



**Alibbaa': Jurnal Pendidikan Bahasa Arab**  
Vol. 6 No. 1, January 2025  
P-ISSN: 2721-1606 | E-ISSN: 2716-4985  
doi: <http://xxx>

## **TOAFL.com: A CEFR-Based Simulation Platform for Learning *Al-Arabiyyah Lil Akadimiyah* Among Indonesian Students**

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### **Abstract**

This study aims to analyze the application of Toafl.com as a simulation platform for learning *Al-Arabiyyah lil Akadimiyah* based on CEFR (Common European Framework of Reference for Languages) to support the Arabic language skills of students of the Interdisciplinary Islamic Studies Program (SII) Nahdlatul Ulama University (UNU) Yogyakarta. The research method uses a qualitative-descriptive approach with data collection techniques in the form of observation, interviews, and documentation for half a semester. The subjects of this study were class 3B students of the Interdisciplinary Islamic Studies Program (SII) UNU Yogyakarta. The results of the study indicate that the application of Toafl.com can help students understand question patterns, improve linguistic skills, and help students understand various Arabic language skills, including *Istima'* (listening), *Kalam* (speaking), *Qira'ah* (reading), and *Kitabah* (writing), according to the CEFR level (A1-C2). In addition, Toafl.com is also able to provide direct feedback, making it an effective tool in identifying weaknesses and potential improvements in students' Arabic language skills. This study recommends a wider integration of

Toafl.com into the Arabic language learning curriculum at the college level.

**Keywords:** *Arabic Language, Al-Arabiyyah lil Akadimiyah, CEFR, Toafl.com*

### **Abstrak**

Penelitian ini bertujuan untuk menganalisis penerapan *Toafl.com* sebagai platform simulasi pembelajaran *Al-Arabiyyah lil Akadimiyah* berbasis CEFR (Common European Framework of Reference for Languages) guna mendukung kemampuan bahasa Arab mahasiswa Program Studi Islam Interdisipliner (SII) Universitas Nahdlatul Ulama (UNU) Yogyakarta. Metode penelitian menggunakan pendekatan kualitatif-deskriptif dengan teknik pengumpulan data berupa observasi, wawancara, dan dokumentasi selama setengah semester. Subjek penelitian ini adalah mahasiswa kelas 3B Program Pendidikan Studi Islam Interdisipliner (SII) UNU Yogyakarta. Hasil penelitian menunjukkan bahwa penerapan *Toafl.com* dapat membantu mahasiswa memahami pola soal, meningkatkan keterampilan linguistik, serta membantu mahasiswa dalam memahami berbagai keterampilan bahasa Arab, meliputi *Istima'* (mendengar), *Kalam* (berbicara), *Qira'ah* (membaca), dan *Kitabah* (menulis), sesuai dengan tingkatan CEFR (A1-C2). Selain itu, *Toafl.com* juga mampu memberikan umpan balik langsung, sehingga menjadi alat yang efektif dalam mengidentifikasi kelemahan dan potensi peningkatan kemampuan bahasa Arab mahasiswa. Penelitian ini merekomendasikan pengintegrasian *Toafl.com* secara lebih luas dalam kurikulum pembelajaran bahasa Arab di tingkat perguruan tinggi.

**Kata Kunci:** *Bahasa Arab, Al-Arabiyyah lil Akadimiyah, CEFR, Toafl.com*

### **Introduction**

Universities have a very important role in developing insight and improving the quality of human resources. In an era of increasingly integrated globalization, mastery of foreign languages has become an important skill for students who want to compete at the international level.<sup>1</sup> Arabic, as one of the world's major languages, plays an important role in the development of science and understanding of the future of humanity. The demand of the academic and non-academic world for human resources who are proficient in Arabic, has increased Arabic language training in higher education environments. This situation

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<sup>1</sup>Mahfudin, Aziz, et al., "Development of Competency-Based Learning Program to Improve Foreign Language Skills in Higher Education," *SOSIOHUMANIKA: Journal of Social Science and Humanity Education* 8, no. 1 (2015): 131–40.

encourages universities to offer Arabic language programs that focus on improving students' linguistic abilities and understanding of international culture.<sup>2</sup>

Foreign language skills, especially Arabic, open up interesting opportunities for students. As a means of communication and business in the region, Arabic provides great advantages to those who master it. Apart from that, another advantage of mastering Arabic is the ease of accessing classical books of high literary value in various fields of science, such as philosophy, theology and world Islamic history. Students with Arabic proficiency in particular have the opportunity to understand more deeply and explore classical knowledge and scientific developments in the Arab world.<sup>3</sup> Therefore, proficiency in Arabic provides promising opportunities for academic and professional career development.

