

## FOREIGN LANGUAGE AND INFORMATION TECHNOLOGY COMPETENCY BUILDING PROGRAM FOR STUDENTS

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### Abstract

*One of the skills that students must have in the digital era and globalization is the ability to speak foreign languages and master information technology. MASTI Berlian as Madrasah Aliyah Information Technology has learning programs to form these competencies. This study aims to explain the learning programs in order to build students' foreign language and information technology competencies at MASTI Berlian. The type of research used is qualitative with a case study approach. Data sources were obtained through observation, interviews, and documentation. Using Miles & Huberman data analysis techniques and data validity testing in the form of source and technique triangulation and peer discussion. Based on the results of data source analysis, it is known that the foreign language competency formation program focuses on English and Arabic learning programs. The program is divided into co-curricular, intra-curricular and extra-curricular. Co-curricular activities are in the form of habituation, namely English Morning for class X, Mubadatsah Lughatil Arabiyah, and Shobahul Lughah for Class XI. Intra-curricular is filled with English and Arabic subjects. While extra-curricular activities consist of English Specialization Class and Arabic Specialization Class. The information technology competency formation program is also divided into 3 types of activities. Co-curricular for class X in the form of Microsoft Office Training and 2D Design Training.*

**Keywords:** Learning Program, Foreign Language, Information Technology, Madrasah Aliyah.

### مستخلص البحث

من المهارات التي يجب أن يتمتع بها الطلاب في العصر الرقمي والعولمة القدرة على التحدث باللغات الأجنبية وإتقان تكنولوجيا المعلومات. ولدى المدرسة العليا لتكنولوجيا المعلومات في المدرسة العليا لتكنولوجيا المعلومات برامج تعليمية لتكوين هذه الكفاءات. تهدف هذه الدراسة إلى شرح برامج التعلم من أجل بناء كفاءات الطلاب في اللغة الأجنبية وتكنولوجيا المعلومات في مدرسة العلوم والتكنولوجيا برليان. نوع البحث المستخدم هو البحث النوعي مع نهج دراسة الحالة. تم الحصول على مصادر البيانات من خلال الملاحظة والمقابلات والتوثيق. باستخدام تقنيات تحليل بيانات مائز وهوبرمان واختبار صحة البيانات في شكل تثليث المصادر والتقنيات ومناقشة الأقران. استنادًا إلى نتائج تحليل مصادر البيانات، من المعروف أن برنامج تكوين الكفاءات اللغوية الأجنبية يركز على برامج تعلم اللغة الإنجليزية والعربية. وينقسم البرنامج إلى أنشطة مشتركة بين المناهج الدراسية، وداخل المناهج الدراسية، وخارج المناهج الدراسية. وتتمثل الأنشطة المشتركة في المناهج الدراسية في شكل تعويد، وهي صباح اللغة الإنجليزية للصف العاشر، وموضوعات لغات عربية وشيخ اللغة العربية للصف الحادي عشر. تتلخص المناهج الدراسية الداخلية بمواد اللغة الإنجليزية والعربية. بينما تتكون



الأنشطة اللاصفية من فصل التخصص في اللغة الإنجليزية وفصل التخصص في اللغة العربية. كما ينقسم برنامج تكوين الكفاءة في تكنولوجيا المعلومات إلى 3 أنواع من الأنشطة. المناهج الدراسية المشتركة للصف العاشر في شكل تدريب على مايكروسوفت أوفيس وتدريب على التصميم ثنائي الأبعاد.  
**الكلمات المفتاحية:** برنامج التعليم واللغات الأجنبية وتكنولوجيا المعلومات والمدرسة العليا.

## INTRODUCTION

Education has a high position in the order of life. The importance of education makes parents take the initiative to choose education with good criteria or predicates according to them, both formal and informal. Therefore, schools innovate in order to meet these needs. Various educational institutions are competing to provide the best service for students. They provide programs that are able to accommodate interests and talents, and answer the challenges of an era that increasingly requires quality human resources who are technologically literate.

Nowadays, many schools offer competency building and development programs that are oriented towards meeting the needs of the times. Creating a generation that not only has local abilities, but is also equipped with various competencies to face globalization and the digital era. One of the skills that must be possessed is the ability to speak foreign languages and information technology.

Speaking of the above competencies, schools must innovate in managing learning so that the aspired goals are realized. The implemented curriculum must be able to accommodate all the needs needed to achieve the goals. The curriculum innovation is then implemented in the learning program so that it can be implemented and seen the results and evaluated. The program must also have a strategy so that its implementation is more measurable and directed.

Educational program advancement is a set of ideas, notions, thoughts, strategies or certain activities that are new and used as rules in the implementation of learning exercises to achieve instructive goals. These thoughts are then filled with learning programs that lead to the development of ideal student abilities.

A program is a plan or configuration that is expected to achieve a goal.<sup>1</sup> A learning program is a plan or arrangement of a consistent unit of action in a learning system, which has a reason, and includes an association (teachers and students) to achieve a predetermined goal.

Ability is the hidden trait of an individual that is related to the results obtained in a task. Skills are descriptions of what a person must feel or do in order to have the option to competently

<sup>1</sup> Sarbini dan Neneng Linda, *Perencanaan Pendidikan*, (Bandung: Pustaka Setia, 2011), 13.

manage their business.<sup>2</sup> Skill development relates to the most common ways of establishing capabilities and boundaries. Skill or capacity comes from the essential word “competent”, while capacity is capability, ability, strength. Capacity is the singular ability to perform different tasks within a task.<sup>3</sup> Skill development must be required in a program with the aim that the structuring of these abilities is maximized and on track. The target to be achieved is the ability of unknown dialects, for this situation English and Arabic, and the ability of student data innovation. The program is set up for these two things. Thus, the learning program is organized for the development of English and Arabic language skills, as well as student data innovation.

According to the Dictionary of Linguistics, an unknown dialect is a language dominated by etymologists, generally through proper training, and which is not socio-culturally viewed as its own language.<sup>4</sup> So what is meant by developing the ability of unknown dialects is the cycle taken to expand students so that they have the ability of a language that is not considered as their own language.

Data innovation is the method used to gather information, store, process, distribute, dissect, and disseminate data.<sup>5</sup> Therefore, the development of data innovation skills is a cycle taken to work with students to have the ability to dominate data innovation as Z-age students.

Based on the results of observations made by researchers, MA Diamond Information Technology has a program to build these competencies. As a madrasa with a full day school system that has excellent foreign language and information technology programs, curriculum innovation in the form of learning and habituation programs is a hallmark of the madrasa.

The learning program in question is summarized in co-curricular activities in the form of habituation carried out every day called English Morning. This habit is to support the intracurricular activities of English subjects. In addition, in the first semester, students receive Basic English Training to determine their level of ability. Another co-curricular activity is Arabic Language Training to support Arabic language subjects which are compulsory for MA students.

Ms. Office training is conducted every week in order to form students’ information technology skills. Coupled with the Graphic Design subject with multimedia material that discusses graphic design and video editing in class X. The content of this information technology is different at each level. Grade XI gets Mobile Programming with Android Studio and Unity material, while in grade XII learns Web Programming whose material is HTML, PHP, and MySQL. Other

<sup>2</sup> Rankin Miller and Neathey, *Competency Frameworks in UK Organizations*, (London: CIPD, 2001), 53.

<sup>3</sup> Robbins and Judge, *Perilaku Organisasi*, Edisi 12, (Jakarta: Salemba Empat, 2011), 67.

<sup>4</sup> Harimurti Kridalaksana, *Kamus Linguistik*. (Jakarta: PT. Gramedia Pustaka Utama, 2001), 21.

<sup>5</sup> Pasal 1 Ayat 3 Undang-Undang Nomor 11 Tahun 2008 tentang Informasi dan Transaksi Elektronik (ITE).

development programs include workshops and the participation of students in competitions related to the formation of foreign language competencies and information technology.

