WHAT HAPPENED TO THE LANGUAGE EXAM PROGRAM AT KIAI HAJI ACHMAD SIDDIQ STATE ISLAMIC UNIVERSITY JEMBER?

UNDERGRADUATE THESIS

Submitted to the State Islamic University of Kiai Haji. Achmad Siddiq Jember
in partial fulfilment of the Requirement to Obtain
a Bachelor's Degree of *Sarjana Pendidikan* (S.Pd)
Faculty of Tarbiyah and Teacher Training
Islamic Education Management

By:

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**STATE ISLAMIC UNIVERSITY
OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
DECEMBER 2024**

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Has been examined and approved by the board for examiners
in partial to fulfilments of Sarjana Pendidikan (S.Pd)
Faculty of Tarbiyah and Teacher Training
Islamic Education Management

Day: Tuesday
Date: December 10, 2024
The Board of Examiners

Chairman	Secretary

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MOTTO

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.... إِنَّ ٱللَّهَ لَا يُغَيِّرُ مَا بِقَوۡمٍ حَتَّىٰ يُغَيِّرُواْ مَا بِأَنفُسِهِمۡ

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"...........Indeed, Allah does not change the condition of a people until they change their own condition." (QS Ar-Ra'd [13]: 11).

DEDICATION

I proudly dedicate this undergraduate thesis to:

1. My Beloved Family

    I would like to express my deepest appreciation to my amazing parents, Mr. Muhammad Qodrissalam and Mrs. Zulfah, and my only one little sister Maria Maksalina Maghfiroh, who have continuously provided me with unconditional love, encouragement, and patience throughout the journey of my research. Their unwavering support has been my greatest strength.

2. My Remarkable Classmates

    I am immensely grateful to all my dear friends from MPI C1 fellas in the Islamic Education Management. Your companionship, laughter, and endless support have made my university experience unforgettable. The bond we share is beyond words, and I treasure every moment we had spent together.

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Likewise, the writer also says deeply grateful to the advisors, Mr. Dani Hermawan, M.Pd., who has already guided very patiently to give valuable consultation, feedback, suggestion, motivation, reinforcement to do this thesis from the beginning of the research which has many revisions till this thesis entirely finished. May Allah bless her and family with endless happiness, health, wealth, and grant all of your wishes.

The researcher realized that this thesis would not finish without help and guidance from other people. By that, the writer would like to express her emphatic thanks and appreciation to:

1. Prof. Dr. H. Hepni, S.Ag., M.M., CPEM, as a Rector of State Islamic University of Kiai Haji Achmad Siddiq Jember.

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3. Dr. Nuruddin, S.Pd.I., M.Pd.I, as the head of Islamic Studies and Language Education Department.

The writer fully realizes that this thesis is still far from being perfect. Hence, the writer really welcomes to get any critics, opinions, and suggestions to make this paper quietly much better then. But still, the writer hopes that this research will be beneficial not only for the writer herself but also for the readers and the next researchers who need as the references.

Jember, November 20, 2024

Nur Azizah Maulidyah

ABSTRACT

Nur Azizah Maulidyah, *2024: What Happened To The Language Exam Program at Kiai Haji Achmad Siddiq State Islamic University Jember?*

Key Words: Language Exam Program

The language examination program at Kiai Haji Achmad Siddiq State Islamic University Jember evaluates students' proficiency in listening, reading, speaking, and writing as a graduation requirement. However, challenges like academic dishonesty, limited quotas, and technical issues hinder its effectiveness and delay student progress. Efforts to address these issues include strengthening verification, monitoring, and language support. This study explores the program's implementation, evaluation, and follow-up to enhance its effectiveness and relevance for students' academic and professional growth.

This research examines the implementation, evaluation, and follow-up of the language examination program at Kiai Haji Achmad Siddiq State Islamic University Jember. It focuses on the program's processes, outcomes, and challenges, addressing issues like academic dishonesty, system inefficiencies, and mismanagement. The study provides theoretical insights to improve the reliability and fairness of language assessments and practical solutions for enhancing exam administration. It aims to support researchers, help the university develop effective policies, strengthen its reputation, and build societal trust in graduates' language proficiency for academic and professional success.
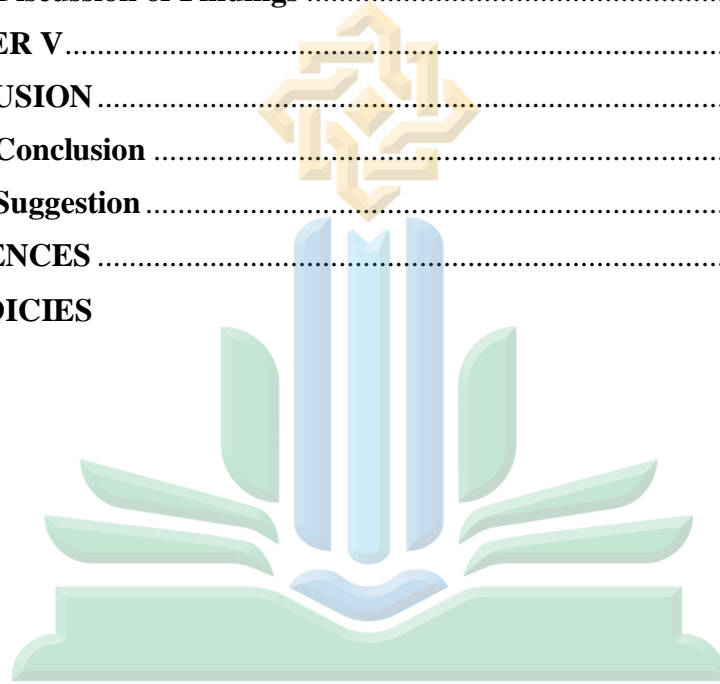
This research uses a qualitative case study approach to examine the Language Examination Program at Kiai Haji Achmad Siddiq State Islamic University Jember. It aims to provide an in-depth, holistic understanding of the program's implementation, challenges, and changes. Data collection methods include interviews with participants and administrators, observations of the exam process, and analysis of policy documents. The study offers valuable insights to support future improvements in the program.

The language exam at UIN KHAS Jember faces significant challenges, including unclear SOPs, vague staff job descriptions, limited funding, and inadequate infrastructure, which hinder its effectiveness. Efforts to address issues, such as proxy test-takers, include identity verification, a shift to offline exams, and hiring interns. However, these measures have not fully resolved systemic problems, such as the absence of official certificate templates and poor coordination. Comprehensive improvements in SOPs, staffing, infrastructure, and funding are needed to enhance the exam's organization, efficiency, and long term effectiveness.

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CHAPTER I

INTODUCTION

This chapter is the introduction of research consists of research background, research question, research objective, research significances, scope of the research, and definition of key terms.

A. Research Context

A language examination program systematically evaluates an individual's proficiency in a specific language. These programs are essential in multiple sectors, including education, professional certification, immigration, and personal language advancement. The design of a language examination necessitates meticulous attention to ensure it effectively assesses the targeted language skills and competencies.[1] Assert that the creation of language assessments necessitates the selection of suitable assignments that correspond with the learners' competencies and the exam's objectives. This procedure guarantees the reliability and validity of the outcomes, which inform significant judgments on an individual's language proficiency.

The four language skills listening, reading, speaking, and writing constitute the primary domains evaluated by most language examinations. These skills embody the fundamental competencies required for proficient communication in any language. Each ability is evaluated through a range of exercises intended to simulate authentic language application. The listening and reading sections generally consist of comprehension exercises, requiring

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[1] J. Charles Alderson, Caroline Clapham, and Dianne Wall, *Language Test Construction And Evaluation* (Cambridge University Press, 1995).

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test-takers to analyze spoken or written texts and respond to questions derived from the information presented[2]. These sections frequently employ multiple-choice questions, short responses, or matching tasks to assess a learner's comprehension of language input. Conversely, the speaking and writing sections evaluate productive language skills, necessitating that test-takers articulate their thoughts with clarity and precision. Oral interviews or organized dialogues are typically employed in speaking sections to assess pronunciation, fluency, and conversational skills.[3] Writing assignments sometimes necessitate that examinees generate essays or organized responses that exhibit grammatical precision, coherence, and suitable vocabulary usage.

Language exams come in various forms, each designed with a specific purpose in mind, ranging from academic placement and professional certification to immigration and personal language development. Below is an overview of different types of language exams and their respective functions, with references to support the explanations. IELTS is essential for university admissions in countries like the UK, Australia, and Canada. It also fulfills immigration requirements, such as for skilled migration to Australia and the UK.[4] TOEFL is primarily used for academic admissions in English-speaking countries, but it is also increasingly recognized for visa and employment

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[2] Kirby J. Cook, "Language Testing," *Issues in Applied Linguistics* 12, no. 1 (June 30, 2001), https://doi.org/10.5070/L4121005044.

[3] Alderson, Caroline Clapham, and Dianne Wall, *Language Test Construction And Evaluation*.

[4] Admin British Council, "IELTS Recognition: Advantages for Your Organisation," accessed October 21, 2024, https://takeielts.britishcouncil.org/ielts-recognising-organisations/why-recognise-ielts.

purposes.[5] Whereas for the Arabic language exam as follows, ALPT is used for academic placement, professional certification, and to assess eligibility for language-specific jobs. It is often required for individuals seeking to study or work in Arab countries.[6] TOAFL is primarily used for academic admissions in Arabic-speaking universities. It is also recognized for scholarships and study abroad programs in the Middle East.[7] So, examinations in both English and Arabic are essential for assessing language proficiency for various purposes, such as academic admissions, immigration, and professional certification. examinations such as IELTS and TOEFL, exams are globally acknowledged for english proficiency, whereas assessments like ALPT and TOAFL are designed for Arabic learners. The increasing demand for bilingualism, especially in globalized careers, underscores the significance of these examinations in equipping individuals to fulfill the linguistic prerequisites essential for achievement in academic, professional, and personal spheres.

Language proficiency exams at UGM are used primarily for academic placement and certification, ensuring that students are equipped to pursue advanced studies in English-speaking contexts. The language center at UGM also provides preparation programs to help students achieve the necessary

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[5] ETS, "Why Choose the TOEFL iBT Test?," accessed October 21, 2024, https://www.ets.org/toefl/test-takers/ibt/about/why.html.

[6] Admin Arab Academy, "ALPT," *Arab Academy* (blog), accessed October 21, 2024, https://www.arabacademy.com/alpt/.

[7] Robert Schulz, "Arabic Language Proficiency Tests for Universities | TOAFL.COM," July 3, 2018, https://toafl.com/arabic-language-proficiency-tests-for-universities.

scores for international programs.[8] UB uses English language exams to ensure that students are prepared for academic programs in English-speaking environments, especially in the fields of business, engineering, and health sciences. Language exams at UM serve a variety of purposes, ranging from academic placement to professional certification. The university's language center offers preparatory courses to ensure that students meet language requirements for academic and professional development, as well as diploma requirements.[9] And UIN KHAS Jember uses language exams to assess students' proficiency in English and Arabic. TOEFL is required for students seeking international academic opportunities, while TOAFL ensures that students in Islamic studies are proficient in Arabic. It is mandatory for all students from all faculties and is used as a requirement for thesis defense.[10]

However, at the beginning of 2024 the administration of the Language Examination Program has faced significant challenges in recent years, particularly concerning issues of academic integrity. The prevalence of academic dishonesty, especially through the use of *joki* (impostors who take the exam on behalf of students), has raised concerns about the validity of the examination process. This practice not only undermines the integrity of the examination but also compromises the educational standards of the

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[8] Admin Pusat Bahasa UGM, "Pusat Bahasa UGM: A Robust Foundation for High-Quality Education and Global Cooperation," accessed October 21, 2024, https://pusatbahasa.ugm.ac.id/pusat-pelatihan-bahasa-ugm-a-robust-foundation-for-high-quality-education-and-global-cooperation/.

[9] Admin Pusat Bahasa UGM.

[10] UPT Teknologi Informasi dan Pangkalan Data Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember, "UPT Pengembangan Bahasa Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember," accessed October 21, 2024, https://upb.uinkhas.ac.id.

institution. The reasons behind the use of *joki* are multifaceted. Students may feel unprepared for the exam due to inadequate language instruction or lack of access to resources. Additionally, the pressure to succeed and the desire to graduate on time can lead students to seek unethical shortcuts. The lack of strict identification verification processes during examinations creates opportunities for impostors to participate in place of registered students.

Students at UIN KHAS Jember face significant challenges when registering for the mandatory language exam program, a critical requirement for graduation. The two primary issues are limited quotas and frequent system errors. Many students report that the available slots fill up quickly, leaving them unable to register, which can delay their academic progress and graduation timelines. Additionally, technical malfunctions in the online registration system, such as crashes and slow loading times, exacerbate the problem and anxiety. These registration issues have prompted students to call for reforms, including expanding exam quotas, improving the technical infrastructure of the registration system, and prioritizing students who are closer to graduation. Addressing these issues would ensure a fair and efficient process, helping students complete their exams on time and reduce unnecessary stress.

In response to these challenges, UIN KHAS Jember has begun implementing measures to enhance the integrity of the Language Examination Program. These measures include strengthening identification verification during the examination, increasing monitoring of exam sessions, and

providing additional support for language learning to reduce the reliance on dishonest practices. By addressing these issues, the university aims to preserve the credibility of its language education program and ensure that students are genuinely prepared for their future academic and professional endeavors. Through further research and direct communication with academic staff and students, we can identify concrete solutions that can be implemented to ensure that the language exam program remains relevant and beneficial for all stakeholders involved.

Because of that, the researcher wants to gain a deeper understanding of the implementation, evaluation, and follow-up of the language exam program in light of the above case, so the researcher intends to conduct a study titled "What Happened To The Language Exam Program at Kiai Haji Achmad Siddiq State Islamic University Jember?"

B. Research Focus

Based on the background of the research above, the researcher formulates several research focuses, including:

1. How is the implementation of the language examination program at Kiai Haji Achmad Siddiq Jember State Islamic University?

2. How is the evaluation for language examination program at the Kiai Haji Achmad Siddiq State Islamic University in Jember?

3. How is the follow up the language examination program at Kiai Haji Achmad Siddiq Jember State Islamic University?

C. **Research Objective**

Based on the research focus above, the objectives of this research, as follows:

1. To describe the implementation of the language examination program at Kiai Haji Achmad Siddiq Jember State Islamic University.

2. To describe the evaluation for the language examination program at Kiai Haji Achmad Siddiq State Islamic University in Jember.

3. To describe the follow up on the language examination program at Kiai Haji Achmad Siddiq Jember State Islamic University.

D. **Benefits of Research**

The advantages of research encompass the contributions made upon its completion. The advantages of research encompass both theoretical and practical benefits, including those for researchers, institutions, and society at large. The advantages of research must be pragmatic.

1. Theoretical Benefits

The research enhances the understanding of language assessment in educational settings, offering insights into challenges like cheating and exam mismanagement. It can inform improvements in exam reliability, fairness, and integrity. The findings can help shape policies to improve the administration of language exams, contributing to more secure and effective language assessment frameworks

2. Practical Benefits

    a. Benefits for Researchers

        The study helps researchers understand challenges in language testing, like cheating and scheduling issues, and offers practical solutions for improving exam security and integrity. It also contributes to the development of educational reform strategies, especially in Islamic institutions.

    b. Benefits for Institution

        The research provides insights to improve exam administration, helping the university address issues like academic dishonesty. This enhances the institution's reputation, strengthens its language programs, and informs policy and curriculum reforms.

    c. Benefits for Society

        By promoting educational integrity, the research ensures that graduates have genuine language proficiency, which benefits employers and academic communities. It also fosters fairness and trust in academic qualifications, contributing to societal confidence in educational outcomes.

E. Definition of Terms

1. Language Exam Program

        A language exam program is designed to assess individuals' proficiency in a particular language by evaluating their skills in understanding or communicating effectively in that language. These

programs serve various purposes across academic and professional settings.

2. What Happened To The Language Exam Program at Kiai Haji Achmad Siddiq State Islamic University Jember?

This research on the language exam program of Kiai Haji Achmad Siddiq State Islamic University aims to find out the results of the implementation, evaluation, and follow-up of the program.

F. **Systematics of Discussion**

In the discussion systematics, the researcher will explain the flow of this research by organizing the chapters and sub-chapters to be presented by the researcher into five chapters according to the guidelines of the scientific research manual of Kiai Haji Achmad Siddiq State Islamic University Jember as follows:

CHAPTER I INTRODUCTION, this chapter contains the research context, research focus, research objectives, research benefits, definition of terms, and systematics discussion.

CHAPTER II LITERATURE REVIEW, this chapter contains previous research and theoretical studies.

CHAPTER III RESEARCH METHOD, is a section that contains a discussion of research methods, the main topics of which include approaches and types of research, data collection techniques, data sources, and data analysis.

CHAPTER IV PRESENTATION OF DATA AND ANALYSIS, is the core of the research that has been formulated based on the focus of the research that has been conducted, which includes an overview of the research object, presentation of data and analysis, and the results of the researcher's discussion.

CHAPTER V CONCLUSION, is the final part of the discussion that contains conclusions and recommendations.
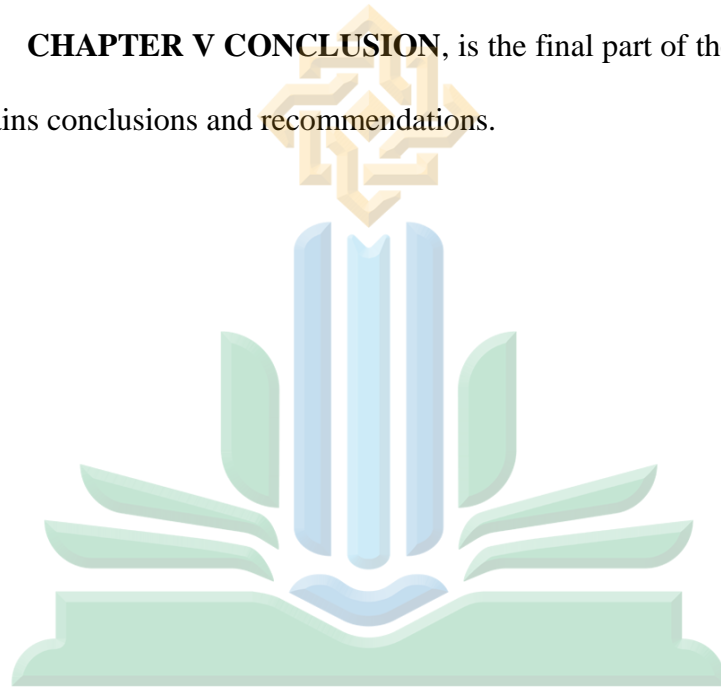
CHAPTER II

LITERATURE REVIEW

This chapter present a review of related literature that consist of relevant previous research and conceptual theoretical.

A. Previous Research

Previous research is a summary of the results of previous research that has a relationship with the research to be carried out and aims to determine the extent of originality of the results. And aims to determine the extent of originality of the results of previous research in this research, as follows:

1. The research, titled "Evaluation of Computer Lab at SMKN 6 Bandung In The New Normal Era" was carried out by Fanny Muthia Ezzaty in 2021. This research uses an evaluative research method with a qualitative approach. This method is used to evaluate the suitability of computer laboratories based on Permendikbud No. 34 of 2018 concerning national education standards for vocational high schools/madrasah aliyah vocational programs and the joint decision of four ministers on the guidelines for learning implementation. The research results of the computer laboratory for the Building Modeling and Information Design program do not yet meet the existing learning implementation guidelines, and there are still several facilities and infrastructure that are not available based on Permendikbud No. 34 of 2018.[11]

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[11] Fanny Muthia Ezzaty, "Evaluasi Laboratorium Komputer SMKN 6 Bandung Pada Era New Normal" (Skripsi, Universitas Pendidikan Indonesia, 2021).

2. The journal written by Ivanka Restu Widy Trianggoro and Henny Dewi Koeswanti with the title Evaluation of the School Literacy Movement (GeLis) Program in Elementary Schools, 2021, this research uses a type of research with qualitative descriptive methods and the Goal Free Evaluation model. The results of this study show that the vision, mission and objectives of the program are very beneficial for the students in the school. Supported by adequate facilities and infrastructure, this literacy activity can run well. Therefore, the successes and obstacles involved in the literacy process need to be evaluated in order to see to what extent the activities have been carried out and to be able to make decisions. There are still weaknesses in the school literacy movement program implemented by SDN SidorejoLor 05 because teachers have not thought seriously about measuring the results of after students are literate by reading and then writing.[12]

3. The journal authored by Muhammad Abdul Syahril and Uslan in 2020, titled "Evaluation of the Inclusion Program at Abdi Kasih Bangsa Elementary School," employs evaluation methods and models that prioritize comprehensive and detailed data analysis. The research utilizes a qualitative approach to provide accurate solutions to the research questions. This approach is specifically designed to provide a comprehensive description of the data. This study demonstrates that the inclusive education program at Abdi Kasih Bangsa Elementary School in

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[12] Ivanka Restu Widy Trianggoro and Henny Dewi Koeswanti, "Evaluasi Program Gerakan Literasi Sekolah (Gelis) Di Sekolah Dasar," *Jurnal Ilmiah Pendidikan Profesi Guru* 4, no. 3 (November 20, 2021): 355–62, https://doi.org/10.23887/jippg.v4i3.40629.

Kupang City, East Nusa Tenggara Province, has not been fully implemented in accordance with the policy. The policy mandates the provision of sufficient facilities and infrastructure that cater to the specific needs of students with disabilities, ensuring they receive optimal support. Learning plans for students with exceptional needs are customized on an individual basis. Therefore, the learning process will be tailored to the individuality of each learner. The allocation of financing should be tailored to the quantity and state of pupils as well as the capacity of the institution, in order to enhance its efficacy. Teachers demonstrate a willingness and bravery to use innovative learning methods that promote active student engagement, collaboration, communication, as well as fostering mutual appreciation and respect among students.[13]

4. The thesis titled "Testing the Madrasah Literacy Flagship Program at Madrasah Aliyah Negeri 3 Bayuwangi" by Tia Amalia (2023) employed a mixed method approach that integrated qualitative and quantitative research to assess the effectiveness of the program. The study revealed that there was no statistically significant disparity in literacy levels prior to and during the implementation of the program at Madrasah Aliyah Negeri 3 Bayuwangi. Various elements were recognized as possible causes for this difference. Initially, there was a lack of explicit instructions for implementing literacy programs that were in accordance with the GLS manual for teachers and students. In addition, there was insufficient

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[13] Abdul Syahril Muh and Uslan Uslan, "Evaluasi Program Pendidikan Inklusi di Sekolah Dasar Abdi Kasih Bangsa," *Musamus Journal of Primary Education*, April 6, 2020, 102–12, https://doi.org/10.35724/musjpe.v2i2.2536.

allocated time for reading activities, and children did not have a reading notebook. Despite the presence of an individual tasked with program evaluation, it was not carried out with sufficient effectiveness. Furthermore, there were no planned visits to local libraries. These variables are responsible for the lack of efficiency of the Madrasah Literacy Flagship Program at this specific madrasah.[14]

5. The journal titled "Evaluation of Character Education Programs in Vocational High Schools" by Netty Anggareni and Ambiyar is an evaluative study using the CIPP model. (context evaluation, input evaluation, process evaluation, product evaluation). The study findings indicate that the evaluation of character education programs can be viewed from four aspects: (1) the context aspect, which is running well in line with the school's vision and mission, (2) the input aspect, which is good based on the availability of facilities and infrastructure supporting the implementation of character education, with only a small portion still lacking, (3) the process aspect, which falls into the good category based on the activities carried out in both intramural and extracurricular settings, and (4) the product aspect, which is also good based on the reports regarding the assessment of students' character.[15]

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[14] Tia Amalia, "Menguji Program Unggulan Madrasah Literasi Di Madrasah Aaliyah Negeri 3 Bayuwangi" (Skripsi, Jember, UIN KHAS Jember, 2023).

[15] Netty Anggraini and Ambiyar Ambiyar, "Evaluasi Program Pendidikan Karakter Di Sekolah Menengah Kejuruan," *JTEV (Jurnal Teknik Elektro dan Vokasional)* 10, no. 1 (February 13, 2024): 23, https://doi.org/10.24036/jtev.v10i1.127517.

B. **Conceptual Theoretical**

1. **Language Exam Program**

      At UIN KHAS Jember, the language exam program plays an important role in assessing students' proficiency in English and Arabic to ensure academic and professional success. The program requires students to take exams such as TOEFL for English and TOAFL for Arabic, which are crucial for their academic progress, especially for those pursuing international opportunities or specialized Islamic studies. These exams are used to pass new admissions, to ensure students have the necessary language skills. By implementing this program, the university prepares students for global careers or advanced roles in Islamic education that require strong language skills.

      The process of taking the language exam at UIN KHAS Jember involves several structured stages to ensure proper administration and evaluation of language proficiency.

a. The first stage is registration, where students can either register online through the university's official portal or offline at designated registration centers within the Language Development Unit. During this phase, students provide personal information and select the language exam they wish to take, such as TOEFL for English or TOAFL for Arabic.

b. The second stage involves waiting for the exam schedule, which is determined and communicated by the Language Development Unit.

This unit creates the schedule based on the number of registered participants and the availability of testing facilities, ensuring that the exam dates are set in a timely and organized manner.

c. The third stage is the actual exam day, where students must appear at the designated test center or log in online (if available) to complete the exam. The test typically includes sections on reading, writing, listening, and possibly speaking. Strict protocols are in place to maintain the integrity of the exam, such as time limits and supervised environments.

d. The fourth stage is the score announcement. After completing the exam, students must wait for the results, which are processed by the exam administrators. The score is then published, often through the university's online portal or via email notification. If a student achieves a score of 60 or higher, they can move forward to the next stage. However, if the score is below 60, the student will be required to retake the exam, repeating the process until they meet the minimum required score.

e. The final stage is the certificate issuance, where students who pass the exam (with a score of 60 or higher) receive an official language proficiency certificate. This certificate is essential for academic progression, graduation, or professional opportunities, especially for students in Islamic studies and international programs. The certificate is typically collected from the Language Development Unit or made available for download from the university portal.

2. Operating Procedure

A Standard Operating Procedure (SOP) is a structured, documented guide that provides step-by-step instructions to help workers or staff carry out routine tasks consistently and efficiently. SOPs are essential in various sectors, including manufacturing, healthcare, education, and pharmaceuticals, where consistency and regulatory compliance are critical to ensuring high-quality output and operational efficiency. In education, SOPs play a vital role in maintaining standardized processes for academic activities, including examinations, course delivery, and administrative tasks. In a Language Exam Program, an SOP outlines the specific steps involved in administering language proficiency tests, ensuring fairness and consistency throughout the process. This includes procedures for exam administration, registration, scheduling and evaluation.

