quality assurance system. Each component has a close relationship in supporting the achievement of total system-based quality in the implementation of Arabic language teacher training programs. These flows are shown in Figure 4.



Figure 4. Flow of Arabic Language Teacher Training Needs Identification

Figure 4 shows that before training is carried out, it is necessary to identify the problems arising from the observed symptoms, leading to a statement of training needs. This can be done through interviews, observations, and the distribution of questionnaires to potential trainees, so that problems can be identified as material in determining the existence of training needs. Then, the flow for determining trainees involves identifying training needs. This flow can be shown in Figure 5.

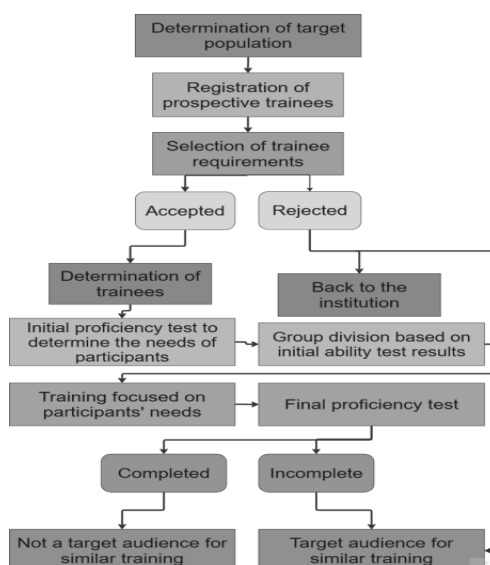


Figure 5. Flow of Arabic Language Teacher Training Participant Determination

The trainee selection procedure described above is based on the principle of total quality in all aspects of training, including the selection of trainees. The above procedure begins with the training institution's determination of the target population of trainees identified during the needs-identification activities. The training provider then opens registration for prospective trainees in accordance with the training program's criteria. Prospective participants who have been registered are selected through rigorous screening using instruments prepared by the activity-organizing institution. The results of this activity will determine whether to accept or reject. Accepted candidates are designated as trainees and will follow the next procedure: the pre-test to determine the participants' learning needs. In contrast, rejected candidates will be returned to their home institutions and/or may be designated as the target population for the next similar training.

Potential participants who have taken the initial proficiency test will be divided into small groups based on their proficiency test results and receive focused training tailored to their needs. At the end of the training activities, a final proficiency test will be conducted with two criteria: complete and incomplete. Participants who meet all criteria will be considered individuals not included in the target population in similar training. On the contrary, participants who are declared incomplete will be considered part of the target population in similar training. This is to avoid retraining the same individuals on the same materials.

### 3. Training Management Quality Assurance Implementation Procedure

The training management quality assurance implementation procedure is a series of stages that describe the quality assurance system in the management and implementation of training. Each stage of this procedure ensures that the training provided meets expected quality standards and is tailored to participants' needs. The implementation phase begins with the appointment of a quality assurance system implementer and verification of training needs. This is followed by approval of the training policy and quality standards, which serve as the basis for preparing training manuals, procedures, and technical instructions. This is followed by establishing the implementing organization and needs-focused training planning. The stages use the flow shown in Figure 6.

