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The Importance of Arabic Language Standardisation Policy as Final Student Advantage in Islamic Boarding School

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Abstract

The importance of the standardisation policy applied for final year students to get official recognition with Arabic language skills during education at Islamic boarding schools. Standardisation of Arabic in Islamic boarding schools has not used internationally accepted and recognized standards. This study analyses the policy strategy of the Zam Zam Muhammadiyah Cilongok Islamic boarding school to set an international Arabic language standard in the form of TOAFL for final-year students. The research method uses qualitative with a grounded theory approach while the analysis uses design thinking and data validation with triangulation source. The results showed that the TOAFL-based Arabic standardisation policy refers to the curriculum, resources, infrastructure, and collaboration carried out in improving the skills and excellence of students at the final level. The implications of research on the application of TOAFL-based Arabic standardisation in Islamic boarding schools will increase the excellence of students at the national and international levels. Further research analyses the stages of implementing TOAFL standards in Islamic boarding schools as the output of students and tests the determining factors for students achieving TOAFL scores.

Keywords: Policy, Standardisation, TOAFL, Santri, Islamic Boarding School

A. Introduction

The role of language in human civilization has a very important role as a means of communication and interaction. In its purpose, language has a function as a medium of thinking and communication media that in the process cannot be separated from the symbols or characteristics of the language used to produce an idea that is understood and agreed upon. To form the highest culture, a civilization in society as a human identity that respects and respects each other as a projection of the future of human life (Nafis, 2020).

Language strengthening is one of the educational institutions that teach and educate patterns and ethics in language by developing four skills including speaking, listening, reading and writing (Noermanzah et al., 2018) Good language development will lead to better communication patterns in creating personal, community and national change. For this reason, every educator must have the best ability for students to communicate, dialogue, interaction, critical thinking, cooperation, courtesy, creativity and collaboration (Kusmiarti et al., 2020). In another explanation, Noermanzah (2019) affirms that language is not only a means of communication but can be an image of the mind and personality of a nation.

Indonesia is the country with the largest Muslim population in the world with a total of 243.6 million people (Al Bayt, 2023). Then adherents of Islam in the world are second at 1.91 billion people after adherents of Christianity with 2.38 billion people (CAP, 2023). For this reason, Indonesia is the most strategic country in creating civilization and world peace. In international life, Indonesia has contributed a lot to creating civilization and sustainable peace in various patterns with religious, linguistic and ulama approaches (Farizan & Heryadi, 2020).

The potential and superiority in terms of quantity provide great opportunities for Muslims and other countries that in the future have significant Muslim growth, including European and American countries, so it is not impossible that Indonesia can become an important driving force in initiating and commanding the language approach as a value of making significant glueing efforts in looking at civilization and future world peace. The decisive thing in managing civilization and peace is the intensity of communication with language that is interpreted to arouse awareness of the dignity of a nation.

The development of Islamic educational institutions in Indonesia that have distinctive characteristics are Islamic boarding schools with Kiayi, Mosques, Santri, Kitab and Dormitories so that they have an integration of education and a supportive climate in the development of science and knowledge (Dhofier, 2011). For this reason, it is not surprising that the developments shown 45 years ago have given confidence and an increasing trend for the community towards Islamic boarding schools as shown in the following table:

Table 1: Data on the Development of Islamic Boarding Schools in Indonesia 1977-2022

Year	Number of Pesantren	Number of Santri
1977	3.195	677.394
1982	4.980	735.417
1985	6.239	1.084.801
1997	8.342	1,770.768
2001	11.312	2.737.805
2003	14.606	3.369.193
2005	14.798	3.464.334
2009	24.206	3.190.394
2011	27.218	3,650.000
2016	28,994	4,290,626
2018	25.938	3.960.000
2021	27.218	3.647.719
2022	39.043	4,080.000

Source: (Dhofier, 2011; Ministry of Religion, 2020 & Ministry of Religion, 2023)

The increasing trend towards the development of Islamic boarding schools in language education will create a dynamic climate in conducting better and more effective learning so that all educators and students play a role not only in mastery and skills but in the value of the language they learn.