Definitions according to several experts about SOPs, namely according to Lunenburg, SOPs are essential for maintaining operational efficiency and quality in education. SOPs as structured frameworks used within educational institutions to ensure that specific academic processes, such as exams and administrative functions, are carried out consistently and in accordance with institutional policies.[16] Bates & Poole emphasize that SOPs in education serve to standardize instructional practices and administrative procedures, ensuring consistency in teaching and learning

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[16] Fred C. Lunenburg, "Schools As Ope Systems - Volume 1, Num,Ber 1, 2010 1 Schools As Open Systems Fred C. Lunenburg Sam - Studocu," accessed October 22, 2024, https://www.studocu.com/row/document/makerere-university/philosophy-of-education/schools-as-open-systems/43586488.

outcomes as well as in the evaluation and assessment processes.[17] Davis states that in educational testing, SOPs are crucial for "guiding the preparation, administration, and scoring of standardized exams, ensuring fairness and validity in testing environments.[18]

The function of the Standard Operating Procedure (SOP) in the Language Examination Program plays an important role in ensuring that the examination process is conducted systematically, fairly, and efficiently. Here's a concise overview of these functions:

a. Standardization of Examination Procedures

b. Ensuring Regulatory Compliance

c. Enhancing Exam Integrity and Security

d. Operational Efficiency

e. Fairness and Objectivity in Evaluation

f. Training and Support for Staff

g. Managing Irregularities and Contingencies

h. Ensuring Transparency and Accountability[19]

SOP according to some experts as follows, Standard Operating Procedures (SOPs) are structured systems designed to streamline and organize work processes. Standard Operating Procedures (SOPs) are written documents that outline the sequential steps involved in completing

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[17] Gary Poole A.W Bates and Jossy-Bass, "Effective Teaching With Technology In Higher Education: Foundation For Succes," *CJSAE*, May 19, 2005.

[18] Andrew Davis, "Educational Assessment: A Critique of Current Policy," *Impact* 1999 (November 1, 1999), https://doi.org/10.1111/j.2048-416X.1999.tb00001.x.

[19] Lily Wong, Arthur Tatnall, and Stephen Burgess, "A Framework for Investigating Blended Learning Effectiveness," *Education + Training* 56 (April 8, 2014), https://doi.org/10.1108/ET-04-2013-0049.

tasks efficiently and achieving optimal work outcomes from employees while minimizing costs. The protocol for administering language examinations is as follows:

a. The Language Technical Service Unit sends a letter to confirm the availability of lecturers who teach Indonesian/English to serve as the Levelization Team for language test questions.

b. Lecturers respond to the confirmation request from the Language Technical Service Unit, expressing their willingness to serve as the Levelization Team for languagetestquestions.

c. The Language Technical Service Unit, specifically the Administrative Officer, gets confirmation of readiness and assigns duties to plan the execution of operations;

d. Transmit the timetable to the Lecturers, taking into account the allocation of tasks.

e. The Language Technical Service Unit and the Team perform the process of levelizing language test questions as per the designated schedule;

f. The Language Technical Service Unit and the Levelization Team review, verify, and reserve language test questions that have been chosen based on established criteria and requirements;

g. The Language Technical Service Unit is responsible for determining, booking, and certifying the outcomes of the language test question levelization.

h. The Language Technical Service Unit prepares and delivers a report on the outcomes of the standardization process for language test questions to the Finance Unit, specifically to either Wadir I or Wadir II.

3. Personal Management

Personal management is a comprehensive approach that encompasses various functions aimed at maximizing employee contributions and fostering a positive work environment. By effectively integrating recruitment, onboarding, training, performance appraisal, and retention strategies, organizations can enhance employee satisfaction, reduce turnover, and ultimately achieve their strategic goals. This holistic approach not only benefits employees but also strengthens the overall organizational culture and performance.[20] Personal management in the context of a language examination program refers to the strategic and systematic approach to overseeing the entire lifecycle of language proficiency testing, ensuring that the process is efficient, fair, and beneficial for all stakeholders involved.

Several experts from personnel management have shared their insights and strategies for effective performance management. Here are some key points highlighted by these experts, JoAnn emphasizes that ongoing conversational feedback is crucial for millennials, providing relevant information in real-time to help employees understand their

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[20] "Personnel Management – Tasks, Functions, and Goals," IONOS Startup Guide, September 12, 2023, https://www.ionos.com/startupguide/productivity/personnel-management/.

strengths and weaknesses better.[21] Gary Dessler is widely recognized for his comprehensive textbooks on human resource management, which cover various aspects, including recruitment, training, and performance appraisal.[22] Kotter is known for his work on organizational change and leadership, which has significant implications for personal management practices.[23] Armstrong has contributed extensively to the field of HRM through his practical guides on performance management, reward management, and strategic HRM.[24]

Personal management plays a crucial role in the administration of language exam programs, influencing both the learners' performance and the overall efficacy of the assessments. Personal management plays an important role in the administration of language test programs, affecting learner performance and overall assessment success. Here are some of the functions of personal management:

a. Competency assessments

Competency assessments are essential to verify that trained employees are sufficiently competent to manage language examination tasks. This includes evaluating their ability to conduct assessments

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[21] Souvik, "21 Experts Reveal Their Strategies For Effective Performance Management – GroSum Blog," accessed October 24, 2024, https://grosum.com/blog/effective-performance-management/.

[22] Gary Dessler, *Fundamentals of Human Resource Management* (Pearson, 2020), https://thuvienso.hoasen.edu.vn/handle/123456789/12641.

[23] John P Kotter, "Why Transformation Efforts Fail," *Leading Change*, 2006.

[24] Michael Armstrong and Stephen Taylor, *Armstrong's Handbook of Human Resource Management Practice*, 15th edition (London, United Kingdom New York, NY: KoganPage, 2020).

equitably for all employees, providing feedback, and addressing identified problems promptly.

b. Motivation

Motivated employees are critical for successful assessment programs. Factors such as recognition, flexible work schedules, and concrete rewards can enhance motivation among staff members involved in managing language exams. Additionally, self-motivated learners who have internalized confidence through self-assessment (SA) tend to perform better under test conditions, reducing anxiety and improving overall performance[25]

c. Taring and Development

Providing ongoing training and development opportunities ensures that personnel remain proficient in assessing language skills effectively. Continuous learning helps address industry-specific terminology and communication challenges, enhancing English language proficiency within logistics or other sectors where language competency is crucial[26]

Personal management plays a multifaceted role in ensuring the success of language exam programs. It involves competency assessment,

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[25] Fidel Çakmak, Sayed M. Ismail, and Samaneh Karami, "Advancing Learning-Oriented Assessment (LOA): Mapping the Role of Self-Assessment, Academic Resilience, Academic Motivation in Students' Test-Taking Skills, and Test Anxiety Management in Telegram-Assisted-Language Learning," *Language Testing in Asia* 13, no. 1 (April 6, 2023): 20, https://doi.org/10.1186/s40468-023-00230-8.

[26] Yusi Rahmawati and Stacia Reviany Mege, "Enhancing English Language Proficiency in HRM: A Strategic Imperative for Logistics Efficiency," *Asian Journal of Logistics Management* 2, no. 2 (December 3, 2023): 112–22, https://doi.org/10.14710/ajlm.2023.20519.

motivating and engaging staff members, providing ongoing training, managing test anxiety, and conducting regular performance appraisals. Effective personal management enhances the reliability and validity of language proficiency tests, ultimately benefiting both students and employers seeking valid certifications.

4. **Infrastucture and Facility**

The definition of facilities and infrastructure according to several experts, namely, in order to enhance the caliber of language examinations, it is imperative to prioritize the development of facilities and infrastructure resources.[27] As posited by Machali, the management of school facilities and infrastructure represents a stage of arrangement that commences with the planning of activities aligned with the school's needs, the procurement of goods, the inventory of goods, the provision of care, maintenance, utilization, and the elimination of goods in a manner that aligns with their intended use and the school's objectives.[28] In the context of education, management activities are essential for ensuring the successful attainment of educational objectives. One such activity is the management of facilities and infrastructure.[29]

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[27] Riza Nur Fadila et al., "Efektivitas pengelolaan sumber daya sekolah dalam meningkatkan mutu pendidikan," *Jurnal Akuntabilitas Manajemen Pendidikan* 8, no. 1 (August 2, 2020): 82, https://doi.org/10.21831/jamp.v8i1.28997.

[28] Miptah Parid and Afifah Laili Sofi Alif, "Pengelolaan Sarana Dan Prasarana Pendidikan," *Tafhim Al-'Ilmi* 11, no. 2 (February 15, 2020): 266–75, https://doi.org/10.37459/tafhim.v11i2.3755.

[29] Nurwinda Aulia Nasution and Syafri Fadillah Marpaung, "Strategi Kepala Madrasah Dalam Optimalisasi Sarana Prasarana Di Madrasah Aliyah," *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 4, no. 2 (July 6, 2023): 318–20, https://doi.org/10.31538/munaddhomah.v4i2.426.

Language exam programs rely heavily on advanced infrastructure and facilities to ensure efficient, secure, and effective testing processes. Here are some key components that form this critical framework:

a. Infrastucture Components

1) Computer technology has revolutionized language assessment by providing numerous advantages over traditional methods. CALT helps overcome administrative and logistical burdens associated with traditional testing practices such as test material shipping, invigilation challenges, and result transmission issues.[30] It also ensures consistency and uniformity in instructions given to all test-takers regardless of their location or time zone.

2) Adaptive testing is another crucial aspect where tests adjust difficulty levels based on examinees' responses. This feature prevents testing fatigue and enhances fraud prevention while ensuring the integrity of the testing process. Adaptive tests can be human-rated or automated using artificial intelligence and machine learning algorithms to improve accuracy and efficiency.[31]

3) Web-based testing systems like Safe Exam Browser (SEB) offer secure exam environments even on unmanaged computers like students' own laptops or tablets. SEB locks down examination devices using a kiosk application, restricts navigation to specific web

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[30] Mr Mustafa Mubarak Pathan, "Computer Assisted Language Testing [CALT]: Advantages, Implications and Limitations," no. 04 (2012).

[31] Emmersion, "12 Key Factors to Choosing a Language Assessment Solution for Higher Education - Emmersion Blog," accessed October 24, 2024, https://blog.emmersion.ai/12-key-factors-to-choosing-a-language-assessment-solution-for-higher-education/.

pages, and includes features like URL filtering and certificate pinning to prevent cheating attempts.[32]

b. Facility Requirements

1) Facilities equipped with language-learning software provide essential tools for both instructors and learners. These include video conferencing equipment, sound and video recording facilities, and digital platforms designed specifically for language learning.[33]

2) Classrooms and study areas play a vital role in hosting various activities related to language exams. They often come equipped with smart classrooms featuring digital technologies that enhance interaction during teaching sessions. Additionally, these spaces may include cultural lounge areas for discussions and practice rooms for drama performances and other linguistic exercises.[34]

c. Technical Specifications (security measures), security concerns in language testing involve preventing cheating and protecting data privacy. Solutions like Safe Exam Browser incorporate advanced security measures such as encryption, authentication protocols, and anti-cheating features to maintain the reliability of exams conducted online or offline.[35]

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[32] "Safe Exam Browser - About," accessed October 24, 2024, https://safeexambrowser.org/about_overview_en.html.

[33] Admin University of Rochester, "Facilities," accessed October 24, 2024, https://www.rochester.edu/college/languages/about/facilities.html.

[34] Admin The University Education, "Facilities – English Language Education," accessed October 24, 2024, https://english.upi.edu/facilities/.

[35] "Safe Exam Browser - About," accessed October 24, 2024, https://safeexambrowser.org/about_overview_en.html.

5. Financing

Financing a language exam program involves the strategic management and allocation of financial resources needed for its establishment, operation, and sustainability. This process includes identifying various funding sources such as government grants, tuition fees, and partnerships to secure necessary capital. Effective financing encompasses budgeting, resource mobilization, and ongoing financial management to ensure that essential components like infrastructure, instructional materials, technology, and staff training are well-funded. Ultimately, a robust financing strategy supports not only the initial implementation of the program but also its long-term viability and adaptability to evolving educational needs. Finanacing in a language exam program refers to the systematic arrangement and allocation of monetary resources to suppot the establishment, operation, and improvement og language assessment procedures.

Financial management plays a crucial role in the success of a language exam program by ensuring that all necessary resources are adequately funded and utilized efficiently. Here are the primary functions of financing in a language exam program:

a. Securing funds

Institutions seek financial aid from governments, foundations, and private organizations to support the development and

administration of language exams.[36] Educational institutions set aside specific budgets for covering costs associated with language exams, including personnel, technology, and materials

b. Allocating Resources

Funding is allocated to purchase and maintain technology such as computer-assisted language testing (CALT) systems, adaptive testing frameworks, and web-based secure exam platforms.[37] Salaries for staff members who develop questions, score exams, manage logistics, and oversee testing processes are covered by financial allocations

c. Training Material and Resouerces

Funding is used to procure study guides, practice tests, audio/video materials for listening comprehension exercises, and other instructional aids necessary for evaluating learner proficiency accurately.[38]

6. Carrying Capacity

Carrying capacity in an educational program refers to the factors that play a crucial role in ensuring the successful implementation of the educational program. This carrying capacity involves various elements

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[36] Admin Working Family and Student Financial Assistance Agency, "Working Family and Student Financial Assistance Agency - Continuing Education Fund (CEF) - Applicants Studying Language Proficiency Courses - Continuing Education Fund (CEF) - General Information - Language Benchmarks Tests / Examinations - Applicants Studying Language Proficiency Courses," accessed October 24, 2024, https://www.wfsfaa.gov.hk/en/ce/cef/applicants_studying_language_proficiency_courses.php.

[37] CFI Team, "Finance Test - 20 Questions to Test Your Finance Basic Knowledge," accessed October 24, 2024, https://corporatefinanceinstitute.com/resources/valuation/finance-test/.

[38] Admin Chapman University, "Language Exams | Undergraduate Advising | Chapman University," accessed October 24, 2024, https://www.chapman.edu/academics/undergraduate/advising/language-exams.aspx.

ranging from human resources, facilities, to financial backing and policies. Just like in the implementation of the language exam program organized by the Language Development Unit of UIN KHAS Jember, it involves all supporting resources as an effort to achieve the success of a program.

Edward Freeman's Stakeholder Theory in Education Policy posits that the efficacy of education policy is contingent not only upon policymakers (the government) but also on the engagement and active involvement of all educational stakeholders, including teachers, students, parents, the community, and the private sector. The endorsement of a policy is evaluated based on the extent to which it engages diverse stakeholders throughout the formulation and implementation phases. Consequently, education strategies that incorporate public consultation, parental involvement, and commercial sector assistance are generally more successful due to the existence of collective commitment and backing.[39]

Institutional Theory, as articulated by Paul DiMaggio and Walter Powell, examines the interplay between institutions, such as educational and governmental entities, and the formulation and impact of educational policy. The endorsement of policies is assessed based on the institutional capacity for consistent and efficient implementation. Effective policies ought to reinforce institutional frameworks, facilitate collaboration among educational stakeholders, and promote adherence to laws. In the realm of education, the adoption of a successful policy by other institutions without

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[39] R. Edward Edward Freeman and John McVea, "A Stakeholder Approach to Strategic Management," *SSRN Electronic Journal*, 2001, https://doi.org/10.2139/ssrn.263511.

adaptation to the local circumstances may impede its sustainability. Consequently, it is essential to evaluate the institution's capacity and attributes prior to policy implementation to ensure the effective execution of the proposed educational programs.[40]

Top-Down and Bottom-Up Policy Theories, this section examines two main approaches in the implementation of public policy:

a. Top-Down Approach: Decisions and policies are made by the highest authorities and implemented downwards. In the context of educational regulatory policy, this approach means that language testing policies are formulated at the ministry or central government level and applied across all schools.

b. Bottom-Up Approach: Conversely, this approach focuses on how actors at the grassroots level (such as teachers, school principals, or local communities) actively influence policies and adapt them to the local context.

Support for Regulatory Policies in Education:

a. In a Top-Down approach, policy support depends on:

1) Compliance: The extent to which schools, teachers, and students adhere to regulations set by educational authorities.

2) Control: The government must ensure effective oversight of policy implementation, for example, through regular evaluations of language exam standards.

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[40] Walter W. Powell and Patricia Bromley, "New Institutionalism in the Analysis of Complex Organizations," in *International Encyclopedia of the Social & Behavioral Sciences* (Elsevier, 2015), 764–69, https://doi.org/10.1016/B978-0-08-097086-8.32181-X.

b. In a Bottom-Up approach, policy support is influenced by:

1) Local Context: Flexible regulatory policies can provide schools with the space to adapt the implementation of language exams according to local needs.

2) Participation: Involvement of teachers and the community in developing programs that support language exams will enhance acceptance and effectiveness of the policies.

Implementation Example:

Nationally regulated language exams might be more successful if schools have the freedom to adjust teaching methods and exam formats to fit the cultural context or skill levels of students in their areas. For instance, in remote areas, it may be better to have exam materials that are more contextual and aligned with the everyday language used by students.[41]

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[41] Ioannis A. Pissourios, "Top-down and Bottom-up Urban and Regional Planning: Towards a Framework for the Use of Planning Standards," *European Spatial Research and Policy* 21, no. 1 (June 6, 2014): 83–99, https://doi.org/10.2478/esrp-2014-0007.

CHAPTER III

RESEARCH METHOD

This chapter provides a comprehensive overview of the research methods employed by researchers to conduct research, including the research design, research location, research subjects, data collection techniques, data analysis, data validity, and research stages.

A. Research Design

This research uses a qualitative approach for data collection and analysis. Qualitative research is defined as a methodology that prioritizes an in-depth understanding of social issues in their natural context. This approach is characterized by a focus on holistic, complex, and detailed explanations.[42] This research uses a qualitative approach with a case study model, which was chosen because the aim of this study is to gain an in-depth understanding of the changes and developments occurring in the Language Examination Program at Kiai Haji Achmad Siddiq State Islamic University Jember. The qualitative approach allows researchers to explore in detail the perceptions, experiences, and challenges faced by participants, managers, and stakeholders in the implementation of the program.

The case study model is very appropriate to use because this research focuses on a specific case, namely the Language Exam Program at UIN Kiai Haji Achmad Siddiq Jember. With this model, researchers can examine in more detail how this language exam program is implemented, as well as

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[42] Albi Anggito Setiawan Johan, *Metodologi penelitian kualitatif* (CV Jejak (Jejak Publisher), 2018), 9.

investigate what causes changes or obstacles in its execution. The collected data includes interviews with exam participants and program administrators, observations of the exam implementation, as well as analysis of documents related to language exam policies and execution.

A qualitative approach using a case study model is expected to provide a more comprehensive understanding of what is actually happening in the Language Examination Program at UIN Kiai Haji Achmad Siddiq Jember. Through this approach, the research can identify various important aspects that may not be visible if only using other methods, thus providing more comprehensive and beneficial results for future program improvements.

B. Research Location

In this section, the researcher informs the place to be studied. The research location is a place where researchers find problems in their research. So, the research will be carried out at Kiai Haji Achmad Siddiq Jember State Islamic University which is located on Jl. Mataram No.1, Karang Mluwo, Mangli, Kaliwates District, Jember Regency, East Java.

I chose the Language Development Unit as my research site because the issue of an inadequate examination system is a serious problem that can undermine the credibility of higher education institutions. This language exam serves as a benchmark to assess the language proficiency of students, which is a requirement for graduation. However, in recent months, several issues have arisen that affect the implementation of this program, both from

a technical and ethical standpoint. These issues have become a serious concern and an important reason for this research. As an institution that upholds Islamic values, UIN has significant potential to lead in tackling these issues. In addition, easy access to research subjects and alignment with academic values make UIN a highly suitable choice.

C. Research Subject

The research subject is something that is intrinsically related to the problem to be investigated and serves as the source from which data can be obtained in the context of the research. This, the research subject becomes the main focus in collecting research data.

In the research subject, the researcher serves as the subject of their study. Meanwhile, the research object involves the researcher selecting several informants to serve as sources who will provide information related to the situation at the research location, namely:

1. Head of the Language Development Unit
2. Educational staff
3. Several students participating in the language exam

D. Data Collecting Technique

A variety of data collection techniques were employed, including:

1. Oservation

In the context of qualitative research, observation refers to the process of gathering data through direct observation. In this research, the method of participant observation is employed, whereby the researcher is

directly involved with the activities under observation. This involves observing the actions of individuals, listening to their verbal expressions, and engaging with them as research data sources. The data obtained through this participant observation will be more comprehensive.

2. Documentation

In this research, the researcher also used data collection through documentation, specifically through photos, images, documents, and files related to the Language Exam activities at UIN KHAS Jember. The data that the researcher will obtain through this documentation includes:

a) Photo of the language exam program activities.

b) Data on facilities and infrastructure

c) Data on educational staff along with their qualifications.

d) Profile of the Language Development Unit

e) Interview

An interview is a data collection technique employed to identify the issues under investigation, which are derived from informants or sources. In this study, the interview technique employs semi-structured interviews, wherein the researcher must attentively listen and accurately record the informant's statements. The objective is to ascertain the prerequisites for administering language examinations.

3. Questionnaire

The quantitative data collection technique employed by researchers is the questionnaire method. A questionnaire is a data

collection technique in which questions or statements are written and addressed to respondents. In this study, researchers utilized a type of questionnaire, namely a closed questionnaire. A closed questionnaire is a questionnaire in which has provided a choice of answers to the questions written so that the respondent only has to choose the answer that suits the respondent's situation.

E. **Data Analysis**

Data analysis is a process of systematically searching for and organizing data obtained from interviews, field notes, and documentation. By organizing the data into categories, it is then arranged according to what will be studied and conclusions are drawn, making it easy to understand for researchers and others.

This study employs qualitative descriptive data analysis techniques using the Miles and Huberman data analysis model, which involves data condensation, data presentation, and conclusion drawing, as follows:

1. Data Condensation

Data condensation is a process of selecting, simplifying, and abstracting data obtained from field notes, interviews, transcripts, various documents, and written records from the field.

2. Data Presentation (data display)

Data presentation is a way of presenting data that can be done in the form of a brief description, charts, relationships between categories, and similar formats. The actions in data presentation take a narrative form

that will facilitate understanding of what is happening and planning subsequent work based on what has been understood.

3. Drawing Conclusions (conclusion drawing)

Drawing a conclusion is a new finding that has never existed before. It can be temporary if it changes when strong evidence is not found. However, if the initial conclusion is supported by valid and consistent evidence, then when the researcher returns to the field to collect data, that conclusion is credible.[43]

F. Data Validity

The validity of the data used in this research is ensured through triangulation. Triangulation can be defined as the verification of data from various sources using different methods and at different times. The validity of the data used by researchers involves source and technique triangulation. Source triangulation is used by researchers to test the credibility of the data by checking the information obtained from several sources. Meanwhile, technique triangulation is used to test the credibility of the data by checking the information from the same source using different techniques.

G. Stages of Research

The stages of research are divided into three parts, as follows:

1. Pre-Research Stages

The pre-research phase is a depiction of the moment when the researcher observes the condition that will be studied. Things that need to

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[43] Ahmad Rijali, "Analisis Data Kualitatif," *Alhadharah: Jurnal Ilmu Dakwah* 17, no. 33 (January 2, 2019): 107–8, https://doi.org/10.18592/alhadharah.v17i33.2374.

be prepared before going into the field include drafting a plan such as submitting a title proposal, consulting with the supervising lecturer, and so on, selecting the location to be researched, handling the permission letters, and preparing what needs to be arranged before the research fieldwork.

2. Implementation Stage of the Research

   In the field implementation, there are four stages that the researcher goes through, including:

   a. Understanding the research background

   b. Entering the research field

   c. Collecting data

   d. Refining the data

3. Data analysis stage

   After going through the pre-research stage and conducting the research, the collected data is then analyzed. Subsequently, the analyzed data is written in the form of a research report, which takes the shape of a thesis. The thesis was then submitted to the supervising lecturer for checking errors, and revisions were made until the thesis was finally approved by the supervising lecturer.

CHAPTER IV

PRESENTATION DATA AND ANALYSIS

This chapter provides an overview of the research subject, presents the findings, and discusses the results, which have been briefly introduced in Chapter One. The researcher focuses on two main aspects: the research findings and the discussion of the data analysis. The main objective of this study was to find out how the implementation, evaluation and aftermath of fraud cases were organised.

A. Research Object Overview

1. Profile of State Islamic University of Kiai Haji Achmad Siddiq Jember

Kiai Haji Achmad Siddiq State Islamic University (UIN KHAS) Jember was established on the initiative of Muslims to produce Muslim intellectuals and national leaders. Starting from the Syuriyah Alim Ulama Conference of NU Jember on 30 September 1964, the establishment of an Islamic University (PTAI) in Jember was recommended. In 1965, the Institut Agama Islam Djember (IAID), Faculty of Tarbiyah, was established, which was recognised in 1966 as the Faculty of Tarbiyah of IAIN Sunan Ampel Jember Branch. In 1997, through a Presidential Instruction, its status changed to STAIN Jember, and in 2014 to IAIN Jember. These changes provided a broader mandate to increase academic contributions in the global era. Finally, on 11 May 2021, based on Presidential Regulation No. 44 of 2021, IAIN Jember officially became UIN KHAS Jember, strengthening its role in producing Islamic-minded

human resources that are competitive at the global level, as well as providing foreign language skills. in improving foreign language skills, UIN KHAS Jember facilitates students with the Language Development Unit.[44]

2. **Profile of UPT Language Development UIN KHAS Jember**

UPT. Language was established at the same time when it became STAIN in 1997. UPT. Language has an intensive Arabic and English language program that is inputted on SKS, a few years later became 0 SKS. at the time of STAIN UPT. Language named Language Service Unit, after changing IAIN then changed its name to UPT. Language Development which until now is used. In 2010, Mr. Nidom as staff UPT Language Development create a website that specifically handles foreign language development activities (Arabic and English). UPT Language Development UIN Kiai Haji Achmad Siddiq Jember is one of the units in the institute that is in charge of developing foreign languages both English and Arabic for the entire academic community of UIN KHAS Jember.[45] UPB UIN KHAS Jember provides student services in the form of English proficiency test (EPT) and Arabic proficiency test (APT), official TOEFL ITP test with English Testing Service (ETS) licence, translation, and language courses. It cannot be denied that the need to master foreign languages, especially English and Arabic, is one of the main factors in dealing with society in an international context. In addition, with the

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[44] Admin UIN KHAS Jember, "Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember," accessed November 19, 2024, https://uinkhas.ac.id.

[45] Muh. Nidom Hamami, Wawancara di UPT Pengembangan Bahasa, November 8, 2024.

mastery of good communication orally and in writing, lecturers and students can have a greater opportunity to compete globally.The Language Development Unit office is on the second floor above the Information Technology and Database (TIPD) office of UIN KHAS Jember.[46]

3. **Vision, Mission and Objectives of UPT Language Development**

   a. The Vision of UPT Language Development[47]

   "To become an institution that is conducive to the development and education of foreign languages as a joint development of the horizons of thought and science."

   b. The Mission of UPT Language Development[48]

   1) Organizing foreign language education, both for the academic community and the environment around the UIN KHAS Jember campus.

   2) Developing foreign language sciences and teaching methodologies through various studies and research.

   3) Performing dedication and spreading religious missions through foreign language knowledge to the wider community.

   c. The Objectives of UPT Language Development[49]

   1) Delivering the academic community to master foreign languages in an effort to improve their academic and / or professional abilities.

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[46] Admin UPB, "UPT PENGEMBANGAN BAHASA UIN KIAI HAJI ACHMAD SIDDIQ JEMBER," accessed November 1, 2024, https://upb.uinkhas.ac.id.

[47] Admin UPB, "UPT PENGEMBANGAN BAHASA UIN KIAI HAJI ACHMAD SIDDIQ JEMBER," accessed November 23, 2024, https://upb.uinkhas.ac.id.

[48] Admin UPB.

[49] Admin UPB.