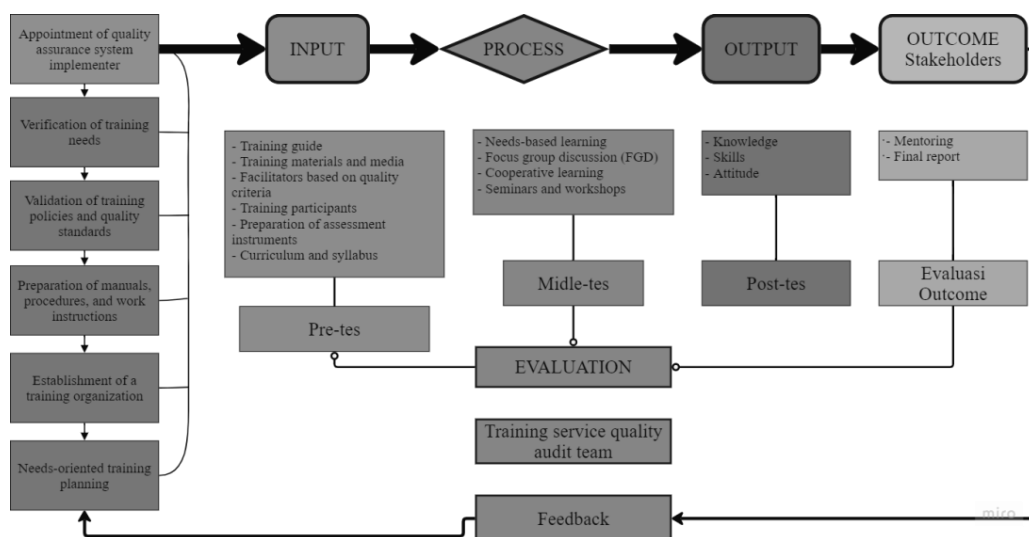


Figure 6. Procedure of Quality Assurance System for Arabic Language Teacher Training Management

Figure 6 shows the quality assurance system for training management for Arabic language teachers. This procedure begins with several preparatory stages, namely the appointment of a quality assurance system implementer, verification of training needs, approval

of training quality policies and standards, preparation of manuals, procedures, and instructions, the establishment of a training implementation organization, and needs-oriented training planning. In the input stage, several elements are prepared, including training manuals, training materials and media, selection of facilitators based on quality criteria, determination of trainees, preparation of assessment instruments, and relevant curriculum and syllabi. Before entering the process stage, a pre-test was conducted to assess participants' initial condition. The process stage includes needs-based learning, focus group discussions (FGDs), cooperative learning, and seminars and workshops. Evaluation is conducted midway through the process (midtests) to assess participants' competency development. At the output stage, the expected results include increased participants' knowledge, skills, and attitudes, which are measured using post-tests. The final stage is the outcome, during which mentoring and the preparation of the final report are conducted to assess the training's long-term impact. This outcome evaluation provides feedback to the training service quality audit team for continuous quality improvement (Silver et al., 2016).

Implementing quality assurance (QA) procedures in training management is crucial to ensuring educational outcomes and organizational effectiveness. This process involves several key components that collectively support the overall quality of training programs. One primary component is management orientation, wherein training for education managers should focus on managing pedagogical processes and developing quality management systems for educational activities (Juraeva, 2023). Additionally, effective training strategies include implementing team-based programs with continuous adjustments to meet program needs, supported by robust QA strategies (Dolcini et al., 2021). A comprehensive quality assurance system must also be established and applied consistently throughout the training lifecycle, from enrollment to program completion, to maintain quality at each stage (Zhang, 2018). Applying Total Quality Management (TQM) principles, such as top management commitment and fostering a culture of quality, can enhance training management effectiveness across various sectors, including aviation (Thakur et al., 2023). While QA is essential, excessive emphasis on standardization may hinder innovation and adaptability in training programs. Therefore, balancing quality assurance with flexibility is essential to produce training programs that are both adaptive and effective.

#### 4. Training Management Quality Audit Implementation Procedure

The training management quality audit implementation procedure plays a crucial role in ensuring that the expected total quality is achieved at every stage of the training. The training management service quality audit team is tasked with ensuring that the entire training process runs by established quality standards, from planning to final evaluation. The quality audit work procedure includes several main stages, starting with the appointment of a competent audit team and verification of relevant training needs, and culminating in a comprehensive audit of various aspects of training management, including participant criteria, curriculum, learning methods, and expected results. The quality audit work procedure is shown in Figure 7.