One of the compulsory subjects studied in the Madrasah and Islamic Boarding School curriculum is Arabic. The development of Arabic in Indonesia is more oriented among Islamic boarding schools so that the environment in it supports more effective teaching and practical skills of Arabic for the lives of students (Aini & Septi, 2023). Meanwhile, the learning process in Islamic boarding schools, where Arabic grammar is predominantly theoretically applied by analyzing Arabic texts with the theories studied, unfortunately, does not yet have an internationally recognized internal standard (Azhar et al., 2022).

Actually, in the development of Arabic language education in Islamic boarding schools, although it is more effective in principle, learning Arabic in Indonesia is faced with several problems as revealed by Muhammad Galib Abd Rahman Warraq that there is still stigmatization of the Arabic language, including difficult grammar, difficult to write and

express and limited to mastering modern science (Abidin & Satrianingsih, 2018). For this reason, these problems can be described in this good opportunity so that there is a big role that needs to be played in Indonesia in Islamic educational institutions to improve the capacity and quality of education.

Emotionally religious, Arabic is a religious language domain that is integrated with the Arab world, which is Islam, in addition to the second largest number of followers of Islam, the world places Arabic has the second largest population in the world with more than 25 countries that use it as an international language. Consequently, in the United Nations (UN) where Arabic has been used as an official international language includes the development of Islam, science, and civilization. For this reason, Arabic in the worldview will play a more optimal role if Islamic educational institutions in this case Islamic boarding schools carry out synergy and collaboration as a language of diplomacy, language of education and communication towards civilization and peace (Wahab, 2014).

In the development of languages in the world in 2017 there are 7,099 types of languages and 75% of the population in the world cannot speak English (Stein-Smith, 2017). This gives great awareness and potential to the development of Arabic as a value of civilization and peace in the world. But most worrying as an Arabic educator, is the premise that Arabic will experience stagnation and a tendency to show degradation in the future (Abidin & Satrianingsih, 2018).

Policies in Islamic educational institutions, especially Islamic boarding schools, are important because, with the right and well-implemented policies, educational programs in Islamic boarding schools become a part that attracts the public and provides added value in various skills. The education policy of Islamic boarding schools will be more appreciated by prioritizing religious and scientific learning as well as language skills. For that, Rohmah and Subiyantoro (2021) Encourage policies in Islamic boarding schools that expand life skills after completion of education.

The existence of standardisation that is a reference for achieving the minimum target in learning in Islamic boarding schools is urgent so that every student and Islamic boarding school has learning standards through the curriculum and produces a set score or grade. This can be a basis for student assessment of the compatibility and proficiency of the Arabic language obtained so that it becomes a standard or measure that is used as a goal either to get a scholarship in the next level or as an absolute requirement to continue the level to university. For that, Wahab et al., (2018) affirm that Islamic boarding schools for boarding students receive intensive and controlled coaching to get optimal results as expected.

Language standardization, especially in the context of Arabic, is an important issue that can affect the quality of education in various countries, especially in the Arab world and countries with large Muslim populations. Arabic is not only used as a language of daily communication, but is also the main language in religious education (especially in Islamic studies) and various other disciplines (Abdelbaset & Jabari, 2020). For this reason, Arabic language standardization in the context of education is very important, and one of the instruments that can be used is TOAFL (Test of Arabic as a Foreign Language).

TOAFL is a standardized test designed to assess a person's ability to speak Arabic as a foreign language. This test is used to measure participants' abilities in four main aspects of language: listening, reading, speaking, and writing. The assessment is carried out through various types of questions that measure how well participants can understand and communicate in Arabic, which is very useful for those who study Arabic outside of Arabic-speaking countries (Wulandari, 2023). The importance of Implementing Arabic language standardization with TOAFL in education will provide benefits including achieving consistent quality of education, improving the quality of Arabic language teaching, obtaining international education facilities, wider academic recognition and improving professional competence (Salam et al., 2023).

