



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
ANTASARI BANJARMASIN

Jalan A. Yani Km. 4.5 Banjarmasin 70235
Telepon (0511) 3257627 Faksimili (0511) 3254344
e-mail: info@uin-antasari.ac.id website: www.uin.antasari.ac.id

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NIP : 196512141992032002
Pangkat/Gol : Pembina / IV a
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Hasil Uji Plagiasi : 13%
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UNIVERSITAS ISLAM NEGERI ANTASARI BANJARMASIN

Jalan A. Yani Km. 4.5 Banjarmasin 70235
Telepon (0511) 3257627 Faksimili (0511) 3254344
e-mail: info@uin-antasari.ac.id website: www.uin.antasari.ac.id

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NIP/NIDN : 198506242019032009
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jurnal

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Submission date: 03-Oct-2022 03:32PM (UTC+0700)

Submission ID: 1915257231

File name: Ijaz_Arabi,_F._Noor_-_Fatwiah_Noor.pdf (466.89K)

Word count: 8401

Character count: 46155

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The Implementation Of Inquiry Strategy In Arabic Online Class

Fatwiah Noor

UIN Antasari Banjarmasin, Indonesia

fatwiahnoor@uin-antasari.ac.id

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Abstract

The teaching and learning process during the pandemic has challenges for teachers and students. Both must go through the obstacles in online learning that must be implemented to achieve the learning goals and objectives. One way to achieve learning goals and objectives is by choosing an appropriate strategy. This study aims to examine the implementation of the inquiry method in an online class of excellent students development program implemented by UPB UIN Antasari Banjarmasin, Indonesia and student satisfaction with the learning process. As many as 95.31% of students stated that they were satisfied with the learning process, and 96.17% were delighted with the tutor's performance. This study's results show that the inquiry strategy applies by providing an issue or topic. This is then analyzed by students and discussed with the teacher together. This strategy is the right step to improving students' abilities in learning foreign languages by making the learning process more meaningful. This is done by providing experiences to use in their daily lives.

Keyword: Inquiry Strategy; Online Class; Excellent Students

Abstrak

Pembelajaran pada masa pandemi memiliki tantangan tersendiri baik untuk pengajar ataupun peserta didik, keduanya harus mampu melalui kendala-kendala yang ada dalam pembelajaran online yang harus terlaksana untuk mencapai target dan tujuan pembelajaran yang diharapkan. Salah satu cara untuk mencapai target dan tujuan pembelajaran adalah dengan memilih strategi. Penelitian ini bertujuan untuk melihat sejauh mana penerapan metode inquiry di kelas program unggulan bahasa asing yang dilaksanakan UPB UIN Antasari Banjarmasin, serta kepuasan mahasiswa dengan proses pembelajaran yang telah dilaksanakan. 95,31% mahasiswa menyatakan puas terhadap proses pembelajaran yang sesuai dengan harapan mereka, dan 96,17% mahasiswa puas dengan kinerja tutor. Hasil penelitian ini menunjukkan penerapan strategi inquiry oleh para tutor dengan cara dengan memberikan isu untuk dicarikan solusinya, kemudian dikupas dan dianalisis oleh mahasiswa untuk kemudian dibahas bersama-sama. Strategi ini merupakan langkah yang tepat untuk meningkatkan kemampuan mahasiswa dalam pembelajaran bahasa asing dengan menjadikan proses pembelajaran menjadi bermakna dengan memberikan pengalaman yang mampu mereka terapkan dalam kehidupan mereka sehari-hari.

Keyword: Strategi *Inquiry*; Kelas *Online*; Mahasiswa Unggulan

INTRODUCTION

Mastery of foreign languages is one of the competencies that must be possessed by students at universities, both public and private universities. This is stated in the rules for using foreign languages in education to support students' foreign language skills. The regulation is stated in Article 37 verse 3 of Law Number 12 of 2012 concerning Higher

Education “Foreign languages can be used as the language of instruction in universities”. Article 33, verse 3 of Law Number 20 of 2003 concerning the National Education System states, “Foreign languages can be used as the language of instruction in educational units to support students' foreign language skills”. Article 24, verse 2 of Law Number 24 of 2009 concerning the Flag, Language, State symbol, and National Anthem states, “The language of instruction as referred to in verse (1) may use a foreign language to support students' foreign language abilities”.