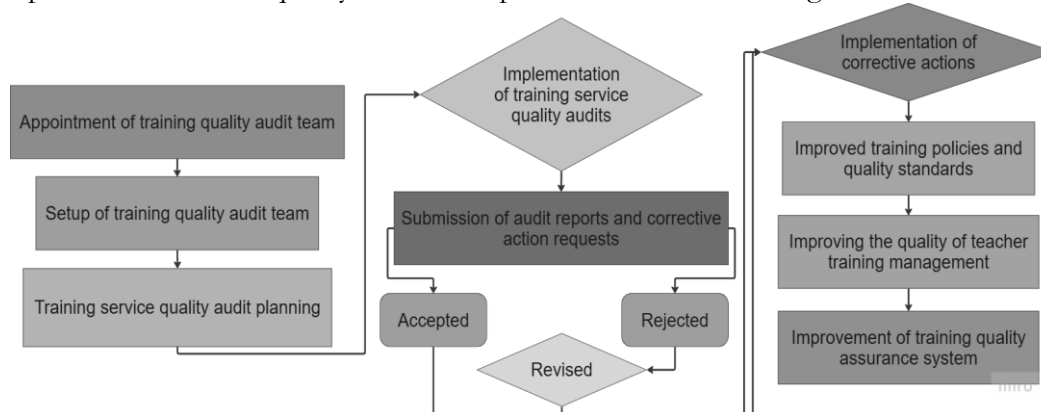


Figure 7. Implementation Procedure of Quality Audit of Arabic Language Teacher Training Services

Figure 7 shows the flow of the training service quality audit process in a flowchart. The first step is the appointment of the training quality audit team, followed by its preparation. Once the team is ready, the training service quality audit planning process is conducted to ensure the audit runs according to predetermined standards. Next, the training service quality audit itself is conducted. The audit result is an audit report that requests corrective action if deficiencies or nonconformities are found. The report is then submitted for review. If the report is accepted, the process continues to the next stage; if rejected, revisions to the audit report and corrective actions are required. Once the corrective actions are implemented, the next step is to refine the training policies and standards. This is followed by improving the quality of teacher training management and enhancing the quality assurance system. This process aims to ensure that training services are continuously improved and meet the desired quality standards.

Based on the findings of this study, it can be explained that the quality audits in the training management of post-certification Arabic language teachers are an urgent necessity, as formal certification alone does not guarantee sustainable improvement in teacher performance. Previous studies have largely emphasized competency enhancement through workshops or technical training (Shawer, 2017; Alenezi, 2020), but have not developed a structured quality audit mechanism. This highlights a research gap in the need for a quality-monitoring instrument that serves as a feedback loop between training and professional practice.

Training quality audits are conducted systematically to ensure alignment with organizational goals and to support post-certification teacher performance improvement, making the audit not merely administrative but also evaluative, assessing how well training processes support core teacher competencies. Reflecting the principles of continuous quality improvement, this approach emphasizes the interconnection of input, process, and output within the training design (Tharaba et al., 2025). A central component of these audits is the development of structured training modules, which function as practical tools for education managers to uphold quality management in schools, particularly in pedagogical practices and system design (Juraeva, 2023). Unlike previous studies that focused primarily on content delivery, this research embeds quality management as a foundational element of teacher training.

In practice, international standards such as ISO 9001:2015 can serve as the foundation for conducting quality audits, emphasizing management review and the use of detailed auditor checklists to identify the strengths and weaknesses of training programs (Tricker, 2016), thereby adding novelty to this study by integrating global quality frameworks into the local context of Arabic language teacher development in West Nusa Tenggara. Complementing ISO principles, the risk-based approach outlined in the International Standard on Quality Management (ISQM 1) further ensures that training remains responsive to evolving educational demands by identifying risks, setting quality objectives, and adapting to challenges such as curriculum changes, digital learning expansion, and diverse learner needs (Moskal et al., 2023). Together, these frameworks demonstrate that quality audits function not as administrative formalities but as strategic mechanisms for sustaining the long-term relevance and effectiveness of teacher training programs (Posangi et al., 2025).

This study also reveals limitations in overly rigid quality audit frameworks, as highly formal structures may constrain creativity and flexibility in training design, a concern echoed in the literature, which warns that excessive standardization can suppress innovation (Silver et al., 2016). Accordingly, the study stresses the importance of balancing adherence to quality standards with sufficient space for instructional creativity. Overall, the implementation of quality audits in post-certification Arabic teacher training contributes in two key ways: it offers an evaluation model that aligns with international standards while remaining sensitive to local needs, and it fills a research gap by introducing an integrated quality monitoring mechanism

linked to competency development. Together, these contributions show that a well-designed quality audit model can ensure training effectiveness while fostering a sustainable culture of quality in teacher professional development.