Zam Zam Muhammadiyah Cilongok modern Islamic boarding school, Banyumas is the second largest Islamic boarding school owned and managed by the Muhammadiyah Association with a total of 1700 students. The initial interview explained that the Test of Arabic Foreign Language (TOAFL) conducted for grade XII students or final year students included *Fahmul Masmu'* (listening), *Fahmul Maqru'* (Reading) and *Qawa'id* (Grammar; Arabic grammar) are standards that must be followed by all students so that they get a score that represents Arabic language skills, but the main problem is that there is no appropriate policy strategy so that TOAFL standards are applied in Islamic boarding schools on an ongoing basis (Saputra, 2023). Then the purpose of students getting TOAFL as a companion to the skills they gained while in the Islamic boarding school (Uthman, 2023).

The need for the standardisation of Arabic in Islamic boarding schools has not been entirely carried out due to factors such as cost, facilities and infrastructure as well as cooperation (Herdah et al., 2021). Then along with the increasing number of alumni of Islamic boarding schools who will continue to undergraduate programs abroad and require Arabic language requirements, TOAFL can be used as a standard to achieve the expected goals (Setiawaty, 2019). For this reason, policies are needed that are applied in educational institutions such as Islamic boarding schools so that they become references and goals in the expected process (Rohmah & Subiyantoro, 2021).

Previous research explaining the problem of Arabic in the Zam Zam Muhammadiyah Islamic boarding school Cilongok revealed by Hidayat and Hawanti, (2021) that the problem of mastering Arabic states that there are problems in aspects of phonology, morphology, semantics, syntax, aspects of individual abilities of students, aspects of limited learning hours, and aspects of teachers, curriculum, infrastructure and teaching methods. Furthermore, studies Qomariyah (2022) on the application of TOAFL is more widely applied in universities than in Islamic boarding schools because. Arabic language that is studied and practised in Islamic boarding schools tends to be limited to certain scopes and objects, so it is necessary to test the test items against the discrimination and difficulty index

For the reason above, it is necessary to standardise language policies in educational institutions, this study is focused on final-level students in Islamic boarding schools to get official recognition for their Arabic language skills. The purpose of this study is to analyse the policy of the Zam Zam Muhammadiyah Cilongok Islamic boarding school to set international Arabic language standards for finished student graduates.

B. Method

This study uses *grounded theory* which is one of the qualitative analyses to get a deep understanding based on a holistic view. In this research to produce theories or theoretical development of problems in the field, Creswell and Clark (2011) interpret *grounded theory* as a method with a systematic design and qualitative procedures used to generate theories at a broad conceptual level, processes, actions or interactions about substantive topics. The author's argument uses this approach because it further increases public trust in Islamic boarding schools, so it is necessary to improve the skills and excellence of Arabic as one of the Islamic boarding school identities through an internationally accepted and recognized Arabic standardisation policy.

Then the stages are used in *grounded theory* research by doing qualitative patterns in general. Furthermore, after obtaining research data, the compiled theory concepts are tested again whether they need to be revised or perfected using accurate data through comparative analysis that is comparative and the right situation and group to test the theory (Ayu & Budiasih, 2013).

The object of research is at Zam Zam Muhammadiyah Modern Islamic Boarding School Cilongok, Banyumas, Indonesia. Primary data sources come from in-depth interviews with the Head of the Language and Observation Section. While secondary data are obtained from documentation and literature studies. Data validity uses source triangulation through data collection, selecting data, presenting data and making conclusions

(Miles & Huberman, 2005). Data analysis used an approach to *design thinking* related to social problems as a form of planned change with stages of awareness, capacity and empowerment (Wrihatnolo & Dwidjowijoto, 2017). The opinion Rinawati (2009) explained that the awareness stage is given to the community to make changes to themselves, the environment and their families. Type *design thinking* used is the social innovation expressed by Murray et al., (2010) about social innovation answering social problems, then Moreira et al., (2021) developed with *social evolution model 6* (SE6) which emerged as a process of social innovation by combining 6 spiral models of social innovation stages into social evolution applied in various multidisciplinary fields. As in the following figure there are six stages namely empathy, exploration, elaboration, exposure, execution, and expansion.