Based on the explanation above, UIN Antasari, one of the State Islamic Universities (PTKIN), makes regulations in SPMI. The rule requires students to have foreign language skills so that they can apply the knowledge they have acquired and be able to compete in the international arena. The efforts made by the university to improve students' mastery of foreign languages are by requiring students to take Arabic and English classes at the beginning of the academic year. Arabic and English classes are taken for two semesters: Arabic A and B and English A and B. This foreign language class program is then continued with an excellent student development program intended for students who have good abilities and a great interest in mastering a language by conducting the selection first. All of these programs aim to improve foreign language skills.

This excellent student development program is a foreign language learning program that focuses on foreign language proficiency test materials (TOEFL/TOAFL), speaking skills, and writing skills. The target of competence is mastery of both spoken and written languages and the ability of foreign language skills. This is in line with what Fatwiah N. (2018) said: language skills can be seen from the active use of language, both spoken and written, and the results of language tests. This is also noted by Gan K. H. (2018), which states that verbal skills can develop various aspects of language and produce correct and meaningful speech. Hariyadi and Muhammad L. (2018) said that writing skills are a manifestation of language skills and are the highest language skills. Therefore, people who can write can undoubtedly have other language skills. Linda S. and Zuliana L. (2019) explained that speaking ability is related to developing other language skills. The better the speaking skill, the more confident a person will be. So, it can be concluded that language skills can be seen in spoken and written students' active communication.

Previous studies have been conducted that discussed the problems that occurred in language classes at UPB UIN Antasari Banjarmasin. It showed that students can communicate orally or in writing but do not dare to show their abilities unless they are induced. Feelings of fear and grammatical errors are one of the reasons they do not want to show their abilities. This follows what Linda S. and Zuliana L. (2019) said that feelings of fear of being wrong and inferior makes a person prefer to be silent and not show their abilities. Another reason is the way the teacher carries out the learning process passively. Students are asked to be able to understand without being active in learning. It makes students passive without practicing. This is not by language learning which emphasizes aspects of functional skills.

The primary thing that affects the achievement of learning goals is the process of delivering learning materials and experiences. It is expected to be able to be applied in everyday life. The strategy used is conventional learning, where this learning emphasizes the learning objectives and ignores the stages of the learning process (Agus Budiman and

Muhammad. M 2017). This also applies to the online class of the excellent student development program at UPB UIN Antasari Banjarmasin.

The learning process during the COVID-19 pandemic requires UPB to be more creative in determining learning concepts that can improve students' abilities. Distance learning (PJJ), or online learning, provides its challenges for tutors or teachers (Sari et al., 2020). Online learning is carried out with various platforms that can support face-to-face learning, such as ZOOM, Google meets, or various other applications used for assignments, such as Whatsapp, Google Classroom, and others (Nurfalah, 2019). Virtual classes, as mentioned above, require a stable internet network where each region has a different infrastructure. (Amirrachman, 2020). This is in line with what was conveyed by Jajang B. K et al (2021) that the internet network is the main obstacle. In addition, the burden of the internet quota makes it difficult for teachers to maximize the learning process. This is supported by previous studies that reveal shortcomings and obstacles in online learning (Muradi et al. 2021, Reni W., Mustika L., Dorris Y 2020, Doby PP et al. 2020, Dimas FI and Hendrik 2021., Ayu W, et al., 2021). Among these obstacles are the lack of creativity of teachers, unsupported internet networks, and inadequate supervision from teachers.

To minimize the existing obstacles, UPB as the organizer of the online class excellent students development program, provides the concept of active learning, sharing experiences and materials tailored to the learning objectives. Online learning uses various media such as Zoom or Google meet as face-to-face media and Google Classroom and WhatsApp groups as media for assignments and exercises. The learning process is also carried out with the technical and material presented.

Based on the explanation above, there is one solution offered by UPB in implementing the online class of excellent student's development program for in Language Development Unit UIN Antasari Banjarmasin, inquiry strategy how this strategy is implemented in learning. What the tutors have done. And how the students responded to this learning process is the focus of the author in this study.

RESEARCH METHODS

This research conveys field research with a descriptive qualitative approach. The data in this study are verbal data consisting of opinions and observations about the focus of this research (J. Moleong 2010). These oral data were analyzed and then connected to the problems in this study. The subjects of this study were students of the Arabic and English, the online class of excellent students development program in the 2020-2021 academic year, which were held in even semesters.