2) Organising activities to develop foreign language sciences and methodologies dynamically in accordance with the times.

3) Disseminating foreign knowledge to the wider community and striving to use it to increase Islamic knowledge and enrich national culture.

4. Facilities and Infrastructure of UPT Language Development

Table 4. 1 Laboratory Room[50]

NO	NAMA BARANG	KEADAAN BAIK	KEADAAN RUSAK	JUMLAH
1	SMART TV HORION	1		1
2	KOMPUTER LAB	35	4	39
3	PRINTER LAB	1		1
4	ALMARI KAYU	2		2
5	ALAMRI KABINET	2		2
6	AC	2		2
7	KURSI LIPAT	49		49
8	KURSI LAB	37		37
9	PROYEKTOR	1		1
10	MINI SOUNDSYITEM SYMBADDA	1		1
11	SOUNDSYSTEM CANCERTA		1	1
12	MINI SOUNDSYITEM ATAS	2		2
13	PRINTER BARU	2		2
14	KOMPUTER OPERATOR	2		2
15	MEJA LAB	40		40
16	MEJA OPRATOR	1		1
17	KURSI OPERATOR	2		2
18	HP SAMSUNG	1		1

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[50] UPT Pengembangan Bahasa UIN KHAS Jember, "Inventory of Language Development Centre," November 18, 2024.

Table 4. 2 Central Room[51]

NO	NAMA BARANG	KEADAAN BAIK	KEADAAN RUSAK	JUMLAH
1	TV LG	1		1
2	KOMPUTER	3		3
3	AC	1		1
4	MEJA	6		6
5	KURSI LAYANAN	5		5
6	KURSI DOSEN	4		4
7	KULKAS	1		1
8	LEMARI KAYU	1		1
9	LEMARI KECIL	1		1
10	DISPENSER		1	1

Table 4. 3 Headroom[52]

NO	NAMA BARANG	KEADAAN BAIK	KEADAAN RUSAK	JUMLAH
1	AC	1		1
2	KOMPUTER	1		1
3	LAPTOP	2		2
4	MEJA	1		1
5	KURSI	1		1
6	MEJA KOMPUTER	1		1
7	KURSI TAMU	2		2
8	PRINTER	1		1
9	LEMARI DONATI	1		1
10	PROYEKTOR	1		1

Table 4. 4 Lecturer Room[53]

NO	NAMA BARANG	KEADAAN BAIK	KEADAAN RUSAK	JUMLAH
1	KIPAS ANGIN	1		1
2	AC NATIONAL	1		1
3	AC PANASONIC	1		1
4	LEMARI BRODHER	1		1
5	LEMARI KAYU KECIL	1		1
6	MEJA	8		8
7	KURSI KANTOR HIJAU	5		5
8	KURSI PLASTIK	4		4
9	KURSI LIPAT	6		6
10	PC	6		6
11	KURSI KANTOR ORANGE	1		1
12	LEMARI KECIL	1		1
13	PRINTER CANON	1		1

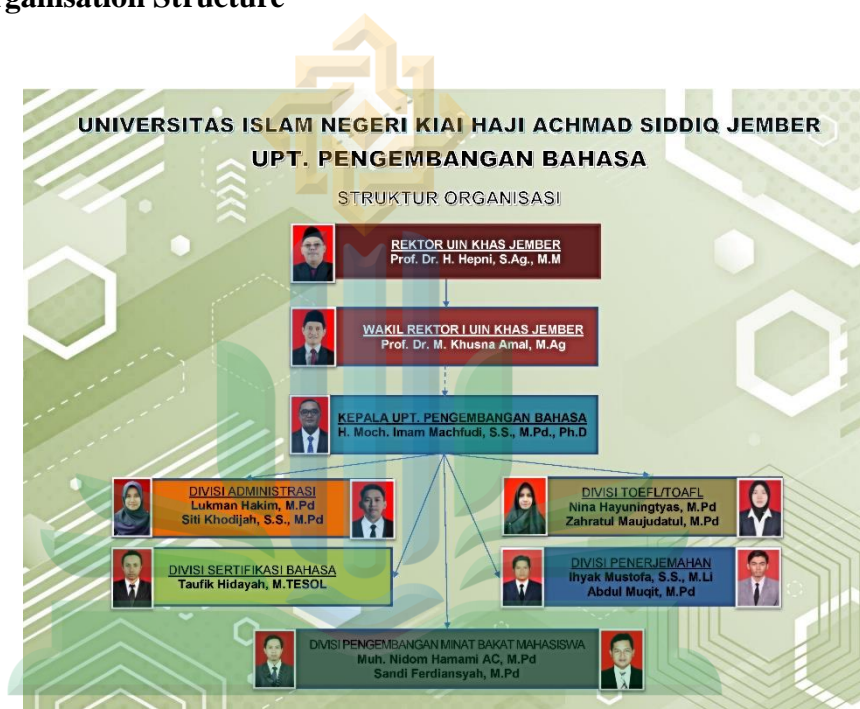[51] UPT Pengembangan Bahasa UIN KHAS Jember.
[52] UPT Pengembangan Bahasa UIN KHAS Jember.
[53] UPT Pengembangan Bahasa UIN KHAS Jember.

Table 4. 5 Classroom[54]

NO	NAMA BARANG	KEADAAN BAIK	KEADAAN RUSAK	JUMLAH
1	KURSI LIPAT	37	2	39
2	MEJA	1		1
3	PAPAN TULIS	1		1
4	AC	1	1	2

5. Organisation Structure

Figure 4. 1 Organitation Structure[55]

B. Data Presentation and Analysis

Presentation of data and analysis of the results of researchers conducted at the UPT Language Development regarding implementation, evaluation and follow-up related to cheating cases obtained through observation, interview and documentation techniques, as follows:

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[54] UPT Pengembangan Bahasa UIN KHAS Jember.
[55] Admin UPB, "UPT PENGEMBANGAN BAHASA UIN KIAI HAJI ACHMAD SIDDIQ JEMBER," accessed November 19, 2024, https://upb.uinkhas.ac.id.

1. Implementation of The Language Exam Programme at Kiai Haji Achmad Siddiq State Islamic University Jember

a. Standar Operating Procedure

State Isalmic University of Kiai Haji Achmad Siddiq Jember, the language testing programme plays an important role in assessing students' language proficiency. To ensure fairness, consistency and efficiency, the university has implemented Standard Operating Procedures (SOPs) that govern the entire process, from registration to certification.

1) Registration of Language Exam

Figure 4. 2 Online Registration Flow[56]

As for the results of the observations conducted by the researcher[57], found two registration methods, namely online and offline. This approach ensures flexibility and accessibility while catering to the academic needs of different student groups. By

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[56] Peneliti, "Dokumentasi 'Alur Pendaftaran Online Di Web UPB,'" November 14, 2024.
[57] Peneliti, "Observasi di UPT Pengembangan Bahasa," November 12, 2024.

dividing the program into offline and online methods, the university maintains fairness and consistency. Each format has specific guidelines to provide a smooth and efficient testing process for all participants.

The offline exam format is tailored for students who have passed their Proposal Seminar (Sempro), as they are typically closer to graduation and require a structured, in-person assessment. These students must register directly at the language center or administrative office, ensuring accurate record-keeping and scheduling. On the exam day, participants are required to bring their student ID cards for verification and are seated in a quiet, designated room. Examiners provide a pre-test briefing to clarify rules and instructions, ensuring students are fully prepared before the test begins. This face-to-face setup allows examiners to provide immediate support and ensures a controlled environment conducive to focused performance.

For online exams, the format is designed to accommodate lower-semester students, offering flexibility while maintaining rigorous standards. Registration is conducted online through a university-managed portal, simplifying the process and allowing students to register from anywhere. Participants are advised to test their devices and internet connections before the exam day to avoid technical disruptions. However, on November 13, 2024, the

Language Development Centre announced a significant policy update through its social media platforms.[58] Starting immediately, online exams would also be available for students in their 9th semester and above.

This change was introduced to address the practical challenges faced by senior students nearing graduation. For these students, the flexibility of the online exam format was deemed more suitable due to time constraints and increased academic responsibilities. Students in their 9th semester and above can now register for the online exam via SISTER the university's portal, ensuring a streamlined and efficient process. The policy update by the Language Development Centre underscores the university's commitment to accommodating the evolving needs of its students. By extending the online option to senior students, the program offers greater flexibility while maintaining high academic standards. This dual approach ensures that the language exam program remains inclusive, efficient, and supportive of students' academic progress.

2) Scheduling of Language Exam

Based on an interview with Mr. Lukman[59], language exam scheduling at the Language Development Centre is designed to assist students who encounter problems with the system. These problems may include marks that have not been uploaded or other issues

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[58] "Instagram," accessed November 24, 2024, https://www.instagram.com/p/DCTBXhuSA_e/?img_index=1.

[59] Lukman Hakim, Wawancara di UPT Pengembangan Bahasa, November 11, 2024.

related to the exam. The aim is to ensure that all students can complete their language exams without difficulties caused by technical or administrative issues. The Language Development Centre uses a student-focused approach by creating a flexible exam schedule to meet the needs of students who have specific concerns. Students are encouraged to report their issues to the administration immediately so that the team can check and resolve the issue as soon as possible.

Each day of the week has a specific purpose, balancing regular exam sessions and time allocated to deal with administrative issues. For example, Fridays are reserved to assist students with unresolved technical issues, ensuring that their eligibility to sit exams is restored promptly. Meanwhile, regular exams are distributed throughout the week, catering to various academic levels and programmes. This scheduling flexibility highlights the centre's commitment to supporting students in overcoming barriers to academic success. By integrating responsive services into the scheduling policy, the Language Development Centre ensures that every student can meet their language proficiency requirements efficiently and fairly.To support these students, the following schedule was created.

Table 4. 6 Schedule of Language Exam

Hari	Program/ Jenis Ujian	Sesi	Jam	Keterangan
Senin	Mahasiswa S1/ Ujian Bahasa Arab dan Inggris	Pagi	09.00 - 11.30 WIB	-
Selasa	Mahasiswa S2 dan Umum/ Ujian Bahasa Arab dan Inggris	Pagi	09.00 - 11.30 WIB	-
Rabu	Mahasiswa S1/ Ujian Bahasa Arab dan Inggris	Pagi	09.00 - 11.30 WIB	-
	Mahasiswa S1/ Ujian Bahasa Arab dan Inggris	Siang	13.30 - 16.00 WIB	-
Kamis	Umum/ Ujian Bahasa Arab (TOAFL)	Pagi	09.00 - 11.30 WIB	-
	Mahasiswa S1/ Ujian Bahasa Aran dan Inggris	Siang	13.30 - 16.00 WIB	-
Jum'at	-	-	-	Pelayanan bagi mahasiswa yang mengalami kendala.

3) Implementation of Language Exam

Based on observation[60], the language test at the Language Development Centre follows a structured standard operating procedure (SOP) to ensure fairness and integrity. Participants are required to bring their student identification card (KTM) or identity card (KTP) to verify their identity. This step is to ensure that

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[60] Peneliti, "Observasi di UPT Pengembangan Bahasa."

participants' identities match the registration records, as Mr. Lukman said in an interview: 'Semenjak ada kasus joki, kita menerapkan SOP peserta untuk memastikan kesesuaian identitas'.[61] Once the identity verification process is complete, the examiner delivers the exam rules and instructions. These briefings include details on how to complete the exam, time allocation, and specific behaviours expected during the exam. Participants are reminded to adhere to these rules to maintain an orderly and professional exam environment.

Once instructions are given, students proceed to complete the exam. Whether conducted online or offline, the exam system is designed to accommodate students efficiently. Participants are encouraged to focus and complete the exam within the given timeframe. Upon completion of the exam, grades will be displayed immediately. The automated scoring system ensures that participants receive exam results in real-time, providing transparency and minimising delays. This immediate feedback allows students to understand their performance and plan their next steps. These procedures reflect the Language Development Centre's commitment to maintaining the integrity and fairness of language exams while providing a smooth and efficient process for all participants.

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[61] Lukman Hakim, Wawancara di UPT Pengembangan Bahasa.

The present study explores the challenges encountered by students at UIN KHAS Jember when attempting to register for the mandatory language exam programme, a critical component of their graduation requirements. The analysis identifies two primary issues: limited registration slots and frequent system errors.It is reported by many students that available registration slots are rapidly filled, often leaving them unable to complete the registration process, which can result in delays to their academic progress and graduation timelines.Furthermore, technical malfunctions in the online registration system, including crashes and slow loading times, serve to exacerbate these issues and the associated feelings of anxiety. These registration issues have prompted students to call for reforms, including expanding exam quotas, improving the technical infrastructure of the registration system, and prioritizing students who are closer to graduation.Addressing these issues would ensure a fair and efficient process, helping students complete their exams on time and reduce unnecessary stress.[62]

4) Assessment of Language Exam

Based on observations[63], there are no formal standard operating procedures (SOPs) established specifically for the language exam grading process. However, from an interview with

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[62] Yurika, Wawancara di UIN KHAS Jember, November 5, 2024.
[63] Peneliti, "Observasi di UPT Pengembangan Bahasa," November 13, 2024.

Mr Lukman[64], the grading criteria differ depending on whether the exam is conducted offline or online, with a specific grading system applied to each format. For offline exams conducted using computer-based tests (CBT), the scoring system uses a two-digit percentage scale. Scores range from a minimum of 60 to a maximum of 100, which determines whether a participant passes the exam based on a predetermined passing score. This method provides easy evaluation and ensures clarity for the participants.

In contrast, for online exams, the grading system uses a three-digit percentage scale. The grading standards for online exams are tailored to the programme level. For undergraduate students, a minimum score of 400 is required to pass. Although there is no formal SOP for the scoring process, these practices provide clear guidance for evaluating participants' performance based on the testing format. The scoring system, although varied, is consistent with the goal of maintaining academic fairness and standards across offline and online examination settings.

The differences in assessment methods in language exams can be attributed to the changes in exam formats over time. Based on interview with Mr. Nidom,[65] in the beginning language exams were conducted using a paper-based system, where participants answered questions manually, and the results were also processed manually.

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[64] Lukman Hakim, Wawancara di UPT Pengembangan Bahasa.
[65] Muh. Nidom Hamami, Wawancara di UPT Pengembangan Bahasa, November 15, 2024.

This traditional method relied on simple percentage scores to evaluate performance, with a minimum pass mark of 60 and a maximum of 100. During the beginning of the COVID-19 pandemic, when distance learning became mandatory, the Language Development Centre adapted by moving exams online. Online exams were initially conducted using Google Forms, which allowed students to take exams remotely. Despite the switch to an online format, the scoring system remained the same, using a two-digit percentage scale with scores ranging from a minimum of 60 to a maximum of 100. While this format ensures exam continuity during the pandemic, it lacks the level of security and standardisation required for more advanced testing.

In 2022, the exam process saw significant improvements with the development of specialised apps designed for language exams. The app adopted a similar format to the TOEFL and TOAFL, providing a more structured and standardised approach. The updated system introduces different scoring criteria, with offline exams continuing to use a two-digit percentage scale, while online exams apply a three-digit scale (for example, a minimum score of 400 for undergraduate students).This progress reflects the Language Development Centre's commitment to improving the quality and reliability of the exam process. By moving from paper-based exams and Google Forms to a dedicated digital application, the Language

Development Centre has increased the effectiveness of exams while maintaining academic fairness and rigour.

5) Collection of Certificate Language Exam

The standard operating procedure (SOP) for collecting language exam certificates requires students to show proof of their exam scores, as displayed in the university's SISTER system. This proof serves as verification of successful completion of the exam, to ensure that only eligible participants will receive the certificate. However, at present, physical certificates are not available due to a shortage of certificate blanks. The limited supply of blanks cannot meet the demand of the ever-increasing number of students taking language exams. To address this issue, students are instructed to use screenshots of their scores from SISTER as an alternative for official purposes.

These screenshots are accepted as legitimate substitutes, especially for students who need to fulfil special requirements, such as submitting documents for their thesis defence. By using screenshots, students can continue the academic process without being hindered by the absence of a physical diploma. While this solution is temporary, it ensures that students' academic processes will not be disrupted. The University is making efforts to address the shortage of diploma blanks and improve the certification process for students in the future.

b. Personal Management

At the Language Development Centre of Kiai Haji Achmad Siddiq Jember State Islamic University, the successful implementation of the language exam programme depends on the personal management of the staff. Staff members are responsible for organising the exam schedule, managing resources, and providing support to students. Effective time management, clear goal setting, and efficient workload distribution are essential to ensure the smooth running of the programme. Staff must also manage stress and communicate clearly to avoid distractions. Through strong personal management, staff create an organised and supportive environment that helps students succeed in their language exams.

1) Registration of Language Exam

At the Language Development Centre of Kiai Haji Achmad Siddiq State Islamic University Jember, the language exam registration process was initially managed by a single staff member. This individual was responsible for processing student data and verifying documents, despite the increasing number of applicants. In the current academic year, the workload has been more readily manageable due to the arrival of two student vocational high school (SMK) interns, who have been placed at the Language Development Centre for a five-month internship. Their role has been to assist with

the registration process, working under the guidance of the staff member.

The interns were promptly initiated into the operational procedures and commenced performing fundamental duties, including data entry, file organisation, and student assistance throughout the registration process. With this additional support in place, the staff member was able to dedicate their attention to the supervision of the system and the resolution of more complex issues.

The implementation of a collaborative approach resulted in a notable acceleration of the process. The completion of tasks that would previously have been beyond the capacity of a single individual could now be achieved in a more efficient manner, thereby enhancing the registration experience for students. Additionally, the interns acquired practical administrative abilities, thereby facilitating their contribution to the Language Development Centre and their own personal growth.

2) Scheduling of Language Exam

The scheduling of language examinations represents a significant undertaking that necessitates meticulous personal organisation. The responsibility for this task is discharged by the planning team, whose principal objective is to guarantee the smooth and efficient provision of services to students while maintaining the requisite standards in the examination process. The scheduling

process commences with an understanding of the requirements of both students and examiners. The team collates data pertaining to the number of participants, their preferred schedules, and the availability of examiners and facilities. This data forms the basis for the creation of a comprehensive schedule that accommodates all relevant parties.

In addition to providing services to students, the team is dedicated to ensuring the seamless operation of the examination process. They liaise with other members of staff to confirm room bookings, arrange the necessary equipment and ensure that examiners are fully briefed on their assignments. Should any last-minute adjustments be required, such as the accommodation of students with special requests, these are handled with the utmost promptitude in order to maintain the requisite standards of fairness and efficiency.

The ability of the planning team to collaborate effectively is a crucial factor in the successful management of scheduling complexity. Members assume shared responsibilities, engage in mutual review of one another's work, and maintain transparent communication to address challenges. This collaborative approach, underpinned by effective personal management, guarantees the schedules are both pragmatic and considerate of all parties' requirements. The outcome is a meticulously organised examination schedule that exemplifies the planning team's unwavering

commitment to service quality. By balancing the demands of students and the requirements of the examination process, the team ensures the smooth and effective running of language examinations at the Centre, thereby fostering a positive experience for all participants.

3) Implementation of Language Exam

The implementation of language examinations at the Language Development Centre of Kiai Haji Achmad Siddiq Jember State Islamic University is contingent upon the dedication and personal management of the implementation team. It thus falls upon this team to guarantee the smooth and professional administration of the examination, while upholding the principles of fairness and clarity for all participants.

The examination process commences with the verification of the identity of the student in question. Upon arrival at the designated examination venue, team members will verify the identity of each student in accordance with the established protocol. This is done to guarantee that only those who have been duly registered are permitted to take the examination. This step is critical to maintaining the integrity of the examination process. Each team member adheres to a systematic approach, utilising prepared attendance lists and identity checks to minimise instances of cheating and ensure efficiency.

Once all participants have been verified, the team proceeds to the next task: providing clear instructions on the examination rules. The team ensures that the students understand these rules, emphasising the importance of establishing a fair and focused examination environment.

4) Assessment of Language Exam

The assessment process for language exams at the Language Development Center of Kiai Haji Achmad Siddiq State Islamic University Jember reflects a well-organized system supported by effective personnel management. Based on interview with Mr. Lukman[66], one of the staff involved in the program, the assessment system is designed to simplify and expedite the process. After the students complete their exams, the system immediately calculates their scores based on pre-established criteria. This automation eliminates delays in result processing, ensuring that students receive their grades immediately after the exam ends. however, to appear in SISTER, it takes 1-2 days.

The aspect of personal management plays a role in the setup and monitoring of this system. Before the exam, the implementation team ensures that system parameters, such as grade weights and assessment rubrics, are configured correctly. This requires careful planning and coordination to align the system with the program's

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[66] Lukman Hakim, Wawancara di UPT Pengembangan Bahasa.

objectives. During the exam, the team monitors the system to ensure it functions well, addressing any technical issues that may arise. After the exam, they check the results on the students by asking "how did the grades turn out? passed?" to ensure accuracy. Although the system automates most of the assessment process, the team's role in overseeing and validating the results remains very important. Based on interview with Mr. Lukman,[67] emphasized that the automated system has significantly reduced the staff's workload, allowing them to focus on providing better services to students. However, personal management remains key in ensuring that the system operates as desired and aligns with the goals of the language exam program. By integrating technology with effective personal management, the Language Development Center has created an efficient assessment process that benefits both staff and students. The availability of immediate results not only enhances transparency but also reflects the Center's commitment to efficiency and quality in their language testing programs.

5) Collection of Certificate Language Exam

Based on recent observations[68] at the Language Development Centre of Kiai Haji Achmad Siddiq State Islamic University Jember, the process of collecting language exam certificates is currently undergoing adjustments. Traditionally, students would receive

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[67] Lukman Hakim.
[68] Peneliti, "Observasi di UPT Pengembangan Bahasa," November 13, 2024.

physical certificates as proof of their exam results. However, due to a shortage of certificate blanks, the distribution of physical certificates has been temporarily halted. Instead, students are now instructed to screenshot their grades directly from the system as a provisional solution. The shortage of certificate blanks arose because the number of students registering for the language exam has significantly increased this year. This surge is closely tied to the academic calendar, as many students are preparing for their thesis defense. For these students, completing the language exam is a prerequisite for their final exam registration. Additionally, the university recently implemented a policy requiring seventh-semester students to present their seminar proposal (sempro) grades as a condition for registering for the language exam. This change has further contributed to the rising number of participants.

To manage this situation, the staff at the Language Development Centre have shifted their focus to assisting students with accessing their digital results. This requires a high degree of personal management, as they must address student inquiries, resolve system access issues, and provide clear guidance on the new procedure. The staff ensures that students understand how to log into the system, find their results, and screenshot their grades to meet administrative requirements. While the absence of physical

certificates is less than ideal, the proactive efforts of the staff have helped reduce confusion and maintain student satisfaction.

c. Infrastucture and Facilities

The infrastructure and facilities for the language exam program at UIN KHAS Jember are designed to ensure efficiency and consistency at every stage, from registration to certificate collection. Here is a detailed narrative of the process:

1) Registration of Language Exam

The registration process is conducted both offline and online, depending on the student's preference. For offline registration, the infrastructure relies on a registration book and basic writing tools such as pens and correction fluid (tip-ex). The registration book is meticulously organized and includes specific columns for the following details:

a. Name of the Student: To record the full name of the exam participant.

b. Student ID (NIM): To identify the participant uniquely.

c. Study Program (Prodi): To group participants based on their academic disciplines.

d. Exam Selection: To specify the language exam that the student will take.

e. Signature: To confirm that the student has registered successfully.

f. Exam Schedule: The schedule is pre-determined by the Language Development Center and is included directly in the registration book. This manual system ensures that registration details are accurately recorded. Pens are used for filling in the information, and correction fluid is available if any errors need to be fixed during the process.

For online registration, students utilize the university's SISTER system, a digital platform designed for seamless academic management. Through SISTER, students can directly register for the language exam, and the system automatically includes the pre-set exam schedule. Unlike the offline method, no physical record-keeping is needed, as all data is stored electronically within the system.

2) Scheduling of Language Exam

The language exam itself is conducted in two formats namely offline and online. For offline exams, the university provides a computer laboratory equipped with 30 computers. Each student uses the available computers to complete the test. The infrastructure is straightforward but sufficient to accommodate the participants, ensuring they have the necessary tools to perform the exam efficiently. For online exams, students are required to use their own smartphones to access the test platform. Additionally, they must bring their own headphones to ensure they can follow the exam

instructions, especially for listening tests. This setup minimizes dependency on university facilities while maintaining the flexibility of the online format.

3) Implementation of Language Exam

The infrastructure and facilities for the language exam at UIN KHAS Jember are essential for ensuring the smooth execution of the exam, though there are some challenges. The language exams are held in a computer lab that can accommodate up to 30 students. For the offline exam, the lab computers are used, but there are occasional technical difficulties. The computers, which are around 14 years old, often experience slow performance or system errors, causing disruptions during the exam. These issues can be frustrating for students and exam organizers, as they can delay the process and affect the overall exam experience.

For the online exam, students use their own smartphones and are required to bring their own headphones. This setup allows for greater flexibility, as students can take the exam from various locations, as long as they have a stable internet connection. However, the reliance on personal devices can also create challenges. Some students may experience connectivity issues or struggle with device compatibility, which can affect their ability to complete the exam smoothly. Overall, while the facilities for both offline and online exams offer a functional system, the outdated

computers in the lab create a notable hurdle in the offline exam process. Upgrading the equipment could help minimize disruptions and improve the exam experience for all students.

4) Assesssment of Language Exam

The scoring process differs slightly between offline and online exams. For offline exams, the results are generated immediately after the test is completed. However, these scores are not automatically uploaded to the SISTER system. Instead, they are temporarily stored in a designated folder. The exam committee later manually inputs the scores into SISTER to ensure they are accessible to students and administrators. For online exams, scores are automatically generated and uploaded to the SISTER system as soon as the exam is completed. In cases where scores fail to upload, it is usually due to a technical issue, which is then addressed by the technical team to ensure all data is properly recorded.

5) Collection of Certificate Language Exam

Currently, certificates are not available for collection. However, in the past, the certificate collection process was organized with specific schedules provided to students. To collect their certificates, students had to show proof of their exam results, which were already uploaded to SISTER. Additionally, students were required to sign a certificate collection book, ensuring a record of distribution was maintained.

d. Financing

The Language Exam Program at Kiai Haji Achmad Siddiq State Islamic University Jember is fully funded by the university and external support, without requiring financial contributions from students. The university allocates a budget to cover operational costs, such as exam materials, examiner fees, and technological resources. This funding model ensures that all students can access the program without financial barriers, aligning with the university's commitment to inclusivity and academic excellence.

1) Registration of Language Exam

Based on observation[69], the language exam plays an important role in supporting students' academic journeys, especially as a mandatory requirement for the undergraduate thesis examination. To ensure smooth operations amid the increasing number of participants, the funding model for this program has been carefully designed to meet the needs of both students and program administration. For undergraduate students, registration for the language exam is free, reflecting the university's commitment to providing equal access to essential academic services. However, for postgraduate students (Master's level) and the general public, a registration fee is charged. These fees are allocated to cover

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[69] Peneliti, "Observasi di UPT Pengembangan Bahasa," November 11, 2024.

operational costs and ensure the sustainability of the program for all participants.