These various learning programs are in accordance with the vision and mission of MA Diamond Information Technology in realizing a superior madrasa and becoming a reference in the quality of IMTAQ and IPTEK. Not only that, the mission carried is to foster faith, piety and national culture as a foundation for action; build a culture of learners; develop scientific and non-academic potential ideally demonstrated by talents and interests through a quality learning process; produce superior graduates and benefit the community; and realize an internationally oriented national standard madrasah.<sup>6</sup>

## METHOD

The type of research used is qualitative research with a case study approach. This research is included in the single site multi-case category, because researchers focus on two competency building programs, namely foreign languages and student information technology at MASTI Berlian. The presence of the researcher as a direct observer in order to analyze deeply and completely. Data sources were obtained from observations, interviews, and documentation. Data collection techniques through observation of program implementation, conducting interviews with resource persons, and documentation in the form of activity plan documents made by the madrasah head to teachers concerned with the process of forming students' foreign language and information technology competencies. Data analysis uses the Miles & Huberman model which includes four stages, starting from collecting information from interviews, observation data in the field, and documents related to activity or learning plans. Followed by the data condensation stage to select and transform the notes or transcripts that have been obtained throughout the process of collecting field data. Then, the data is presented so that the final step can be taken, namely drawing conclusions from the analysis that has been done, and double-checking that matches the facts encountered in the field regarding the implementation of the competency formation program that has been carried out. Data validity testing uses source triangulation by making comparisons and rechecking all information obtained at different times. In this study, source triangulation was carried out by comparing interview information from all informants, such as the Head of Madrasah MASTI Berlian, *WaKa Kurikulum*, and teachers who teach students' foreign language and information technology competencies. Meanwhile, technical triangulation is carried out by

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<sup>6</sup> Documentation of "Blueprint for the Establishment and Curriculum of MA Diamond Information Technology in 2021".

comparing data that has been obtained through observations, interviews, and available documentary evidence. In addition to using triangulation, researchers also held discussions with peers to stabilize the results of the research carried out.

## RESULTS AND DISCUSSION

### Learning Program

A learning program is a set of fixed actions in a learning system, which has a purpose, including educators and students to achieve predetermined goals, specifically through the achievement of results obtained from ability norms.<sup>7</sup>

Learning is a system, so a learning program consists of input, process, and output. Attention is needed for the parts of the learning program, because it will have an influence on the quality of input or input, process, and output or product produced. Thus, the parts of the upper secondary learning program or madrasah Aliyah consist of four components, namely context, input, process, and product.<sup>8</sup>

Intracurricular is an activity related to subjects. Co-curricular is understood as an activity that is carried out outside of class hours, and can also be carried out during school holidays.<sup>9</sup> This activity is part of school activities which aims to help students deepen and also at the same time animate materials that have not and or have been understood in intracurricular activities.<sup>10</sup>

### Formation of Student Competencies

Capability in its truest sense comes from the word ability which implies expertise, capacity, and authority. Etymologically, capability is characterized as the social component of talent or greatness of a pioneer or staff who has great ability, information, and behavior. Capability is a hidden trait of a person that is related to the results obtained in a task. Ability is a description of something that a person must understand or do in order to perform their function admirably.<sup>11</sup> The reference *Kamus Besar Bahasa Indonesia (KBBI)* gives the definition of “ability” as the ability to dominate the sentence structure of a language theoretically or worldly.<sup>12</sup>

Ability is also the limit that exists in a person and makes that individual ready to meet expectations by working in an organization so that the organization can achieve normal results. Woodruffe and Woodruffe recognize the notion of ability characterized as a work-related notion,

<sup>7</sup> Swinburne University of Technology, 2011, 1, dalam Eka Nur'aini, *Makalah Program Pembelajaran*, 2.

<sup>8</sup> Eko Putro Widoyoko, 2009, 15, dalam Eka Nur'aini, *Makalah Program Pembelajaran*, 3.

<sup>9</sup> Chomaidi dan Salamah, *Pendidikan dan Pengajaran: Strategi Pembelajaran Sekolah*, (Jakarta: Grasindo, 2018), 267.

<sup>10</sup> Irwansyah, *Pendidikan Jasmani, Olahraga, dan Kesehatan*, (Bandung: Media Pratama, 2006), 208.

<sup>11</sup> Rankin Miller and Neathey, *Competency Frameworks in UK Organizations*, (London: CIPD, 2001), 53.

<sup>12</sup> *KBBI V: Kamus Besar Bahasa Indonesia Edisi Kelima*, Official offline application of Language Development and Bookkeeping Agency. Ministry of Education and Culture of the Republic of Indonesia.

which specifies “the work space in which individuals can become capable or dominant” and ability is a fundamental notion related to individuals, which shows “the dimensions of response that underlie superior achievement”.<sup>13</sup> There are five parts to skill attributes, to be more specific as follows:<sup>14</sup>

1. Thinking process, a condition that describes an individual thinking reliably so that he or she moves.
2. Attributes, qualities that cause an individual to act or how a person responds to something with a specific goal in mind.
3. The idea of Self, the perspective and values that an individual has.
4. Information, data that individuals have on a particular field.
5. Ability, the capacity to accomplish a particular task, whether actual or intellectual.<sup>15</sup>

### Foreign Language

Language is a tool for thinking, communicating, socializing and culture.<sup>16</sup> The word “foreign” is understood as coming from outside (country, region, environment).<sup>17</sup> Meanwhile, the *KBBI* provides a definition of foreign language as a language belonging to another nation that is successfully mastered, most often obtained through formal education and socioculturally not recognized as its own language.<sup>18</sup> Individually, language is a tool to express inner ideas to others. According to the social collective, language is a tool for interaction with others.<sup>19</sup>

Finochiaro defines that language is an arbitrary system of vocal symbols that allows a person in a particular society or other people who have learned the system to communicate or interact.<sup>20</sup>

According to the Linguistic Dictionary, a foreign language is a language that is mostly mastered by language transferees, often through formal education and socioculturally said to be not recognized as one's own language.<sup>21</sup> According to Saville-Troike's words, a foreign language is

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<sup>13</sup> Parulian Hutapea dan Nurrianna Thohha, *Kompetensi: Teori, Desain, Kasus, dan Penerapan untuk HR dan Organisasi yang Dinamis*, (Jakarta: PT. Gramedia Pustaka Utama, 2008), 4.

<sup>14</sup> Lyle Spencer and Signe M. Spencer, *Competence at Work, Models for Superior Performance*, (Canada: John Wiley & Sons, Inc, 1993), 73.

<sup>15</sup> Edy Sutrisno, *Manajemen Sumber Daya Manusia*, (Jakarta: Kencana Prenamedia Group, 2015), 206-207.

<sup>16</sup> Nandang Sarip Hidayat, “Hubungan Berbahasa, Berpikir, dan Berbudaya”, *Sosial Budaya: Media Komunikasi Ilmu-Ilmu Sosial dan Budaya*, Vo. 11, No. 2, Juli-Desember 2014, 192.

<sup>17</sup> Aplikasi, *KBBI V: Kamus Besar Bahasa Indonesia Edisi Kelima*.

<sup>18</sup> Aplikasi, *KBBI V: Kamus Besar Bahasa Indonesia Edisi Kelima*.

<sup>19</sup> Suwarna Pringgawidagda, *Strategi Penguasaan Berbahasa*. (Yogyakarta: Adicita Karya Nusa, 2002), 4.

<sup>20</sup> Sartinah Hardjono, *Psikologi Belajar Mengajar Bahasa Asing*, (Jakarta: Depdikbud Dikti Proyek Pengembangan Lembaga Pendidikan Tenaga Kependidikan, 1988), 8.

<sup>21</sup> Harimurti Kridalaksana, *Kamus Linguistik*. (Jakarta: PT. Gramedia Pustaka Utama, 2001), 21.

a language that is not widely used by language learners because it is limited to traveling, intercultural communication or certain subjects in school and is not directly applied.<sup>22</sup>

A common framework used in measuring the proficiency of English-speaking foreigners in the European region is known as the Common European Framework of Reference for Language (CEFR). The European Council formulated and laid the foundation for the competencies, as well as the curriculum up to the examination stage. There are six levels, namely A1 and A2 for beginners, then the intermediate level with the titles B1 and B2, and the advanced category has the titles C1 and C2.<sup>23</sup> The following is an explanation of the six levels in the CEFR:

1. A1 Beginner: Very basic English language skills.
2. A2 Elementary: Limited English language interaction. Able to communicate, but the discussion covers certain things that are already mastered.
3. B1 Intermediate: Passive and active mastery of English with more varied topics, but limited use in both formal and informal settings.
4. B2 Upper Intermediate: Scorers with this level demonstrate mastery of the English language without many problems when applying it in various occasions.
5. C1 Advanced: English is used for academic and professional purposes. A person with this level no longer has difficulty understanding and using English in almost all occasions.
6. C2 Proficient: This level is equivalent to a native speaker, meaning that a person who achieves this title is able to speak English in any situation and condition.