Figure 1: Six Models of Social Evolution
Source: (Moreira et al., 2021)

C. Result and Discussion

Research results are obtained from interviews, observations, documentation, and library sources, then a categorization is prepared based on the Arabic standardization policy with curriculum, human resources, facilities and infrastructure and collaboration summarized below:

Empathy	Exploration	Processing	Exposed	Execution	Expansion
There is no TOAFL-based Arabic Standardisation policy in Islamic Boarding Schools	Curriculum Engagement	Curriculum Development with PT	Refraction of practical-based curriculum application TOAFL-based curriculum establishment	TOAFL-based curriculum training schedule TOAFL curriculum training for Arabic teachers	The implementation of the curriculum achieves TOAFL scores There is a practical guidebook to achieving TOAFL
	Human Resource Involvement	Skill Development of Arabic Teachers at TOAFL	Arabic Teacher's Habituation to TOAFL Application of TOAFL-based learning to students	TOAFL schedule for Arabic teachers TOAFL training schedule for students	Improved TOAFL scores for Arabic teachers There is an improvement in TOAFL-based Arabic learning for students
	Involvement of Infrastructure Facilities	Language Laboratory Preparation for TOAFL	TOAFL Equipment and System Placement	Creation of Training and Habituation of the Use of Language Laboratory	The existence of equipment and systems for the implementation of TOAFL
	Collaboration Engagement	Creating Cooperation between TOAFL Organizing Institutions	Establish Models and Institutions for Cooperation with TOAFL organizers	Scheduled Cooperation in the implementation of TOAFL in Islamic Boarding Schools	The existence of a model and cooperation in implementing TOAFL in Islamic boarding schools in a sustainable manner

The importance of TOAFL (Test of Arabic as a Foreign Language) standardization in educational institutions are increasingly felt along with the increasing international mobility of students and the recognition of the importance of academic Arabic language skills. Therefore, appropriate and evidence-based policies are needed to facilitate and ensure TOAFL standardization that is acceptable to various higher education institutions around the world.

The standardization of the TOAFL in Islamic boarding schools plays a critical role in enhancing the quality of Arabic language education. By aligning the curriculum with global language proficiency standards, schools can provide students with a more rigorous, internationally recognized education. The policy also requires active involvement from human resources (teachers, administrators), infrastructure development (testing facilities, technology), and collaboration with external entities (language institutions, government, global partners). Collectively, these factors not only ensure the success of the TOAFL implementation but also improve the overall quality of education, strengthen the school's reputation, and increase opportunities for students both locally and internationally.

The theory of the globalization of education policy refers to the processes through which educational systems, practices, and policies around the world become interconnected and influenced by global forces (Mundy et al., 2016). This phenomenon is not limited to a particular region but transcends national borders, shaping education policy at multiple levels – from local institutions to international organizations. To understand the standardization

process in these schools, it is essential to frame the discussion within the Globalization of Education Policy theory. This theoretical perspective highlights the role of global influences on local educational practices, including the integration of standardized assessments like TOAFL into diverse educational contexts such as Islamic boarding schools.

In essence, the adoption and standardization of TOAFL in Islamic boarding schools is an important impacting step toward modernizing and professionalizing Arabic language education, making it more relevant to the demands of a globalized world while preserving its rich cultural and religious heritage.

Improving Arabic Curriculum Achieving TOAFL-Based Arabic Language Standards

The development of the Arabic curriculum in the modern Islamic boarding school Zam Zam Muhammadiyah Cilongok refers to the integration of the curriculum of the Ministry of Religious Affairs, the Ministry of Education and Culture and the Islamic Boarding School Darussalam Gontor which is a reference for the Arabic curriculum for Islamic boarding schools in Indonesia. The implementation of the Arabic curriculum supported by the practice of Arabic as daily conversation provides better intensification. For interaction in the classroom and outside the classroom, it becomes a positive climate for achieving a good Arabic curriculum. The same thing as the opinion of Atabik et al., (2023) who explained that the development of Islamic boarding schools in Indonesia must be accompanied by the development of an Arabic curriculum that can compete internationally in addition to referring to the government curriculum.