However, the diversity of students' abilities in mastering Arabic is a major factor in this golden opportunity.<sup>4</sup> This is also influenced by the student environment which does not entirely come from the scope of Islamic boarding schools. While the main target in this situation is Arabic with special skills, meaning that this opportunity is not intended for learners who are still beginners in learning Arabic. In addition, the standardization of the passing grade (*Passing Grade*) of the test that is too high also makes students feel burdened before taking the opportunity. In this context, Arabic language competence needs to be measured objectively and standardized, one of which is through an Arabic language proficiency test, such as TOAFL (Test of Arabic as a Foreign Language).<sup>5</sup>

TOAFL, which is based on the Common European Framework of Reference for Languages (CEFR), offers a structured approach to

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<sup>2</sup> Euis Ernawati, "Planning Arabic Language Learning," *Arabiyat: Journal of Arabic Language Education and Arabic Language* 5, no. 1 (2014): 60.

<sup>3</sup> Muhammad Afthon Ulin Nuha and Faedurrohman Faedurrohman, "Manajemen Perencanaan Kurikulum Bahasa Arab (Tinjauan Ontologi, Epistemologi Dan Aksiologi)," *Al-Muyassar: Journal of Arabic Education* 1, no. 2 (2022): 203, <https://doi.org/10.31000/al-muyassar.v1i2.6488>.

<sup>4</sup> Muhammad Qodri, "Problematika Pembelajaran TOAFL Pada Mahasiswa Fakultas Ilmu Tarbiyah Dan Keguruan UIN Sulthan Thaha Saifuddin Jambi," *Lughat Arabi: Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab* 1, no. 1 (2020): 1, <https://doi.org/10.36915/la.v1i1.1>.

<sup>5</sup> Rika Widianita et al., "Analysis of TOAFL Test Items," *AT-TAWASSUTH: Journal of Islamic Economics* VIII, no. 1 (2023): 1–19.

measuring Arabic language proficiency on an international scale. The use of CEFR in Arabic language tests aims to ensure that language proficiency assessments are carried out in a standardized manner and can be compared across languages and regions. This is important in the context of globalization, where Arabic is widely used in education, commerce, and religion. This opportunity is in line with the Curriculum applied to students of the Interdisciplinary Islamic Studies Program (SII) at UNU Yogyakarta. The SII Study Program is the only Study Program that has a specific objective of producing Bachelors of Religion who are able to have an understanding of the Qur'an and Al-Hadith in addition to other study programs. In this case, SII Study Program students are also expected to be able to develop Islamic knowledge and integrate it with other fields of science. In order to support this opportunity, courses with various disciplines are available in this Study Program, one of which is the Al-Arabiyyah lil Akadimiyah course. By adopting the CEFR, students, educators and institutions can measure and compare language abilities more accurately, opening up wider opportunities in the academic and professional world. *Al-Arabiyyah lil Akadimiyah* course is one of the courses with Arabic language development aimed at the final result, namely the TOAFL test. This course is given by the campus with the intention that all students have Arabic language skills, especially those related to TOAFL preparation. The use of the *Toafl.com online platform* is an appropriate effort to measure students' abilities in preparing for the test. This is in line with previous research findings that show that the integration of technology in language learning increases student motivation and learning outcomes.<sup>6</sup> Thus, this new course at UNU Yogyakarta is the answer as well as a new breakthrough in higher education in Arabic language learning.

From the results of the researcher's analysis, there are several previous studies that are almost similar to this study, but different in terms of context and research objectives. These studies include research conducted by Muhajir,<sup>7</sup> entitled "*The Importance of TOAFL in Improving the Language Skills of Arabic Language Education of Sixth*

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<sup>6</sup> Ahmad Zain Sarnoto et al., "Analisis Penerapan Teknologi Dalam Pembelajaran Dan Dampaknya Terhadap Hasil Belajar," *Journal on Education* 6, no. 1 (2023): 82–92, <https://doi.org/10.31004/joe.v6i1.2915>.

<sup>7</sup> Mohamad Muhajir and Mohamad Naim Madjid, "The Importance of TOAFL in Improving the Language Skills of Arabic Language Education of Sixth Semester Students at Universitas Muhammadiyah Yogyakarta," no. January (2021), <https://doi.org/10.2991/assehr.k.210120.132>.

*Semester Students at Universitas Muhammadiyah Yogyakarta*". The second study that is almost similar is an article written by Qodri,<sup>8</sup> entitled "*TOAFL Learning Problems in Students of the Faculty of Islamic Education and Teaching, IAIN Sulthan Thaha Saifuddin Jambi*". The third similar study is a study conducted by Ma'arif,<sup>9</sup> entitled "*Sighah Ikhtibarat al-'Arabiyyah fi Dui al-Ikhtibar al-Mutqn (TOAFL)*". The same thing from these three studies, namely both analyzing and describing the TOAFL Test and the problems that are generally found in TOAFL test participants. Then in several subsequent studies, several models and methods of interactive test preparation were developed to overcome these problems.