There are four Arabic language skills, namely:

1. Listening: One will be introduced to new vocabulary. Absorbing the various forms of *turkiib* that exist in Arabic conversation, then recognizing the different time settings that cause changes in word usage.
2. Speaking: Armed with the vocabulary, it will be easier to develop it into sentences, so that in the end it becomes a whole expression that can make the interlocutor understand.
3. Reading: A skill that must be based on speaking and listening. This means that the main factor in a person's difficulty in reading is an indication that their understanding of listening and writing is incomplete.

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<sup>22</sup> Saville-Troike, Murielle, *Introducing Second Language Acquisition*, (New York: Cambridge University Press, 2006), 13.

<sup>23</sup> Council of Europe, '*Common European Framework of Reference for Languages: Learning, Teaching, Assessment Companion Volume with New Description*', 2018. [www.coe.int/l/lang-cefr](http://www.coe.int/l/lang-cefr)

4. Writing: The ultimate goal is for a learner to be able to write in Arabic correctly, understandably, according to the rules, and be able to give feedback to readers or new learners of Arabic.

Europe uses the CEFR to test English spoken by foreigners and it can be used for other languages. Around 2010, the CEFR was transliterated and implemented in forty (40) world languages, including Arabic. The Arabic Language Education Institute for non-Arabic speakers in Saudi Arabia under the auspices of Ummul Qura University, has practiced the CEFR for its lecture activities. The CEFR has also been used by Saudi Electronic University as an online Arabic competency test. Other Middle Eastern countries are still undetected to participate in the implementation of the CEFR.<sup>24</sup>

### Information Technology

Data innovation is the strategy used to collect information, store, process, distribute, examine, and disseminate data.<sup>25</sup> Handling includes handling, acquiring, organizing, inserting, controlling information in different ways to provide quality data, being specific data that is important, precise, and ideal.<sup>26</sup>

Based on the above, it can be said that data innovation is an innovation as equipment, programming, and usage used to obtain, send, process, decipher, store, collect, and use information in real time to obtain quality data.

Data globalization, specifically data innovation can possibly take an interest in altering almost all frameworks of individual life, governmental issues, economics, culture, etc. The quality of data globalization is the increasing human advancement sustained by the presence of science and innovation, with the goal that the authority and use of science and innovation are essential to meet the advancement of this world society.<sup>27</sup> According to Rosenberg, with the advancement of data innovation, there are several changes in the learning system, specifically: from “preparation” to “performance”; from “place of learning” to “anywhere and anytime”; from “paper” to “web or station”; “real office” to “network office”; from “long process” to “continuous”, correspondence as a learning medium is supplemented by correspondence media, for example, telephone, PC, web,

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<sup>24</sup> Talqis Nurdianto, ddk., “Pembelajaran Bahasa Arab Berbasis Common European Framework of Reference for Language (CEFR) di Indonesia”, *al Mahara: Jurnal Pendidikan Bahasa Arab*, Vol. 6, No. 1, Juni 2020/1441 H, 1-22.

<sup>25</sup> Pasal 1 Ayat 3 Undang-Undang Nomor 11 Tahun 2008 tentang Informasi dan Transaksi Elektronik (ITE).

<sup>26</sup> Hamzah B. Uno dan Nina Lematenggo, *Teknologi Komunikasi dan Informasi Pembelajaran*, Cet. II, (Jakarta: PT. Bumi Aksara, 2011), 57.

<sup>27</sup> A.M. Saefuddin, *Deseknularisasi Pemikiran: Landasan Islamisasi*, (Bandung: Mizan, 1990), 157.

email.<sup>28</sup> The advantages of innovating data, such as speed, consistency, accuracy, and unwavering quality.<sup>29</sup> The duty of PC and web in the learning interaction of the millennial era is that innovation is a mechanism to get data on topics and as a mode to investigate information.<sup>30</sup>

Likewise, data innovation is likewise an ally of free imagination and advancement as well as an engaging and wholesome learning medium with several, specifically: expanding access to libraries, enhancing access to specialists, conducting web-based learning, scientific data administration of an educational organization, office as an information finder, making the web a conversation office, granting class and school enrollment offices, and granting cooperation offices.<sup>31</sup>

### **Implementation of Learning Programs in the Formation of Students' Foreign Language Competence at MA Diamond Information Technology**

*Madrasah Aliyah Teknologi Informasi Berlian* or better known as MASTI Berlian was established in 2021 with one study group for class X majoring in MIA. Entering the 2022/2023 academic year, MASTI has added one study group for class X majoring in IIS. This Madrasah Aliyah is the first MA Information Technology in Mojokerto district. The uniqueness of MASTI Berlian lies in its curriculum content, which includes Information Technology as a skill that students will have. This Information Technology content is implemented in learning programs that are carried out at each level.

The activities and actions carried out by the entire academic community of MASTI Berlian have goals that have been set as stated in the vision and mission of this institution. The vision carried by MASTI Berlian is to realize a superior madrasa and become a reference in the quality of IMTAQ and IPTEK. This vision is supported by various missions, including: fostering faith, piety, and national culture as a foundation for action; building a culture of learners; developing scientific and non-academic potential ideally demonstrated by talents and interests through a quality learning process; producing superior graduates and benefiting the community; and realizing a national standard madrasah that is internationally oriented.

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<sup>28</sup> Muhammad Surya, "Teknologi Informasi dan Komunikasi dalam Peningkatan Mutu Pembelajaran di Kelas"; dalam Makalah Seminar *Pemanfaatan Teknologi Informasi dan Komunikasi untuk Pendidikan Jarak Jauh dalam Rangka Peningkatan Mutu Pembelajaran*, (Jakarta: Pustekom Depdiknas, 12 Desember 2006).

<sup>29</sup> Sutarman, *Pengantar Teknologi Informasi*, (Jakarta: Bumi Aksara, 2009), 19.

<sup>30</sup> Harlina Putri Utami, "Teknologi Sebagai Media Pembelajaran Generasi Milenial", <https://www.smkn57jkt.sch.id/post/read/220/teknologi-sebagai-media-pembelajaran-generasi-milenial.html>, diakses pada 27 Februari 2022.

<sup>31</sup> Muhammad Aji Nugroho, "Pemanfaatan Teknologi Informasi dalam Peningkatan Mutu Pendidikan Islam di Madrasah", *Mudarrisa: Jurnal Kajian Pendidikan Islam*, Vol. 6, No. 1, Juni 2014: 30-60.

In order to realize the vision and mission that has been used as the foundation for the establishment of the institution, MASTI Berlian implements several learning programs that are oriented towards achieving goals. The parts of the learning program component, starting from the context, then the input, to the process that is carried out synergize with each other to produce quality products, namely in the form of achieving satisfactory student learning outcomes in foreign language competencies and information technology, as well as the support of active roles and positive responses from student guardians.

The learning program in order to form students' foreign language competence carried out at MASTI Berlian is included in three categories of activities that are mutually sustainable. The following is an explanation of the three categories of activities.

### 1. Co-Curricular

Co-curricular activities at MASTI Berlian are in the form of habituation activities which are carried out every morning before teaching and learning activities begin. There are also activities that students routinely participate in every week after class hours end. This activity aims to add to students' foreign language skills and helps to deepen as well as explore related materials that have been funded or not understood when participating in intra-curricular activities. The co-curricular activities are implemented into three learning programs as listed in the explanation below.

#### a. English Morning

English Morning is one of the habituation programs at MASTI Berlian. Students are trained to speak using everyday vocabulary in English. Based on observation, a teacher guides and trains the students every morning according to the predetermined schedule, which is on Monday to Thursday starting from 07:45 to 08:45.<sup>32</sup>

The preparation of the English Morning program material is based on the provisions set during the madrasah head meeting with the deputy head of madrasah and the teachers' council by referring to the objectives to be achieved through the implementation of this program. The purpose of implementing the English Morning program is that students are able to communicate using English in their daily activities.

The preparation of materials is goal-oriented, namely the ability to speak English, then the draft is mixed into materials related to students' daily lives, ranging from topics of daily activities, hobbies, vacation stories, to childhood experiences. All things that are directly

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<sup>32</sup> Documentation of Lesson Schedule of Class X MIA MASTI Diamond.

related to students' daily lives are to make it easier for students to convey them in English. The materials are compiled and developed by the teacher concerned.<sup>33</sup>

Packaged into an exciting and interesting learning makes students enthusiastic in participating in English Morning activities. Not only monotonous with the lecture method, English Morning teachers innovate in their teaching, so as to arouse the enthusiasm of students and make the classroom atmosphere fun.