### **Sustainability Layer: Continuous Quality Improvement (CQI)**

The sustainability layer emphasizes the need to embed Continuous Quality Improvement (CQI) principles into the long-term management of post-certification Arabic-language teacher performance. Unlike the previous layers that focused on standards, assessment, and training, CQI provides a systematic mechanism for ensuring that improvements are not temporary but consistently reinforced over time. Rooted in the philosophy of kaizen (continuous incremental improvement), CQI enables schools, training providers, and policymakers to adopt a cyclical process of reflection, evaluation, and innovation in teacher development practices. This means that teacher performance assessment, training, and quality audits are not final endpoints but ongoing processes that adapt to contextual challenges and evolving educational needs.

A core feature of Continuous Quality Improvement (CQI) is its use of ongoing feedback loops, where data from performance assessments and quality audits directly inform the planning and refinement of training programs, ensuring that professional development remains responsive to teacher needs, student outcomes, and institutional priorities. By operationalizing the Plan–Do–Check–Act (PDCA) cycle, CQI enables immediate interventions, such as addressing gaps in ICT integration or curriculum innovation, without waiting for long policy cycles. Effective CQI also requires the integration of internal mechanisms, including reflective practice, peer mentoring, and collaborative learning, with external mechanisms such as supervisory reviews, accreditation processes, and benchmarking against national and international standards. This combined approach strengthens accountability while fostering teacher autonomy and sustained professional growth.

Another key principle of CQI is adaptability, which is essential in dynamic educational environments marked by shifting curriculum policies, rapid technological developments, and increasing student diversity. One-time or rigid training frameworks cannot accommodate these evolving needs; instead, CQI enables teacher training management models to remain flexible by integrating innovations such as digital pedagogy, blended learning, and culturally responsive teaching practices. This adaptability helps ensure that Arabic language teacher development stays relevant to contemporary educational demands while preserving alignment with cultural and religious values. Equally important is the sustainability of teacher performance improvement, which depends on strong leadership commitment and institutionalization. When school leaders, training organizers, and policymakers provide adequate resources, incentives, and recognition systems, teacher motivation is strengthened, and ongoing improvement becomes part of the institutional culture. By embedding CQI into teacher management policies, quality enhancement is transformed from a temporary initiative into a permanent, participatory, and evolving feature of the educational ecosystem, ensuring that post-certification Arabic language teacher performance remains consistently high and continues to grow in line with global best practices.

The findings of this study confirm that the developed assessment instrument is both valid and reliable for measuring post-certification Arabic language teacher performance. Validation through expert judgment demonstrated strong content and construct validity across all four domains of teacher competence: pedagogical, personal, social, and professional. Reliability testing further showed high internal consistency, ensuring that the instrument could be applied consistently across different teacher groups and educational levels. These results indicate that the instrument provides a trustworthy tool for evaluating teacher performance in

a structured and objective manner, addressing the current gap in standardized assessment mechanisms.

The evaluation results revealed that most teachers were categorized as “Very Good” in their performance, particularly in pedagogical, personal, and social competencies. Teachers demonstrated strong classroom management skills, effective communication with students, and the ability to foster positive learning environments. Personality competence scored highest, indicating that teachers displayed strong integrity, discipline, and character, aligning well with the values expected in Islamic education. These results highlight that certified Arabic language teachers in West Nusa Tenggara have already established a solid foundation of professional practice, which contributes positively to both effective learning processes and student character development.

Despite these strengths, the study also identified certain gaps that required targeted interventions, particularly in the area of professional competence. While teachers demonstrated mastery of core teaching practices, areas such as curriculum innovation, reflective practice, ICT integration, and the development of creative learning resources were identified as weaker. To address these needs, a training management model was developed using the PDCA cycle, ensuring that training programs are systematically planned, implemented, evaluated, and refined. The model emphasizes relevance and applicability by tailoring training modules to actual performance gaps, thereby increasing the likelihood of meaningful competency improvements.

Finally, the proposed quality-based framework provides sustainable support for teacher professional development. By integrating continuous quality improvement principles into teacher training and evaluation, the framework ensures that competency development is not a one-time intervention but an ongoing process. Its alignment with national teacher competency standards ensures policy relevance, while incorporating Islamic educational values ensures cultural and spiritual congruence. In this way, the framework not only enhances professional quality but also strengthens the moral and character-based dimensions of teaching, making it particularly suitable for sustaining excellence in Arabic language education within Islamic schools in Indonesia.