The fourth study is a study conducted by Wulandari,<sup>10</sup> entitled "*Development of TOAFL Media Based on Learning Management System For IAIN Metro Students*". The fifth study is an article published by Salam et al.,<sup>11</sup> entitled "*Development of TOAFL-Based Arabic Language Test Guidelines at Madrasah Aliyah Negeri 2 Padang Panjang Using the Lectora Inspire, Quizizz, and Kahoot Applications*". And the last study that is almost similar is a study conducted by Ruminar et al.,<sup>12</sup> entitled "*TOEFL Training and Simulation as an Effort to Achieve Targeted Values*". The three studies have similarities, namely in terms of the use of interactive media to replace conventional media in preparing for TOAFL test simulations. From the results of the researcher's analysis of previous existing studies, the difference between this study and previous studies lies in the context of the objectives and platforms used. In this

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<sup>8</sup> Qodri, "Problematika Pembelajaran TOAFL Pada Mahasiswa Fakultas Ilmu Tarbiyah Dan Keguruan UIN Sulthan Thaha Saifuddin Jambi."

<sup>9</sup> Ahmad Syamsul Ma'arif, "Sighah Ikhtibarat Al-'Arabiyyah Fi Dui Al-Ikhtibar Al-Mutqn (TOAFL)," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 9, no. 2 (2018): 160–73.

<sup>10</sup> Nawang Wulandari, "Development of TOAFL Media Based on Learning Management System For IAIN Metro Students | Pengembangan Media TOAFL Berbasis Learning Management System Bagi Mahasiswa Di IAIN Metro," *Mantiqu Tayr: Journal of Arabic Language* 3, no. 2 (2023): 120–34, <https://doi.org/10.25217/mantiqu tayr.v3i2.3433>.

<sup>11</sup> Muhammad Yusuf Salam et al., "Pengembangan Panduan Tes Bahasa Arab Berbasis TOAFL Di Madrasah Aliyah Negeri 2 Padang Panjang Menggunakan Aplikasi Lectora Inspire, Quizizz, Dan Kahoot," *Jurnal Teknologi Pendidikan* 12, no. 2 (2023): 175–93.

<sup>12</sup> Hafida Ruminar et al., "Pelatihan Dan Simulasi Toefl Sebagai Upaya Mencapai Nilai Yang Ditargetkan," *Dharmakarya* 12, no. 1 (2023): 122, <https://doi.org/10.24198/dharmakarya.v12i1.43061>.

study, the researcher focused on test simulations using the Toafl.com platform which refers more to the international test framework, namely using the Common European Framework of Reference for Languages (CEFR) reference.

Based on the results of the needs analysis conducted on students and lecturers in the SII study program, there are several factors that cause TOAFL learning in this course to not achieve maximum results. The findings obtained by the researcher stated that there were several problems that occurred both internally and externally from students. From these reasons, this study aims to analyze the implementation of *Toafl.com* as a CEFR-based *Al-Arabiyah lil Akadimiyah learning simulation* platform to support the Arabic language skills of SII UNU Yogyakarta Study Program students in preparing for TOAFL. This study is also oriented to help students understand question patterns, improve linguistic skills, and help students understand various Arabic language skills, including *Istima'* (listening), *Kalam* (speaking), *Qira'ah* (reading), and *Kitabah* (writing), according to the CEFR level (A1-C2). In addition, *Toafl.com* is also able to provide direct feedback, making it an effective tool in identifying weaknesses and potential improvements in students' Arabic language skills.

## Method

This study uses descriptive qualitative research, the research can be interpreted as a study that describes a real object and has the aim of understanding in depth the Arabic language learning process that exists in the scope of the study.<sup>13</sup> The qualitative approach allows researchers to explore various aspects and contexts related to the phenomenon of the need to learn Arabic as a foreign language in higher education environments, thus producing a deeper and more comprehensive understanding.<sup>14</sup>

The data sources for qualitative research are taken from two sources, namely primary data and secondary data. Primary data sources are obtained from observations, interviews, and documentation with

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<sup>13</sup> Renit Renita Sari and Khizanatul Hikmah, "Al Mi ' Yar: Scientific Journal of Arabic Language Learning and Arabic Language Implementation of Arabic Language Learning Activities at the Boarding School of SMA Muhammadiyah 2 Sidoarjo" 7, no. 2 (2024): 717–25.

<sup>14</sup>Mustofa+et.+al+MEMBANGUN+PENDIDIKAN+ISLAM+DENGAN+HIKMAH+DA  
N+KETELADANAN.pdf

teachers and students. While secondary data sources are obtained from journals and sources related to Arabic language learning at UNU Yogyakarta. The subjects in this study were students of class 3B of the SII study program in the third semester who were taking the Al-Arabiyah lil Akadimiyah course at UNU Yogyakarta. The following is a table of criteria for selecting class 3B as the subject of the TOAFL (Test of Arabic as a Foreign Language) Arabic Language Test research:

<i>Category</i>	<i>Criteria</i>	<i>Explanation</i>
<b><i>Education Level</i></b>	Grade 3B (final level in certain institutions, such as madrasah or colleges).	This class is considered to have sufficient competence to serve as subjects for assessing language proficiency using TOAFL.
<b><i>Language Proficiency</i></b>	Completed the basic Arabic curriculum (equivalent to CEFR levels A2-B1).	Participants are expected to have foundational grammar, vocabulary, and reading skills in standard Arabic texts.
<b><i>Subject Availability</i></b>	Adequate number of students (>20 students for data validity).	Ensures a representative statistical analysis of performance on TOAFL-based tests.
<b><i>Learning Motivation</i></b>	Students demonstrate high interest but low understanding in mastering Arabic.	Motivation is essential to ensure students take the test seriously, resulting in accurate outcomes.
<b><i>Technology Proficiency</i></b>	Basic knowledge of using technological devices (if the test is computer-based).	This skill is necessary if the TOAFL test is conducted online or via technological devices.
<b><i>Gender Representation</i></b>	Research subjects include a balanced representation of genders (male and female).	Ensures that the research results are not influenced by gender bias.