However, the implementation of the TOAFL-based Arabic curriculum in Islamic boarding schools will only be realized in 2023 with the hope that all final year students or will graduate will be equipped with a certificate of TOAFL score results as part of the Arabic proficiency they obtained, if they have not reached the expected score target, students can do the next TOAFL.

About the Arabic curriculum, the implementation process occurs after the planning of the Arabic curriculum is defined in the form of ideas and programs, both curricula at the elementary, secondary, and institutional levels, to high schools or universities including Islamic boarding schools (Susanto, 2021). In practice, the application of each school institution varies depending on how to manage the curriculum itself although ideally and conceptually there are similarities in the direction and objectives of the Arabic curriculum under the auspices of government ministries, both in the Ministry of Religious Affairs and the Ministry of Education and Culture, except for the Arabic curriculum at the institutional

or university level which is more flexible, dynamic and contextual, Thus Islamic boarding schools that have massive intensification (Abdurahman & M Mansyur, 2021).

This will be used as a reference to run the Arabic learning system to be achieved in certain schools. Therefore, the Arabic curriculum development model must be planned, compiled, implemented, and evaluated carefully to achieve the goals to be achieved in Arabic language learning. In the case of Islamic schools or madrassas in the Philippines that have implemented Arabic as a compulsory language used in learning as a compulsory curriculum to create a curriculum that has standards that receive international recognition (Sali & Marasigan, 2020). Furthermore, prospective university educators in Australia have been equipped with an Arabic curriculum, this indicates that the Arabic curriculum is not only studied or managed by Islamic educational institutions (Baldwin, 2018).

Based on the design thinking obtained the improvement of the Arabic curriculum in achieving TOAFL standards for final-level students was obtained by exploring the policy of involvement of the TOAFL-based Arabic curriculum in Islamic boarding schools. Elaboration is a policy of developing an Arabic curriculum with universities and TOAFL-based ministries in Islamic boarding schools. Expose the habituation policy of implementing a TOAFL practice-based curriculum in Islamic boarding schools and the establishment of a TOAFL-based Arabic curriculum in Islamic boarding schools. Policy execution of scheduled TOAFL-based Arabic curriculum training for Islamic boarding schools and TOAFL curriculum training for Arabic teachers in Islamic boarding schools. The expansion of curriculum implementation policies achieved the TOAFL score expected by Islamic boarding schools and the existence of practical guidebooks to achieve TOAFL scores for Islamic boarding school graduates.

The Arabic curriculum policy by good standards, especially those with international recognition, will give a positive impression to students and Islamic boarding schools so that they can be easily accepted in various educational institutions as their purpose. As the opinion Qomariyah and Ahya, (2022) explained the standard Arabic curriculum in Islamic boarding schools which is at the secondary school level and continues to a higher level is certainly adjusted to the level of difficulty in TOAFL practice so that it is easier to understand to get used to in facing the next test.

Thus, the improvement of the TOAFL-based Arabic curriculum can be done with an integrated curriculum policy accompanied by the application and habituation of teachers and students to the Arabic curriculum that is oriented to international standards so that it is easy to get recognition of the skills and proficiency of Arabic standards possessed by final level students in Islamic boarding schools.

Improving Human Resources Achieving TOAFL-Based Arabic Language Standards

In developing human resources, namely, Arabic language teachers, the modern Islamic boarding school Zam Zam Muhammadiyah Cilongok in the recruitment process has determined that selected teachers have participated and received adequate TOAFL scores. This means that inputs have done an important part that the Arabic teacher has TOAFL standards so that it is declared to have sufficient Arabic skills and skills.

Improving the skills and competencies of human resources in Islamic boarding schools is strongly driven by the importance of quality and competition, for this reason, Arabic teachers in addition to achieving the expected standards also have adequate experience in providing an interesting and comfortable learning atmosphere for students. The development of Zam Zam Muhammadiyah Cilongok Islamic boarding school in addition to regular Arabic teachers in the learning process is also supported by student companions in each room which of course has good Arabic standards because the community is an alumnus of the Islamic boarding school with fairly good language qualifications. The same thing is explained by Rustiman and Mahdi (2022) that there is a significant relationship between human resources, namely Arabic teachers, and their Arabic language qualifications so that students in Islamic boarding schools achieve the expected standards.