The author uses survey techniques (Suharsimi Arikunto, 2013), interviews (Sugiyono, 2016), and oral tests (J. Moleong, 2010) to extract data. The number of respondents consisted of 40 people with details of 20 for the Arabic program and 20 students for the English program. A total of 20 Arabic language programs came from 9 students from the Arabic Language Education Study Program (PBA), four students from the Al-Qur'an and Tafseer Study Program, one student from the Comparative *Madhhab* Study Program, one student from the Islamic Counseling Guidance Study Program (BPI), one student from Islamic Family Law (HKI) study program, one student from Islamic Religious Education Study Program (PAI), one student from Islamic Aqidah and Philosophy (IAT) and one student from English

Language Study Study Program (TBI), and one student from Tadris Study Program Physics. A total of 20 English language programs consisting of 7 students from the English Tadris Study Program, two students from the Al Quran Tafsir Study Program, two students from the Physics Study Program, two students from the PAI Study Program, two students from the HTN (State Law) Study Program, one student from the ES (Sharia Economics) Study Program, one student from the Sharia Banking Study Program, one student from the PGMI Study Program (Madrasah Ibtidaiyah Teacher Education), one student from the BPI (Islamic Extension Agency) student, and one student from Islamic Psychology. Survey items using Yes and No criteria. The data that has been obtained will be analyzed descriptively analytically using deductive analysis. The information is then linked to theories related to the focus of research which is finally concluded as answers to the problems of this study (Kohlbacher, F. 2006).

RESULTS AND DISCUSSION

The Implementasi Of Inquiry Strategy

Documentation data from UPB regarding the online class of the excellent student development program are objectives, profiles, strategies, and materials. The goals of this program are to 1) provide mastery of the four aspects of language skills which include listening skills (al-istima'), reading skills (al-qira'ah), speaking skills (al-kalam), and writing skills (al-kitabah) comprehensively, 2) provide mastery of speaking skills (al-kalam), and writing skills (al-kitabah) actively and specifically, 3) make students be able to speak and write in Arabic actively, 3) make students achieve the maximum TOAFL/TOEFL score, 4) encourage and equipping students to actively participate in academic and youth programs, and to continue their studies abroad.

Profile of graduates of excellent students development program in Arabic and English at UIN Antasari Banjarmasin in 2021 as follow: 1) mastering a foreign language which includes listening skills (al-istima'), reading skills (al-qira'ah), speaking skills (al-kalam), and writing skills (al-kitabah) comprehensively., 2) able to speak Arabic actively and specifically, 3) achieving the maximum TOAFL/ TOEFL score.

The strategy used in PMU (Excellent Student Development Program) lectures is inquiry discovery learning. With this strategy, students can search and find some language expressions or terms. The method used is an interactive method that stimulates student activity. This method aims to prioritize two-way interaction between students and teachers and between students and other students. The practice of speaking/*al-kalam* and writing/*al-kitabah* is prioritized, not only just giving theory. At the first meeting of the speaking/*al-kalam* class, each student is asked to make an introductory video that lasts between 2-5 minutes. The video was made independently by students and then sent via the link created by UPB. They were given the freedom to demonstrate their speaking skills. At the last meeting of the speaking/*al-kalam* class, students were again asked to make an introduction video of approximately 5 minutes. The video was sent via the final project link created by UPB. Based on the video, UPB can find out how far the students' speaking/*al-kalam* skills have increased.

Meanwhile, for writing/*al-kitabah*, the assignments are given step by step. The teacher provides specific tasks to students for speaking/*al-kalam* and writing/*al-kitabah* according to the material being taught. It is given to encourage students to master certain materials. Assignments are also given to achieve the goals of the Excellent Student

Development Program. Feedback is consistently given by the teacher, especially for writing/*al-kitabah*. Students are given a final project to write a short essay with a specific theme to be published on the UIN Antasari Banjarmasin website or the UPB UIN Antasari website. Each student writes according to a particular topic. Essays are written between 500-800 words.

Based on the goals and profiles of graduates that UPB has set as the learning foundation for an excellent Arabic students development program. The material presented consists of 3 fields: Kalam, *Kitabah*, and TOAFL preparation. It must be mastered by students participating in this program. The meeting is 40 meetings with details 14 times for *Maharah Kalam*, 14 times for *Maharah Kitabah*, and 12 times for TOAFL preparation with different tutors in each field.