The variety of learning methods used by teachers makes students not easily bored so that the material can be received well. Learning is packaged in the form of games and teamwork with Collaborative or Cooperative Learning methods. Collaborative Learning focuses on how the group cooperation runs from the beginning to the completion of a project that has been given. While Cooperative Learning is more directed to the division of tasks in a group that has been formed. Based on observations in the field, teachers use Jigsaw in Cooperative Learning. After finishing with each task, then the group will exchange information with each other, so that each student will get the same information.<sup>34</sup>

The method used during learning affects the mastery of the material obtained by students. If the method is not appropriate, the results obtained will also not be able to reach the maximum level. During the learning process, several evaluation models are held to determine the level of students' abilities regarding the extent to which they have successfully mastered the given competencies. These evaluations consist of weekly evaluations and monthly scheduled evaluations.

The type of evaluation in this learning program is oral evaluation in the form of conversation, reading aloud, and telling stories & storytelling. The assessment is taken from the accuracy of pronunciation and intonation used because it is the speaking skill that is the focus. After the evaluation is carried out, the next stage is the stage of correcting mistakes and improving understanding related to material that has not been mastered. Students have been able to ask questions using English and have no difficulty in conveying their intentions.<sup>35</sup>

In its implementation, it turns out that this English Morning habituation program also encounters several obstacles. These obstacles affect the learning process, so teachers must find solutions so that learning objectives are achieved. In addition, the teacher's activeness

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<sup>33</sup> Interview with resource person Mrs. Nur Ania Fitrianti, S.Pd., as English Morning Teacher at MASTI Berlian, Friday, June 3, 2022.

<sup>34</sup> English Morning class observation, May 25, 2022.

<sup>35</sup> Interview.

in solving obstacles is able to stabilize the conditions and atmosphere during the learning process, so as not to hamper teaching and learning activities permanently.

The teacher's activeness in finding solutions related to obstacles during the learning process proved to be successful. Teachers use games to overcome the obstacles of students' lack of confidence when speaking English. The games proved effective to build students' courage in communicating or speaking English.

*"As for how to overcome it, I think so far, the most effective is by using games. Yes, for example, I tried the truth or dare game, but I changed to truth or speak."*<sup>36</sup>

The use of games in learning is able to break the atmosphere so that students no longer feel afraid or embarrassed when they have to speak English even though they are still stammering in their delivery.

#### **b. *Muhadatsah Lughatil Arabiyah***

There are two foreign languages studied at MASTI Berlian, English and Arabic. English with its English Morning, while Arabic with its *Muhadatsah Lughatil Arabiyah*. Unlike English Morning which is used as a habituation program, *Muhadatsah Lughatil Arabiyah* is only held once a week after intra-curricular activities end.

This learning program focuses on the formation of students' Arabic language competence, especially in the competence of speaking or conveying ideas orally using Arabic. This basic competency in Arabic is called *Maharah Kalam*. The preparation of the material adopted from *Pondok Modern Gontor* because the teacher is a *santri* graduate of Gontor, which is then adapted to the conditions of students at MASTI Berlian.

*Muhadatsah Lughatil Arabiyah* focuses on speaking competence or *maharah kalam*. Students are required to be able to speak, discuss or convey ideas using Arabic. The materials are adopted from the *Muhadatsatul Yaum* book which contains many daily conversations with various titles, such as conversations about student activities while at school, daily activities from waking up to night, about learning at school, and many others. The conversations are in Arabic with meanings.<sup>37</sup>

*"For the materials themselves, I take those that are suitable for current students, such as in class, doing assignments, in the cafeteria too because it's also in school, in the bathroom too, there is its own conversation. Like that."*<sup>38</sup>

<sup>36</sup> Interview.

<sup>37</sup> Based on an interview with the *Muhadatsah Lughatil Arabiyah* teacher.

<sup>38</sup> Interview with resource person Mr. Faiz Saifullah Fatah as *Muhadatsah Lughatil Arabiyah* Teacher, June 7, 2022.

The teacher uses three types of learning methods, namely conventional or lecture, discussion, and demonstration. In the conventional type of learning method, the teacher explains the content of the Arabic conversation being discussed accompanied by an explanation of the basic *nahwu sharaf* used in the conversation. The discussion method is used to equalize perception or understanding related to a topic that requires further study, usually when interpreting an Arabic vocabulary that has many meanings when translated into Indonesian. While the use of the demonstration method is when students practice an Arabic conversation that has been learned by presenting the results in front of the teacher and other students. This is also useful to train students' courage to express opinions or ideas in public.<sup>39</sup>

Evaluation is carried out through two types of tests, namely written tests and oral tests. After the teacher finishes explaining a material, at the end of the meeting the teacher conducts a test to find out the extent of students' understanding of the material that has just been explained. The written test is related to *kitabab*. Students are given questions related to vocabulary in a conversation text, then they write and find the meaning of the vocabulary. As for the implementation of the oral test, the students will be given one Arabic conversation text, then they are asked to understand the meaning of the conversation text in groups. Then students will memorize the conversation that has known its meaning and present related to the content of the conversation accompanied by questions and answers about the vocabulary.<sup>40</sup>

The schedule for implementing the *Muhadatsah Lughatil Arabiyah* program is one meeting a week with a duration of 2 x 45 minutes. There are two types of evaluation. First, the evaluation is carried out at the end of each lesson by the teacher in charge. The evaluation material is related to the vocabulary and sentences in a conversation that has been discussed. Second, there is a monthly evaluation conducted by the madrasah.<sup>41</sup> The background of students who mostly come from general junior high schools and do not get Arabic lessons is a challenge for teachers. Not only that, obstacles such as students' lack of interest in learning Arabic also trigger the weak enthusiasm that students have to learn and are determined to master Arabic. For students who have just been introduced to Arabic in madrasah Aliyah, they find it difficult to understand the lessons, so it takes a short time to adapt to Arabic. Environmental factors also influence to form student habits. Students only

<sup>39</sup> Based on an interview with the *Muhadatsah Lughatil Arabiyah* teacher.

<sup>40</sup> *Muhadatsah Lughatil Arabiyah* Class Observation, June 7, 2022.

<sup>41</sup> Based on an interview with the *Muhadatsah Lughatil Arabiyah* teacher.

learn Arabic at school, and when they are at home, there is no supportive environment to hone the knowledge they have gained. This also causes students to still have difficulty absorbing Arabic learning to the fullest.

Barriers related to environmental factors can be resolved if students really have a strong determination to learn Arabic. One of the things that can be done to overcome these obstacles is to continue practicing listening and speaking Arabic with various media, such as studying alone by repeating lessons that have been obtained, listening to Arabic songs, watching movies or learning videos in Arabic, and using language learning applications that are widely available on the Android Play Store.<sup>42</sup>

The teacher is not only a facilitator, but also a motivator to increase students' interest and enthusiasm for learning Arabic. The teacher is obliged to arouse students' passion by continuing to invite students to understand the meaning behind learning Arabic. Teachers repeatedly convey the benefits that can be obtained by students when they are able to master Arabic. Various advantages that will be obtained when students are able to communicate using Arabic. Motivation in the form of encouragement to continue to explore the Arabic language and as often as possible invite them to communicate with Arabic, as well as providing vocabulary that can be used to practice daily Arabic conversation.<sup>43</sup>

According to the *Muhadatsah Lughatil Arabiyah* teacher, the students' abilities have developed in terms of vocabulary. From the beginning of being completely ignorant and not knowing various vocabulary in Arabic, they have now been able to memorize many vocabulary words used in students' daily lives. The students have high memorization skills, so they quickly memorize a lot of daily vocabulary. The students already have the basic provision or basic ability in memorizing many Arabic daily vocabularies. However, they still have to keep practicing to interact directly using Arabic. The students have been able to compose some words into short sentences, but to compose long sentences that are good and correct, they need more flying hours.<sup>44</sup>

### c. *Shobatul Lughah*

*Shobatul Lughah* is an Arabic language habituation program that will be implemented starting in the 2022/2023 academic year. This habituation program is given to Class XI students of MASTI Berlian. After the first year getting *English Morning* habituation, it's time

<sup>42</sup> Based on an interview with the *Muhadatsah Lughatil Arabiyah* teacher.