**Time and Schedule**

Class schedules and examinations allow for conducting TOAFL trial tests within the research period. Ensures no conflict with major academic schedules, such as final semester exams.

Data collection techniques were taken by (a) observation, namely conducting further research on activities related to this research to understand directly related to events in the field based on previously obtained information.<sup>15</sup> Therefore, the researcher wanted to observe the learning process of the *Al-Arabiyah lil Akadimiyah course* in class 3B of the SII study program, third semester, UNU Yogyakarta through the *Toafl.com platform*. Observations were carried out from October to November 2024. (b) Interviews with informants to obtain accurate data needed by researchers. This study uses a semi-structured interview type. This interview includes a list of questions that have been prepared in advance.<sup>16</sup> In this interview technique, the researcher provides questions directly delivered by the researcher to Ustadz Mohammad Rofiqi as a lecturer in charge of the *Al-Arabiyah lil Akadimiyah course*, in class 3B of the SII study program, third semester, UNU Yogyakarta, using a list of questions that have been prepared by the researcher regarding the learning process in the classroom. (c) Documentation is a technique for collecting evidence of information related to the implementation process of the *Toafl.com platform* for learning the *Al-Arabiyah lil Akadimiyah course*, documents obtained include photos of student activities during the lecture process.

After the data was collected, data analysis was carried out systematically using a qualitative approach.<sup>17</sup> The data analysis technique in this study uses the Miles and Huberman theory model, namely by using the method of reducing data, summarizing, then

<sup>15</sup> Nanang Kosim, Ade Arip Ardiansyah, and Hilda Saripatul Hikmah, "The Use of The Task-Base Language Teaching ( TBLT ) Method to Improve Learning Outcomes of Arabic Language Skills" 5, no. 2 (2024).

<sup>16</sup> maryam nur Annisa, "Analisis Kebutuhan Dan Tantangan Dalam Pembelajaran Bahasa Arab Sebagai Bahasa Asing Di Pendidikan Tinggi," *Ejournal* 2, no. 2 (2023): 313–28.

<sup>17</sup> Nabila Nailil Amalia, M Abdul Hamid, and Zakiyah Arifa, "Analysis of the Arabic Language Textbook for Junior High School from the Perspective of the Education , Standards , Curriculum , and Assesment Agency ( BSKAP )," *Alibbaa': Jurnal Pendidikan Bahasa Arab* 5, no. 2 (2024).



concluding.<sup>18</sup> Observation data were analyzed using descriptive statistics to obtain an overview of the learning process of the *Al-Arabiyyah lil Akadimiyah course* in class 3B of the SII study program in the third semester of UNU Yogyakarta through the *Toafl.com platform*. Meanwhile, data from the interview will be analyzed using the content analysis method to identify the general and specific learning overview desired by the institution, which is obtained from the results of interviews with lecturers. And finally, drawing conclusions or verifying data that has been collected from observations, interviews, and documentation in the field. The results of this study are expected to provide in-depth experience in preparing for TOAFL based on CEFR through *Toafl.com simulations* that are more effective and relevant at the tertiary level.

## **Result and Discussion**

The results of observations during the implementation of the CEFR-based TOAFL simulation showed several findings, including: Most students showed high enthusiasm for the TOAFL simulation. They considered this platform as an innovative new means to measure their Arabic language skills academically. However, there were a small number of students who were not technically prepared, especially in understanding the online-based test format. In terms of technological readiness, some students were able to operate the technological devices needed to access Toafl.com. However, technical obstacles were found such as unstable internet connections in several sessions, especially for students who accessed from outside the campus. The simulation results showed variations in the level of students' Arabic language skills. Most were at level A2-B1 based on CEFR, in accordance with the learning targets. However, some students had difficulty in the listening (*istima'*) and writing (*kitabah*) sections. Further explanation, as follows:

### **A. CEFR-based TOAFL learning**

TOAFL (*Test of Arabic as a Foreign Language*) is one of the Arabic language ability measurement methods designed to assess individual language skills in various communication contexts. TOAFL is a test designed to measure Arabic language skills, including listening skills (*Istima'*), listening (*Qira'ah*), and grammatical analysis (Arabic

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<sup>18</sup> Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif, Dan RnD*, 3rd ed. (Bandung, 2021).

grammar).<sup>19</sup> In line with Muhajir's opinion, TOAFL is a tool (learning device), because tests have an important role in education.<sup>20</sup> The *Al-Arabiyyah lil Akadimiyah* course is one of the courses with Arabic language development aimed at this test.