Maharah Kalam material using the Direct Method. Tutors use Arabic as the language of instruction. The material is in the form of describing oneself or self-introduction, using *dhomir* and present and past verbs, retelling about activities at home and at school, comparing times in stories, giving arguments or reasons for a choice, giving reasons for liking or disliking something, giving considerations about strengths and weaknesses.

Learning has to have clear procedures in order to achieve goals. One of them is the selection of the right strategy in learning. The strategy must be well planned and prepared. Strategic planning is certainly influenced by several main factors, namely, the objectives to be achieved, the characteristics of the material, methods, media that must be matched with the material and finally an evaluation that must describe the competencies that have been obtained by students. The strategy also describes the teacher's readiness in preparing a learning process to make it more meaningful. Meaningful lessons are certainly better than just learning formalities and routines. This is in line with what was conveyed by Risa Umamah et al (2019) who said that strategy is an important component in improving the quality of education.

A good strategy must consider the learning conditions that will be implemented. The last two years of the pandemic that we have passed have required learning to be done online. This change requires a teacher to be more creative and innovative in carrying out the learning process (Sadikin A dan Hamidah A, 2021, Yunita R. dan U. Hanifah, 2020). According to Muradi et al. (2021), sudden changes in the world of education have a substantial effect. This is due to several factors, including the network, no students and teachers meeting, and the inability of teachers to use IT tools. This is in line with what was conveyed by Doby P.P et al. (2020), Dimas F.I, and Hendrik (2021) regarding the difficulty of the internet network and the lack of supervision by teachers. It is the main obstacle in achieving learning goals—likewise, Jajang B.

K et al. conveyed the results of their research that the internet network is the main obstacle in online learning. In addition, the constraints of wasteful quotas make it difficult for teachers to maximize supervision in the teaching process. Reni W., Mustika L., and Dorris Y (2020) said that online learning makes teaching time-unlimited, lacks communication and socialization between teachers and students, and cannot use e-learning. Distance learning or online learning cannot be separated from the discussion about technology that functions as a learning tool and media. Muhammad F. A. H. and Abdul A. (2021) explained that technology is essential in online learning. Smartphones and laptops are the primary learning tools and can be used by the general public. These

two tools make online learning possible. The ability to use online learning platforms/media can help teachers in terms of classroom management. Several studies have shown that the most frequently used platforms are WhatsApp, Google Meet, Zoom, Google Classroom, and e-learning (Wulansari. A. 2021, Anita W. 2021, Roida P. and Yuni F 2020, Marhamah 2021, Wandu K. 2021, Junita M. 2020, Adris S. 2020, Eka W. 2021, Rina H. 2020, Berry, Gregory R.; Hughes, Heidi 2020). The various platforms available have both positive and negative sides. The teacher's ability to choose the platform makes the learning objectives achieved. The right learning strategies and preparations will reduce boring and tiring online learning. This is as stated by Chaerul Rahman (2020) that well-managed and mature understanding will convey us to the goals we want to achieve.

The pandemic must be handled wisely. Therefore, policymakers from 2020 to the end of 2021 apply online learning for the continuity of the education process. The policies have significantly taken affected the implementation of learning. As stated by Muhammad Suhardi et al. (2021), this is that government policies in determining online learning models simultaneously have a negative and positive impact. There are many obstacles to online learning. This is due to the unpreparedness of the online learning curriculum and various other online learning elements. On the positive side, teachers are required to be more creative and innovative in learning. The same thing was also stated by Lilis E. (2019) that online learning faces various obstacles in the field so solutions need to be found. Among the answers is the use of appropriate learning strategies. According to Muktiono W. (2020), online learning is a strategy implemented to deal with the covid 19 pandemic. Furthermore, Heru K and Supriyono (2021) said that language learning during a pandemic must be developed in language proficiency-oriented learning.