<sup>43</sup> *Muhadatsah Lughatil Arabiyah* Class Observation, June 7, 2022.

<sup>44</sup> Based on an interview with the *Muhadatsah Lughatil Arabiyah* teacher.

in this second year they get Arabic language habituation named *Shobabul Lughab*. This is in accordance with the results of an interview with the Head of Madrasah Aliyah Berlian Information Technology as follows.

*“Then there is Shobabul Lughab for Arabic in the 3rd and 4th semester or second year.”*<sup>45</sup>

The statement of the Head of Madrasah above is supported and justified by the Deputy Head of Madrasah for Curriculum as in the interview transcript below.

*“Then in the second grade, the Arabic language will be emphasized, will be exaggerated.”*<sup>46</sup>

*Shobabul Lughab* will begin to be implemented in the second year for students in grade XI of MASTI Berlian. As explained by the *WaKaMad* for Curriculum above, the focus of foreign languages for the first year or for grade X students is English. This is also the basis for determining the schedule for *Arabic Language Training* or *Muhadatsah Lughatil Arabiyah* which only gets 2 JP in the first year. After they have a strong foundation in mastering English, then in the second year their competence is added to the habit of communicating with Arabic through the *Shobabul Lughab* program.

The *Shobabul Lughab* habituation program has been running since July 25, 2022 in the 2022/2023 learning year in accordance with the lesson schedule, namely on Monday, Tuesday and Friday, starting at 07.45 to 08.45 for class XI.<sup>47</sup> This habituation program focuses on mastering *mufrodats* or vocabulary in Arabic as much as possible. Based on classroom observations, the teacher gives Arabic vocabulary every day to memorize and deposit.<sup>48</sup> For students who like Arabic, they enjoy this program. For students who are still learning, they feel challenged to master all the vocabulary given. At the beginning of this learning, students get a theme about *Ta'aruf*. Based on the interview with the teacher, students are able to introduce themselves in Arabic based on the example text that has been given. The output is that students are able to speak and communicate in Arabic as evidenced by the video.<sup>49</sup>

<sup>45</sup> Interview with the resource person Mr. Moch. Yasin, S.Kom., M.Kom., M.B.A., as the Head of Madrasah Aliyah Berlian Information Technology, Saturday, June 18, 2022.

<sup>46</sup> Interview with the resource person Mrs. Widiya Kartika Putri, S.Pd., as Deputy Head of Madrasah for Curriculum, Friday, June 3, 2022.

<sup>47</sup> Documentation of Lesson Schedule of Class XI MIA MASTI Diamond.

<sup>48</sup> *Shobabul Lughab* Class Observation.

<sup>49</sup> Processed based on the results of interviews with resource person Mr. Azman Arif, S.Pd., as *Shobabul Lughab* Teacher, July 9, 2022.

## 2. Intra-Curricular

### a. English

Based on KMA Number 184 of 2019 concerning Guidelines for Curriculum Implementation in *Madrasah*, it can be seen that one of the subjects that must exist in accordance with the MA Curriculum Structure for MIPA Specialization is English. English is listed in the category of intra-curricular learning hours so that the material content is in accordance with the regulations set by the government regarding basic competency standards and achievements that must be met.<sup>50</sup>

The preparation of English learning materials refers to the Competency Standards and Basic Competencies contained in the Regulation of the Minister of Education and Culture Number 37 of 2018. Learning materials in the classroom use interactive books whose *KI* and *KD* content has been adjusted to the *Permendikbud*. Other materials from outside are *Grammar* and *Vocabulary* only.<sup>51</sup>

The preparation of materials and their implementation are adjusted to the applicable rules because English is a compulsory subject given to MA students. Then the teacher delivers the material according to the lesson plan and method that has been made. The learning methods used by each teacher are different because they are tailored to the material to be delivered. Accompanied by assignments as student practice material for the material that has been delivered by the teacher.

The learning method uses the Grammar Translation Method. This is the oldest method in the world of foreign language learning. Grammar material is taught using formulas and then translated when giving lessons such as reading and writing vocabulary in English. The next teaching method uses the Language Learning approach. Students are given tasks that are relevant to the material that has been taught so that students always utilize the knowledge they have gained.<sup>52</sup>

English subjects at MASTI Berlian are more focused on mastering grammar. Students are trained to produce writing that is in accordance with English grammar. Therefore, the assignments given are closely related to this. Students' writing skills are honed and developed in this learning activity.<sup>53</sup>

<sup>50</sup> Documentation of KTSP K13 MASTI Berlian.

<sup>51</sup> Compiled from interviews with English subject teachers.

<sup>52</sup> Compiled from interviews with English subject teachers.

<sup>53</sup> English Classroom Observation.

In addition to the evaluation given by the teacher at the end of each material in the form of assignments, students also get periodic evaluations which have indeed become a curriculum field program in order to improve the quality of learning at MASTI Berlian. This evaluation is held every month after students complete one chapter of material. Students are required to read and understand a given text, then retell the contents of the text to their friends.<sup>54</sup>

After understanding the text content of the given reading, students must identify the structure of the reading text, then retell the content to the teacher and classmates to be evaluated by the teacher regarding the understanding that has been obtained by each student.

Not all students were able to capture the delivery of the material well. Some students admitted that they still had difficulty following the lesson because they had difficulty focusing during the lesson and felt that English was a difficult subject. This is a challenge as well as an obstacle felt by the teacher when carrying out learning. As a result, the teacher must be good at breaking the atmosphere so that learning does not get boring and in the end, students enjoy the lesson.<sup>55</sup>

In addition to factors from within each student, the environment also plays an important role in shaping student competence. If the environment is not supportive, such as the condition of my peers who have different English skills, it can certainly be an obstacle that can hinder the process of achieving more advanced student abilities. In addition to interesting learning methods such as games or quizzes as a solution, a conducive environment must continue to be pursued so that students are able to develop the skills they have acquired and feel comfortable in the learning process.<sup>56</sup>

The improvement of students' ability can be seen from their ability to write a reading text that is in accordance with good and correct English grammar. They are able to produce writing that is no longer perfunctory with the provision of grammar and vocabulary that continues to be obtained when learning takes place.<sup>57</sup>

## **b. Arabic language**

The curriculum content that makes the difference between public schools and madrasah Aliyah is the portion of religious learning that madrasah students get more. One of these compulsory subjects is Arabic. In accordance with the Regulation of the Minister of Religious

<sup>54</sup> English Classroom Observation.

<sup>55</sup> English Classroom Observation.

<sup>56</sup> Based on interviews with English subject teachers and classroom observations.

<sup>57</sup> Compiled from interviews with English subject teachers.

Affairs of the Republic of Indonesia Number 2 of 2008 concerning Graduate Competency Standards and Content Standards for Islamic Religious Education and Arabic Language in Madrasahs, the preparation of Arabic language materials in MASTI Berlian also adjusts to the provisions in the regulation.<sup>58</sup>

Based on observations made by researchers, Arabic teachers use Interactive Books whose materials are arranged based on the above provisions.<sup>59</sup> This is supported by the teacher's statement in the interview session conducted by the researcher.

Arabic language learning is carried out with various methods so that students do not feel bored quickly. Teachers use various types of media, such as visual media or vision (*bashoriyyah*) which utilizes the Arabic LKS and the blackboard as a medium for delivering material. Then the teacher also uses audio media (*sam'iyyah*) or conventional learning methods because the material is delivered through lectures. There is more, namely through visual-audio media, such as discussions. This discussion usually translates Arabic text into Indonesian.<sup>60</sup>

After gaining theoretical understanding related to a material, students must also master Arabic language skills, such as *kitabab*, *qiro'ab* and *kalam*. The assignment for *kitabab* skills is to make an Arabic Mind Map. The assignment of reading skills or *qiro'ab* is taken from the student's ability to read a reading text that has been presented. As for *kalam* skills, students make dialogues in Arabic and then present them and also make introductory texts or *ta'aruf*, as well as memorizing *mufrodats* or vocabulary in Arabic. The evaluation model carried out to determine the extent of students' mastery of the material through three types of assessment, namely Mind Map presentations, student assignments, and questions and answers about the material that has been given.<sup>61</sup>

Teachers actively involve students to participate in learning by giving assignments to help understand classmates who have not mastered the material being explained. Because one of the obstacles faced by Arabic Language Teachers today is the existence of students who do not know Arabic at all when they are in junior high school.<sup>62</sup> This can happen because students attend public schools that do not have Arabic language learning in their curriculum content. Other solutions taken by teachers to deal with the above obstacles, namely 1)

<sup>58</sup> Documentation of KTSP K13 MASTI Berlian.