Creating the independence of human resources of Arabic teachers in improving TOAFL competence and skills is very open, by using various media can practice and develop themselves to provide effective and interesting learning methods and approaches to students so that they are directed to get the expected TOAFL score. In the opinion of Samin et al., (2021) With a student-based learning approach, teachers will focus on finding various alternatives to get accurate methods in helping students achieve the expected learning outcomes, as well as student achievement of the expected TOAFL scores in the future.

Based on the design thinking obtained the increase in human resources of Arabic teachers in achieving TOAFL standards for final-level students was obtained by exploring the policy of human resource involvement of TOAFL-based Arabic teachers in Islamic boarding schools. Elaboration is a policy on developing the human resource skills of Arabic teachers based on TOAFL in Islamic boarding schools. Expose the TOAFL practice-based Arabic teacher habituation policy in Islamic boarding schools and the application of TOAFL-based Arabic learning for students in Islamic boarding schools. Execution of the TOAFL schedule policy for Islamic boarding school Arabic teachers and the implementation of TOAFL training for students in Islamic boarding schools. Policy expansion has increased

TOAFL scores for Arabic teachers in Islamic boarding schools and improved TOAFL-based Arabic learning for students in Islamic boarding schools.

Thus, to increase the human resources of Arabic teachers in Islamic boarding schools in achieving TOAFL standards, policies are needed in the selection, coaching and evaluation process concerning competencies and skills in training students on TOAFL to create habituation for students and teachers to achieve the expected score.

Infrastructure Improvement Achieves TOAFL-Based Arabic Language Standards

Physical development and infrastructure, Zam Zam Muhammadiyah Cilongok Islamic boarding school as a modern Islamic education is required to have adequate infrastructure standards that support the creation of a conducive learning atmosphere and climate. Currently, construction has been achieved on campus 3 which is more complete with adequate infrastructure facilities, including Arabic and English laboratories which in early 2023 will be used for the implementation of TOAFL for class XII or final level students.

Utilization of language laboratories as part of habituation and training for teachers and students in achieving the expected score. Related to the better support of infrastructure facilities in Islamic boarding schools, it will be easy to achieve the expected results revealed by Syarifah (2019) and Setiawaty (2019) that the better the application of infrastructure standards and systems for TOAFL habituation for students will increase their ability to follow TOAFL well. Because the elements that are included in the problem of getting the results of learning Arabic include: 1) teachers; 2) students; 3) teaching materials; 4) infrastructure; 5) motivation and interest in learning; 6) language environment; 7) learning methods; and 8) available time.

Based on the design thinking obtained the improvement of infrastructure facilities in achieving TOAFL standards for final-level students was obtained by exploring the policy of involvement of infrastructure facilities to support TOAFL-based Arabic in Islamic boarding schools. Elaboration is the policy of preparing TOAFL-based Arabic laboratories in Islamic boarding schools. Expose the policy of placing equipment and systems supporting TOAFL practical-based Arabic in Islamic boarding schools. Policy execution creates training and habituation to the use of Arabic language laboratories in Islamic boarding schools. Policy expansion of the TOAFL-based Arabic test equipment and system in Islamic boarding schools.

The improvement of infrastructure facilities in the form of language laboratories and systems used, students and teachers can use it regularly and practice with the aim that

students improve their proficiency in languages, especially Arabic language standards that are internationally recognized, one of which refers to TOAFL. In the opinion of Luthfi et al., (2022) Better infrastructure and methods in Arabic language development will improve TOAFL score results for students.

Thus, the policy of improving infrastructure facilities that support the implementation of TOAFL-based Arabic in Islamic boarding schools will make it easier for students to familiarize themselves with the Arabic language test so that facing TOAFL for students is not a fear of achieving the expected results in the future.

Increased Cooperation to Achieve TOAFL-Based Arabic Language Standards

The importance of cooperation in improving the competence of Arabic, which is a language used by many countries, needs to be pursued properly, of course, in achieving the expected standards, collaboration with various institutions is the main factor. This confirms that competition cannot stand alone and must strengthen from other institutions, where one of the sources of language strengthening is universities.