Regarding the class of excellent students development program at UPB, which is carried out online, UPB emphasizes more on three aspects. The three aspects are mastery of Arabic and English tests and speaking and writing skills. Learning that is carried out online must be prepared. UPB has designed an online class of excellent student development program using the inquiry strategy. The inquiry strategy with the direct method is adapted to the learning skills and focus. Sanjaya stated in Zulfikri's writing (2018), which is in line with what Amir P. (2020) said, that the inquiry strategy is a learning activity structured to emphasize the critical and analytical thinking process of students to find solutions and answers to a problem. Magfirah F. (2021) added that the inquiry strategy is one of the reform efforts in the education field. According to Sudjana in Setyani B.R. (2016) states that the inquiry strategy can be implemented with several things that must be met including, 1) Teachers must be able to choose issues/ problem to find the right solution to the level of students' abilities, 2) Teachers must be good at motivating students, 3) Availability of facilities and resources learning, 4) Providing freedom to share opinion and work for students, 5) the participation of students, 6) no excessive intervention from the teacher to students. Magfirah F (2015) adds that there are three (3) characteristics in the inquiry strategy, namely the problem aspect as a trigger for discussion, the formulation of a hypothesis as the focus of inquiry and the use of facts as hypothesis testing. Then according to Elniyati (2017) inquiry learning strategies have main characteristics that emphasize student activities. Therefore, it can be concluded that the inquiry strategy is a series of activities oriented to students to acquire knowledge and skills based on their experience in learning.

The description above explains how important a strategy is in learning, especially online learning with a learner-centered approach. Pandemic requires students to be able to learn independently. Tutors apply the inquiry strategy as directed by UPB. This can be seen from how the tutor chooses material according to the issues or problems students face. This also can be seen from the survey results where the teaching materials delivered are what students expect. Three primary materials are provided in the flagship foreign language program, with each tutor holding the material. First, foreign language test material by Muhklis Ansari, M.Pd for Arabic, and Arif Rahman, M.TESOL for English. The second material on speaking skills by Dr. Fatwiah Noor, Lc., M.Pd for Arabic and Nurul Hidayah, S.Pd for English, and the third material on writing skills by Mardiah, S.Th.I., M.Pd for Arabic and Fitra Ramadhan, M .Pd for English.

The foreign language test preparation material consists of three topics, namely *istima*/listening, *tarakib*/structure, and *qiraah*/reading. In this program, the tutor uses an inquiry strategy where the tutor gives questions to be solved by students in their groups. They discussed it together with the analysis of each group. Tutors of foreign language test preparation materials use the steps and characteristics of the inquiry strategy as stated by Zulkifli (2018)., Elniyeti (2017) that the inquiry method has several steps, namely providing issues or problems from tutors. Problem analysis from students, student participation, and finding solutions with tutor participation. Elniyeti added in his writing, according to Sund and Trowbridge, that the inquiry method has three (3) models: guided inquiry, free inquiry, and modified free search. In terms of foreign language learning, the online class excellent student development program used is taught examination. The tutor provides broad guidance and direction and then narrows it down by reducing guidance.

For speaking skills, both Arabic and English tutors also use an inquiry strategy with a direct method. They use Arabic or English to communicate in the learning process. The direct method is a learning method that uses the target language as the language of instruction (Chusnu S.D.K 2018). This program has several times presented native speakers so that students can communicate directly and understand what the native speakers are saying. Arabic native speakers come from Saudi Arabia and Sudan, and English foreign speakers are imported from America and Europe. The opportunity to communicate directly with native speakers tremendously impacts students. Besides motivating students to be fluent in foreign languages, it also trains them to be skilled in other language skills such as *istima*, *qiraah* and *kitabah*. Native speakers become direct models of learning resources because they have perfect pronunciation, language regularity, and vocabulary (Diah A. et al., 2015, Dewi K. and Yadi. P. 2017, Dedah J. and Ririn H.L. 2021). Then one of the techniques used by tutors in learning speaking skills is to provide as many opportunities as possible for students to explore their abilities in group discussions, conveying opinions on issues that tutors roll out as discussion material.

For writing skills, the tutor uses an inquiry strategy with a demonstration method and an inquiry method to complete the tasks given. The students' writing results are analyzed and discussed with the tutor, so it will be apparent where the errors are often made and what solutions are given to students in solving and correcting these mistakes. This method is very effective in training students to get used to writing and reviewing their writing and also to know the mistakes in writing. Therefore, they can minimize these errors. According to Heru K. and Supriyono (2021), writing skills are active, so ongoing exercises are needed. This is by what is done by the tutor. In line with what was conveyed

by Hariyadi and Muhammad L. (2018), writing skills must be more than just theory; it takes a lot of practice because it is a skill that must be continuously developed.