In its development, TOAFL adopted the CEFR (Common European Framework of Reference for Languages) framework, which is an international standard used to describe language skills based on six levels of competency, from A1 (beginner) to C2 (proficient). In contrast to ACTFL, which serves as the American standard for foreign language learning,<sup>21</sup> CEFR is a European country-level reference framework specifically designed to describe language skills and mastery, including English, Arabic, and other languages.<sup>22</sup>

The CEFR-based approach allows TOAFL to provide a more structured and measurable assessment. The levels in CEFR cover various aspects of language skills, such as reading, writing, listening, and speaking skills, which are integrated with academic and professional needs. Through this structure, TOAFL not only aims to assess basic Arabic language skills, but also measures the user's ability to understand academic texts, communicate effectively, and analyze complex Arabic texts.<sup>23</sup>

The implementation of CEFR-based TOAFL learning in class 3B of the SII study program, third semester, UNU Yogyakarta presents several updates in the lecture atmosphere. First, this learning creates an interesting learning atmosphere for students. This is because the

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<sup>19</sup> Mohammad Barmawi, *LULUS TOAFL DENGAN MUDAH DAN MEMUASKAN*, 1st ed. (Yogyakarta: Diva Press, 2011).

<sup>20</sup> Muhajir and Madjid, "The Importance of TOAFL in Improving the Language Skills of Arabic Language Education of Sixth Semester Students at Universitas Muhammadiyah Yogyakarta."

<sup>21</sup> Muchsinul Khuluq et al., "Mobile-Assisted Language Learning Apps: The Analysis of Duolingo's Content Using ACTFL Standarization," *Khuluq | Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* (December 5, 2024), <https://doi.org/10.23971/altarib.v12i2.8806>.

<sup>22</sup> Ibtisam Abdullah, Ashinida Aladdin, and Mohamad Azwan Kamarudin, "Pendekatan Pengajaran Dan Pembelajaran Kemahiran Bahasa Arab Berteraskan Standard CEFR," *Webinar Kebangsaan Isu P&P Bahasa Arab IPT 2020*, no. January (2021).

<sup>23</sup> Ahmad Syamsul Ma'arif, "Sighah Ikhtibar Al-'Arabiyyah Fi Dui Al-Ikhtibar Al-Mutqan (TOAFL)," *Al Bayan Journal: Journal of the Arabic Language Education Department* 9, no. 2 (2018): 160–73.

provision of conventional materials is changed into interactive practice between students and lecturers.<sup>24</sup> Second, this learning helps students understand specific learning targets according to their ability level. Second, CEFR-based simulations provide practical experiences that are close to real test conditions, thus helping participants prepare themselves better. Third, CEFR ensures that test results are standardized and can be compared globally, making them relevant for both academic and professional purposes.

In practice, CEFR-based TOAFL learning in class 3B of the SII study program in the third semester of UNU Yogyakarta involves materials designed according to competency levels, practice questions with a test-like format, and the use of technology such as online platforms for test simulations. Platforms such as *Toafl.com*, for example, utilize this approach by providing interactive modules that assess participants' abilities in every aspect of the Arabic language. As a result, students not only gain an understanding of the TOAFL test structure, but also experience a gradual increase in their Arabic language skills according to the CEFR level. Thus, CEFR-based TOAFL learning is an innovative solution to improve the quality of Arabic language learning. Not only focusing on basic skills, this approach also integrates academic and professional needs, making it relevant in supporting the competence of students and individuals who need Arabic language skills as intellectual and career assets.

### **B. *Toafl.com* Platform**

*Toafl.com* is an innovative digital platform designed to support Arabic language learning and assessment through TOAFL test simulations. The *Toafl.com website* is a computer-based Arabic language proficiency test provider site developed by Eckehard Schulz, Professor at the Oriental Institute, University of Leipzig.<sup>25</sup> The platform aims to facilitate users, both students and professionals, in measuring and improving their Arabic language competencies based on the international CEFR framework.

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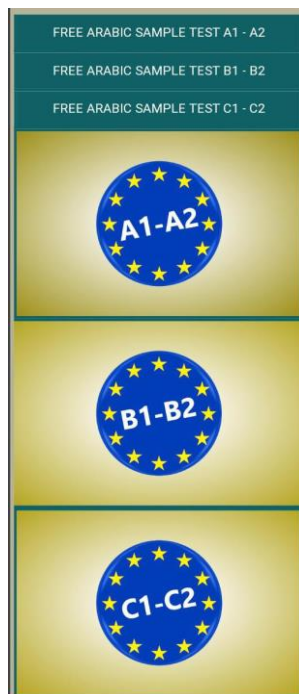
<sup>24</sup> M Sholih Salimul Uqba et al., "Students' Perception of Translation Software: A Case Study in the Bachelor and Master Programs of Arabic Education," *Alibbaa': Jurnal Pendidikan Bahasa Arab* 5, no. 1 (2024): 82–97, <https://doi.org/10.19105/ajpba.v5i1.11555>.