The validation results of the performance assessment instrument demonstrate its strong reliability and appropriateness for measuring teacher competencies across pedagogical, personal, social, and professional domains. This aligns with prior studies highlighting the importance of valid, systematic tools for teacher professional development (Kaiser & König, 2019; Lyness et al., 2021). In the Indonesian context, the lack of standardized post-certification evaluation instruments has often led to inconsistent measurement of teacher quality (Kusumawardhani, 2017; De Ree et al., 2018). By addressing this gap, the present study contributes not only to improving quality assurance mechanisms in Arabic language education but also to advancing broader discourses on competency-based teacher evaluation (Misra et al., 2024).

The findings that most certified Arabic teachers fall into the “Very Good” category indicate that certification policies have had a positive impact on sustaining teacher competence. This is consistent with earlier work showing that certification improves teaching effectiveness and public trust in education (Kane et al., 2008; Tournaki et al., 2009). However, as several studies have noted, certification alone does not guarantee long-term quality unless supported by ongoing professional development (Pendi et al., 2024; Setiadi & Muhafidin, 2024). The identification of gaps in professional competence within this study reflects this challenge, echoing evidence from Hill and Chin (2018) that effective teaching requires not only knowledge but also the ability to adapt instruction to evolving educational needs.

The training management model developed in this study directly addresses these gaps by incorporating the PDCA cycle and the principles of Total Quality Management. This resonates with research emphasizing the role of structured training and quality assurance

strategies in sustaining high-fidelity teaching practices (Dolcini et al., 2021; Darling-Hammond et al., 2017). By making training content contextually relevant and focusing on curriculum innovation, ICT integration, and reflective practice, the model ensures applicability and teacher engagement, echoing Mali et al's (2023) findings on the necessity of tailored professional development for certified teachers in Indonesia. Furthermore, integrating e-learning and modern training methods (Alenezi, 2020) addresses the demands of contemporary classroom practices while ensuring accessibility and inclusiveness.

The incorporation of Continuous Quality Improvement (CQI) principles within the framework has significant implications for sustainability. CQI emphasizes adaptive, cyclical processes that ensure teacher development evolves with changing educational environments (Silver et al., 2016; Thakur et al., 2023). Previous research on quality assurance frameworks highlights the importance of continuous monitoring, feedback, and institutionalization of improvement mechanisms (Tricker, 2016; Zhang, 2018). By embedding CQI into Arabic teacher development, this study ensures that competency enhancement is not limited to one-time interventions but is positioned as an ongoing professional journey. Such an approach resonates with global practices of quality management in education (Juraeva, 2023; Moskal et al., 2023) while maintaining relevance to the values of Islamic education (Umar et al., 2024).

Finally, the study makes a distinct contribution to Islamic education by reinforcing the integration of professional quality with ethical and spiritual values. Previous works have emphasized that teacher roles in Islamic schools extend beyond academic delivery to include character-building and fostering trust within communities (Saepudin, 2023; Succarie, 2024). By aligning the framework with both national standards and Islamic educational values, this research contributes a holistic model for teacher development, one that sustains pedagogical excellence while strengthening the moral mission of Islamic schooling. This dual emphasis ensures that Arabic language teachers not only excel in delivering content but also embody the values of integrity, discipline, and *akhlak*, which are central to the broader mission of Islamic education (Siregar et al., 2025).

## CONCLUSION

The findings of this study carry important implications for the advancement of Islamic education, particularly in the professionalization of Arabic language teachers. By providing a validated and reliable instrument for assessing post-certification performance, the research offers Islamic educational institutions a systematic tool to measure teacher competencies and continuously improve them objectively. The development of a quality-based training management model further contributes by addressing specific competency gaps, particularly in professional and innovative practices, thereby enhancing the effectiveness of teacher development programs in madrasahs and Islamic schools. Through the integration of Continuous Quality Improvement (CQI) principles and alignment with both national competency standards and Islamic educational values, the framework strengthens not only pedagogical and professional quality but also the moral and character-based dimensions of teaching. This contributes to the broader mission of Islamic education: nurturing students who are not only knowledgeable but also possess strong ethical and spiritual foundations. In this way, the research provides both a practical model for sustaining teacher excellence and a theoretical contribution to the discourse on quality assurance and professional development within Islamic education.

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