<sup>59</sup> Arabic Classroom Observation.

<sup>60</sup> Compiled from interviews with Arabic language teachers.

<sup>61</sup> Compiled from interviews with Arabic language teachers.

<sup>62</sup> Compiled from interviews with Arabic language teachers.

repeating the content of the material; 2) understanding the character of students; 3) forming study groups to accommodate students who are shy to ask the teacher; 4) giving assignments that are not too much; and 5) getting students used to taking notes on the material.<sup>63</sup>

### 3. Extra-Curricular

The formation of students' foreign language competence at MASTI Berlian is also through extra-curricular activities. This student talent and interest development activity is held every Saturday. The students are free to choose their respective talent and interest classes to be guided by an instructor who is an expert in his field. Not only foreign language specialization classes, this talent and interest development activity also has MIPA and IT specialization classes. As for the foreign language class, it is further divided into two, namely the English Language Specialization Class and the Arabic Language Specialization Class.

#### a. English Specialization Class

The English Specialization class is part of the talent and interest development program which is included in the extra-curricular activities category of MASTI Berlian. This class is taught by an instructor who is tasked with guiding, providing teaching and direction, and developing the talents and interests that students already have. This English Specialization class is held every Saturday, starting from 08:00 to 11:00.<sup>64</sup>

The orientation of this English Specialization Class is to prepare students to take part in competitions in fields that match their interests. From an early age, they begin to be mentally prepared, given direction and guidance, honed their abilities and trained on an ongoing basis so that they are ready and able to participate in various competitions in the field of English, such as the English Olympics and various English contests that are often held by educational institutions in general. So far, some students have successfully participated in English speech competitions held by universities.<sup>65</sup>

The preparation of materials for the English Specialization Class is tailored to the needs of students. During this program, students prefer to prepare themselves for the English Olympiad, not the Speech Contest. This also affects the selection of materials that must be prepared by the instructor. In preparing students to take part in the Olympiad, the material provided is related to Basic Grammar and Structure, considering that this program has only been running for approximately 3 weeks.<sup>66</sup>

<sup>63</sup> Compiled from interviews with Arabic language teachers.

<sup>64</sup> Documentation of MASTI Diamond Extracurricular Activity Schedule.

<sup>65</sup> Compiled based on interviews with English Language Specialization Class Instructors.

<sup>66</sup> English Specialization Class Observation.

When students choose to prepare themselves for the Olympiad, the instructor will adjust the learning method used. This time Mrs. Nur Ania Fitrianti used the Drilling method, which is by giving students various types of problems that are predicted to appear in the Olympic questions. The instructor gives pre-test questions first, then discussed together while listening to the explanation from the instructor. Furthermore, after students really understand the material and there are no more questions, students are again given practice problems with an increased level of difficulty. This is done so that students get used to similar problems.<sup>67</sup>

Introducing students to TOEFL turns out to be a challenge for an instructor. These challenges become obstacles that must be solved so that the learning objectives are achieved. The obstacle faced is the lack of vocabulary owned by students, making it difficult to understand the questions. The instructor must provide new vocabulary that matches the level of vocabulary used in TOEFL questions, then explain its use, then learning can continue. Because the lack of high-level vocabulary affects students' understanding of the TOEFL questions being worked on.<sup>68</sup>

The instructor's solution is to continuously provide new vocabulary to enrich the students' vocabulary intake, then re-explain and give an understanding of the synonyms and antonyms of the vocabulary. Not only that, students are also told the function and use of the vocabulary in a sentence. The main focus is Grammar and Structure.<sup>69</sup>

#### **b. Arabic language Specialization Class**

Just like the classes in other talent and interest development programs, the Arabic Language Specialization Class is also attended by students who have an interest in the field of Arabic. It is held every Saturday from 08.00 to 11.00 and is guided by an instructor who is competent in his field.<sup>70</sup>

Based on observations during class, students are given material about Arabic speech. Starting from how to form the opening of the speech, the content, to the closing. From the two meetings that have been carried out, students have been able to do the opening well, as evidenced by video recordings.<sup>71</sup> This is in accordance with the direction of the Head of Madrasah that the output or results to be achieved from this class is that students are able to participate in Arabic speech competitions and create educational YouTube content in Arabic.

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<sup>67</sup> Compiled based on interviews with English Language Specialization Class Instructors and Classroom Observations.

<sup>68</sup> Compiled based on interviews with English Language Specialization Class Instructors.

<sup>69</sup> Compiled based on interviews with English Language Specialization Class Instructors.

<sup>70</sup> Documentation of MASTI Diamond Extracurricular Activity Schedule.

<sup>71</sup> Arabic Language Specialization Class Observation, May 21, 2022.

Supported by the instructor's profile who is a Youtuber graduate of Arabic Language Education.

The instructor prepared basic materials about Arabic speech. First, an introduction to Arabic speech, speech techniques and what needs to be considered and practiced. Things that need to be considered and practiced regularly, namely intonation, tone, voice emphasis, facial expressions and gestures. Starting from the delivery of *muqoddimahi*, homage, the content of the speech which includes *dalil* or *maqolah*, to the closing. All parts of the Arabic speech text must be practiced.<sup>72</sup>

The method used in learning is the *takallum* method which requires students to speak Arabic when learning is hands-on. The instructor models, students follow the example that has been given. Grammar understanding uses the *tamyiz* method to understand sentences by memorizing through songs.<sup>73</sup>

The same obstacles are also experienced by instructors, which come from the background of students who have not all received education in *pesantren*, so there are some students who must be taught the material repeatedly. Then also in terms of student discipline factors that are dealt with by giving deadlines for projects that must be completed immediately.<sup>74</sup>

#### 4. Competition

The competition is one of the proving grounds for students that they have been able to master one of the fields well. It is also a medium to foster courage and get to know a new environment outside of school that is wider and more diverse.

So far, the foreign language competition that MASTI Berlian students have successfully participated in is the *English Speech Contest* held by Darul Ulum University in Jombang. This is an achievement to be reckoned with, considering that MASTI Berlian is still in its first year, but has succeeded in including its best students to dare to compete with other equal students on a provincial scale. This achievement cannot be separated from the active role of students and of course the assistants or teachers who train the competence of these students.

The implementation of the *English Morning* program and the development of talents and interests in the form of English Specialization Classes and Arabic Specialization Classes were able to become a supporting tool to prepare students to participate in various competitions in this second year.

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<sup>72</sup> Processed based on an interview with the Instructor of the Arabic Language Specialization Class, Mr. Azman Arif, S.Pd., Tuesday, July 5, 2022.

<sup>73</sup> Classroom Observations and Arabic Language Specialization Class Instructor interviews.

<sup>74</sup> Compiled based on an interview with the Instructor of the Arabic Language Specialization Class.

## Implementation of Learning Programs in the Formation of Student Information Technology Competencies at MA Diamond Information Technology

In accordance with its name, *Madrasah Aliyah Teknologi Informasi Berlian*, materials about information technology are one of the curriculum contents that must be implemented in its learning activities. The statement was conveyed directly by the Head of *Madrasah* and supported by the Deputy Head of *Madrasah* for Curriculum in the following interview excerpt.

*“For information technology, there is a multimedia program, mobile programming and web programming that will be acquired by children during grade 1, grade 2, and grade 3 later.”*<sup>75</sup>

Based on observations made by researchers, all students are required to have a laptop with certain specifications due to information technology learning that requires media in the form of a laptop. Information technology-based learning requires students to master basic knowledge related to the operation of various photo and video editing applications that can only be accessed if they have supporting tools, such as laptops and android phones.

The unique curriculum that has been compiled and planned is then implemented into various learning programs in order to realize the vision of the madrasah. These programs are grouped into three categories of activities that support each other.

### 1. Co-Curricular

#### a. Microsoft Office Training

Microsoft Office training is obtained by grade X or first-year students at MASTI Berlian. Based on field observations, this learning program is carried out once a week with a duration of 2 hours after the intra-curricular learning hours end. This finding is supported by the results of interviews with the relevant teachers.

*“For this year, it's once a week. The duration is 2 hours.”*<sup>76</sup>

This training program aims to provide students with competence in digital data and number processing. These skills will be useful when students decide to enter the workforce, especially in the field of office administration when they graduate from MASTI Berlian.