<sup>25</sup> Muhajir and Madjid, "The Importance of TOAFL in Improving the Language Skills of Arabic Language Education of Sixth Semester Students at Universitas Muhammadiyah Yogyakarta."



**Figure 1: Toafl.com Platform**

As an online platform, *Toafl.com* offers a variety of features designed to meet the needs of users in learning and preparing for the TOAFL test. These features include test simulations with a format similar to the official test, competency-based learning (A1 to C2), and detailed test result analysis. With a CEFR-based approach, the platform ensures that users can understand their learning progress systematically and measurably.<sup>26</sup>



**Figure 2. Features in Toafl.com**

One of the main advantages of *Toafl.com* is its accessibility. Users can access learning materials, practice questions, and test simulations anytime and anywhere. This provides flexibility for

<sup>26</sup> A. Syahid Robbani et al., "Research Trends and Challenges in Implementing the Common European Framework of Reference for Languages (CEFR) in Indonesia," *Diglossia: Journal of Language, Literature, and Teaching Studies* 6, no. 4 (2023): 1011–26, <https://doi.org/10.30872/diglossia.v6i4.736>.

individuals with busy schedules. In addition, the platform is designed with a user-friendly interface, making it easy to navigate and a comfortable learning experience.

In addition to the technical aspects, *Toafl.com* also offers a pedagogical approach that focuses on holistic language skills development. The learning materials cover various aspects such as reading, writing, listening, and speaking, all of which are tailored to the CEFR difficulty level.<sup>27</sup> With various exercises, users can gradually improve their skills according to academic or professional needs.

a). Sample Test A1, A2



**Figure 3. Test Sample A1, A2**

*Toafl.com* test samples level A1 and A2 are test levels intended for beginner and basic learner levels. Of the four skills (listening, reading, speaking and writing), the target of this level is students with basic skills. This level is also intended to measure the ability of students who are new to learning Arabic. The test time is only 15 minutes. The test contains three different categories of questions, namely 1) *Maharah istima'*, 2) *Maharah qira'ah*, 3). *Maharah tarqib wa at-tadribat*.

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<sup>27</sup> Sudaryanto Sudaryanto and Pratomo Widodo, "Common European Framework of Reference for Languages (CEFR) and Its Implications for BIPA Textbooks," *Idiomatic Journal: Journal of Indonesian Language and Literature Education* 3, no. 2 (2020): 80–87, <https://doi.org/10.46918/idiomatik.v3i2.777>.

b). Sample Test B1, B2



Figure 4. Sample Test B1, B2

*Toafl.com* test samples level B1 and B2 are test levels intended for advanced learners. Of the four skills (listening, reading, speaking and writing), the target of this level is students with advanced abilities. The scores obtained from this level are usually intended to measure the abilities of students who wish to continue to higher education. The test time is 25 minutes. The test contains three different categories of questions, namely 1) *Maharah istima'*, 2) *Maharah qira'ah*, 3). *Maharah tarqib wa at-tadribat*, with a greater number than levels A1 and A2.

c). Sample Test C1, C2

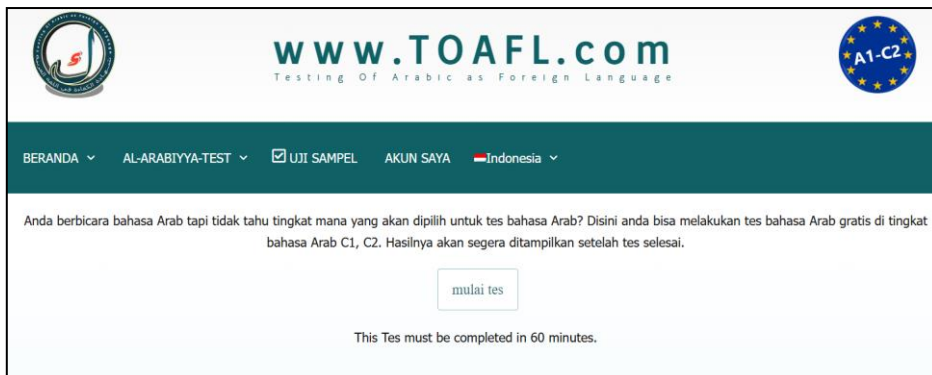


Figure 5. Test Sample C1, C2

*Toafl.com* test samples level C1 and C2 are test levels intended for advanced and professional learner levels. Of the four skills (listening, reading, speaking and writing), the target of this level is students with high abilities. The scores obtained from this level are usually intended to measure the abilities of someone who has taken professional or expert education. The test time is 60 minutes. The test contains three different

categories of questions, namely 1) *Maharah istima'*, 2) *Maharah qira'ah*, 3). *Maharah tarqib wa at-tadribat*, with a greater number than levels B1 and B2.

With a combination of advanced technology and a structured learning approach<sup>28</sup>, *Toafl.com* is an effective tool for improving Arabic language skills. This platform not only helps users understand the TOAFL test format but also provides a learning experience that is relevant to global needs. For students, professionals, or anyone who wants to master Arabic academically and professionally, *Toafl.com* is the right solution to achieve these goals.