Based on the explanation above, we can conclude that the three tutors who teach for the online class of excellent students development program use an inquiry strategy with various appropriate methods. The inquiry strategy is considered to be able to provide meaningful learning. That means the approach offers benefits, and students will receive it. So, learning becomes a process that provides a good experience for students. This is by what was conveyed by Magfirah F. (2015) that the inquiry strategy is one of the efforts to make the learning process more meaningful.

Furthermore, Yafati A. M et al. (2017) said that the inquiry strategy uses a student-centered approach to make learning challenging and get used to collaborating and thinking critically. Meaningful learning will have a good impact on students where students will not be bored in education. This was also stated by Nurul S.B.M.Z and Hairullah M.J (2020), Ilham B. (2020), and Hidayahul M. (2020) that meaningful learning could be seen with functional, constructive, stable, authentic, and collaborative characteristics. The characteristics mentioned are contained in a well-managed and implemented inquiry strategy.

The special foreign language programs implemented can be categorized as meaningful learning. This is due to the use of inquiry strategy. The materials, methods, and media used are adapted to the learning objectives' various skills so that students are active and motivated to explore and apply what they have learned. This is illustrated by the survey results, where 95% of them are satisfied with what has been carried out regarding the suitability of the material, method, and evaluation. They also feel that their abilities will increase with this learning. Then also, tutors' performance such as guiding, nurturing, and providing opportunities to open up more. Tutors are also able to offer new experiences for them, so that they are expected to be able to apply the results of the learning in their daily lives

Student Responses To The Application Of The Inquiry Strategy

The data for this research was taken from the results of a survey of of the Excellent Student Development Program in 2021 in the even semester of the 2021/2022 academic year. UPB did an evaluation at the end of the learning program including of the Excellent Student Development Program. According to Muradi as the head of UPB at the time, evaluations were always carried out to see where things needed to be added, reduced and improved. The survey was conducted on 40 students participating in the online class of excellent Arabic students development program. After of the Excellent Student Development Program of the Arabic and English language even semester TA. 2021/2022 completed, UPB conducted a survey on participant satisfaction and tutor performance, as follows:

Table 1: Student Satisfaction

No	Aspect	Response	
		Yes	No
1	Competitive Participant Selection	95	5
2	The selection process is enough with toafl/toefl	50	50
3	Additional test material is required	35	65
4	Toafl/toefl material as expected	98	2

5	Kalam/Speaking material as expected	95	5
6	Kitabah / writing material as expected	97	3
7	The toafl/toefl preparation method is as expected	92	8
8	Kalam/Speaking method as expected	92	8
9	The <i>kitabah</i> /writing method as expected	95	5
10	Toafl/toefl preparation media as expected	95	5
11	Kalam/Speaking media as expected	97	3
12	<i>Kitabah</i> /writing media as expected	97	3
13	Assignment of toafl/toefl material as expected	95	5
14	Assignment of Kalam/Speaking material as expected	97	3
15	Assignment of Kitabah/writing material as expected	89	11
16	The presence of guest lecturers is a motivation	92	8
17	Toafl/toefl has increased	97	3
18	Kalam/Speaking ability has increased	97	3
19	Kitabah/writing ability has increased	100	-

Based on the data obtained from the survey on student satisfaction, there were 19 points that were asked in the survey about program satisfaction. 95% of students felt that the Excellent Student Development Program participants was competitive, 50% of students felt that the selection was sufficient with the TOEFL/TOAFL test, 50% thought that additional test are needed, and 35% of students agreed that there was additional test material. Among the materials that according to students need to be added include: , opportunity to speak with native speakers. Addition of vocabulary every week. Arabic Tarkib/uslub material. Istima material', Qiraatul Kutub.

Maharatul Qiroah

Pronunciation

Job interview

The survey results show that 98% of the TOEFL/TOAFL materials, 95% of the *Kalam*/speaking materials and 97% of the *Kitabah* /writing materials were as expected. The survey results also show that 92% of the methods used by TOAFL/TOEFL tutors are appropriate. 92% of the methods used by *Kalam*/speaking tutors, 95% of the methods used by *Kitabah*/writing tutors, 95% of media used by TOEFL/TOAFL tutors, 97% of the media used by *Kalam*/speaking tutors, 97% of the media used by *Kitabah*/writing tutors were good and appropriate.