Students are able to compose documents with Microsoft Office Word, utilize Microsoft Excel to process data in the form of numbers, and are reliable in compiling and displaying data with Microsoft Office PowerPoint. The students were given basic and advanced material related to the three Microsoft Office programs.

<sup>75</sup> Interview with the resource person Mrs. Widiya Kartika Putri, S.Pd., as Deputy Head of Madrasah for Curriculum, Friday, June 3, 2022.

<sup>76</sup> Interview with resource person Mr. M. Mustofa, S.Kom., as Microsoft Office Training Teacher, Wednesday, June 8, 2022.

In accordance with the name of this program, namely Microsoft Office Training, the preparation of materials is adjusted to the standard use of Microsoft Office *software* that is often used in office administration, namely Microsoft Word as a document preparation, Microsoft Excel as a number processor, and Microsoft PowerPoint as a data presenter. The materials are tailored to the needs of students at school.<sup>77</sup>

Through discussion and group work and practice related to the material, teachers approach students to be able to see the capacity of each student and know what students need related to the delivery of material. This is done because the portion of practice is more than theory. In addition to carrying out theoretical or written evaluations, this learning also requires students to practice in the field. Theoretical evaluation or *Tulisa* is carried out once every 4 meetings, while practical evaluation is directly at that time, after the material has been explained.<sup>78</sup>

Students' lack of motivation to learn IT is a challenge for teachers, so teachers continue to encourage and advise them to be diligent when learning takes place. If a student is absent for one day when the Microsoft Office Training lesson takes place, then the student will miss the material and have difficulty in conducting practical evaluations.<sup>79</sup> The teacher guarantees that students' abilities are at 8 to 9 according to the evaluation results and student portfolios which are supported by the following statement.

#### **b. 2D Design Training**

2D Design Training is one of the co-curricular activities for grade XI students. This program will only run in the 2022/2023 academic year. As stated in the Foundation Work Meeting on Monday, June 20, 2022, this learning program replaces the Microsoft Office Training that students received in grade X. MASTI Berlian's co-curricular activities related to information technology will be different at each level. This is done to increase the skills of the students.

Based on the lesson schedule that has been released by MASTI Berlian, the implementation of 2D Design Training gets a portion of 3 JP per week. The application used in learning 2D Design is AutoCat.

<sup>77</sup> Processed based on interviews with Microsoft Office Training Teachers.

<sup>78</sup> Compiled based on interviews with Microsoft Office Training Teachers.

<sup>79</sup> Microsoft Office Training Class Observation.

## 2. Intra-Curricular

### a. Multimedia: Graphic Design & Video Editing

As stated in the curriculum design of MASTI Berlian which is also a Brand *School*, the content of information technology learning in this madrasa focuses on three aspects or materials, namely Multimedia for class X, Mobile Programming for class XI, and Web Programming for class XII.<sup>80</sup>

This multimedia course adopts the curriculum of the Multimedia and Broadcasting Vocational High School.

*“Adopted from vocational schools. Well, the curriculum is from SMK Multimedia and Broadcasting. A combination of the two majors.”<sup>81</sup>*

The adopted curriculum is then adjusted to the existing conditions at MASTI Berlian. For example, the delivery of material depends on the availability of learning tools. Despite the limitations on learning tools, the flow remains the same, namely there is pre-production, production, and post-production.

*“So, if there is a tool, the material is included, like photography. That's where the advanced material is not included. Like lighting arrangement. Fill light, key light, and back light are not included because we still only have a camera. Then it's like broadcasting. We don't have a special studio for broadcast. So, we just use OBS. Live streaming. We adjusted the production process to be the most similar.”<sup>82</sup>*

This course covers graphic design and video editing. The material includes photo manipulation, photoshop, product packaging design, mock up, vector typography, photography, product photography, video production flow, basic videography, shooting techniques, basic video editing, and OBS live streaming broadcast.<sup>83</sup>

In delivering the material, teachers use two learning methods, namely conventional methods and a combination of Student Centered and PBL or Problem Based Learning methods. The conventional method is considered by the teacher to be the most effective. This method begins with the teacher explaining the material along with the steps using the LCD projector. Then after students understand the material given, the students immediately practice. The second method is a combination of Student Centered and Problem Based Learning. An example of the application of this method is when studying photography.

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<sup>80</sup> The results of interviews with the Head of Madrasah and Deputy Head of Madrasah for Curriculum MA Diamond Information Technology.

<sup>81</sup> Interview with resource person Mr. Windy Setyawan, as Multimedia Teacher: Graphic Design & Video Editing, Saturday, July 2, 2022.

<sup>82</sup> Interview.

<sup>83</sup> Multimedia Class Observation: Graphic Design & Video Editing.

Students are faced with problems in the form of certain room conditions, for example a dark room with minimal light. Then they must be able to produce photos that remain bright. The students must find a way to make the resulting photos still of good quality. After they managed to find a way, students were asked to present or explain the method, such as the camera settings used, related to shutter speed, ISO, and Aperture used. Another example, they are given a fast-moving object, then students are asked to find ways to keep the resulting photos good and not blurry.<sup>84</sup>

Multimedia learning requires students to practice more and produce a work or product, so it affects the evaluation that is done. Evaluation is most often assessed based on student portfolio results. This portfolio value is taken when students get graphic design and vector material. There is also an evaluation in the form of practice, namely during photography and live streaming. The assessment is related to students' mastery of the material, such as speed in practice, efficiency and effectiveness. Then in terms of utilization of production equipment.<sup>85</sup>

The obstacle that is often faced during learning is when doing production. This production is related to audio and video recording. The disturbance is in the form of the sound of cutting and grinding machines, as well as the voices of workers who are doing school construction. These things are very disturbing to the recording process. So, the solution that can be done is to wait for the construction activities to be completed on that day which is usually around the afternoon. This is because the madrasah does not yet have a soundproof room. Another solution is to move the recording activities to another building that is far away from the building construction process.<sup>86</sup>

The procurement of a new soundproof room will be realized in the 2022/2023 academic year. The planned soundproof room is a learning laboratory and recording studio. This was discussed in the preparation of the work program in the field of facilities and infrastructure for MA Diamond Information Technology during the Foundation Work Meeting on Monday, June 20, 2022.

When obstacles occur in the software used, teachers take a solution in the form of downgrading, which is lowering the level of software to be used. For example, a design must use Adobe CC application, then it is downgraded to Adobe CS to make it lighter.<sup>87</sup>

<sup>84</sup> Processed based on interviews with Multimedia Teachers: Graphic Design & Video Editing and Observation.

<sup>85</sup> Processed based on interviews with Multimedia Teachers: Graphic Design & Video Editing.

<sup>86</sup> Multimedia Teacher Observation and Interview: Graphic Design & Video Editing.

<sup>87</sup> Processed based on interviews with Multimedia Teachers: Graphic Design & Video Editing.

If the bottleneck is in the hardware, then the solution is to substitute. This happened once during a live streaming process that was supposed to use a camera to *capture* directly, but because we didn't have a supporting cable, we ended up using a portable webcam.<sup>88</sup>

Something similar happened when practicing photography. Because we still had one camera, we ended up using the Cannon Camera Simulator. So, using a virtual camera that can be set up like a camera in general so that all students can try to operate it. After learning to operate the virtual camera, then they will hold and operate the camera directly even though it is cm 1. Because they have previously learned virtually, as a result when they hold it directly, they quickly master the method and understand its features.<sup>89</sup>

The number of practices carried out by students and the work on their portfolios, it can be said that students already have qualified graphic design skills. However, there is an obstacle that often befalls students, namely the easy fading of the understanding that has been obtained. Lack of application is the main factor. When they are given material and explained, they understand the lessons they have learned and during the evaluation, they also master them completely. Furthermore, after changing the material, students usually forget the old material they have learned.<sup>90</sup>

## b. Mobile Programming

Mobile Programming is given to students in the second year or when students are in grade XI. This learning program replaces Multimedia: Graphic Design and Video Editing that students have acquired in the first year or when they are in grade X.

In accordance with the MASTI Berlian Work Program Plan submitted at the Foundation Work Meeting, Monday, June 20, 2022 that this program will begin to be implemented in the 2022/2023 academic year for class XI. The submission of this Work Program is also supported by the statement of the Head of Madrasah which states that the content of information technology learning will be different at each level. The first-year students get learning related to Image Design and Video Editing. The second year is filled with Mobile Programming which is divided into several segments, namely in terms of Java and Database, from the application side and also the user side, namely back-end and front-end. In the third year, students will focus on developing skills in Web Programming which also includes *front-end* and *back-end* data.