### **C. Using *Toafl.com* as a Simulation of Learning *Al-Arabiyah Lil Akadimiyah* (CEFR-Based TOAFL Arabic Language Test) for Students**

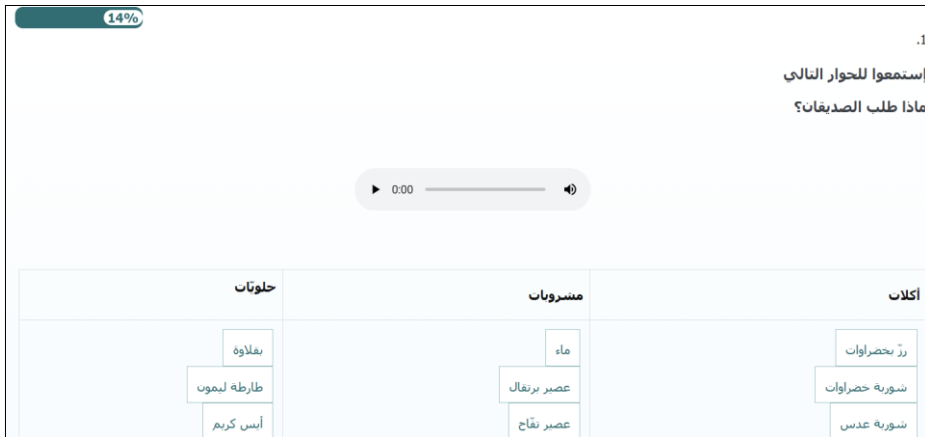
In an effort to improve the Arabic language competence of students of the Interdisciplinary Islamic Studies Program (SII) UNU Yogyakarta, especially class 3B, the implementation of *Toafl.com* as a simulation-based learning media is an innovative strategic step. As a learning simulation tool, *Toafl.com* not only functions to introduce students to the TOAFL test format, but also helps them understand the levels of Arabic language ability based on the CEFR level, from A1 to C2.<sup>29</sup> This platform is designed to provide an interactive learning experience, with features such as test-based practice questions, automatic evaluation, and in-depth result analysis. Students can identify their strengths and weaknesses, and focus on areas that need improvement.<sup>30</sup>

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<sup>28</sup> Belva Saskia Permana, Lutvia Ainun Hazizah, and Yusuf Tri Herlambang, "Educational Technology: The Effectiveness of Using Technology-Based Learning Media in the Digitalization Era," *Khatulistiwa: Journal of Education and Social Humanities* 4, no. 1 (2024): 19–28, <https://doi.org/10.55606/khatulistiwa.v4i1.2702>.

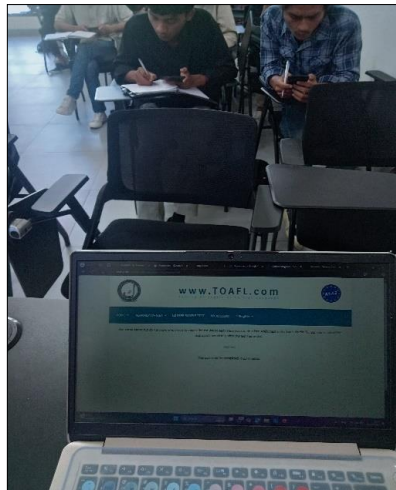
<sup>29</sup> Ruliana Khasanah, "Foreign Language Teaching Framework Level A1-A2 in CEFR Standards (Study of Language Philosophy Approach)," *UIN Sunan Kalijaga Thesis*, no. 2018 (2019): 32, [https://www.academia.edu/download/82217590/JURNAL\\_KERANGKA\\_PENGAJARAN\\_BAHASA\\_ASING\\_LEVEL\\_A1\\_dikonversi.pdf](https://www.academia.edu/download/82217590/JURNAL_KERANGKA_PENGAJARAN_BAHASA_ASING_LEVEL_A1_dikonversi.pdf).

<sup>30</sup> N R Zaimah et al., "Harnessing Gemini for Arabic Mastery: Educators' and Learners' Views," *Alibbaa': Jurnal ...* 5, no. 2 (2024), <http://ejournal.iainmadura.ac.id/index.php/alibbaa/article/view/14808>.



**Figure 6. Example of ToafL.com *Maharah Istima'* questions**

In its implementation in class 3B SII UNU Yogyakarta, *ToafL.com* is used as part of a blended learning method . Face-to-face sessions focus on theoretical discussions, language skills practice, and text analysis, while the use of *ToafL.com* gives students the opportunity to study independently outside of class hours. The test simulations



available on this platform allow students to become familiar with the TOAFL test format, increasing their confidence in facing the real exam.