Furthermore, 95% of the assignments given by the TOEFL/TOAFL tutors were appropriate, 97% of the assignments from the *kalam*/speaking tutors were appropriate and 89% of the assignments from the writing/*kitabah* tutors were also appropriate. Related to the presence of guest lecturers who are native speakers for *kalam* material, 92% of students are motivated to be more active in learning the language. Furthermore, related to the increase in competence after the implementation of this program by 97% for TOEFL/ToAFL, 97% for *Kalam*/speaking and 100% for *Kitabah*/Writing.

Based on the data above, we can conclude that the implementation of the online class of excellent students development program is very good. It reaches an average of 95% for each item. This needs to be continuously improved and evaluated for numbers that indicate student dissatisfaction. This can be seen in the TOAFL/TOEFL items as selection test material. This item shows a percentage of 50% and still needs other material

for the selection test. 35% of the students said there was a need for other materials besides TOAFL/TOEFL. Furthermore, regarding the assignment of *kalam* material which shows a percentage of 11% that there is a mismatch of student expectations in the assignment. This is an important point that needs to be considered by UPB as an evaluation. So, this online class of excellent students development program is getting better and shows satisfactory results.

1. Tutor Performance

No	Aspect	Response	
		Yes	No
1	The creativity of the TOAFL/ TOEFL tutor	89	11
2	The creativity of the speaking/speaking tutor	97	3
3	The creativity of the <i>kitabah</i> /writing tutor	89	11
4	Discipline of timing by the tutor TOAFL/ TOEFL	95	5
5	Discipline of timing by the tutor of <i>kalam</i> /speaking	97	3
6	Discipline of timing by the tutor tutor <i>kitabah</i> /writing	100	-
7	Behaviors and attitudes that hurt verbally or in writing by TOAFL/ TOEFL tutors	5	95
8	Behaviors and attitudes that hurt verbally or in writing by <i>kalam</i> /speaking tutor	5	95
9	Behaviors and attitudes that hurt verbally or in writing by <i>kitabah</i> /writing tutor	3	97
10	TOAFL/ TOEFL tutors are able to communicate well	100	-
11	<i>Kalam</i> /speaking tutors are able to communicate well	100	-
12	<i>Kitabah</i> /writing tutor are able to communicate well	100	-

Based on the survey data on the performance of tutors in this program, there were 12 points that were asked in the survey. This is done by UPB in order to know the performance of tutors. 89% showed the creativity of the TOAFL/ TOEFL tutors, 97% showed the creativity of the speaking/speaking tutors, and as much as 89% showed the creativity of the *kitabah*/writing tutors in learning.

Next is the point about discipline. The discipline of the TOAFL/ TOEFL tutors in managing learning is 95%, for the *kalam*/speaking tutors is 97% and for the *kitabah*/writing tutors is 100%. The next point is the behavior and attitude of the tutor that hurts verbally or in writing. 95% of TOAFL/ TOEFL tutors never hurt students either verbally or in writing, 95% for *kalam*/speaking tutors, and 97% for *kitabah*/writing tutors.

The last point of the survey conducted by UPB on the participants online class of excellent students development program is about the communication between tutors and students. The data obtained shows 100% of the communication going well between teacher and students.

Based on the description above, it can be concluded that the tutors who have been selected to teach three subject areas, namely TOAFL/ TOEFL preparation, *Kalam*/speaking and *Kitabah*/writing have a good performance with an average of above 95% of each point. However, there is still a small scale of student dissatisfaction with the tutor's performance and this is being an evaluation by UPB.

The superior foreign language programs that have been implemented can be categorized as meaningful learning. This is due to the use of inquiry strategy. The

materials, methods and media used are adapted to the various skills that are the learning objectives so that students are active and motivated to explore and apply what they have learned. This is illustrated by the survey results where 95% of them are satisfied with what has been carried out in terms of the suitability of the material, method, and evaluation. They also feel that their abilities will increase with this learning. Then also the performance of tutors such as guiding, nurturing, and also providing opportunities to open up more. Tutors are also able to provide new experiences for them, so that they are expected to be able to apply the results of the learning in their daily lives.

CONCLUSION

TUPB is evaluated at the end of the learning program, including the Excellent Student Development Program. According to Muradi, as the head of UPB at the time. Evaluations were always carried out to see where things needed to be added, reduced, and improved. The survey was conducted on 40 students participating in the online class of the excellent Arabic student development program. After the Excellent Student Development Program of the Arabic and English language even semester TA. 2021/2022 completed, UPB surveyed participant satisfaction and tutor performance as follows.

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