Zam Zam Muhammadiyah Cilongok Islamic Boarding School has collaborated with Muhammadiyah Purwokerto University and Prof. KH Saifuddin Zuhri of State Islamic University Purwokerto in Arabic language development. Both universities affirm that they have a positive role in supporting resources, namely Arabic teacher training and infrastructure in the form of assistance in TOAFL. The same thing is explained by Syamsuddin et al., (2023) With the management of cooperation in increasing the capacity of Arabic in Islamic boarding schools, the necessary standards and systems are needed so that all parties can benefit either directly or indirectly.

Based on the design thinking obtained increased cooperation in achieving TOAFL standards for final-level students was obtained by exploring the policy of involvement in cooperation in the implementation of TOAFL Arabic in Islamic boarding schools. Elaboration is a policy of cooperation in Arabic language development with TOAFL organizing institutions in Islamic boarding schools. The policy exposé establishes models and institutions of cooperation with TOAFL organizers in Islamic boarding schools. Policy execution scheduled for TOAFL implementation in Islamic boarding schools. Policy expansion of the existence of a model and cooperation in the implementation of TOAFL in Islamic boarding schools in a sustainable manner.

In improving and improving Arabic language learning in Islamic boarding schools, comprehensive cooperation and sustainability are needed so that it can expand the benefits to many people. For that Jufrih et.al., (2022) need to make communication and cooperation

efforts with educational institutions that have advantages and ease of cooperation so that Islamic boarding schools can get the opportunity to improve Arabic standards, especially TOAFL-based.

Thus, increasing the cooperation of Islamic boarding schools in the implementation of TOAFL-based Arabic will be carried out by communicating and scheduling as well as agreed models so that it is easy for each Islamic boarding school to cooperate with various parties, especially achieving Arabic language standards that can be recognized internationally, this is especially for the future of Islamic boarding school graduates.

Standardisation of Arabic Language Education in Islamic Boarding Schools

Arabic as a language that is taught and functions well in Islamic boarding schools can provide a guideline so that students get the expected standard as the value of Arabic education obtained by students. In Indonesia where Arabic has a very strategic position in the study of Islam (Al-Qur'an and As-Sunnah) and the dominance of Arabic references and knowledge with mastery of Arabic as a tool (Syarifah, 2019).

The need for Islamic boarding schools in learning and standardizing Arabic will provide great opportunities for the career and academic world, especially in Islamic educational institutions as a tool to increase the intensity of religious appreciation and the development of science and religion. The big consequence is that managers of Islamic educational institutions, especially Islamic boarding schools that have an orientation to the quality of the Arabic language, should have standards, infrastructure facilities and systems as a reference for students and graduate from Islamic boarding school as part of the value and excellence in Arabic language education.

Understanding, skills and practice of Arabic in Islamic boarding schools mostly have a fairly good system and curriculum with learning media and Arabic language laboratories to increase the interest and motivation of students in improving Arabic language learning. As for practical activities, Arabic is used as a means of communication and diplomacy as an example of *muhadatsah*, *maharah kalam*, speech, Umrah Hajj and others. For this reason, the development of information technology has a large portion in Islamic boarding schools in accelerating efforts to standardize Arabic in educational institutions it manages to achieve effectiveness in exploring Arabic with better standards (Arifin & Rizki, 2021).

To create a standard that meets international requirements, in 2000 there was a pioneer of standardisation of Arabic through Arabic language tests with TOAFL (*Test of Arabic as Foreign Language*). With this standardisation, it is expected to be able to suppress students so that they have mature Arabic language skills (Badruzzaman, 2020). This

standardisation of Arabic assessment has been widely implemented in universities in Indonesia, both public and private. The objectives of TOAFL are: a) Establish norms of Arabic language skills that will be used as guidelines for standardizing Arabic language graduation. b) Enforce standard Arabic graduation standards in TOAFL. c) Improve the quality of Arabic language skills and mastery for intermediate and higher education graduates (Setiawaty, 2019).