**Figure 7. Implementation of the ToafL.com test simulation**

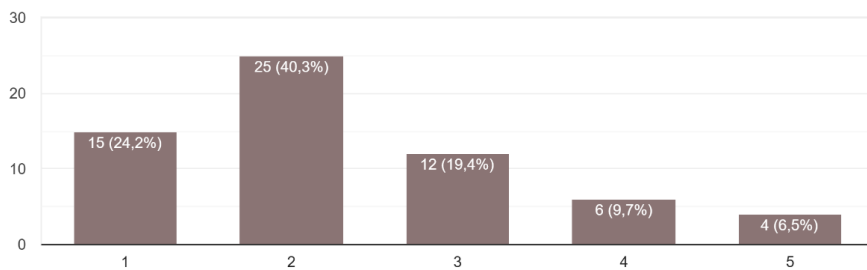
Initial results from using *ToafL.com* show that students in class 3B are more motivated to actively learn Arabic. They appreciate the flexibility of the platform that allows access at any time, as well as the



assessment features that provide instant feedback. In addition, the integration of *Toafl.com* into the learning helps students improve their understanding of academic Arabic, including the ability to read complex texts, write essays, and listen and speak in formal contexts.

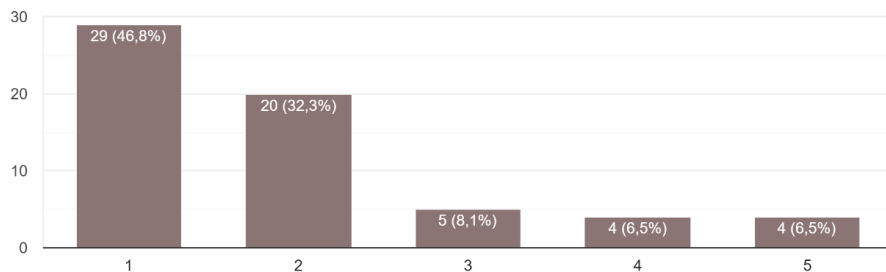
The following are the final results of the needs analysis of the interest in Advanced Arabic language learning for students in class 3B SII UNU Yogyakarta. The questionnaire was distributed via *google form* in the middle of the odd semester.

1. Rating minat terhadap bahasa Arab  
62 jawaban



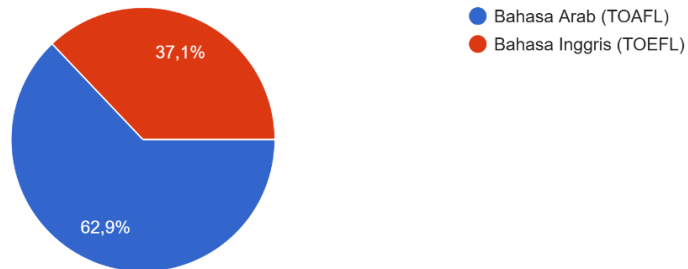
**Diagram 1. Rating of students' interest in Arabic**

2. Rating kebutuhan terhadap bahasa Arab  
62 jawaban



**Diagram 2. Rating of students' needs for Arabic**

3. Pilihan Tes Bahasa Internasional  
62 jawaban



**Diagram 3. International Language test options**

After conducting two TOAFL simulation trials using an interactive method, namely using the *Toafl.com platform*, the final results stated that students really need simulations like this. This information is to support students' high interest in using Arabic. Students became more enthusiastic about trying the test repeatedly, both independently and in groups. Students also mapped and analyzed the question models that came out on the test, and tried to discuss the answers to the questions that came out on the test.

With this implementation, *Toafl.com* proves its effectiveness as a learning media that supports students in preparing themselves to face academic and professional challenges. As part of the Arabic language competency development strategy, this platform is expected to continue to be used and optimized in supporting the success of SII UNU Yogyakarta students, especially in improving Arabic language skills based on international standards.

## Conclusion

Based on the results of research and analysis conducted by researchers, the implementation of *Toafl.com* as a simulation of *Al-Arabiyyah Lil Akadimiyah learning* for students of the SII Study Program, UNU Yogyakarta shows great potential in supporting the development of Arabic language competencies based on international standards. By adopting the CEFR framework, this platform not only introduces students to the format and structure of the TOAFL Test, but also provides a focused, flexible, and interactive learning experience.

The use of *Toafl.com* provides significant benefits, including helping students understand their language ability level systematically, improving weaknesses in Arabic language skills, including *Istima'* (listening), *Kalam* (speaking), *Qira'ah* (reading), and *Kitabah* (writing), according to CEFR levels (A1-C2). and increasing their readiness to face academic and professional challenges. Features such as CEFR-based test simulations, automatic evaluation, and direct feedback have proven effective in improving students' motivation to learn and Arabic language skills, especially in academic contexts.

With a learning approach that integrates modern technology, *Toafl.com* becomes a relevant and innovative tool in answering the needs of Arabic language learning in the digital era. This platform also supports UNU Yogyakarta's vision in producing graduates who are not only academically superior, but also competent in Arabic as a scientific language.

Overall, this study confirms that *Toafl.com* is an effective learning solution and can be continuously optimized to support the success of SII UNU Yogyakarta students in mastering Arabic based on international standards. Further integration with other curriculum and learning strategies can strengthen the positive impact of this platform in the future.

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