Operational funding specifically includes essential materials needed during the registration process. Items such as books, pens, and correction tools (e.g., white-out) are very important, especially with the increasing demand for language exams. The increasing number of students enrolling in this exam has required a greater allocation of resources to effectively support administrative tasks. This funding structure ensures that the program can accommodate the surge in participants while maintaining high service standards. By balancing free registration for undergraduate students and paid participation for others, the university continues to prioritize inclusivity while maintaining its capacity to handle the increasing demand for language exam services.

2) Scheduling of Language Exam

The scheduling process is an essential part of the Language Exam Program, ensuring exams are conducted in an organized and timely manner. Based on observations[70], the operational funding for both registration and scheduling is combined into a single budget. This arrangement means that scheduling does not receive dedicated funding but instead relies on resources allocated for registration. Information recorded during the registration process, such as

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[70] Peneliti, "Observasi Di UPT Pengembangan Bahasa," November 14, 2024.

participant details and preferences, is utilized to organize the exam schedules. However, because registration and scheduling share the same budget, there is no specific financial support allocated exclusively for scheduling tasks. As the number of exam participants continues to grow, this shared funding is stretched to accommodate both activities, potentially limiting the efficiency of scheduling operations. This funding structure reflects the current approach, where scheduling activities are supported indirectly through the registration budget. While this ensures basic operational needs are met, it highlights the critical role of careful resource management in addressing the increasing demand for exams.

3) Implementation of Language Exam Program

The implementation of the Language Exam Program at Kiai Haji Achmad Siddiq State Islamic University Jember involves various operational activities to ensure the program runs effectively and meets evolving academic standards. Based on interviews, specific insights into the funding structure for implementation have been revealed. Based on interview with Mr. Nidom[71], a portion of the operational budget is allocated to upgrading exam materials. The questions are regularly updated to align with current developments and the needs of students, ensuring the exams remain relevant and effective in assessing language proficiency. This continual

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[71] Muh. Nidom Hamami, Wawancara di UPT Pengembangan Bahasa, November 15, 2024.

improvement reflects the university's commitment to providing a high-quality language testing program.

Meanwhile, Mr. Lukman[72] highlighted that operational costs also extend to maintaining the technical infrastructure needed for the exams, particularly the computers. Maintenance tasks are currently handled internally, as there is limited funding specifically allocated for professional maintenance services. Additionally, a significant portion of the budget is directed toward training and capacity-building activities for staff. These activities, which include workshops, simulations, and orientations for the Proficiency Aptitude Test (APT) and English Proficiency Test (EPT), are essential to prepare staff for effective program implementation and management. This funding allocation demonstrates a strategic prioritization of resources, focusing on updating exam content, maintaining infrastructure, and enhancing staff competencies. While challenges remain, such as limited budgets for technical maintenance, the program continues to adapt and improve to meet the needs of its growing number of participants.

4) Assessment of Language Exam

The assessment process for the Language Exam Program has been streamlined through an automated system that delivers immediate results. This technological advancement ensures

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[72] Lukman Hakim, Wawancara di UPT Pengembangan Bahasa.

efficiency and accuracy in the evaluation process, aligning with modern academic standards. However, based on observations[73], the operational funding required for assessments is closely tied to maintaining the application used for this system. Since the assessment system relies heavily on technology, the primary operational cost involves periodic maintenance to ensure the application runs smoothly and efficiently. This includes addressing software bugs, upgrading system features, and ensuring the platform can handle the increasing number of participants. Without adequate maintenance, the reliability and accuracy of the automated assessment process could be compromised, potentially disrupting the overall exam process. By focusing operational funding on application maintenance, the university ensures that the assessment process remains seamless and continues to support the program's objective of delivering high-quality, efficient language exams. This targeted allocation of resources highlights the critical role of technology in the program's success and the importance of sustaining its functionality.

5) Collecting of Certificate Language Exam

The certificate collection process is an essential part of the Language Exam Program, marking the completion of students' language proficiency evaluations. Based on an interview with Mr.

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[73] Peneliti, "Observasi Di UPT Pengembangan Bahasa," November 14, 2024.

Lukman[74], it was confirmed that students are not charged any fees when collecting their certificates. This policy reflects the university's commitment to providing accessible academic services to all students. Although there are no charges for students, the provision of certificates is supported by an allocated budget. This funding ensures that certificates are professionally designed, printed, and distributed without financial barriers for students. The allocation also covers other operational needs, such as materials and administrative support, to facilitate the smooth management of certificate issuance. By allocating specific funds for certificates, the university ensures that the process of awarding certificates is both efficient and cost-free for students. This approach highlights the institution's dedication to maintaining inclusivity and supporting students' academic achievements without imposing additional financial burdens.

e.   Carrying Capacity

1) Registration of Language Exam

Based on an interview with Mr. Lukman[75] and observations[76], the researcher analyzes that it has been revealed that the registration process for the language exam program at Kiai Haji Achmad Siddiq State Islamic University Jember currently lacks adequate capacity. This issue manifests in the lack of support in any form be it technical, administrative, or infrastructural that can

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[74] Lukman Hakim, Wawancara di UPT Pengembangan Bahasa.
[75] Lukman Hakim.
[76] Peneliti, "Observasi Di UPT Pengembangan Bahasa," November 11, 2024.

facilitate the registration process. This gap has created challenges for prospective exam participants, as they have to navigate the system without adequate guidance or resources to facilitate a smooth registration experience. The absence of support highlights the need for immediate attention to strengthen the program's operational framework and improve accessibility for all stakeholders involved

2) Scheduling of Language Exam

The carrying capacity of the language examination programme at Kiai Haji Achmad Siddiq State Islamic University Jember has a significant impact on the scheduling process, ensuring the programme's smooth operation and the ability to accommodate all participants. A review of the available evidence, comprising interviews and observations, revealed that the scheduling of the language exams initially encountered a number of challenges, primarily due to limitations in resources and a lack of adequate support. The absence of suitable planning tools and an adequate administrative infrastructure resulted in complications in the management of the examination schedule, leading to confusion among participants and delays in the registration process.

Nevertheless, over time, improvements have been made to the scheduling process. One of the most significant developments was the independent management of financial resources, which enabled the programme to allocate funds in a more efficient manner

and to schedule activities with greater precision. Furthermore, adjustments were made to the staffing structure, including the addition of personnel and the reassignment of existing staff, in order to ensure the programme's operational requirements were met. The objective of these changes was to enhance the efficiency of the scheduling process and facilitate more effective coordination between the exam units and participants.

3) Implementation of Language Exam

The success of the language testing programme at Kiai Haji Achmad Siddiq State Islamic University Jember is contingent upon the availability of adequate support, which in turn determines the extent to which the programme can accommodate the continuously increasing demand. Initially, the programme encountered several challenges, including inadequate infrastructure, limited human resources, and a lack of technical and administrative support. These deficiencies rendered the implementation of the examinations challenging and precipitated operational congestion. In order to enhance its human resource capacity, the university has taken steps to reallocate and recruit additional staff, thereby improving programme implementation. This has involved accepting internship students from vocational schools who are placed at the Language Development Centre. Notwithstanding these developments, observations and feedback indicate that the current level of support

remains inadequate to fully meet the evolving needs of the programme. The rising number of participants and the growing complexity of the examination process have outstripped the capacity of the available resources.

4) Assessment of Language Exam

The carrying capacity of the language exam program at Kiai Haji Achmad Siddiq State Islamic University Jember also extends to its assessment process, which is closely integrated with the exam's implementation. Based on current practices, the support provided for the assessment is part of a comprehensive system that includes the use of an application for administering the exam. This application allows participants to complete the test digitally, with results generated immediately upon completion. This streamlined approach eliminates the need for manual grading, significantly reducing the time required to process results.

Despite these advancements, the assessment process still faces challenges in terms of its overall capacity to handle large numbers of participants effectively. The reliance on the application underscores the importance of ensuring that the supporting technology and infrastructure are robust and reliable. Observations indicate that while the integration of assessment with exam implementation has improved efficiency, it also highlights the need for continuous improvements, such as upgrading the application to

handle a larger volume of users and ensuring technical support is readily available.

5) Collection of Certificate Language Exam

The carrying capacity for the collection phase of the language exam program also includes the distribution of certificates, which remains a critical aspect of the program. After completing the exam and receiving their results, participants are required to collect their certificates as official proof of their achievement. This process requires effective systems and sufficient resources to ensure certificates are prepared and distributed accurately and on time. While the program has made efforts to integrate the certificate issuance process with the exam system, challenges persist. Observations revealed that at the end of the current semester, the availability of certificate blanks (blangko) did not meet the quantity required for the number of students who completed the program.

To address this issue, it is essential to strengthen the program's carrying capacity in certificate management. This includes ensuring an adequate supply of certificate blanks, streamlining the printing process, and improving communication with students about collection timelines. Additionally, the program could benefit from adopting digital certification as an alternative to physical certificates, reducing dependency on printed materials and enhancing efficiency. By addressing these gaps, the language exam

program can provide a smoother and more reliable certificate collection process for its participants.

2. Evaluation for The Language Exam Program at Kiai Haji Achmad Siddiq State Islamic University Jember.

The Language Exam Program at Kiai Haji Achmad Siddiq State Islamic University Jember serves as a critical component of academic and professional development for students. Designed to assess language proficiency, the program aims to ensure that students meet the university's standards for linguistic competence, particularly in Arabic and English. The evaluation focuses on various aspects, including the alignment of the exam content with learning outcomes, the reliability of assessment methods, and student satisfaction. Preliminary findings suggest that while the program provides a robust framework for language evaluation, challenges persist in terms of preparation resources, test standardization, and feedback mechanisms.

a. Stndar Operating Procedure

1) Registration of Language Exam

The Language Exam Program at Kiai Haji Achmad Siddiq State Islamic University Jember offers two registration methods online and offline to accommodate the diverse needs of students. The offline format is designed for students who have passed their Proposal Seminar (Sempro), typically nearing graduation, and requires in-person registration at the language center or

administrative office. This ensures proper scheduling and record-keeping, with a controlled, focused exam environment. In contrast, the online format caters to lower-semester students, offering more flexibility through registration via the university's portal. Additionally, a recent policy update has extended the online exam option to students in their 9th semester and above, addressing the practical challenges faced by senior students. This change allows for greater flexibility, especially for students with increased academic responsibilities as they near graduation. Overall, the program's dual approach ensures both fairness and flexibility, supporting the academic progress of all students while maintaining high standards for language proficiency.

2) Scheduling of Language Exams

The language exam scheduling system at the Language Development Centre is effectively designed to address the needs of students who face technical or administrative issues, such as unuploaded marks. The system demonstrates a student-centered approach by offering flexible scheduling that accommodates students with specific concerns. The Centre encourages students to report any issues promptly, allowing staff to resolve problems in a timely manner. A key strength of the system is the allocation of Fridays to assist students with unresolved technical issues, ensuring they remain eligible for exams. Additionally, the weekly schedule is well-

organized, with exams held for different academic levels and programs, and time set aside for administrative support. This structure ensures a balance between regular exam sessions and responsive services for students in need. Overall, the scheduling policy reflects the Centre's commitment to helping students overcome barriers to academic success, providing a fair and efficient process for meeting language proficiency requirements.

3) Implementation of Language Exam

The Standard Operating Procedure (SOP) for language exams at the Language Development Centre is highly effective in maintaining fairness and integrity throughout the testing process. The requirement for students to present valid identification, such as a student ID (KTM) or identity card (KTP), is a crucial step in preventing impersonation, as noted by Mr. Lukman. This measure ensures that only registered students are allowed to participate, upholding the credibility of the exam. The clear and structured briefing of exam rules and instructions further reinforces the Centre's commitment to fairness. By providing detailed guidelines about the exam process, time management, and behavioral expectations, students are well-prepared to follow the correct procedures, ensuring an orderly exam environment.

The flexibility of accommodating both online and offline exams demonstrates the Centre's responsiveness to different student

needs. The efficient exam system, which encourages focus and timely completion, is well-designed to support students in completing their exams within the set timeframe. One of the most commendable aspects of the SOP is the use of an automated grading system that offers immediate feedback upon exam completion. This real-time result delivery enhances transparency and allows students to assess their performance promptly, making the entire evaluation process more transparent and efficient. In conclusion, the SOP for language exams at the Language Development Centre effectively addresses key areas of exam integrity, transparency, and efficiency. Its systematic approach ensures that all students have a fair and smooth testing experience, while also providing a high level of accountability.

4) Language Exam Assessment

Based on observations[77] and intrview with Mr. Ihyak[78], it is clear that while the Language Development Centre does not have formal Standard Operating Procedures (SOPs) specifically for the grading process, the grading systems used for offline and online exams are well-structured and distinct. The offline exams, which are conducted via computer-based tests (CBT), utilize a two-digit percentage scale, ranging from 60 to 100. This system is simple and provides clear criteria for passing, making it easy for both

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[77] Peneliti, "Observasi Di UPT Pengembangan Bahasa," November 12, 2024.
[78] Ihyak Mustofa, Wawanvara di UPT Pengembangan Bahasa, November 12, 2024.

participants and evaluators to understand. On the other hand, the grading system for online exams has evolved, with a three-digit percentage scale introduced to better align with the program level. For undergraduate students, a minimum score of 400 is required to pass. While the lack of a formal SOP for grading might lead to inconsistencies in certain areas, the grading criteria for both formats are relatively clear and provide guidance for performance evaluation, ensuring academic fairness across both offline and online exams.

The evolution of the grading system reflects the changing formats of the exams over time. Initially, paper-based exams were used, with scores processed manually, which had a simple percentage-based grading system. However, the shift to online exams during the COVID-19 pandemic led to the use of Google Forms, which retained the same grading scale but lacked the level of security and standardization needed for more advanced assessments. In 2022, the introduction of specialized exam apps, similar to TOEFL and TOAFL, improved both the structure and security of the testing process. The grading system now uses different criteria for offline and online exams, with the latter incorporating a more detailed three-digit scale. Overall, the grading system, while not governed by formal SOPs, has adapted over time to improve its effectiveness and reliability. The transition from paper-based exams to digital platforms, and the subsequent refinement of grading

methods, demonstrates the Language Development Centre's commitment to maintaining academic rigor, fairness, and the continuous improvement of its exam procedures.

5) Collection of Certificate Language Exam

The Standard Operating Procedure (SOP) for collecting language exam certificates at the university provides a practical system for verifying successful exam completion. Students are required to present proof of their exam scores, which are accessible through the university's SISTER system. This verification ensures that only eligible participants receive their certificates, maintaining academic integrity. However, the lack of physical certificates due to a shortage of certificate blanks presents a significant challenge. The limited supply of blanks cannot meet the increasing demand from a growing student population, leading to delays in certificate issuance. As a temporary solution, students are instructed to use screenshots of their scores from the SISTER system, which are accepted as legitimate substitutes, especially for official purposes such as thesis defence submissions. This workaround allows students to continue their academic progress without being hindered by the absence of physical certificates.

Although the use of screenshots is a reasonable temporary solution, it is not ideal, and the university is working to address the shortage of certificate blanks. Improving the certification process

will help ensure that students can receive physical certificates in a timely manner, reducing the reliance on alternative documentation and ensuring the smooth progression of their academic careers. The university's ongoing efforts to resolve this issue reflect a commitment to improving administrative processes and student support.

b. Personal Management

1) Registration of Language Exam

At the Language Development Centre of Kiai Haji Achmad Siddiq State Islamic University Jember, the language exam registration process underwent significant improvement with the addition of two vocational high school interns. Initially, the process was managed by a single staff member, who was responsible for handling an increasing volume of student registrations, which likely posed a challenge in terms of workload management. The decision to involve two interns was an effective personnel management strategy. By delegating basic tasks such as data entry, file organization, and student assistance to the interns, the staff member could focus on higher-level responsibilities, such as overseeing the registration system and resolving complex issues. This delegation allowed the staff member to concentrate on quality control, while the interns contributed to the completion of routine tasks.

The collaboration between the staff member and the interns not only improved the efficiency of the registration process, but it also provided valuable practical experience for the interns, enhancing their administrative skills. This dual benefit – increased productivity for the Language Development Centre and personal development for the interns underscores the positive impact of the internship program. In terms of personnel management, the integration of the interns also highlights a key strategy: the balance between leveraging existing resources (the staff member's expertise) and adding supplementary support (the interns) to manage the workload. This approach fosters a productive work environment and ensures that employees and interns alike can grow and contribute to the organization's success.

2) Scheduling of Language Exams

The scheduling of language examinations at the Language Development Centre is a complex and demanding task that relies heavily on meticulous personal organization and effective personnel management. The planning team plays a critical role in this process, balancing multiple responsibilities to ensure the smooth operation of the examination process while meeting both student and examiner needs. The team's approach to managing this responsibility demonstrates strong personnel management practices, particularly in areas such as teamwork, communication, and adaptability. The

planning team's initial focus on gathering data from students and examiners to create a comprehensive schedule is a key example of effective task prioritization. By collecting information regarding student preferences, the number of participants, and examiner availability, the team ensures that all logistical factors are considered in the scheduling process. This reflects a strategic approach to time and resource management, ensuring that all parties are accommodated as efficiently as possible.

Furthermore, the team's dedication to maintaining fairness and service quality is evident in their ability to respond promptly to last-minute changes, such as accommodating special requests from students. The team's swift response to these challenges is indicative of strong personnel management, as it highlights the importance of flexibility and attention to individual needs within a larger operational framework. Effective collaboration among team members is a central component of the planning process. By assuming shared responsibilities and engaging in mutual review, the team ensures that all aspects of the scheduling process are handled accurately and comprehensively. This collaborative approach is crucial in managing the inherent complexity of scheduling and ensures that any challenges are addressed transparently and efficiently.

Overall, the personnel management strategy employed by the planning team exemplifies the importance of clear communication, adaptability, and cooperation in managing a high-stakes, high-volume task like language examination scheduling. The team's ability to balance competing demands while maintaining the integrity of the examination process not only contributes to the successful management of the scheduling task but also promotes a positive experience for both students and examiners, reinforcing the Centre's commitment to service excellence.

3) Implementation of Language Exam

The implementation of language examinations at the Language Development Centre of Kiai Haji Achmad Siddiq Jember State Islamic University highlights the importance of meticulous personal management and dedication from the implementation team. The successful execution of the examination process is heavily reliant on the team's ability to organize, communicate, and enforce clear standards, ensuring a professional and fair environment for all participants. One of the key strengths of the personnel management in this context is the systematic approach to student identity verification. The team members adhere to a clear protocol to ensure that only registered students are allowed to take the examination. This step is crucial not only for maintaining the integrity of the examination process but also for safeguarding the credibility of the

institution. The attention to detail in using prepared attendance lists and identity checks reflects strong organizational skills and a commitment to maintaining fairness.

Furthermore, the team's focus on clear communication is another important aspect of their personnel management strategy. By providing detailed instructions to students on examination rules, the team ensures that participants understand the expectations and can engage with the process in a fair and transparent manner. This emphasis on communication helps reduce confusion and fosters an environment conducive to a focused and unbiased examination. The implementation team's dedication to upholding fairness and clarity in the examination process demonstrates effective personnel management in action. The structured approach to verification and the clear communication of rules contribute to the creation of an organized and professional atmosphere. This not only helps in minimizing instances of cheating or disorder but also ensures that students are fully aware of their responsibilities and the standards they must meet. In conclusion, the successful management of the language examinations is a result of the implementation team's disciplined approach to personal management. By focusing on organization, communication, and fairness, the team ensures the smooth execution of the examination process, fostering a positive and professional experience for all participants.

4) Language Exam Assessment

The assessment process for language exams at the Language Development Center of Kiai Haji Achmad Siddiq State Islamic University Jember illustrates an effective blend of technology and personnel management. The automated system for scoring exams is a clear example of how technology can be leveraged to improve efficiency and transparency. However, the critical role of the staff in ensuring the system operates smoothly demonstrates the continued importance of strong personal management, even in an automated environment. One of the strengths of the personnel management approach is the detailed planning that takes place before the exam. The team's responsibility for configuring the system parameters, including grade weights and assessment rubrics, requires careful coordination. This upfront work is essential to ensure the automation aligns with the program's objectives and accurately reflects the criteria for grading. This attention to detail reflects strong personal management practices, ensuring the system is set up correctly and functions as expected during the exam.

During the exam, the team's role in monitoring the system is essential for addressing any technical issues promptly. By overseeing the automated process in real time, the team ensures that no technical glitches disrupt the integrity of the exam results. This proactive approach to problem-solving ensures that the automated system can

function smoothly, reflecting the team's readiness and commitment to maintaining a high standard of service. Post-exam, the team's effort to verify the accuracy of the results by engaging with students reinforces the importance of human oversight in the assessment process. Even though automation handles the bulk of the grading, the staff's follow-up actions ensure that the results are accurate and aligned with the exam's objectives. This step highlights the continued relevance of personal management, as staff involvement provides an additional layer of validation and ensures fairness.

Based on interview with Mr. Lukman[79] about the reduction of staff workload due to automation highlight the effectiveness of the system in improving operational efficiency. This automation allows staff to focus on higher-level tasks, such as assisting students and overseeing the overall integrity of the exam process. However, the evaluation makes it clear that personnel management remains essential in overseeing the system's setup, operation, and outcome. In conclusion, the assessment process benefits from a successful integration of technology and effective personnel management. The careful planning, real-time monitoring, and post-exam validation by the staff ensure that the automated system operates efficiently and aligns with the program's standards. This combination of automation and strong personal management leads to a streamlined, transparent,

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[79] Lukman Hakim, Wawancara di UPT Pengembangan Bahasa.

and effective language exam assessment process that supports both students and staff.

5) Collection of Certificate Language Exam

The recent adjustments to the process of collecting language exam certificates at the Language Development Centre of Kiai Haji Achmad Siddiq State Islamic University Jember demonstrate the importance of effective personnel management in handling unexpected challenges. Due to a shortage of certificate blanks, the traditional practice of distributing physical certificates has been temporarily halted. Instead, a provisional solution has been implemented, where students are instructed to screenshot their grades from the system. This change reflects the ability of the staff to adapt quickly to a resource limitation and find an alternative way to meet students' needs. A key aspect of effective personal management is the staff's ability to handle an increased workload resulting from a surge in the number of language exam participants. The rise in student registrations, driven by academic requirements such as the thesis defense and the new policy for seventh-semester students, has put additional pressure on the staff. Despite this, the staff at the Language Development Centre has remained responsive and committed to assisting students in accessing their digital results. This demonstrates strong organizational skills and an ability to manage increased demands without compromising service quality.

The shift to assisting students with accessing their grades online requires a high level of personal management. The staff must address a variety of issues, including system access problems and individual student inquiries, while providing clear and consistent guidance on how to complete the new procedure. This shift in focus reflects effective communication and problem-solving skills, which are vital in maintaining smooth operations and ensuring that students are informed and supported throughout the process. While the absence of physical certificates may have caused some inconvenience, the staff's proactive approach in helping students navigate the new system has helped mitigate potential confusion and dissatisfaction. Their willingness to adapt to the situation and offer practical solutions shows their dedication to service quality and student satisfaction.

In conclusion, the response to the shortage of certificate blanks showcases effective personnel management. The staff's ability to adapt to a changing situation, provide clear guidance, and support students through the transition to digital certificates has ensured that the language exam certificate process remains functional and student-friendly. Despite the challenges, the staff's commitment to managing the situation has maintained a high level of service and minimized disruptions to students.

c. Infrastucture and Facilities

    1) Registration of Language Exam

        The language exam registration process at the university is designed to accommodate students' preferences, offering both offline and online options. These two methods ensure accessibility while reflecting the institution's effort to balance traditional practices with modern technology. For students who prefer a more conventional approach, offline registration is available. This method relies on a simple infrastructure: a registration book, pens, and correction fluid. The registration book is neatly organized, with dedicated spaces to capture essential information. Students must fill in their full name, student ID number, study program, and the language exam they wish to take. Additionally, they sign to confirm their registration, and the exam schedule, pre-determined by the Language Development Center, is also included in the book. While this process ensures a clear record of each student's registration, it comes with limitations. The reliance on manual writing can lead to errors, and physical records are more vulnerable to being lost or damaged.

        On the other hand, the online registration process offers a more streamlined and efficient alternative. Through the university's SISTER system, students can directly register for the language exam. This digital platform automatically populates the exam schedule and stores all registration details electronically, removing the need for

physical documentation. The system reduces the risk of errors associated with manual entry, and data can be accessed quickly and securely. However, it requires that students have access to the internet and a digital device, which may pose a challenge for those without reliable technology. Both systems offer valuable options, with offline registration catering to students who are more comfortable with traditional methods, while the online platform enhances efficiency and ease of use. The combination of these approaches reflects the university's commitment to accommodating a diverse student body, ensuring that all students can register for their language exams according to their preferred method. Moving forward, increasing the use of the online registration system could further improve the process, though providing support for students who are not as familiar with digital tools will be crucial to ensure inclusivity.

2) Scheduling of Language Exams

  The university offers two formats for its language exams: offline and online, each catering to different needs and preferences of students. For the offline exams, the university provides a dedicated computer laboratory with 30 computers, each ready for students to use during the exam. This infrastructure is simple but effective, ensuring that all participants have access to the tools they need to complete their tests efficiently. The computer lab is well-

organized, and students can work at their own pace, with all the required equipment available within the room. However, the system may face challenges if the number of students exceeds the capacity of the lab, which could lead to logistical issues or delays. Despite this, for the intended capacity, the offline exam setup serves its purpose well.

On the other hand, the online exam format offers a more flexible option. Students are required to use their own smartphones and headphones to access the exam platform. This setup allows them to take the exam in any location, whether at home or another convenient space, which is especially helpful for students who may face time or transportation constraints. The flexibility of being able to take the exam remotely is one of the key benefits of the online format. However, it also places the responsibility on students to have access to the necessary equipment. Those without reliable smartphones, internet connections, or quality headphones may encounter difficulties that could affect their ability to complete the exam.

Both formats have their advantages. The offline exam ensures that all students have equal access to the required equipment, creating a level playing field in terms of infrastructure. The online exam, meanwhile, offers more flexibility and reduces the need for the university to maintain a large physical space. Yet, it can be

challenging for students without the necessary technology to participate fully, which may create inequalities. To address these challenges, the university could consider offering support for students who may lack access to the required equipment, such as providing loaner devices or offering technical assistance during the exam period. By making such accommodations, the university can ensure that both exam formats remain accessible to all students, regardless of their technological resources.

3) Implementation of Language Exam

The language exam infrastructure at UIN KHAS Jember includes both offline and online formats, each designed to meet different needs but also presenting certain challenges that impact the overall exam experience. For the offline exam, the university uses a computer lab with a capacity for up to 30 students. This provides a structured environment where students can complete their exams on provided computers. However, the lab's equipment is outdated, with the computers being about 14 years old. As a result, students often face slow system performance and technical glitches during the exam, leading to interruptions and delays. These issues not only frustrate the students but also affect the smooth flow of the exam process. It becomes clear that the outdated computers hinder the efficiency of the offline exam setup, as the technical difficulties slow down the testing experience. If the university could upgrade the

computers to more modern and reliable systems, it would significantly improve the exam process, allowing students to focus on their tasks without worrying about technical disruptions.

In contrast, the online exam format offers more flexibility. Students are able to take the exam from any location, provided they have a smartphone and headphones. This flexibility is especially beneficial for students who may have time or transportation constraints, as they can complete the exam at their convenience. However, the online format places the responsibility on students to supply their own devices, which can create challenges. Not all students have access to high-quality smartphones or a stable internet connection, and this inequality can affect their ability to perform well during the exam. Some students might experience connectivity issues, or their devices might not be compatible with the exam platform, which can lead to disruptions and stress. This reliance on personal technology can create disparities among students, with those lacking the necessary equipment being disadvantaged.