Although most of these TOAFL are applied to S1, S2 and S3 students in every Islamic higher education (PTAI), Islamic boarding schools as rapidly growing Islamic educational institutions can contribute to improving the quality of graduates with TOAFL standards obtained by students. The model and style of language movement between educational institutions vary so that each institution carries its uniqueness and characteristics depending on the goals to be achieved (Ahmadi et al., 2018).

In my observation so far, often the Arabic language standards applied by each Islamic boarding school are very varied and independent and have not referred to higher quality standards or recognized testing equipment internationally so it will be easily impressed not to be recognized by institutions that require Islamic boarding school graduates with a specified level of Arabic. This will give a negative impression of the process and standardisation of Arabic applied in Islamic boarding schools.

The standardisation used as a reference for students is not just on their graduation predicate, but dealing with Arabic language skills in learning Arabic references that are used not only for the specific purpose of continuing education abroad. But more than that, how Islamic boarding schools improve Arabic language standards for students and graduates as an international value of excellence.

Habituation of standardisation of the quality of Arabic language education in Islamic boarding schools with higher guidance will create a positive climate for the acceleration of students and Islamic boarding school graduates to carry out career and academic development so that they can conduct studies and research in various fields and various countries. This will support the efforts of Islamic boarding schools towards the quality of education in Indonesia by sending graduates to various countries with international standard Arabic recognized in all countries.

This has the consequence that cooperation and collaboration between Islamic boarding school managers and universities or institutions that organize the TOAFL test are then determined by the boarding school as a reference for the career and academic interests of students and graduates. For this reason, efforts to increase the competence of Arabic language education personnel are carried out through training so that the approaches and

methods provided to students support achieving the standards applied by Islamic boarding schools. As is the opinion of Ramadani S, (2020) that creating language competence in Islamic boarding schools requires curriculum development that requires practical application in its testing model.

Islamic boarding schools in Indonesia can massively drive Arabic language education with better standards, it will make a positive contribution to the development of the quality of education in Indonesia. This means that the Arabic standardisation movement applied in Islamic boarding schools refers to international standards so that directly every Islamic boarding school manager makes its excellence in opening the breadth of students and graduates to continue their education with international standards.

Thus, Islamic boarding schools take an important role in the improvement and application of Arabic language standardisation so that they are embraced by infrastructure, curriculum, systems, human resources and cooperation to realize international standard Arabic language education that can be used as access to continuing education and career interests so that the certificate awards obtained get a high score and at least with the standards determined by the Islamic boarding school manager and users. This will place Islamic boarding schools in Indonesia as the biggest driving force in the development of Arabic language education in the world and standardize themselves as a nation that cares about developing the role of Arabic in their daily lives in the future.

D. Conclusion

The importance of the standardisation policy applied for final year students to get official recognition with Arabic language skills during education at Islamic boarding schools. The Standardisation of Arabic in Islamic boarding schools has not used internationally accepted and recognized standards. Zam Zam Muhammadiyah Cilongok Islamic boarding school is the second largest owned by the Muhammadiyah company. TOAFL-based Arabic standardisation policy refers to the curriculum, resources, infrastructure, and cooperation carried out in improving the skills and excellence of students at the final level. The outcome of policy for curriculum achieving TOAFL scores, a practical guidebook to achieving TOAFL, TOAFL scores for Arabic teachers, TOAFL-based Arabic learning for students, equipment and systems for the implementation of TOAFL, a model and cooperation in implementing TOAFL in Islamic boarding schools in a sustainable manner. The impact of the policy is to step toward modernizing and professionalizing Arabic language education, making it more relevant to the demands of a globalized world while preserving its rich cultural and religious heritage. The implications of research on the

application of TOAFL-based Arabic standardisation in Islamic boarding schools will increase the excellence of students at the national and international levels. Further research focused on developing students' language skills at international events. This limitation research is explaining conceptually the application of TOAFL standardization in Islamic boarding schools. Further research analyses the stages of implementing TOAFL standards in Islamic boarding schools as the output of students and tests the determining factors for students achieving TOAFL scores.

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