<sup>88</sup> Processed based on interviews with Multimedia Teachers: Graphic Design & Video Editing.

<sup>89</sup> Processed based on interviews with Multimedia Teachers: Graphic Design & Video Editing.

<sup>90</sup> Processed based on interviews with Multimedia Teachers: Graphic Design & Video Editing.

Students will be introduced to programming languages in the form of theory, followed by the introduction and installation of the Android Studio application and emulator installation, then enter the application of coding which includes data type material, databases, and so on.<sup>91</sup>

The target of this learning is that students are able to create CRUD<sup>92</sup> and learning media. The students are taught the algorithm first in order to really be able to master it, not directly introduced to instant applications that can directly create programs. The basics of Mobile Programming learning must be instilled first.

### 3. Extra-Curricular

#### IT Specialization Class

The IT specialization class is one of the student interest and talent development programs at MASTI Berlian. This extra-curricular activity is carried out every Saturday starting from 08.00 to 11.00. The variety of interests and talents of students makes the Head of *Madrasah* must be able to accommodate and accommodate all the diversity that exists. Therefore, he made a breakthrough in the form of a specialization class program for each student whose learning implementation was outside of school hours.

The Head of *Madrasah* also appealed to all instructors of specialization classes to be able to manage the classroom atmosphere well, given the long duration of learning, which is for 3 hours. This long duration was chosen with the consideration that students become more focused because it is not interspersed with other lessons.

This time challenge must be dealt with so that students do not feel bored with the long learning hours. A conducive classroom atmosphere and interesting learning will not make students feel tired quickly. One way is by interspersing non-academic stories that can build their enthusiasm for learning and resting sufficiently between lessons.

Regarding the preparation of the material, it is taken from previous IT Olympiad questions, then students begin to be prepared to learn basic materials that take a long time, because preparation for the Olympiad takes approximately 2 years so that students are able to master all types of questions that usually come out in the Olympiad. The preparation stage is carried out in the first year. Students are provided with material about the basics of

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<sup>91</sup> Interview with resource person Mrs. Ayuning Wulan Rahmadhani, as Mobile Programming Teacher, Sunday, July 3, 2022.

<sup>92</sup> CRUD stands for *Create, Read, Update and Delete*. These four terms are commands or *queries* that programmers use to perform actions through relational databases. Generally, these functions are implemented in database management applications, such as Oracle, MySQL, SQL Server and so on. For more information, read <https://www.jagoanhosting.com/blog/crud-adalah/>.

programming and basic programming. At the second-year stage, students begin to be directed to focus on Olympic questions.

Entering the second year, the students have changed their focus from basic materials such as basic programming to enrichment problems. According to the instructor, this has to be done so that they get used to facing the problems in the Olympiad and are able to solve them in a relatively quick time.

#### 4. Workshop

Students not only get learning from co-curricular, intra-curricular, and extra-curricular activities, but also from workshops or training held by MASTI Berlian. This is done to improve students' skills and creativity in mastering information technology. The workshops held by MASTI Berlian are trainings that are directly related to information technology. In this first year, MASTI Berlian has successfully organized a Technopreneurship Workshop.

In order to answer the challenges of the times as a technology-savvy generation Z, the theme raised was "Creative with Technology, to Become Young Entrepreneur". Students in the digital era are required to be creative in various lines, including entrepreneurship. Many students are starting to learn to be entrepreneurs by opening online stores. Product marketing strategy is very important for the fulfillment of sales targets. Displaying products with the best design is the first thing that should be done. Therefore, the theme of this workshop combines technology and entrepreneurship with material on photographing products and creating mockup designs for them.<sup>93</sup>

The result of this workshop is that students are equipped with food photography techniques and product mockup designs. This activity is to support Graphic Design learning that students get in intra-curricular activities, in accordance with the information technology curriculum that is inserted in the MASTI Berlian curriculum.

#### 5. Competition

The participation of students in various competitions, especially in the field of information technology is the orientation of the implementation of the IT Specialization Class. In the first year, according to the statement of the Head of Madrasah as well as the IT Specialization Class Instructor, the students are in the preparation stage. Because it takes about 2 years before participating in the Olympics, currently students are focused on preparing themselves according to the direction of the instructor.

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<sup>93</sup> Copied from the Background of Technopreneurship Workshop Activity Proposal dated December 10, 2021.

## Student Learning Outcomes on the Implementation of Learning Programs in the Formation of Students' Foreign Language and Information Technology Competencies at MA Diamond Information Technology

Data related to the achievement of student learning outcomes with the existence of learning programs in order to form foreign language competencies and information technology were obtained through questionnaires. The questionnaire was distributed to all students at the Diamond Information Technology MA, totaling 9 people as respondents. This questionnaire consists of 5 description questions that lead to a report on the achievement of competency formation. The data will be presented in the form of a table below.

Table 1. Data Table of Number of Students in Competency Mastery

No.	Competency Master	Number of Students
1.	Arabic language	2
2.	English	3
3.	Arabic & English	3
4.	Information Technology	7

The questionnaire results show that 5 people mastered Arabic language competence because they had previous provision, so that their abilities developed more with the learning program that was carried out. While the other 4 students admitted that they were still unable to understand Arabic well because they did not have a background in madrasa or pesantren education before, so the learning program that was carried out helped them form these competencies. Mastery of these competencies is obtained through the Arabic Language Training program and the Arabic Language Specialization Class.<sup>94</sup>

Based on the questionnaire results, 6 students mastered English competencies and their abilities are increasing as indicated by the variety of vocabulary they have, as evidenced by participation in *Speech Contest* competitions and creating English content. Competency mastery is obtained by students through the *English Morning* program, English Subjects and English Specialization Classes. While the other 3 students still need extra time in understanding English and the learning program that is carried out little by little is able to be a medium for forming these competencies.<sup>95</sup>

Learning programs in the IT field that have been carried out include Microsoft Office Training, Graphic Design & Video Editing, and Information Technology Specialization Classes.

<sup>94</sup> Processed based on questionnaire results for students.

<sup>95</sup> Processed based on questionnaire results for students.

Of the 3 programs that have been run, 7 students have mastered information technology competencies as evidenced by the results of student portfolios, ranging from products to video tutorials. While the remaining 2 students admitted that they had difficulty with learning information technology due to lack of interest in the IT field and chose to focus more on learning Arabic.<sup>96</sup>

## CONCLUSION

The implementation of the Learning Program in the Formation of Students' Foreign Language Competence at MA Berlian Information Technology is implemented in co-curricular, intra-curricular, and extra-curricular activities. Co-curricular activities are English Morning for class X, *Muhadatsah Lughatil Arabiyah*, and *Shobahul Lughab* for class XI. Currently, the English Morning and *Muhadatsah Lughatil Arabiyah* programs are running. While *Shobahul Lughab* will only run this year for class XI. For intra-curricular activities in the form of English and Arabic subjects, the preparation of learning materials is in accordance with what has been determined by the government. While extra-curricular activities are filled with Arabic Language Specialization Classes and English Language Specialization Classes which are held every Saturday. In addition, students also get learning through workshops and participation in various competitions.

The implementation of the Learning Program in the Formation of Student Information Technology Competencies at the Diamond Information Technology MA is also implemented in co-curricular, intra-curricular, and extra-curricular activities. Co-curricular activities in the form of Microsoft Office Training are intended for class X and have been carried out in the first year and 2D Design Training for class XI which will only be run in this second year. For intra-curricular activities in the form of Multimedia: Graphic Design & Video Editing and Mobile Programming. Each level will get different IT subjects. While the extra-curricular activities are filled with IT Specialization Classes that focus on mastering material for the Olympics. In addition, students also learn through workshops and participation in various competitions.

Student Learning Outcomes on the Implementation of Learning Programs in the Formation of Foreign Language and Information Technology Competencies Students at MA Diamond Information Technology have experienced a lot of improvement in their abilities as seen from the diverse skills of students and their participation in competitions according to their fields of interest. More than half of the students have mastered each of these competencies.

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<sup>96</sup> Processed based on questionnaire results for students.

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#### **Research Result Data**

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MASTI Berlian Teacher Interview

Observation of Program Activities at MASTI Berlian

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