Both formats have their strengths and weaknesses. The offline exam provides a controlled environment with consistent equipment for all students, but the old computers create frequent interruptions. The online exam, while offering flexibility and convenience, depends heavily on the student's access to personal technology and stable internet. To enhance the exam experience, the

university could consider upgrading the computer lab equipment to ensure a smoother offline exam process. Additionally, offering support to students with limited access to technology such as loaning devices or providing internet assistance could help ensure that all students can participate equally in the online exams. By addressing these technical issues, the university can improve both the offline and online exam experiences, making them more efficient and equitable for all students.

4) Language Exam Assessment

The assessment process for language exams at UIN KHAS Jember differs between offline and online formats, with each system offering distinct advantages and challenges. For offline exams, the results are generated immediately after the test, providing quick feedback. However, these results are not automatically uploaded to the university's SISTER system. Instead, they are temporarily stored in a designated folder, awaiting manual entry by the exam committee. The committee then inputs the scores into the system to ensure they are accessible to both students and administrators. This manual process, while effective, introduces delays in making the results available to students. The time spent transferring the scores from the folder to the system could cause students to wait longer than necessary for their results. Moreover, the reliance on manual

data entry creates the potential for human error, which could lead to inaccuracies in the final scores.

In contrast, the online exam scoring process is much more streamlined. As soon as the exam is completed, the system automatically generates the scores and uploads them directly to the SISTER system. This automatic upload ensures that the results are quickly available to both students and administrators, without the delays that are present in the offline exam process. The online system eliminates the need for manual input, making it more efficient and less prone to errors. However, there are occasional technical issues that may prevent scores from uploading correctly. When such problems arise, the technical team works quickly to resolve the issue, ensuring that the data is accurately recorded and available to students. While both systems serve their purpose, the online exam scoring process stands out for its speed and reliability. The immediate generation and uploading of scores help to reduce waiting times and ensure accuracy. On the other hand, the offline exam scoring process could benefit from automation to reduce delays and minimize the risk of mistakes during manual data entry.

To improve the overall experience, the university could consider automating the scoring process for offline exams. This would streamline the process, eliminate the need for manual entry, and allow results to be uploaded to the SISTER system more

quickly. Additionally, for online exams, the university could implement backup procedures in case of technical issues to ensure that any disruptions are quickly addressed, and students can access their results without delay. By addressing these areas, the university could enhance the efficiency of the scoring process, providing students with faster, more accurate results in both offline and online formats.

5) Collection of Certificate Language Exam

In the past, the certificate collection process at UIN KHAS Jember was a structured procedure that ensured both students and administrators were organized. Certificates were made available to students based on a set schedule, and this process was designed to maintain a clear record of distribution. To collect their certificates, students needed to present proof of their exam results, which had already been uploaded to the SISTER system. This step was crucial in confirming that the student had completed the exam and received the necessary qualification. Additionally, students were required to sign a certificate collection book. This book served as a vital tool for record-keeping, ensuring that every certificate handed out was documented and traceable. The process not only ensured accountability but also allowed the university to track certificate distribution, providing a safeguard against errors or discrepancies in the system.

However, despite the past structure being efficient, the current situation reveals that certificates are no longer available for collection. This change presents a gap in the process, particularly for students who expect to receive their official certificates following the completion of their exams. Without a clear mechanism for certificate distribution, students may experience frustration due to the lack of formal recognition of their achievements. Additionally, the absence of a set schedule and record-keeping system could lead to confusion or delays in the future, making it harder for the university to track and manage certificates. In conclusion, while the previous certificate collection process was well-organized and served its purpose, the current lack of certificate availability creates uncertainty for students. To improve the situation, it would be beneficial for the university to re-establish a clear and organized certificate distribution system. This could involve creating a schedule for collection, maintaining a record of distribution, and ensuring that certificates are made available in a timely manner to students. Such steps would help restore the efficient, transparent process that students previously relied on.

d. Financing

1) Registration of Language Exam

The language exam at Kiai Haji Achmad Siddiq State Islamic University Jember is a critical component of students' academic

progress, particularly as it is required for the undergraduate thesis examination. The financing model for this program has been designed to meet operational needs while accommodating the growing number of participants. However, upon closer evaluation, it becomes clear that there are both strengths and potential challenges that need to be addressed for long-term sustainability and effectiveness. On the positive side, the university's decision to offer free registration for undergraduate students is a commendable approach that reflects the institution's commitment to equitable access. By eliminating financial barriers for undergraduates, the university ensures that all students can participate in the exam, regardless of their financial situation. This approach promotes inclusivity and ensures that access to necessary academic resources is not restricted based on financial capability.

Furthermore, based on observation[80], there appears to be a lack of significant evaluation in the operational funding for the registration process. Currently, most registration records are still manually logged in a book, which reduces the complexity of managing funds. The financial management for this system is relatively low because there is no need for a sophisticated registration platform or online system. However, as the university moves toward more advanced registration methods, such as an

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[80] Peneliti, "Observasi Di UPT Pengembangan Bahasa," November 14, 2024.

online system, the financial demands will likely increase. An online registration system requires ongoing investment to ensure that the platform remains stable, secure, and capable of handling a larger volume of users. The cost of maintaining such a system ensuring it remains operational for every student, could become a significant financial burden.

2) Scheduling of Language Exam

Based on observations[81], the operational funding for both the registration and scheduling processes is combined into a single budget. This means that the scheduling activities do not receive separate, dedicated funding, but instead rely on the resources allocated for registration. While this approach may have been effective in the past, it has raised concerns as the volume of participants increases. The registration process itself requires significant resources, such as materials and administrative support, which take precedence in the budget allocation. Consequently, scheduling, which is just as essential for the successful execution of the exam, does not receive the specific financial attention it requires to function efficiently.

This shared funding arrangement, while serving basic operational needs, highlights the importance of effective resource management. As the demand for the language exam increases,

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[81] Peneliti, "Observasi Di UPT Pengembangan Bahasa," November 15, 2024.

careful attention must be paid to ensuring that scheduling tasks are adequately supported. Without a clear and separate budget for scheduling, the university may face difficulties in maintaining the quality of service as the number of participants continues to rise.

3) Implementation of Language Exam

The financing of the implementation of the Language Exam Program at Kiai Haji Achmad Siddiq State Islamic University Jember exemplifies a strategic allocation of resources towards pivotal areas such as the updating of exam content, the maintenance of technical infrastructure, and the training of personnel. However, the programme's sustainability is contingent upon the availability of sufficient financial resources, particularly for technical maintenance, as the number of participants increases. While the university's approach to updating exam materials and investing in staff training is commendable, the current funding structure may prove inadequate to address the growing demand for professional maintenance services and infrastructure upgrades. It would therefore be prudent for the university to consider increasing its budget allocation for technical maintenance and exploring external support in order to ensure the continued efficiency and effectiveness of the programme as it expands.

4) Assessment of Language Exam

The implementation of an automated system for the assessment process in the Language Exam Program at Kiai Haji Achmad Siddiq State Islamic University Jember has undoubtedly enhanced the efficiency and accuracy of the examination process. However, as the programme develops, so too does the level of complexity involved in maintaining the technological infrastructure that supports it. The system requires a consistent financial investment, particularly in maintaining its security features. It has been observed that the primary operational cost of the assessment system is associated with software maintenance, including updates, bug fixes, and improvements to enhance system capacity. While these elements are essential to ensuring the smooth operation of the system, the increasing number of participants also highlights the necessity for the implementation of enhanced security measures. Recent issues, such as instances of cheating and unauthorised access (e.g. the use of proxy test-takers), highlight the necessity of implementing robust security measures to prevent such breaches. Such incidents not only compromise the integrity of the examinations but also damage the reputation of the university and erode public confidence in the examination process.

In light of the paramount importance of security in safeguarding the system's integrity, it is imperative that the

university earmarks a dedicated portion of its operational budget for maintaining a robust security posture. This entails investing in cutting-edge security protocols, periodic system audits, and integrating advanced technology to detect and prevent fraud. A substantial financial commitment to enhancing the system's security is vital for ensuring the reliability and trustworthiness of the automated assessment process, while safeguarding the interests of all stakeholders. However, in the absence of adequate prioritisation of funding for system maintenance and security, the probability of further breaches and technical failures increases, which could ultimately lead to the disruption of the entire assessment process. It is imperative that the university acknowledges the necessity of viewing security not merely as an operational cost, but as a crucial investment in order to safeguard the credibility and efficacy of the Language Examination Programme.

5) Collection of Certificate Language Exam

The certificate collection process in the Language Exam Program serves as a significant milestone, symbolizing students' successful completion of their language proficiency evaluations. The university's policy of not charging fees for certificate collection underscores its commitment to inclusivity and providing equitable access to academic services. This cost-free process is supported by a dedicated budget, ensuring that certificates are professionally

designed, printed, and distributed. Additionally, this funding covers operational needs, including materials and administrative support, ensuring an efficient and accessible collection process for students.

However, there are notable challenges in the financing and management of the certificate issuance process. Based on observations, the growing number of students taking the language exam has placed pressure on the availability of certificate materials. Instances of certificate blanks being insufficient to meet the demand have occurred, leading to delays in providing certificates to students. This issue indicates a need for a more scalable and responsive budgeting approach to ensure that certificate production keeps pace with the increasing number of participants.

Another significant challenge is the absence of digital certificates. Currently, when students require validation of their exam completion, they rely on screenshots of their results, which do not have the formal appearance or credibility of an official certificate. This limitation can lead to inefficiencies and challenges in proving language proficiency in professional or academic contexts. Allocating funding to develop a digital certificate system would address this gap, offering students a secure and convenient way to access their certificates while enhancing the credibility and accessibility of the program.

e. Carrying Capacity

1) Regitration of Language Exam

The language exam program at Kiai Haji Achmad Siddiq State Islamic University Jember is currently constrained by insufficient capacity in its registration process. Based on observations[82] and an interview with Mr. Lukman[83], it was found that critical areas such as technical systems, administrative assistance, and infrastructure lack adequate support, making the registration process inefficient and challenging. The researcher noted that this lack of capacity has led to various difficulties for prospective exam participants. Without proper guidance or sufficient resources, many registrants struggle to navigate the system effectively. Additionally, the absence of clear Standard Operating Procedures (SOPs) for registration has resulted in confusion among students, leading to frequent questions directed to staff members. This reflects a significant gap in the system's ability to provide clear and accessible information to participants. This situation underscores the need for significant improvements. Strengthening the operational framework, creating detailed SOPs, enhancing administrative services, and investing in infrastructure are crucial steps toward ensuring a more seamless and supportive registration experience for all stakeholders involved.

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[82] Peneliti, "Observasi di UPT Pengembangan Bahasa," November 12, 2024.
[83] Hakim, Wawancara di UPT Pengembangan Bahasa.

2) Sceduling of Language Exam

The carrying capacity of the language examination programme at Kiai Haji Achmad Siddiq State Islamic University Jember is crucial for ensuring that the scheduling process runs smoothly and that all participants are properly accommodated. Based on interviews and observations, it was found that the scheduling process initially faced significant challenges, mainly due to limited resources and a lack of sufficient support. This led to complications such as confusion among participants and delays in both the registration and scheduling processes.

During the research period, the programme was still relying on offline registration, which created additional difficulties. Since registration and scheduling were closely tied together, staff struggled to manage both processes at the same time. However, this issue was addressed when the staff of UPB introduced a registration book that included both the registration details and the exam schedule. By incorporating the schedule directly into the registration process, the need for separate scheduling was minimized, simplifying the overall process for both staff and participants. Additionally, improvements were made to the staffing structure, with additional personnel hired and existing staff reassigned to better meet the operational needs of the programme. These adjustments helped streamline the scheduling process and ensured more effective coordination between exam units

and participants. These changes highlight the importance of strengthening the programme's capacity to improve the scheduling process. By integrating registration and scheduling into a single system and optimizing staff resources, the programme can provide a more efficient and smooth experience for participants.

3) Implementation of Language Exam

The carrying capacity of the language exam programme has significantly impacted its ability to accommodate the increasing number of participants. In the early stages, the programme faced several challenges, including inadequate infrastructure, limited human resources, and a lack of technical and administrative support. These issues led to operational congestion and delays in the exam process. Upon evaluating the current capacity, improvements have been observed, such as the addition of internship students from vocational schools who assist at the Language Development Centre. While these changes have provided some relief, they have not fully resolved the growing demands of the programme. Although additional staff have been recruited and resources reallocated, these efforts have not kept pace with the increasing number of participants and the rising complexity of the exams.

A significant issue identified in the evaluation is the limited capacity of the language labs. The current labs are insufficient to accommodate the required number of participants, leading to

inefficiencies, delays, and scheduling conflicts. Additionally, many of the computers in the labs are outdated and prone to errors, which further disrupts the exam process. These technical issues prevent the smooth operation of the exams, highlighting the need for new labs or updated equipment.

4) Asssessment of Language Exam

The carrying capacity of the language exam program at Kiai Haji Achmad Siddiq State Islamic University Jember also extends to the assessment process, which is tightly connected to the exam implementation. Currently, the assessment is supported by an application that allows participants to complete the test digitally. This application automatically generates results as soon as the test is finished, removing the need for manual grading and significantly speeding up the result processing time.

However, despite these advancements, the assessment process still faces challenges in managing the increasing number of participants. The use of the application relies heavily on the availability of strong technological support and infrastructure. While the integration of digital assessment with the exam process has improved efficiency, it also brings to light the need for continuous improvements. The application must be upgraded to handle larger volumes of users, and technical support must be readily available to address any potential issues during the exam. In conclusion, although

the current system has improved efficiency, its capacity to accommodate growing participant numbers remains limited. The programme will need to invest in further infrastructure and technical enhancements to ensure it can continue to manage future demands effectively.

5) Collection of Language Exam

The carrying capacity of the language exam program at Kiai Haji Achmad Siddiq State Islamic University Jember affects the certificate collection phase, which is an essential part of the process. After completing the exam and receiving their results, participants collect their certificates as official proof of achievement. This phase requires sufficient resources and effective systems to ensure certificates are prepared and distributed on time. However, challenges remain in this process. Observations showed that at the end of the semester, the number of certificate blanks (blangko) available was insufficient for the students who completed the program. To improve, the Language Development Centre needs to ensure a consistent supply of certificate blanks for prevent delays.

3. Follow-up of The Language Exam Program at Kiai Haji Achmad Siddiq State Islamic University Jember.

   a. Standar Operating Procedure

      1) Registration of Language Exam

Figure 4. 3 Offline Registration Book[84]

The Language Exam Program at Kiai Haji Achmad Siddiq State Islamic University Jember has successfully implemented a dual-registration system designed to meet the varying needs of its students. The online and offline registration options cater to students across different academic levels, ensuring accessibility and

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[84] Peneliti, "Dokumentasi 'Buku Pendaftaran Online,'" October 18, 2024.

convenience.For students who have reached the Proposal Seminar (Sempro) stage and are nearing graduation, the offline registration method remains the most suitable. This in-person process, conducted at the language center or administrative office, allows for efficient scheduling and ensures that records are kept in an organized manner. The controlled environment of the offline exam fosters focus and minimizes disruptions, ensuring that students can demonstrate their language proficiency under optimal conditions.

On the other hand, the online registration format offers increased flexibility, particularly for students in the earlier stages of their academic journey. This method, accessible via the university's portal, allows lower-semester students to register with ease, without the need for physical attendance. Recognizing the diverse needs of students, the program has also recently extended the online exam option to students in their 9th semester and beyond. This update was introduced in response to feedback regarding the growing academic responsibilities of senior students, who often face scheduling conflicts as they near graduation. The changes made reflect a thoughtful approach to accommodating the needs of students while maintaining the integrity of the program. By offering both online and offline registration options, the Language Exam Program ensures that all students have equal opportunities to succeed, regardless of their academic stage. This dual-registration system is a testament to

the university's commitment to flexibility, fairness, and supporting students in their academic endeavors while maintaining high standards for language proficiency

2) Scheduling of Language Exams

The Language Exam Scheduling System at the Language Development Centre has proven to be a highly effective tool in addressing the unique challenges students may face, particularly in cases of technical or administrative issues, such as unuploaded marks. This system embodies a student-centered approach, emphasizing flexibility and responsiveness to individual needs. Students who encounter any problems are encouraged to report them promptly to the Centre, ensuring that staff can take swift action to resolve issues before they affect exam eligibility. A noteworthy feature of the scheduling system is the dedicated time set aside each Friday for addressing unresolved technical issues. This thoughtful measure ensures that students who face difficulties, such as issues with their registration or mark submissions, are not left behind and can still participate in the exams, thus maintaining fairness for all.

The weekly exam schedule is meticulously organized, taking into account various academic levels and programs, with specific time slots allocated not only for the regular exams but also for administrative support. This structure ensures that there is a balance between facilitating the smooth flow of exams and providing

responsive services to assist students in need. By prioritizing student concerns and offering both regular and additional support, the Centre ensures that every student has the opportunity to fulfill the language proficiency requirements in a fair and efficient manner. This scheduling policy highlights the Centre's dedication to removing barriers that may hinder academic success, ensuring that all students have access to the resources and support needed to achieve their goals. The comprehensive and flexible approach to exam scheduling demonstrates a commitment to both student well-being and academic excellence, reinforcing the Centre's role as a supportive environment in the students' academic journey.

During an interview with Mr. Imam, it was revealed that over 500 students were found to have used proxy services, commonly known as "joki," to complete their language exams. This serious violation of academic integrity prompted the university to take immediate action. The university implemented strict measures by blocking the language exam access of these students within the university's SISTER system. The blocking mechanism serves as both a penalty and a safeguard against future misconduct. Affected students are required to reschedule their exams and undergo the language test again. This measure underscores the university's commitment to fostering an environment of integrity and fairness,

emphasizing that academic success must be achieved through genuine effort.[85]

The large number of students involved highlights the need for ongoing vigilance and stricter enforcement of exam protocols. The Language Development Centre, along with the university administration, is working to improve security measures, including enhanced identity verification and monitoring systems, to prevent such incidents in the future. By addressing this issue head-on, the university aims to reinforce ethical academic practices while providing students with an opportunity to learn from their mistakes and demonstrate their true abilities.

3) Implementation of Language Exam

The Standard Operating Procedure (SOP) for language exams at the Language Development Centre continues to set a high standard for fairness, transparency, and efficiency in the testing process. The requirement for students to present valid identification, such as a student ID (KTM) or an identity card (KTP), plays a critical role in maintaining the integrity of the exam. By ensuring that only registered students are allowed to participate, this step effectively prevents impersonation and upholds the credibility of the exam process. This measure serves as a safeguard against fraud and reinforces the Centre's commitment to maintaining a fair testing

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[85] Moch. Imam Machfudi, Wawancara di UPT Pengmbangan Bahasa, November 17, 2024.

environment. The briefing process before the exam is another important feature of the SOP. Students are given clear, detailed instructions about the exam rules, time management strategies, and expected behavior. This structured approach ensures that all students are well-informed and prepared, which contributes to a smooth and orderly exam atmosphere. With this comprehensive preparation, students are more likely to follow the correct procedures and focus on performing their best during the exam.

The Centre's ability to offer both online and offline exam options is a testament to its responsiveness to diverse student needs. This flexibility allows students from different academic backgrounds and with varying circumstances to choose the most suitable format for them. Whether students prefer the traditional offline setting or the convenience of the online format, the Centre is dedicated to accommodating their preferences, making the exam process more accessible. A standout feature of the SOP is the use of an automated grading system. This innovation allows for immediate feedback upon exam completion, offering students the chance to assess their performance right away. Not only does this real-time feedback increase transparency, but it also ensures that students are aware of their strengths and areas for improvement, enhancing the learning experience. Overall, the SOP for language exams at the Language Development Centre successfully balances fairness, efficiency, and

accountability. By adhering to these well-structured guidelines, the Centre ensures that all students receive a fair and smooth testing experience. The systematic approach not only maintains exam integrity but also fosters a sense of confidence among students, knowing that they are evaluated in a transparent and equitable manner.

4) Language Exam Assessment

The grading system at the Language Development Centre, while not formally governed by Standard Operating Procedures (SOPs), has developed over time to ensure academic fairness and clarity in evaluation. Observations and interviews reveal that the grading systems for both offline and online exams are structured and tailored to suit the unique characteristics of each exam format. Offline exams, typically conducted through computer-based tests (CBT), utilize a straightforward two-digit percentage scale ranging from 60 to 100. This simple and clear grading system provides an accessible method for both students and evaluators to assess performance. The criteria for passing are easily understood, ensuring that students are aware of the expectations and the level of proficiency required to succeed. This simplicity allows for a smooth grading process and is effective in maintaining transparency.

In contrast, the grading system for online exams has evolved to meet the growing demands of the program. To better align with

the academic level of students, a more detailed three-digit percentage scale was introduced. For undergraduate students, a minimum score of 400 is required to pass. This shift to a more nuanced grading system reflects the Centre's efforts to maintain accuracy and consistency as the program adapts to different formats. While there may not be formalized SOPs in place for grading, the criteria for both offline and online exams are sufficiently clear, ensuring that the grading process remains equitable and transparent for all students. The development of the grading system is a direct result of the changing nature of the exams themselves. Originally, paper-based exams were used, with scores processed manually and evaluated using a simple percentage system. However, the transition to online exams, which began during the COVID-19 pandemic, highlighted the limitations of earlier methods. Initially, Google Forms were used to administer online exams, retaining the percentage-based grading scale but lacking the security and standardization required for more advanced assessments. Recognizing these limitations, the Centre introduced specialized exam apps in 2022, similar to those used in standardized tests like TOEFL and TOAFL. These apps not only improved the structural integrity of the exam process but also enhanced the security and reliability of the grading system.

The evolution of the grading system demonstrates the Centre's commitment to improving its exam procedures, ensuring

both fairness and academic rigor. The transition from paper-based exams to digital platforms, followed by the refinement of the grading scale, reflects an ongoing effort to adapt to technological advancements and the changing needs of students. While the absence of formal SOPs for grading may result in occasional inconsistencies, the Centre has taken significant steps to ensure that the grading process remains effective and transparent, contributing to the overall academic success of its students.

5) Collection of Certificate Language Exam

The Standard Operating Procedure (SOP) for collecting language exam certificates at the university provides a practical and effective system for verifying the successful completion of exams. Through the university's SISTER system, students can easily access their exam scores, which are required to be presented as proof when collecting their certificates. This digital verification process ensures that only eligible participants receive their certificates, thereby upholding the academic integrity of the institution and preventing any discrepancies. However, a significant challenge has emerged due to a shortage of physical certificate blanks, which are unable to meet the increasing demand from a growing student body. As a result, there have been delays in the issuance of certificates, impacting students who are eagerly awaiting official documentation of their exam achievements. To mitigate the inconvenience caused by this

shortage, the university has implemented a temporary solution: students are allowed to use screenshots of their exam scores from the SISTER system as official substitutes. These screenshots are accepted for important academic requirements, such as thesis defense submissions, ensuring that students can continue their academic progress without significant setbacks.

While the use of screenshots is a practical and reasonable workaround, it is not a perfect solution. The absence of physical certificates can create uncertainty for some students and may be less formal than the original process intended. Recognizing this, the university is actively working to address the shortage of certificate blanks. By sourcing more certificate stock or exploring alternative solutions, the university aims to streamline the certification process, allowing students to receive their physical certificates in a timely and efficient manner. The ongoing efforts to resolve the certificate blank shortage reflect the university's commitment to improving its administrative processes and providing better support for its students. By addressing this issue, the institution is ensuring that students are not only able to fulfill their academic requirements but can also receive the formal recognition they deserve. The university's proactive approach demonstrates a commitment to continuous improvement, ultimately enhancing the student experience and the overall academic environment.

b. Personal Management

1) Registration of Language Exam

At the Language Development Centre of Kiai Haji Achmad Siddiq State Islamic University Jember, the recent changes in the language exam registration process reflect a successful application of personnel management principles. The involvement of two vocational high school interns has significantly enhanced the overall process, demonstrating the effectiveness of strategic resource allocation. Before the interns joined, the process was solely managed by one staff member, who was responsible for an increasing number of student registrations. This situation likely created challenges in maintaining efficiency while ensuring the accuracy and quality of the registrations. The decision to incorporate two interns was a forward-thinking solution that allowed for a more balanced distribution of tasks. While the staff member continued to oversee higher-level responsibilities, such as system management and troubleshooting, the interns took on routine duties, including data entry, organizing files, and assisting students.

This division of labor not only reduced the staff member's workload but also allowed for more attention to detail and quality control in the registration process. More importantly, it created a win-win scenario for both the Language Development Centre and the interns. The interns gained hands-on administrative experience,

enhancing their skills and knowledge in real-world office management, while the staff member was able to focus on complex and strategic tasks that demanded their expertise. From a personnel management perspective, this collaboration exemplifies the importance of leveraging existing resources—such as the staff member's expertise—while supplementing with additional support, like the interns, to optimize productivity. The overall result was a smoother, more efficient registration process that benefited both the organization and its interns. This model demonstrates how balancing workloads and providing practical training can lead to improvements in both organizational outcomes and individual professional development.

2) Scheduling of Language Exams

The scheduling of language examinations at the Language Development Centre is a process that showcases the significance of strong personnel management and organizational skills. The planning team, responsible for orchestrating the examination schedule, consistently demonstrates effective strategies in managing a complex and high-demand task. By leveraging their collaborative approach, they ensure that the process runs smoothly while meeting the needs of both students and examiners. The team's approach begins with gathering comprehensive data, such as student preferences, participant numbers, and examiner availability. This

initial stage of information collection is a testament to the team's ability to prioritize tasks and manage resources effectively. By considering all logistical factors early on, they are able to build a balanced and efficient schedule that accommodates everyone involved.

Despite the structured approach, the team also displays remarkable flexibility. They are quick to adapt when last-minute changes arise, such as accommodating special requests or adjusting to unforeseen circumstances. This adaptability is a key component of their personnel management strategy, as it ensures that both student needs and operational requirements are met, even under time constraints. Furthermore, the planning team's commitment to clear communication and cooperation is evident in their method of shared responsibility. By working together and conducting mutual reviews of the schedule, they ensure all details are checked and no aspect is overlooked. This cooperative dynamic is essential for managing the complexity of the scheduling process, allowing for the efficient handling of any unexpected challenges that might occur. The overall success of the language exam scheduling process reflects the team's strong personnel management practices. Their ability to communicate openly, collaborate effectively, and adapt to changing circumstances ensures a smooth experience for both students and examiners. By maintaining a high level of service quality and

fairness, the team not only meets but exceeds expectations, reinforcing the Centre's dedication to excellence and operational success.

3) Implementation of Language Exam

The implementation of language examinations at the Language Development Centre of Kiai Haji Achmad Siddiq Jember State Islamic University showcases the critical role of effective personnel management in ensuring the smooth execution of such a complex process. The success of the examination process can be attributed to the implementation team's commitment to clear organization, communication, and fairness, which are fundamental elements of strong personal management. One of the key strengths of the team's personnel management is their careful attention to student identity verification. By adhering to a strict protocol for verifying students' identities before the exam, the team ensures that only registered participants are allowed to take part. This step is essential not only to uphold the integrity of the examination but also to maintain the institution's credibility. The team's diligent use of attendance lists and thorough identity checks demonstrates their strong organizational skills and a commitment to fairness.

In addition to the procedural checks, the team's focus on clear and effective communication plays a crucial role in the successful implementation of the examination. Prior to the exam,

students are provided with detailed instructions regarding the examination rules, ensuring that they are fully informed about expectations and guidelines. This transparency helps prevent confusion, promotes fairness, and ensures that all participants are aware of their responsibilities. By fostering a clear understanding of the rules, the team minimizes potential disruptions, allowing for a more focused and orderly examination process. The implementation team's commitment to upholding fairness and maintaining clarity throughout the examination process reflects their effective application of personnel management strategies. Their systematic approach to verification, coupled with their emphasis on clear communication, helps create a professional and organized atmosphere, which minimizes the risk of disorder or cheating. This structured approach ensures that the examination process runs smoothly, while reinforcing the importance of integrity and fairness.

4) Language Exam Assessment

The assessment process for language exams at the Language Development Centre of Kiai Haji Achmad Siddiq State Islamic University Jember exemplifies how effective personnel management can work hand-in-hand with technology to create an efficient and transparent evaluation system. While the automated scoring system is a remarkable innovation that enhances operational efficiency, the role of the staff in ensuring the system functions smoothly remains a

critical aspect of the overall success of the process. Before the exam, the team's careful planning in setting up the system is one of the key strengths of the personnel management approach. This phase involves configuring the system parameters, such as grade weights and assessment rubrics, which ensures that the automation aligns with the exam's objectives. This level of attention to detail reflects the team's commitment to setting up the system for success and making sure that the automated grading is in line with the criteria needed for a fair and accurate evaluation. This planning phase is essential, as it lays the groundwork for the rest of the assessment process, ensuring the technology functions as intended.

During the exam itself, the personnel team's vigilance in monitoring the automated system proves invaluable. The team proactively oversees the entire process, identifying and addressing any technical issues in real time. This immediate response to potential glitches or problems ensures that the integrity of the examination process remains intact, demonstrating the team's expertise and commitment to maintaining a high standard of service. The staff's involvement, even in an automated system, proves that strong personnel management is still critical for troubleshooting and ensuring smooth operations. After the exam, the team's role in verifying the results and engaging with students adds an essential layer of accuracy and fairness to the assessment process. While the

automated system processes the majority of the grading, the staff's follow-up actions help ensure that the results align with the intended grading criteria and are free from errors. This human oversight reinforces the importance of personnel management, as it ensures that the automated system's outcomes are validated, offering an additional layer of assurance for both students and the institution.

Based on observation[86] about the reduction of staff workload due to automation highlights a significant advantage: it allows the staff to focus on higher-level tasks, such as student support and overseeing the exam's overall integrity. However, the assessment process clearly demonstrates that while technology can streamline the grading process, the involvement of skilled personnel remains vital in ensuring the system's proper functioning and the accuracy of the results. In conclusion, the integration of technology with effective personnel management leads to a streamlined and transparent language exam assessment process. The careful planning, real-time monitoring, and post-exam verification work done by the team ensure that the automated system operates efficiently and meets the program's standards. This collaboration between technology and personnel management creates an effective and fair evaluation environment, benefiting both students and staff alike.

5) Collection of Certificate Language Exam

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[86] Peneliti, "Observasi Di UPT Pengembangan Bahasa," November 16, 2024.

The recent changes in the process of collecting language exam certificates at the Language Development Centre of Kiai Haji Achmad Siddiq State Islamic University Jember illustrate how strong personnel management can effectively address unexpected challenges and maintain smooth operations in the face of adversity. Due to a shortage of certificate blanks, the traditional distribution of physical certificates has been temporarily suspended. In response, the staff quickly implemented a provisional solution: students are now instructed to screenshot their grades from the system. This swift adaptation reflects the team's ability to think creatively and find practical solutions to ensure students' needs are still met despite resource limitations. A critical element of the personnel management strategy during this period has been the staff's ability to manage an increased workload. The surge in language exam participants, driven by academic requirements like thesis defense and the new policy for seventh-semester students, created additional pressure on the team. Nevertheless, the staff has shown resilience in handling the influx of students and ensuring that everyone receives their digital results. This demonstrates strong organizational skills and the ability to balance an increased workload without sacrificing the quality of service.

The transition to assisting students with online grade access required significant personal management skills. The staff had to

address various issues, such as system access problems and student inquiries, all while providing clear, consistent guidance on how to navigate the new process. This shift highlights the importance of communication and problem-solving abilities, as the staff ensured that students remained informed and supported throughout the process. Despite the inconvenience caused by the lack of physical certificates, the team's proactive approach in assisting students helped alleviate potential confusion and dissatisfaction. Their willingness to adapt and offer practical solutions exemplifies their dedication to maintaining high service standards and prioritizing student satisfaction. In conclusion, the staff's response to the shortage of certificate blanks highlights effective personnel management in action. Their ability to quickly adapt to the situation, provide clear guidance, and offer support during the transition to digital certificates ensured that the language exam certificate process continued to function smoothly. Despite the challenges, the team's commitment to managing the situation with professionalism and efficiency helped maintain a high level of service and minimized disruptions for students.

c. Infrastucture and Facilities

    1) Registration of Language Exam

        The infrastructure and facilities for the language exam registration process at the university play a vital role in ensuring

accessibility and efficiency for all students. As outlined, the offline registration method relies on basic yet functional infrastructure, including registration books, pens, and correction fluid. These materials are essential for maintaining a tangible record of students' registrations. While simple, this system works well for students who are more familiar with traditional methods or have limited access to technology. However, the limitations of this system are evident—manual writing introduces the potential for human error, and physical records are susceptible to being lost or damaged. In contrast, the online registration system, facilitated through the university's SISTER platform, offers a more modern and efficient solution. This digital system significantly improves the speed and accuracy of the registration process. It allows students to easily input their information, automatically populates exam schedules, and securely stores data. This electronic method offers a streamlined process, reducing paperwork and the risk of errors while providing quick access to registration details.

Despite the advantages of online registration, it comes with the challenge of requiring students to have reliable access to both the internet and digital devices. Students who do not have access to these resources may face difficulties in using the system, which can create barriers for some members of the student body. To ensure the inclusivity of the registration process, the university should consider

enhancing the infrastructure by offering additional support for students who may be unfamiliar with digital tools or lack the necessary technology. This could include providing computer access in campus facilities or offering workshops to help students become more comfortable with online registration. Ultimately, the university's mixed approach to registration, combining both offline and online options, reflects a thoughtful effort to cater to the diverse needs of students. Moving forward, the infrastructure supporting these systems could be strengthened by improving online access for all students and offering additional support to those in need. This would help further streamline the registration process, making it even more accessible and efficient for everyone involved.

2) Scheduling of Language Exams

The infrastructure and facilities for scheduling and conducting the language exams at the university play a critical role in ensuring that all students can participate under fair and convenient conditions. For the offline exams, the university provides a well-equipped computer laboratory with 30 computers, which is adequate for the intended number of students. This facility ensures that every student has access to the necessary technology to complete their exam efficiently. The lab is organized in a way that students can work at their own pace, with all required equipment—such as computers, chairs, and desks—provided within the room. However,

this system faces potential challenges if the number of students exceeds the lab's capacity. If there is a surge in registration, logistical issues such as overcrowding or delays may arise. To avoid such complications, the university could consider expanding the lab's capacity or implementing a better scheduling system to ensure that the space is used efficiently.

The online exam format offers greater flexibility, allowing students to take the exam from any location using their own smartphones and headphones. This setup is ideal for students with time or transportation constraints, as it removes the need for them to be physically present in a specific location. The flexibility to choose the environment in which they take the exam is a significant advantage of the online format. However, this convenience also places a burden on students to ensure they have access to reliable equipment, such as smartphones with internet connectivity and quality headphones. Students who do not have access to these resources may struggle to complete the exam, potentially affecting their performance.

Both formats—offline and online—bring distinct advantages. The offline exam ensures equal access to equipment, creating a level playing field for all students. The online exam, on the other hand, provides flexibility and reduces the need for the university to manage large physical spaces. However, it also introduces the risk of

inequality for students without adequate technology. To address these disparities, the university could consider offering support for students who lack the necessary devices or internet access. Providing loaner smartphones, headphones, or internet access could be a way to level the playing field and ensure that all students have an equal opportunity to succeed in the exam. Furthermore, offering technical assistance during the exam period could help address any issues students encounter while taking the online exam, ensuring a smooth and fair experience for all participants. By making these adjustments, the university can enhance its exam infrastructure, ensuring that both offline and online exam formats are accessible to all students, regardless of their technological resources.

3) Implementation of Language Exam

The infrastructure and facilities for administering language exams at UIN KHAS Jember, particularly in terms of offline and online formats, play a crucial role in shaping the overall exam experience for students. For the offline exam, the university provides a computer lab with a capacity of 30 students, offering a structured environment where students can take their exams on provided computers. However, the lab's equipment, which is approximately 14 years old, presents significant challenges. The outdated computers are prone to slow system performance and frequent technical glitches, which disrupt the exam process. These interruptions not

only frustrate students but also interfere with the smooth flow of the exam, making it difficult for students to complete their tasks efficiently. To improve this, the university could invest in upgrading the lab's computers to modern, reliable systems. By doing so, the technical issues that currently hinder the offline exam experience would be resolved, allowing students to focus on the exam itself without unnecessary distractions.

In contrast, the online exam format provides students with greater flexibility. Students are able to take the exam from any location, as long as they have access to a smartphone and headphones. This is especially advantageous for those facing time constraints or transportation challenges, as it allows them to complete the exam at their convenience. However, this format also comes with its own set of challenges. The reliance on personal technology means that not all students have access to high-quality smartphones or a stable internet connection. Some students may encounter connectivity issues or find that their devices are not compatible with the exam platform, leading to disruptions and added stress. This dependency on personal technology introduces inequalities among students, with those lacking the necessary resources being at a disadvantage.

While both formats offer distinct advantages, they also present challenges. The offline exam provides a controlled

environment with consistent equipment for all students, yet the outdated technology creates frequent interruptions. The online exam, on the other hand, offers flexibility but places the responsibility on students to supply their own devices, which can create disparities based on access to technology. To improve the exam experience for all students, the university could consider upgrading the offline exam infrastructure by replacing the outdated computers with newer models. Furthermore, to address the challenges of the online exam format, the university could offer support for students with limited access to technology. This could include providing loaner devices, offering internet access, or even providing technical assistance during the exam period. By addressing these infrastructure and technology-related challenges, the university can enhance the exam process for both offline and online formats, ensuring that all students can participate in a fair and efficient manner, regardless of their technological resources.

4) Language Exam Assessment

The assessment process for language exams at UIN KHAS Jember plays a pivotal role in shaping students' experiences, particularly when it comes to the speed and accuracy of scoring. For offline exams, the results are immediately generated after the test, offering students prompt feedback. However, the process of uploading these results to the university's SISTER system is not

automated. Instead, the exam committee manually inputs the scores into the system after temporarily storing them in a designated folder. This reliance on manual data entry introduces delays, meaning that students must wait longer than necessary to access their results. Additionally, the manual process carries the risk of human error, which could result in inaccuracies in the final scores, further impacting the reliability of the assessment. In contrast, the online exam format benefits from a more efficient and automated scoring system. Once the exam is completed, the system automatically generates the scores and uploads them directly to the SISTER system. This immediate upload significantly reduces waiting times, ensuring that results are quickly accessible to both students and administrators. The elimination of manual data entry makes the online system more reliable and less prone to errors. However, technical glitches can occasionally prevent the scores from uploading correctly, creating temporary disruptions. In such cases, the technical team swiftly intervenes to resolve the issue, ensuring that the scores are accurately recorded and made available without undue delay.

While both offline and online formats have their advantages, the online exam's automatic scoring and upload process is clearly more efficient, ensuring faster results and reducing the risk of errors. To improve the offline exam process, the university could consider

automating the scoring procedure. This would eliminate the delays caused by manual data entry and streamline the process of uploading results to the SISTER system. Automation would also help reduce the risk of mistakes during data entry, ensuring that students receive accurate scores in a timely manner. For the online exam process, the university could further enhance the experience by implementing robust backup procedures in case of technical issues. By ensuring that any disruptions are quickly addressed and resolved, students would be able to access their results without delay. In doing so, the university would create a more seamless and efficient assessment process for both offline and online formats. These improvements would not only increase the speed of scoring but also provide students with more reliable and timely feedback, enhancing the overall exam experience.

5) Collection of Certificate Language Exam

The certificate collection process at UIN KHAS Jember has undergone significant changes, and these alterations have created a gap in the overall infrastructure for finalizing the exam experience for students. Previously, the certificate collection process was a structured and organized procedure. Certificates were available for students based on a predetermined schedule, ensuring both students and administrators could keep track of the distribution. To collect their certificates, students had to present proof of their exam results,

which were uploaded to the SISTER system. This step ensured that students were formally recognized for completing their exams and receiving the necessary qualifications. Additionally, students were required to sign a certificate collection book, which helped maintain a clear record of all certificates distributed. This system was effective in ensuring accountability and preventing errors or discrepancies, as each certificate handover was carefully documented. However, the current lack of certificate availability has created a noticeable issue. Students, who have completed their exams, now face uncertainty as they wait for official recognition in the form of their certificates. The absence of a clear mechanism for certificate distribution leaves students frustrated, as they are unable to obtain the formal acknowledgment of their accomplishments. Without a set schedule for collection or a system in place to track distribution, the university risks confusion, delays, and inefficiencies in managing certificates. This breakdown in the infrastructure not only affects students' expectations but also impacts the university's ability to maintain accurate records of who has received their certificates.

To address these issues and restore the efficiency of the certificate collection process, the university could consider re-establishing a structured system for certificate distribution. First, creating a clear schedule for when certificates will be available for

collection would help students plan accordingly and reduce uncertainty. Maintaining an updated record of certificate distribution, much like the previous system, would help ensure that each certificate is properly accounted for and that students are notified promptly once their certificates are ready. Additionally, the university could explore digital alternatives, such as providing certificates through an online portal or allowing for digital verification, to complement or replace the physical collection process. This would modernize the approach and potentially ease logistical challenges. By reinstating a well-organized certificate distribution system, the university can enhance transparency, reduce frustration among students, and ensure a smoother and more efficient process for both administrators and students alike.

d. Financing

1) Registration of Language Exam

Following the evaluation of the language exam's financing and operations at Kiai Haji Achmad Siddiq State Islamic University Jember, several follow-up actions are proposed to address current challenges and ensure program sustainability. First, the university should review its financial model to address operational gaps and prepare for future growth. This includes planning for a gradual transition to an online registration system, starting with a pilot program to test its feasibility and address potential issues before full

implementation. Second, to address concerns such as cases of cheating or "joki," the university can introduce an offline registration option specifically for students who have completed their proposal seminars. This additional layer of verification ensures that only eligible students can register, reducing the likelihood of fraud while maintaining fairness in the process.

2) Scheduling of Language Exam

Based on observations, the current shared budget for registration and scheduling of the language exam at Kiai Haji Achmad Siddiq State Islamic University Jember requires immediate review. At present, both processes rely on a single operational fund, with registration receiving the majority of resources due to its higher demands. While this arrangement has worked in the past, the growing number of participants has highlighted its limitations, especially in supporting scheduling activities.

To address this, the university should integrate the scheduling costs into the registration budget, especially when offline registration is used. In this case, students who register offline directly receive their exam schedules, which have already been prepared by the Language Development Centre. By combining these two processes under one budget, the university can simplify the funding process, ensure both areas are adequately supported, and reduce administrative burdens.

3) Implementation of Language Exam

The financing of the Language Exam Program at Kiai Haji Achmad Siddiq State Islamic University Jember reflects a strategic allocation of resources, focusing on updating exam materials, maintaining technical infrastructure, and training personnel. However, as the number of participants grows, the current funding structure must adapt to meet the increasing demand, particularly in the area of technical maintenance and system improvement.

Additionally, follow-up actions in the implementation phase should include improving the security of the online exam system and upgrading the application used for online exams. With a growing number of participants, these enhancements are critical to ensuring the system remains stable, secure, and capable of handling larger volumes of users. Strengthening system security will protect the integrity of the exam process, while upgrading the application will enhance usability and efficiency for both students and administrators.

4) Assessment of Language Exam

The implementation of an automated system for the assessment process in the Language Exam Program at Kiai Haji Achmad Siddiq State Islamic University Jember has significantly improved examination efficiency and accuracy. However, as the program expands, maintaining the technological infrastructure has

become increasingly complex, especially regarding security. To address these challenges, several follow-up actions have been taken. First, the university has allocated a portion of its operational budget to enhance system security. This includes implementing advanced security protocols such as encryption and multi-factor authentication to prevent unauthorized access and cheating. Second, regular system audits are being conducted to identify vulnerabilities and ensure the system operates without interruptions. These audits allow for timely updates and bug fixes to improve overall system stability.

5) Collection of Language Exam

The certificate collection process in the Language Exam Program at Kiai Haji Achmad Siddiq State Islamic University Jember is a vital milestone for students, designed to be inclusive and cost-free. While this process is supported by a dedicated budget, challenges have emerged as the program continues to grow. These include insufficient certificate materials to meet the increasing demand and the absence of digital certificates, both of which impact the efficiency and credibility of the system. Despite these challenges, no significant follow-up actions have been taken to address the operational financing issues related to certificate availability. Currently, the university has provided a temporary solution by suggesting that students screenshot their exam results displayed in the system. However, this approach lacks the formality and

credibility of an official certificate, particularly in professional and academic contexts.

To address these issues effectively, the university needs to revise its budgeting approach to ensure a consistent supply of physical certificate materials, thereby avoiding delays in distribution. Additionally, introducing a digital certificate system could provide a sustainable solution, allowing students to access secure and professional-looking certificates online. This would not only enhance the credibility of the program but also improve accessibility for students.

e. Carrying Capacity

1) Registration of Language Exam

Carrying capacity the identification of issues in the registration process for the language exam program at Kiai Haji Achmad Siddiq State Islamic University Jember, the next step involves developing a strategy to address the existing shortcomings. Based on the findings of the research, several concrete actions are needed to improve the registration system, which has proven to be inefficient.

First, strengthening the technical system should be a top priority. Given the limitations of the current infrastructure, it is essential for the university to invest in updating its registration software or application to ensure it is more user-friendly. The system

must be able to handle large numbers of registrations, with a clear and intuitive interface for the exam participants. Additionally, better system maintenance is required to quickly address technical issues such as server outages or bugs that disrupt the registration process.

Second, enhancing administrative services is critical. The university should provide training for administrative staff to ensure they can offer clear and accurate information to exam participants. Training programs focused on customer service and registration procedures will help speed up the process and reduce the number of inquiries from students.

Third, creating and implementing clear and detailed Standard Operating Procedures (SOPs) will greatly assist in providing guidance that is easy for participants to follow. Well-defined SOPs will ensure consistency in every step of the registration process and minimize confusion for students, especially those who are registering for the exam for the first time.

2) Scheduling of Language Exam

Following the improvements in the scheduling capacity of the language examination program at Kiai Haji Achmad Siddiq State Islamic University Jember, several positive developments have emerged, significantly enhancing the overall process. As previously identified, the scheduling process faced numerous challenges due to limited resources and a lack of sufficient support, which led to

confusion and delays. However, the changes implemented during the research period marked a turning point in addressing these issues.

A key improvement involved refining the registration and scheduling process through a more integrated approach. Instead of managing them separately, staff began to handle both tasks simultaneously within a unified system. This change allowed for better coordination, reducing the complexity of the process. By aligning the registration and scheduling steps, the workflow became more efficient, which reduced delays and confusion for both staff and participants. Additionally, in response to staffing shortages, the program utilized internship students to support the administrative workload. By integrating students into the workflow, the university was able to maintain operational efficiency. This allowed for smoother operations and a more manageable workload for administrative team.

3) Implementation of Language Exam

Figure 4. 4 Checking The Identity of The Exam Participants[87]

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[87] Peneliti, "Dokumentasi 'Pelaksanaan Ujian Bahasa,'" November 14, 2024.

The language exam program at Kiai Haji Achmad Siddiq State Islamic University Jember has seen some improvements, such as the addition of internship students to assist at the Language Development Centre. However, significant issues remain regarding the program's capacity to accommodate the growing number of participants. One of the key problems is the lack of action on expanding the exam rooms, which continues to cause scheduling conflicts and delays. Despite recognizing the need for more space, no steps have been taken to address this issue. Similarly, the outdated computers in the language labs have yet to be replaced or upgraded, despite ongoing technical difficulties. The aging equipment disrupts the exam process and affects the overall efficiency of the program. These unresolved issues highlight the need for follow-up actions to improve the infrastructure.

Additionally, support for the program has been provided by making improvements to the online exam application, specifically aimed at increasing the capacity to accommodate more students. These improvements focus on enhancing the system's ability to handle a larger volume of participants, helping to address some of the challenges related to participant numbers. To better meet the increasing demands, it is essential for the university to take immediate steps to expand the exam rooms, upgrade the outdated computers, and continue enhancing the online exam application.

Without these improvements, the program will continue to face operational challenges that hinder its ability to provide a smooth and efficient experience for participants.

4) Assessment of Lamguage Exam

The current digital assessment system for the language exam program at Kiai Haji Achmad Siddiq State Islamic University Jember has certainly improved the efficiency of the process by eliminating manual grading and speeding up result processing. However, as the number of participants continues to grow, the system faces limitations in its ability to handle the increasing volume of users. These challenges highlight the need for continued improvements to both the technological infrastructure and the application itself. To address these issues, the university must prioritize upgrading the application to handle larger volumes of participants. This includes improving the server capacity to prevent downtime and ensure that the system remains stable even during peak registration and exam periods. Additionally, the technical support system must be strengthened to provide immediate assistance in case of any issues, ensuring that disruptions during the exam are minimized.

5) Collection of Language Exam

The certificate collection phase of the language exam program at Kiai Haji Achmad Siddiq State Islamic University

Jember is a crucial step that reflects the success of participants in completing their exams. However, as identified, there are challenges in ensuring that certificates are prepared and distributed on time, particularly due to the insufficient supply of certificate blanks at the end of semester.

To address this issue, the Language Development Centre must implement a more reliable system for managing the supply of certificate blanks. This could include forecasting demand based on the number of participants in the program and securing an adequate number of blanks ahead of time. Furthermore, the should explore ways to streamline the certificate preparation process, ensuring that there is a seamless transition from result generation to certificate printing and distribution.

C. Discussion of Findings

At UIN KHAS Jember, the language exam process for the undergraduate program (S1) does not have a specific Standard Operating Procedure (SOP). Currently, the only existing SOP is for the postgraduate program (S2). The registration procedure is divided into two different pathways: one is online registration through the SISTER system, which is detailed on the official UPB website, and the other is offline registration. The inconsistency in this registration process indicates a lack of procedural clarity at UIN KHAS Jember. Additionally, there are no clear guidelines regarding exam content, grading systems, or policies for retakes, which affects the

transparency and uniformity of the language testing process at the institution.[88]

In contrast, other universities in the region, such as *Universitas Jember* (UNEJ), *Politeknik Negeri Jember* (POLIJE), *Universita Airlangga* (UNAIR), and *Universita Brawijaya* (UB), have all established and created publicly accessible SOPs for their language exams, reflecting a more organized approach. UNEJ, for example, uses the system for language exam registration, ensuring a structured and transparent process. Their SOP clearly defines the responsibilities of both students and administrators, as well as detailed timelines, test formats, and evaluation criteria[89]. POLIJE also offers a well-structured SOP for the English Proficiency Test (EPT), which is mandatory for graduation. All aspects of the exam, including registration, payment, and retake policies, are clearly explained on their website, providing students with a clear and accessible path to complete the exam. Meanwhile, the Language Center of UNAIR provides comprehensive and easily accessible SOPs for various language exams, including TOEFL and academic English exams, with special attention given to accessibility for students with disabilities. Inclusivity and transparency in these testing procedures make UNAIR a commendable example of best practices. Brawijaya University also integrates modern technology into the language exam framework, offering full digital registration, payment systems, and result notifications, making the

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[88] Admin UPB, "UPT PENGEMBANGAN BAHASA UIN KIAI HAJI ACHMAD SIDDIQ JEMBER."

[89] "Revisi-Ketentuan-EPT-UPT-Bahasa.Pdf," accessed November 28, 2024, https://magister-elektro.teknik.unej.ac.id/wp-content/uploads/sites/25/2022/04/Revisi-Ketentuan-EPT-UPT-Bahasa.pdf.

entire process efficient and transparent.[90] The difference between UIN KHAS Jember and these four universities emphasizes the importance of having well-defined SOPs for language exams. While UIN KHAS Jember has made progress with its online registration system, the absence of a comprehensive SOP for undergraduate exams creates a gap in procedural clarity. In comparison, universities such as UNEJ, POLIJE, UNAIR, and UB have established clear, accessible, and inclusive procedures, setting high standards for other institutions in the region. Implementing such SOPs at UIN KHAS Jember will not only enhance transparency but also improve the overall student experience and academic rigor in language testing.

In terms of management personnel, UIN KHAS Jember's Language Development Unit (UPB) faces significant challenges due to understaffing. Based on observations[91], inefficiencies were noted during offline registration, where students attempting to register for exams, seek assistance for issues, or ask about exam schedules caused significant congestion. The lack of adequate personnel to handle these administrative tasks efficiently led to long waiting times and frustrations among students. In contrast, institutions such as UNAIR and UB employ sufficient staff to manage the entire process, with clearly defined roles that ensure smoother workflows. These universities have integrated online systems and trained personnel to handle issues quickly, reducing offline dependency and improving overall efficiency.

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[90] "01 Pedoman Ept Polije 2021 | PDF," Scribd, accessed November 16, 2024, https://id.scribd.com/document/591642409/01-Pedoman-Ept-Polije-2021.

[91] Peneliti, "Observasi di UPT Pengembangan Bahasa," November 17, 2024.

The infrastructure and facilities at UIN KHAS Jember are another critical area of concern. The university has only one language laboratory, which can accommodate 30 students. This lab also serves as a storage area for UPB, further limiting its functionality. Additionally, the computers in the lab are outdated, with many being approximately 14 years old, resulting in frequent technical malfunctions during exams. Such inadequacies lead to overcrowding during offline exams, causing delays in language certification and subsequent academic milestones like thesis defenses. For comparison, UNEJ and UB have multiple state-of-the-art language laboratories equipped with modern computers and testing software, ensuring uninterrupted and efficient examinations. POLIJE and UNAIR also provide cutting-edge facilities, allowing them to accommodate a larger number of students with minimal disruptions.

In terms of funding, UIN KHAS Jember offers a significant advantage by not charging undergraduate students for language examinations. This policy reflects the institution's commitment to accessibility and affordability. However, the lack of exam fees may contribute to limited resources for upgrading infrastructure and improving support systems. On the other hand, universities like UNAIR and UB charge examination fees, which are used to maintain high-quality infrastructure and testing services. For instance, fees collected for TOEFL-equivalent exams at these institutions support the maintenance of modern facilities and training for examiners, ensuring a superior testing experience.

Lastly, the institutional support systems at UIN KHAS Jember are relatively underdeveloped. There is limited assistance for students in preparing for exams or resolving issues during registration and testing. By contrast, institutions like POLIJE and UNEJ offer comprehensive support systems, including preparatory courses, clear online registration portals, and accessible customer service for addressing technical or administrative issues. UNAIR stands out with its inclusive policies, offering accommodations for students with disabilities, such as extended test times and alternative formats.

In conclusion, while UIN KHAS Jember excels in making language examinations affordable, it lags behind in terms of management efficiency, infrastructure, and student support. By adopting best practices from institutions like UB, UNEJ, and UNAIR such as increasing staff, upgrading facilities, and investing in support systems UIN KHAS Jember could significantly improve its language examination framework, ultimately benefiting its students and academic outcomes.

CHAPTER V

CONCLUSION

A. **Conclusion**

1. The implementation of the language exam at UIN KHAS Jember has not yet reached a sufficient level of effectiveness. Several critical issues have been identified that hinder its optimal execution. First, the Standard Operating Procedures (SOPs) remain unclear, which leads to inconsistencies in how the exam is conducted and may cause confusion among staff and students alike. Second, there is a lack of clarity in the job descriptions for staff members, which results in inefficiencies and a lack of accountability. This also affects the smooth flow of exam-related tasks and the coordination of various responsibilities. Lastly, the funding system is limited, as it only considers the activities directly related to the exam without a broader, more strategic plan that ensures sustainable resources are allocated for future improvements and support. These factors collectively suggest that substantial improvements are needed in the administrative and financial structures to ensure that the language exam at UIN Khas is implemented more effectively. Addressing these issues will be key to achieving a more organized, transparent, and efficient exam process.

2. The evaluation of the language exam implementation at UIN KHAS Jember highlights several key areas that require improvement. First, regarding the SOPs, the current procedures only cover the online

registration process and the language exam at the Master's (S2) level, with no comprehensive or clear SOPs for language exams at other levels. This limitation creates inconsistencies in the exam implementation, leading to confusion among staff and students. *Second*, the shortage of staff has resulted in unclear and disorganized job descriptions, which affects the overall efficiency and coordination of the exam process. This lack of clarity in roles and responsibilities makes it difficult to manage tasks effectively, and more staff are needed to ensure a smoother operation. *Third*, the infrastructure and facilities available for the language exam are very limited and do not provide sufficient support for the exam process. The inadequate facilities not only disrupt the comfort and experience of the participants but also hinder the overall quality and effectiveness of the exam. Significant improvements in infrastructure are needed to ensure that the exams can be carried out efficiently and meet the expected standards. This evaluation suggests that several critical factors such as SOPs, staffing, and infrastructure must be addressed to improve the implementation of the language exam at UIN Khas. Improvements in these areas will help create a more organized, efficient, and effective exam process.

3. In response to issues such as the use of proxy test-takers ("joki"), several follow-up actions have been taken. First, identity verification has been implemented to ensure that participants' identities match their registration information. This step aims to prevent cases of

impersonation during the exam. Second, the shift from online to offline exams has been introduced as a measure to reduce the risk of cheating and strengthen exam supervision. Third, additional staff have been recruited, including student interns, to address the shortage of personnel and improve exam management. Additionally, due to the unavailability of official certificate templates, the follow-up action taken has been to rely on screenshots of the grades displayed in the system as a temporary solution. While this ensures participants can still access their results, it is not an ideal or formal substitute for proper certificates. However, despite these efforts, the follow-up actions taken so far have not fully addressed the underlying problems. The measures remain limited and do not resolve systemic issues, such as unclear SOPs, insufficient infrastructure, inadequate facilities, and the lack of a sustainable staffing strategy. These gaps emphasize the need for more comprehensive and long-term strategies to ensure the integrity, efficiency, and effectiveness of the language exam system at UIN KHAS Jember.

B. Suggestion

After conducting this research, the researcher provided several recommendations that may be useful, including:

1. Incorporating the language exam into the curriculum as part of a foreign language course. Language exams are not obstacles, but rather curriculum support, which serve as evaluations of language courses.

Therefore, language exams do not need to be a requirement for thesis exams.

2. Create equitable financial management that focuses not only on activities but also on managing the resources that support the language exam program.

3. The funding aspect must also be allocated for administrative personnel and management aligned with the required competencies.

4. Create a clear SOP and upload it on social media language development center

5. Adequate facilities are required, including the provision of structured space allocation. Currently, the exam room doubles as an exam room and storage area due to space constraints.

6. Developing a module as a reference book for students in learning foreign language courses will help ease the workload of lecturers responsible for teaching these courses.

7. The addition of specialised staff in language development center ensures that lecturers no longer need to be appointed to perform duties in language development center.

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Appendix 1

MATRIX OF RESEARCH

JUDUL	VARIABEL	SUB VARIABEL	INDIKATOR	SUMBER DATA	METODE PENELITIAN	RUMUSAN MASALAH
What Happened To The Language Exam Program at Kiai Haji Achmad Siddiq State Islamic University Jember?	Language Exam Program	1. Standar Operating Procedure 2. Personal Management 3. Infrastructure and Facilities 4. Financing 5. Follow up	a. Implementaion b. Evaluation c. Follow up a. Implementaion b. Evaluation c. Follow up a. Implementaion b. Evaluation c. Follow up a. Implementaion b. Evaluation c. Follow up a. Implementaion b. Evaluation c. Follow up	(Language Development Unit UIN KHAS Jember) 1. Results from observations at Kiai Haji Achmad Siddiq State Islamic University Jember 2. Documentation (Voice Recordings, Photos and Documents) 3. Interview Transcript (Head of the Language Development Unit, Educational staff and Several students participating in the language exam)	**Approach :** Qualitative **Type :** Case Study Instrument : 1. Observation Sheet 2. Documentation Guidelines 3. Interview Guidelines	1. How is the implementation of the language examination program at Kiai Haji Achmad Siddiq State Islamic University Jember? 2. How is the evaluation for language examinations program at the Kiai Haji Achmad Siddiq State Islamic University Jember? 3. How is the follow up the language examination program at Kiai Haji Achmad Siddiq State Islamic University Jember?

Appendix 2

<div align="center">

PEDOMAN OBSERVASI DAN DOKUMENTASI

"What Happened To The Language Exam Program at Kiai Haji Achmad Siddiq State Islamic University Jember?"

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A. Pedoman Observasi SOP Program Ujian Bahasa
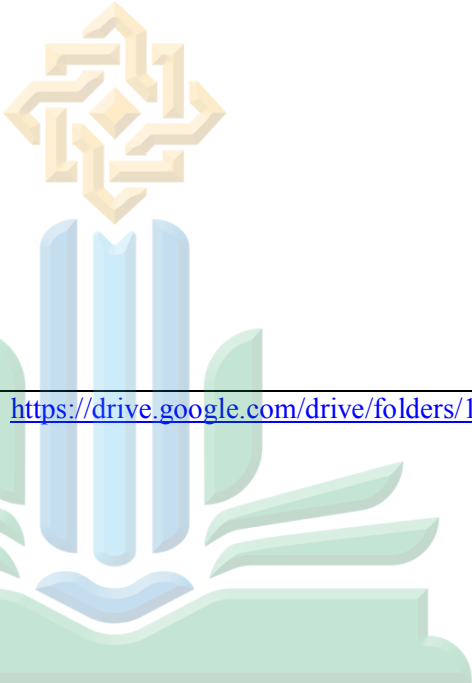
No	Indikator (Obyek/ Kegiatan/ Dokumen yang diamati)	Catatan Observasi	Nama/ Jenis Dokumen/ Dokumentasi (Dokumen/ Foto/ Video)	Link Google Drive (Lampiran Dokumen/ Dokumentasi)
1.	I. Pendaftaran Ujian Bahasa a. Tersedianya SOP pendaftaran ujian bahasa yang jelas dan dipatuhi oleh semua pihak. b. Tingkat kepatuhan staf terhadap SOP pendaftaran c. Waktu pemrosesan pendaftaran sesuai dengan SOP d. Evaluasi penerapan SOP dalam pendaftaran ujian bahasa, apakah	a. Terdapat alur pendaftaran online tersedia di web UPB, sedangkan ketika adanya pendftaran offline masih belum ada. b. Kepatuhan staf sudah sesuai dengan SOP. c. Kegiatan pendaftaran sudah dengan waktu yang telah ditentukan. d. Sudah melakukan evaluasi dengan tindak lanjut	Bukti: a. Dokumentasi SOP pendaftaran dalam bentuk tertulis dan digital, tersimpan di server universitas b. Catatan revisi SOP pendaftaran yang terdokumentasi dengan tanggal dan pihak yang bertanggung jawab c. Arsip sosialisasi	https://drive.google.com/drive/folders/1fCqyXjofJZqM_myi3bvoHOEOjXlpYlyu?usp=sharing

No	Indikator (Obyek/ Kegiatan/ Dokumen yang diamati)	Catatan Observasi	Nama/ Jenis Dokumen/ Dokumentasi (Dokumen/ Foto/ Video)	Link Google Drive (Lampiran Dokumen/ Dokumentasi)
	sudah sesuai standar dan dipatuhi dengan baik oleh semua pihak yang terlibat. e. Meninjau kembali SOP pendaftaran untuk memastikan seluruh prosedur mudah diikuti dan diperbarui sesuai dengan kebutuhan mahasiswa serta perkembangan teknologi.	yaitu untuk membwa identitas seperti KTM/KTP, untuk menyesuaikan identitas. e. Tim yang ditugaskan akna menegcek kembali data yang sudah terdaftar di buku pendafataran.	SOP pendaftaran kepada mahasiswa dan staf (misalnya melalui email, web kampus, media sosial) d. Formulir pendaftaran online dan fisik terdokumentasi secara digital di sistem akademik kampus.	
2.	II. Penjadwalan Ujian Bahasa a. Ketersediaan SOP penjadwalan yang disosialisasikan kepada semua pihak terkait b. Ketepatan waktu dalam penyusunan dan pengumuman jadwal sesuai	a. Terdapat pembagian jadwal, namun tidak tertulis dalam bentuk dokumen. b. Tepat waktu dalam penyusunan dan	Bukti: a. SOP penjadwalan ujian didokumentasikan dalam format PDF atau dokumen cetak dan tersedia secara	https://drive.google.com/drive/folders/1fCqyXjofJZqM_myi3bvoHOEOjXlpYlyu?usp=sharing

No	Indikator (Obyek/ Kegiatan/ Dokumen yang diamati)	Catatan Observasi	Nama/ Jenis Dokumen/ Dokumentasi (Dokumen/ Foto/ Video)	Link Google Drive (Lampiran Dokumen/ Dokumentasi)
	SOP c. Evaluasi pelaksanaan SOP dalam penjadwalan ujian bahasa, termasuk bagaimana prosedur tersebut diikuti oleh staf yang bertanggung jawab. d. Menyempurnakan SOP penjadwalan ujian agar lebih fleksibel dan responsif terhadap kebutuhan mahasiswa, terutama terkait perubahan mendadak	pengumuma jadwal melalui instagram UPB. c. Tim perencana melakukan evaluasi dalam pembagian jadwal. d. Tim perencana sudah membeikan pembagian jadwal yang terperinci dalam buku pendaftaran.	online b. Log revisi SOP penjadwalan disimpan lengkap dengan persetujuan pejabat berwenang c. Pengumuman jadwal ujian terdokumentas i dalam bentuk softcopy (email, web) dan hardcopy (papan pengumuman) dengan nomor dokumen dan pihak yang bertanggung jawab	
3.	III. Pelaksanaan Ujian Bahasa a. Kesesuaian pelaksanaan ujian	a. SOP dalam pelaksanaan	Bukti: a. SOP	https://drive.google.com/drive/folders/1fCqyXjofJZqM_myi3bvoHOEOjXlpYlyu?usp=sharing

No	Indikator (Obyek/ Kegiatan/ Dokumen yang diamati)	Catatan Observasi	Nama/ Jenis Dokumen/ Dokumentasi (Dokumen/ Foto/ Video)	Link Google Drive (Lampiran Dokumen/ Dokumentasi)
	dengan SOP termasuk pemantauan penerapan standar operasional. b. Penerapan aturan dalam pelaksanaan ujian c. Pelaksanaan ujian bahasa berlangsung sesuai jadwal tanpa hambatan signifikan. d. Mengadakan pelatihan rutin untuk pengawas dan staf terkait agar SOP	ujian bahasa sudah sesuai. b. Tim pelaksana sudah membuat aturan dalam pelaksanaan ujian, dengan menginformaiskna sebelum ujian dilaksanakan. c. Terkadang mengalami kendala karena tidak adanya SOP Penjadwalan yang tertulis, maka sebaggia mahasiswa yang mempunyai kendala datang tidak sesuai dengan jadwal yang telah ditentukan. d. Tidak ada pelatihan rutin yang dilakukan terkait SOP.	pelaksanaan ujian terdokumentasi secara tertulis dan dapat diakses oleh pengawas dan mahasiswa b. Dokumentasi panduan pelaksanaan ujian (termasuk prosedur kedaruratan) terdokumentasi dan dibagikan kepada pengawas serta mahasiswa c. Arsip absensi pengawas dan mahasiswa selama ujian disimpan secara digital d. Hasil pemantauan pelaksanaan SOP terdokumentas	

No	Indikator (Obyek/ Kegiatan/ Dokumen yang diamati)	Catatan Observasi	Nama/ Jenis Dokumen/ Dokumentasi (Dokumen/ Foto/ Video)	Link Google Drive (Lampiran Dokumen/ Dokumentasi)
	pelaksanaan ujian dipatuhi dengan konsisten		i dengan bukti laporan atau evaluasi ujian oleh tim pengawas ujian.	
4.	IV. Penilaian Ujian Bahasa a. Kesesuaian pelaksanaan ujian dengan SOP b. Penerapan aturan dalam pelaksanaan ujian c. Evaluasi ketepatan dan kejelasan dalam pengumuman hasil penilaian ujian bahasa, sesuai dengan jadwal yang ditentukan. d. Menyediakan pelatihan untuk penilai agar	a. SOP dalam pelaksanaan ujian bahasa sudah sesuai. b. Tim pelaksana sudah membuat aturan dalam pelaksanaan ujian, dengan menginformaiskna sebelum ujian dilaksanakan. c. Pemunculan nilai sudah sesuai dengan jadwal yang sduah ditentukan, yakni dalam satu ahri hingga tiga ahri untuk menginput nilai. d. Adanya pelatiha khusus untuk penilai sekaligus	Bukti: a. SOP penilaian ujian terdokumentas i secara tertulis dan digital dengan panduan prosedur penilaian yang dapat diakses oleh tenaga pengajar dan penilai, tersimpan di server universitas b. Hasil penilaian dan rekapitulasi nilai mahasiswa terdokumentas i dalam sistem akademik, disertai log	https://drive.google.com/drive/folders/1fCqyXjofJZqM_myi3bvoHOEOjXlpYlyu?usp=sharing

No	Indikator (Obyek/ Kegiatan/ Dokumen yang diamati)	Catatan Observasi	Nama/ Jenis Dokumen/ Dokumentasi (Dokumen/ Foto/ Video)	Link Google Drive (Lampiran Dokumen/ Dokumentasi)
	proses penilaian sesuai dengan standar penilaian yang transparan dan objektif	dalam meningaktakn kualitas soal.	akses untuk menjaga kerahasiaan c. SOP pengajuan banding atau koreksi nilai terdokumentas i lengkap dengan catatan proses dan keputusan.	
5.	V. Pengambilan Sertifikat Ujian Bahasa a. Prosedur pengambilan sertifikat sesuai SOP b. Waktu pengambilan sertifikat sesuai dengan yang dijadwalkan	a. Pengambilan sertifikat sudah sesuai dengan SOP b. Sebelum adanya kasus joki pengambilan sertifkiat memeiliki jadwal, ketika melewati jadwal yang telah ditentukan maka akan hangus. Namun, untuk sementara waktu tidak menggunakan	Bukti: a. SOP pengambilan sertifikat terdokumentas i dalam format tertulis dan digital b. Arsip pengumuman waktu pengambilan sertifikat tersimpan di sistem akademik c. Formulir pengambilan	https://drive.google.com/drive/folders/1fCqyXjofJZqM_myi3bvoHOEOjXlpYlyu?usp=sharing

No	Indikator (Obyek/ Kegiatan/ Dokumen yang diamati)	Catatan Observasi	Nama/ Jenis Dokumen/ Dokumentasi (Dokumen/ Foto/ Video)	Link Google Drive (Lampiran Dokumen/ Dokumentasi)
	c. Kepatuhan staf terhadap SOP pengambilan sertifikat d. Evaluasi pelaksanaan SOP dalam pengambilan sertifikat ujian, termasuk ketepatan waktu dan pemenuhan prosedur	sertifikat, hanya *screenshooot* nilai yang ada di SISTER. c. Staf yang ditugaskan sudah mematuhi SOP dam pengambilan sertifikat. d. Pelaksanaan pengambilan sertifikat sudah sesuai dengan jadwal yang ditentukan dan sesuai prosedur.	sertifikat terdokumentasi secara digital dan dapat diakses oleh staf d. Rekap sertifikat yang telah diambil dan yang masih dalam proses disimpan dan diarsipkan dalam database sistem akademik	
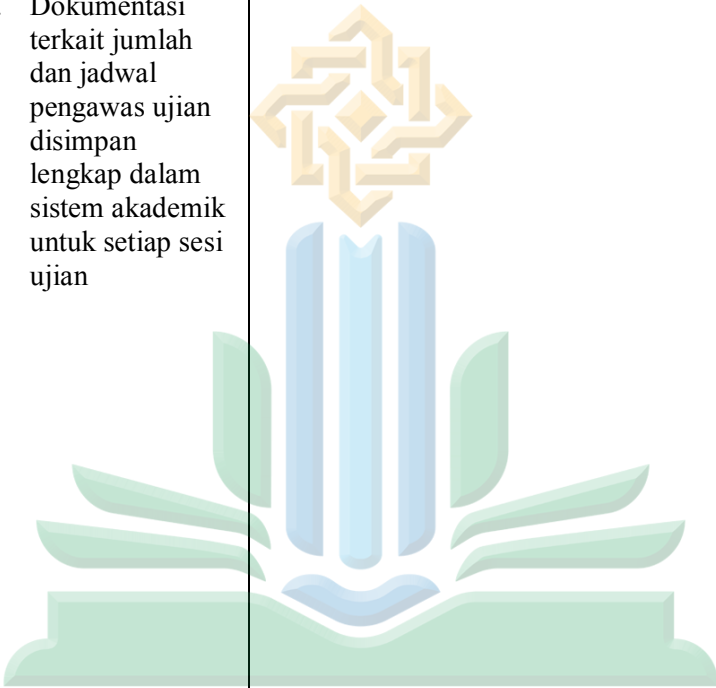
B. Pedoman Observasi SDM Program Ujian Bahasa

No	Indikator (Obyek/ Kegiatan/ Dokumen yang diamati)	Catatan Observasi	Nama/ Jenis Dokumen/ Dokumentasi (Dokumen/ Foto/ Video)	Link Google Drive (Lampiran Dokumen/ Dokumentasi)
1.	I. Pendaftaran Ujian Bahasa a. Kompetensi staf pendaftaran mencakup keterampilan IT dan pengetahuan tentang prosedur akademik b. Staf pendaftaran memiliki akses ke sistem IT yang mendukung proses pendaftaran c. Jumlah staf yang memadai sesuai rasio jumlah mahasiswa yang mendaftar d. Evaluasi kinerja staf pendaftaran dilakukan	a. Kompetensi staf sudah memenuhi keterampilan IT dan prosedur akademik. b. Staf yang bertugas memilki akses ke sistem pendaftaran online. c. Jumlah staf yang masih belum memadai. d. Melakuakn evaluasi kinerja staf setelah setipa periode pendaftaran. e. Staf dibekali	Bukti: a. Dokumen profil dan kualifikasi staf pendaftaran tersimpan dalam database personalia b. Arsip pelatihan staf pendaftaran yang telah diikuti terdokumentasi dengan baik (misalnya sertifikat pelatihan) c. Catatan evaluasi kinerja staf pendaftaran setelah periode pendaftaran terdokumentasi lengkap d. Laporan tingkat layanan staf kepada mahasiswa didokumentasikan (misalnya survei kepuasan mahasiswa)	https://drive.google.com/drive/folders/1fCqyXjofJZqM_myi3bvoHOEOjXlpYlyu?usp=sharing

No	Indikator (Obyek/ Kegiatan/ Dokumen yang diamati)	Catatan Observasi	Nama/ Jenis Dokumen/ Dokumentasi (Dokumen/ Foto/ Video)	Link Google Drive (Lampiran Dokumen/ Dokumentasi)
	setelah setiap periode pendaftaran e. Memberikan pelatihan berkala bagi staf pendaftaran tentang sistem akademik dan layanan mahasiswa	pengetahuan tentang sistem akademik dan pelayanan kepada mahasiswa		
2.	II. Penjadwalan Ujian Bahasa a. Tim penjadwalan memiliki kualifikasi dan pelatihan dalam pengelolaan jadwal akademik b. Pengetahuan staf tentang sistem penjadwalan online dan kemampuan menangani	a. Tidak ada kualifikasi dan pelatihan untuk penjadwalan. b. Hanya satu staf yang dapat menangani masalah teknis. c. Hanya satu staf yang	Bukti: a. Dokumen profil dan kualifikasi staf penjadwalan ujian tersimpan dalam database universitas b. Arsip pelatihan staf penjadwalan tersimpan dengan baik c. Laporan evaluasi staf penjadwalan terdokumentasi setelah setiap periode ujian	https://drive.google.com/drive/folders/1fCqyXjofJZqM_myi3bvoHOEOjXlpYlyu?usp=sharing

No	Indikator (Obyek/ Kegiatan/ Dokumen yang diamati)	Catatan Observasi	Nama/ Jenis Dokumen/ Dokumentasi (Dokumen/ Foto/ Video)	Link Google Drive (Lampiran Dokumen/ Dokumentasi)
	masalah teknis c. Jumlah staf yang cukup untuk menangani proses penjadwalan, khususnya jika ada perubahan jadwal.	menangani proses penjadwalan dan perubahan jadwal.		
3.	III. Pelaksanaan Ujian Bahasa a. Kualifikasi dan kompetensi pengawas ujian b. Jumlah pengawas yang cukup sesuai kapasitas ruang ujian	a. Pengawas mempunyai kualifikasi dan komoptensi dalam proses pelaksanaan ujian. b. Ada dua pengawas dalam satu ruangan, yakni sebagai operator dan sebagai instruktur. c. Mahasiswa dapat mengerjakan	Bukti: a. Profil pengawas ujian terdokumentasi dalam database personalia, termasuk kompetensi dan pengalaman b. Laporan evaluasi kinerja pengawas ujian berdasarkan pelaksanaan ujian terdokumentasi, serta umpan balik dari mahasiswa	https://drive.google.com/drive/folders/1fCqyXjofJZqM_myi3bvoHOEOjXlpYlyu?usp=sharing

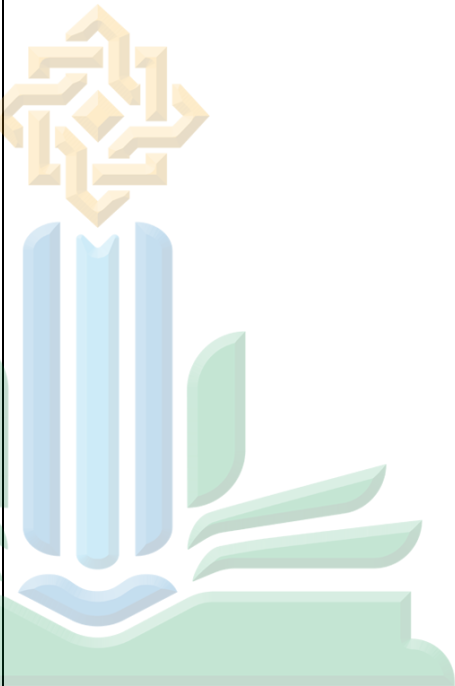| No	Indikator (Obyek/ Kegiatan/ Dokumen yang diamati)	Catatan Observasi	Nama/ Jenis Dokumen/ Dokumentasi (Dokumen/ Foto/ Video)	Link Google Drive (Lampiran Dokumen/ Dokumentasi)
	c. Tingkat kepuasan mahasiswa terhadap pelaksanaan ujian yang diawasi dengan baik d. Evaluasi kompetensi pengawas ujian dalam melaksanakan pengawasan sesuai peraturan yang berlaku.	ujian dengan tenang. d. Kopetensi pengawas sudah sesuai dengan peraturan yang berlaku.	c. Dokumentasi terkait jumlah dan jadwal pengawas ujian disimpan lengkap dalam sistem akademik untuk setiap sesi ujian	
4.	IV. Penilaian Ujian Bahasa a. Kualifikasi tenaga penilai b. Konsistensi	a. Kualifikasi tenaga penilai mencakup dengan tugas dalam pembuatan soal. b. Hasil penilaian telah dilakuakn oleh tenaga	Bukti: a. Profil dan kompetensi tenaga penilai ujian terdokumentasi lengkap dalam sistem personalia b. Dokumentasi hasil evaluasi	https://drive.google.com/drive/folders/1fCqyXjofJZqM_myi3bvoHOEOjXlpYlyu?usp=sharing

No	Indikator (Obyek/ Kegiatan/ Dokumen yang diamati)	Catatan Observasi	Nama/ Jenis Dokumen/ Dokumentasi (Dokumen/ Foto/ Video)	Link Google Drive (Lampiran Dokumen/ Dokumentasi)
	hasil penilaian oleh tenaga yang berwenang c. Evaluasi keahlian dan kompetensi tenaga penilai dalam memberikan penilaian yang objektif dan profesional. d. Memberikan pelatihan tambahan bagi tenaga penilai untuk memperkuat pengetahuan dan teknik dalam melakukan penilaian.	penilai yang bertuags. c. Tenaga penilai sudah memberikan penilaian yang objektif dan profesional. d. Sudah diberikan pelatihan penilaian bagi tenaga penilai.	kinerja penilai berdasarkan ketepatan waktu dan kualitas penilaian terdokumentasi dalam bentuk laporan berkala c. Arsip pelatihan terkait penilaian dan pelaksanaan penilaian ulang terdokumentasi dengan bukti pelatihan dan evaluasi dari atasan	

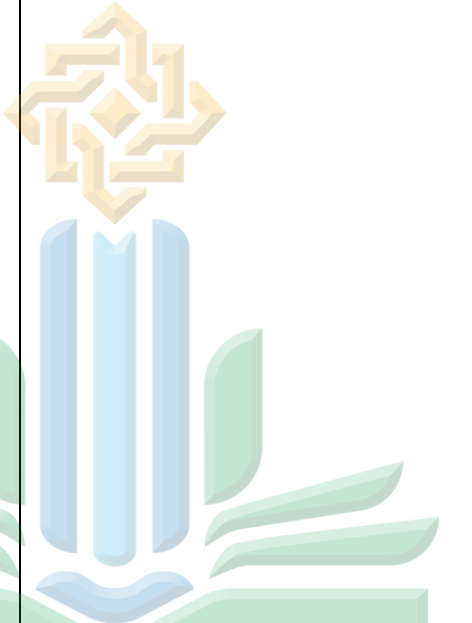| No	Indikator (Obyek/ Kegiatan/ Dokumen yang diamati)	Catatan Observasi	Nama/ Jenis Dokumen/ Dokumentasi (Dokumen/ Foto/ Video)	Link Google Drive (Lampiran Dokumen/ Dokumentasi)
5.	V. Pengambilan Sertifikat Ujian Bahasa a. Kualifikasi staf dalam mengelola proses pengambilan sertifikat b. Jumlah staf yang memadai untuk memperlancar proses pengambilan sertifikat c. Kepuasan mahasiswa terhadap proses pengambilan sertifikat d. Staf bertanggung jawab atas keakuratan dan	a. Tidak ada kualifikasi khusus untuk staf dalam mengelola proses pengambilan sertifikat. b. Hanya satu staf yang melayani dalam proses pengambilan sertifikat. c. Mahasiswa dilayani dengan baik ketika pengambilan sertifikat. d. Staf bertanggung jawab dengan keaslian sertifikat ujian bahasa.	Bukti: a. Profil staf yang bertanggung jawab terhadap pengelolaan sertifikat terdokumentasi dalam sistem personalia b. Laporan evaluasi kinerja staf pengelola sertifikat terdokumentasi berdasarkan kecepatan layanan dan kepuasan mahasiswa c. Dokumentasi pelatihan staf terkait pengelolaan sertifikat terdokumentasi dengan sertifikat pelatihan dan laporan tindak lanjut kinerja	https://drive.google.com/drive/folders/1fCqyXjofJZqM_myi3bvoHOEOjXlpYlyu?usp=sharing

No	Indikator (Obyek/ Kegiatan/ Dokumen yang diamati)	Catatan Observasi	Nama/ Jenis Dokumen/ Dokumentasi (Dokumen/ Foto/ Video)	Link Google Drive (Lampiran Dokumen/ Dokumentasi)
	keamanan sertifikat, serta proses verifikasi data sertifikat sebelum diterbitkan atau diserahkan kepada mahasiswa			

C. Pedoman Observasi Sarana dan Prasarana Program Ujian Bahasa

No	Indikator (Obyek/ Kegiatan/ Dokumen yang diamati)	Catatan Observasi	Nama/ Jenis Dokumen/ Dokumentasi (Dokumen/ Foto/ Video)	Link Google Drive (Lampiran Dokumen/ Dokumentasi)
1.	I. Pendaftaran Ujian Bahasa a. Sistem dan fasilitas pendaftaran ujian bahasa memadai, seperti ruang pendaftaran dan akses online. b. Ketersediaan teknologi yang mendukung pendaftaran secara online c. Evaluasi ketersediaan dan kelayakan sarana serta prasarana untuk	a. Tidak ada runag khusus untuk pendaftaran, akses online sementara hanya dikhusukan untuk mahasiswa yang sudah acc skripsi. b. Mempunyai komputer sebagai teknologi yang menunjang untuk pendafatran secara online. c. Evaluasi dalam bentuk memperbaiki dan meningkatkan sistem keamanan dengan menggunakan username dan password yang	Bukti: a. Dokumentasi infrastruktur pendaftaran online (server, perangkat lunak, jaringan internet) terdokumentasi dalam laporan IT universitas b. Catatan perawatan dan perbaikan perangkat keras dan lunak pendaftaran terdokumentasi lengkap dalam laporan berkala c. Arsip fasilitas fisik (ruang pendaftaran, komputer) terdokumentasi dalam laporan sarpras universitas	https://drive.google.com/drive/folders/1fCqyXjofJZqM_myi3bvoHOEOjXlpYlyu?usp=sharing

N o	Indikator (Obyek/ Kegiatan/ Dokumen yang diamati)	Catatan Observasi	Nama/ Jenis Dokumen/ Dokumentasi (Dokumen/ Foto/ Video)	Link Google Drive (Lampiran Dokumen/ Dokumentasi)
	pendaftaran ujian bahasa, seperti sistem pendaftaran online. d. Mengadakan perbaikan atau pengadaan infrastruktur pendaftaran ujian bahasa, seperti sistem pendaftaran online, agar lebih mudah diakses dan tidak mengalami gangguan.	lebih sulit. d. Perbaikan sistem untuk pendaftaran onlien sedang dilakukan, untuk pengadaan fasilitas pendaftaran ujian secara offline yakni dengan mengadakan buku khusus untuk pendaftaran.		
2.	II. Penjadwalan Ujian Bahasa a. Ketersediaan platform penjadwalan yang mudah diakses mahasiswa b. Fasilitas yang	a. Tidak tersedia akses penjadwalan. b. Tidak ada fasilitas khusus dalam hal penjadwalan, karena	Bukti: a. Dokumen terkait platform penjadwalan ujian tersimpan di bagian IT universitas b. Arsip perawatan	https://drive.google.com/drive/folders/1fCqyXjofJZqM_myi3bvoHOEOjXlpYlyu?usp=sharing

N o	Indikator (Obyek/ Kegiatan/ Dokumen yang diamati)	Catatan Observasi	Nama/ Jenis Dokumen/ Dokumentasi (Dokumen/ Foto/ Video)	Link Google Drive (Lampiran Dokumen/ Dokumentasi)
	mendukung kelancaran penjadwalan (misalnya sistem akademik)	penjadwalan sudah mancakup pada buku pendaftaran.	perangkat dan software penjadwalan ujian terdokumentasi secara berkala	
	c. Evaluasi kecukupan fasilitas penjadwalan ujian bahasa, seperti sistem informasi akademik yang digunakan.	c. Fasilitas dalam hal sistem akademik sudah cukup untuk melakukan penjadwalan secara online.	c. Catatan sarana pendukung penjadwalan (misalnya jaringan internet, komputer) tersimpan lengkap dalam laporan infrastruktur kampus	
	d. Memperbaiki atau meningkatka n sarana untuk penjadwalan ujian, termasuk platform online yang digunakan untuk pengumuman jadwal ujian.	d. Memperbaiki sistem untuk meningkatkan sarana sebagai penjadwalan ujian.	d. Data backup sistem penjadwalan terdokumentasi dan disimpan dengan aman	

N o	Indikator (Obyek/ Kegiatan/ Dokumen yang diamati)	Catatan Observasi	Nama/ Jenis Dokumen/ Dokumentasi (Dokumen/ Foto/ Video)	Link Google Drive (Lampiran Dokumen/ Dokumentasi)
3.	III. Pelaksanaan Ujian Bahasa a. Ruang ujian memadai dan sesuai standar yang ditetapkan. b. Fasilitas yang digunakan dalam ujian, seperti alat tulis dan perangkat ujian, tersedia dengan baik. c. Fasilitas pendukung seperti kursi	a. Ruang ujian yang belum memadai karena masih memiki fungsi sebagai gudang. b. Fasilitas yang digunakan dalam proses ujian, misalnya komputer, beberapa komputer ketika digunakan terjadi kendala, karena komputer yang sudah tua. c. Meja dan kursi sudah mencukupi sesuai kapasitas ruang ujian. d. Server masih belum menangani kapasitas mahasiswa yang mengikuti ujian.	Bukti: a. Dokumen terkait ruang ujian (misalnya kapasitas, kondisi) tersimpan di bagian logistik kampus b. Arsip peralatan ujian (komputer, jaringan internet, alat tulis) terdokumentasi dalam laporan sarpras universitas c. Catatan insiden teknis selama ujian dan penanganannya terdokumentasi dengan bukti laporan lengkap dari pengawas dan staf teknis.	https://drive.google.com/drive/folders/1fCqyXjofJZqM_myi3bvoHOEOjXlpYlyu?usp=sharing

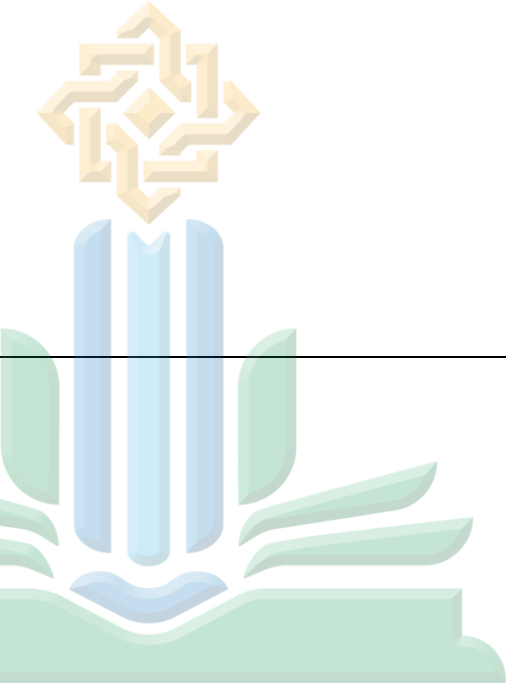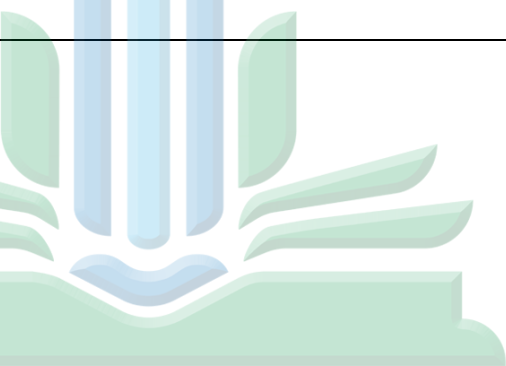| N o	Indikator (Obyek/ Kegiatan/ Dokumen yang diamati)	Catatan Observasi	Nama/ Jenis Dokumen/ Dokumentasi (Dokumen/ Foto/ Video)	Link Google Drive (Lampiran Dokumen/ Dokumentasi)
	dan meja mencukupi sesuai kapasitas ruang ujian d. Sistem IT pendukung ujian (jika berbasis online) dapat menangani kapasitas mahasiswa yang mengikuti ujian. e. Evaluasi kelayakan fasilitas ujian, termasuk ruang ujian dan perangkat yang digunakan selama pelaksanaan ujian.	e. Fasilitas dan ruang dalam proses ujian sudah cukup layak.		
4.	IV. Penilaian Ujian Bahasa a. Ketersediaan perangkat	a. Tersedianya perangakt atau	Bukti: a. Dokumen terkait	https://drive.google.com/drive/folders/1fCqyXjofJZqM_myi3bvoHOEOjXlpYlyu?usp=sharing

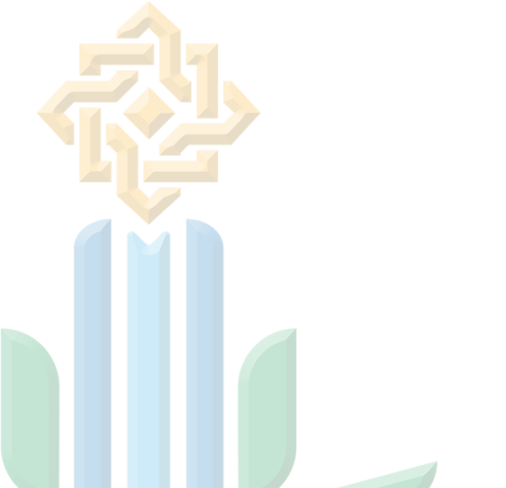| N o	Indikator (Obyek/ Kegiatan/ Dokumen yang diamati)	Catatan Observasi	Nama/ Jenis Dokumen/ Dokumentasi (Dokumen/ Foto/ Video)	Link Google Drive (Lampiran Dokumen/ Dokumentasi)
	atau alat bantu teknis untuk penilaian b. Ketersediaan ruang yang nyaman untuk penilaian c. Kesiapan infrastruktur dalam mendukung akurasi dan transparansi proses penilaian d. Evaluasi kelayakan sarana yang mendukung penilaian, memastikan	alat abntu teknis untuk penilaian yakni sistem yang telah mencakup dalam pengerjaan soal dan pemunculuan nilai. b. Tidak ada ruangan khusus untuk penilaian. c. Adanya infrastruktur digital yang mendukung penilaian, yakni mencakup pada aplikasi pengerjaan soal. d. Infrastuktur dalam bentuk digital layak untuk mendukung proses penilaian. e. Mengadakan pemelirahaan terhadapa sistem agar sistem dapat bekerja secara stabil.	perangkat penilaian (misalnya software penilaian) tersimpan di bagian IT universitas b. Arsip perawatan dan pembaruan perangkat atau alat bantu penilaian terdokumentasi c. Catatan hasil penilaian mahasiswa terdokumentasi secara digital di server universitas d. Backup data penilaian ujian tersimpan dalam sistem yang aman di bagian IT	

No	Indikator (Obyek/ Kegiatan/ Dokumen yang diamati)	Catatan Observasi	Nama/ Jenis Dokumen/ Dokumentasi (Dokumen/ Foto/ Video)	Link Google Drive (Lampiran Dokumen/ Dokumentasi)
	alat dan infrastruktur penunjang berfungsi optimal. e. Mengadakan pemeliharaan berkala terhadap sarana yang digunakan dalam proses penilaian, untuk meningkatkan akurasi dan efisiensi.			
5.	V. Pengambilan Sertifikat Ujian Bahasa a. Ketersediaan fasilitas untuk pengambilan sertifikat (misalnya sistem antrian online) b. Aksesibilitas lokasi pengambilan sertifikat	a. Tidak tersedianya sistem antrian online maupun offline. b. Mudannya akses lokasi dalam pengambilan sertifikat. c. Tersedianya petugas dan	Bukti: a. Dokumen terkait sistem pengambilan sertifikat online tersimpan di bagian IT kampus b. Arsip perawatan dan pembaruan sistem pengambilan sertifikat	https://drive.google.com/drive/folders/1fCqyXjofJZqM_myi3bvoHOEOjXlpYlyu?usp=sharing

N o	Indikator (Obyek/ Kegiatan/ Dokumen yang diamati)	Catatan Observasi	Nama/ Jenis Dokumen/ Dokumentasi (Dokumen/ Foto/ Video)	Link Google Drive (Lampiran Dokumen/ Dokumentasi)
	c. Ketersediaan sarana pendukung seperti petugas informasi dan loket pengambilan d. Evaluasi kelayakan fasilitas dan aksesibilitas sarana yang digunakan dalam pengambilan sertifikat ujian bahasa.	tempat pengambilan sertifikat. d. Fasilitas yang digunakan layak untuk memudahkan dalam pengambilan sertifikat.	terdokumentasi lengkap c. Catatan sarana fisik untuk pengambilan sertifikat (misalnya ruang, loket) terdokumentasi di bagian logistik kampus d. Data pengambilan sertifikat oleh mahasiswa terdokumentasi dengan bukti yang lengkap	
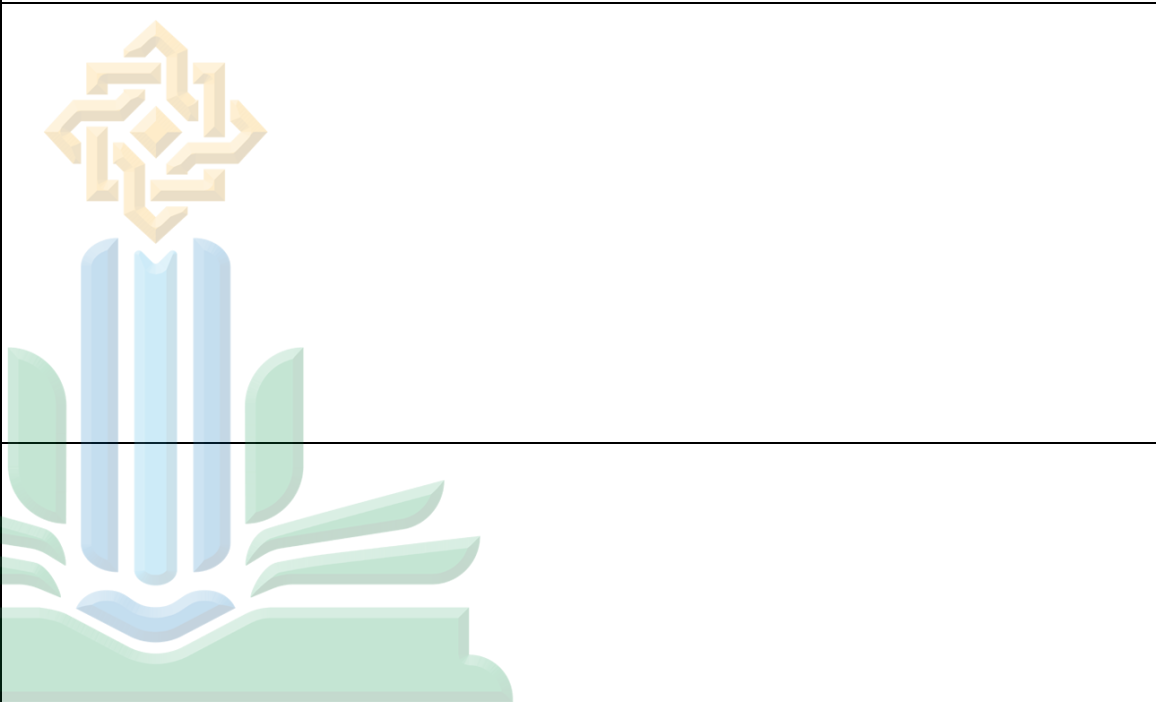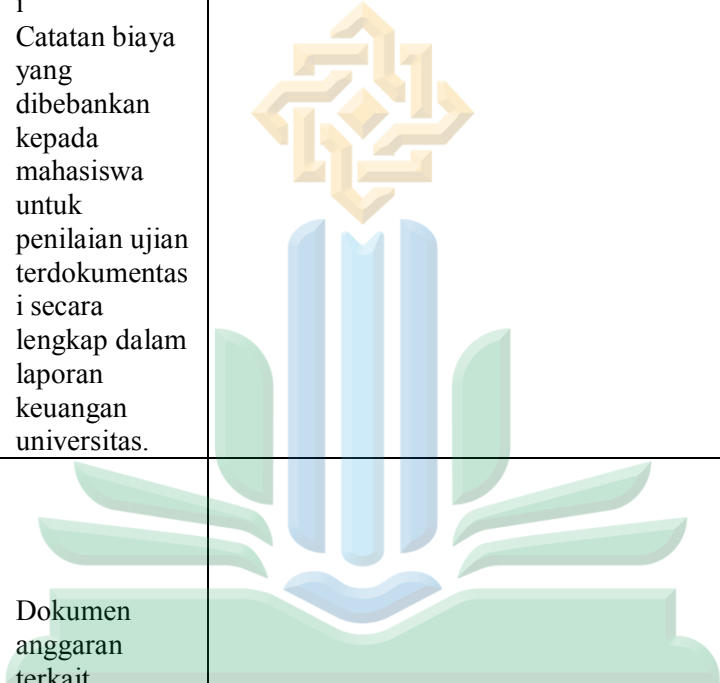
D. Pedoman Pembiayaan Program Ujian Bahasa

No	Indikator (Obyek/ Kegiatan/ Dokumen yang diamati)	Catatan Observasi	Nama/ Jenis Dokumen/ Dokumentasi (Dokumen/ Foto/ Video)	Link Google Drive (Lampiran Dokumen/ Dokumentasi)
1.	I. Pendaftaran Ujian Bahasa a. Ketersediaan alokasi anggaran untuk pendaftaran b. Transparansi biaya yang dikenakan selama pendaftaran c. Efisiensi pengelolaan biaya pendaftaran.	a. Teersdianya anggaran untuk pendaftaran. b. Hanya para staf dan stakeholder yang dapat mengetahuinya. c. Pengelolaan pembiayaan operasional pendaftaran cukup efisiensi.	Bukti: a. Dokumen anggaran operasional pendaftaran terdokumentasi dalam laporan keuangan universitas b. Laporan penggunaan dana pendaftaran tersimpan dalam arsip keuangan dengan rincian per item biaya (misalnya biaya cetak, server) c. Dokumen terkait biaya pendaftaran	

No	Indikator (Obyek/ Kegiatan/ Dokumen yang diamati)	Catatan Observasi	Nama/ Jenis Dokumen/ Dokumentasi (Dokumen/ Foto/ Video)	Link Google Drive (Lampiran Dokumen/ Dokumentasi)
			yang dibebankan kepada mahasiswa terdokumentasi lengkap dalam sistem keuangan universitas	
2.	II. Penjadwalan Ujian Bahasa a. Efisiensi penggunaan anggaran untuk penjadwalan ujian b. Ketepatan alokasi biaya untuk penyusunan jadwal ujian c. Transparansi pengelolaan dana yang digunakan dalam penyusuna n	a. Anggaran yang digunakan untuk pembiayan operasional penjadwalan cukup efisiensi. b. Tepatnya alokasi pembiayaan untuk penyusunan jadwal ujian. c. Hanya para staf dan stakeholder	Bukti: a. Dokumen anggaran penjadwalan ujian tersimpan lengkap dalam sistem keuangan universitas b. Laporan penggunaan dana terkait infrastruktur penjadwalan (misalnya pengadaan server, perangkat lunak) terdokumentasi secara rinci	

No	Indikator (Obyek/ Kegiatan/ Dokumen yang diamati)	Catatan Observasi	Nama/ Jenis Dokumen/ Dokumentasi (Dokumen/ Foto/ Video)	Link Google Drive (Lampiran Dokumen/ Dokumentasi)
	n jadwal	yang dapat mengetahuinya	c. Arsip biaya penjadwalan ujian yang dibebankan kepada mahasiswa terdokumentasi lengkap dalam laporan keuangan universitas	
3.	III. Pelaksanaan Ujian Bahasa a. Ketersediaan anggaran yang cukup untuk mendukung fasilitas ujian. b. Efisiensi penggunaan anggaran selama pelaksanaan ujian c. Tidak ada biaya tambahan yang	a. Tidak tersedianya anggaran yang cukup untuk mendukung fasilitas ujian. b. Kurangnya efisisen penggunaan anggaran untuk pelaksanaan ujian. c. Tidak ada biaya	Bukti: a. Dokumen anggaran pelaksanaan ujian terdokumentasi secara rinci termasuk biaya untuk pengawas, sarana, dan peralatan b. Laporan pengeluaran terkait fasilitas ujian dan peralatan teknis terdokumentasi dalam arsip	

No	Indikator (Obyek/ Kegiatan/ Dokumen yang diamati)	Catatan Observasi	Nama/ Jenis Dokumen/ Dokumentasi (Dokumen/ Foto/ Video)	Link Google Drive (Lampiran Dokumen/ Dokumentasi)
	dibebankan kepada mahasiswa untuk pelaksanaan ujian	tambahan untuk mahasiswa dalam pelaksanaan ujian.	keuangan kampus c. Catatan biaya pelaksanaan ujian yang dibebankan kepada mahasiswa tersimpan lengkap di sistem keuangan universitas	
4.	IV. Penilaian Ujian Bahasa a. Alokasi anggaran yang cukup untuk proses penilaian b. Efisiensi penggunaan anggaran untuk tenaga penilai c. Tidak ada biaya tambahan yang dibebankan	a. Masih kurangnya anggaran untuk proses penilaian, karena penilaian yang menggunakan sistem. b. Penggunaan anggaran untuk tenaga penila efisien. c. Tidak ada biaya tambahan	Bukti: a. Dokumen anggaran untuk penilaian ujian terdokumentasi dalam arsip keuangan universitas b. Laporan penggunaan dana untuk tenaga penilai, perangkat lunak penilaian, dan pengolahan hasil ujian terdokumentas	

No	Indikator (Obyek/ Kegiatan/ Dokumen yang diamati)	Catatan Observasi	Nama/ Jenis Dokumen/ Dokumentasi (Dokumen/ Foto/ Video)	Link Google Drive (Lampiran Dokumen/ Dokumentasi)
	pada mahasiswa selama proses penilaian	untuk mahasiswa dalam pelaksanaan ujian.	i c. Catatan biaya yang dibebankan kepada mahasiswa untuk penilaian ujian terdokumentasi secara lengkap dalam laporan keuangan universitas.	
5.	V. Pengambilan Sertifikat Ujian Bahasa a. Alokasi dana yang cukup untuk mendukung proses pengambilan sertifikat b. Transparansi biaya pengambilan sertifikat c. Tidak ada	a. Kurangnya alokasi dana yang cukup untuk proses penyediaan serttfifikat. b. Hanya para staf dan stakeholder yang dapat mengetahuinya. c. Tidak ada biaya tambahandal	Bukti: a. Dokumen anggaran terkait pencetakan dan distribusi sertifikat terdokumentasi dalam arsip keuangan universitas b. Laporan pengeluaran terkait pengambilan sertifikat (misalnya	

No	Indikator (Obyek/ Kegiatan/ Dokumen yang diamati)	Catatan Observasi	Nama/ Jenis Dokumen/ Dokumentasi (Dokumen/ Foto/ Video)	Link Google Drive (Lampiran Dokumen/ Dokumentasi)
	biaya tambahan yang tidak diatur dalam peraturan universitas untuk pengambilan sertifikat	am peraturan universitas untuk pengambilan sertifikat.	biaya cetak, administrasi) terdokumentasi lengkap c. Catatan biaya pengambilan sertifikat yang dibebankan kepada mahasiswa tersimpan lengkap dalam sistem keuangan universitas	

E. Pedoman Observasi Daya Dukung Program Ujian Bahasa

No	Indikator (Obyek/ Kegiatan/ Dokumen yang diamati)	Catatan Observasi	Nama/ Jenis Dokumen/ Dokumentasi (Dokumen/ Foto/ Video)	Link Google Drive (Lampiran Dokumen/ Dokumentasi)
1.	I. Pendaftaran Ujian Bahasa a. Dukungan teknis dari unit IT dalam proses pendaftaran online b. Dukungan administratif yang memadai dalam pelaksanaan pendaftaran c. Tingkat koordinasi antar unit terkait dalam mendukung proses pendaftaran	a. Dukungan teknis yang diberikan yakni berupa perbaikan pada sistem, dengan meingkatkan sistem keamanan pada server. b. Dukungan yang diberikan yakni dengan menempatkan siswa PKL di bagian pendaftaran offline ujian bahasa. c. Adanya koordinasi antar unit dalam proses pendaftaran.	Bukti: a. Dokumen terkait dukungan teknis dari unit IT untuk sistem pendaftaran online terdokumentasi lengkap b. Arsip koordinasi dengan staf administrasi terkait pengelolaan dokumen pendaftaran tersimpan dengan baik c. Catatan koordinasi dengan fakultas dan unit terkait dalam pendaftaran	https://drive.google.com/drive/folders/1fCqyXjofJZqM_myi3bvoHOEOjXlpYlyu?usp=sharing

No	Indikator (Obyek/ Kegiatan/ Dokumen yang diamati)	Catatan Observasi	Nama/ Jenis Dokumen/ Dokumentasi (Dokumen/ Foto/ Video)	Link Google Drive (Lampiran Dokumen/ Dokumentasi)
			mahasiswa terdokumentasi dalam bentuk laporan tertulis	
2.	II. Penjadwalan Ujian Bahasa a. Dukungan teknis dan administratif dari universitas dalam penyusunan jadwal ujian b. Tingkat koordinasi antar unit terkait dalam mendukung proses penjadwalan ujian	a. Tidak ada dukungan teknis maupun administratif dalam penyusunan jadwal. b. Adanya koordinasi antar unit terkait dalam proses penjadwalan ujian.	Bukti: a. Dokumen terkait dukungan teknis IT untuk platform penjadwalan tersimpan dengan baik b. Arsip koordinasi antara fakultas dan bagian akademik terkait penyusunan jadwal terdokumentasi c. Catatan koordinasi dengan bagian administrasi terkait perubahan jadwal terdokumentas	https://drive.google.com/drive/folders/1fCqyXjofJZqM_myi3bvoHOEOjXlpYlyu?usp=sharing

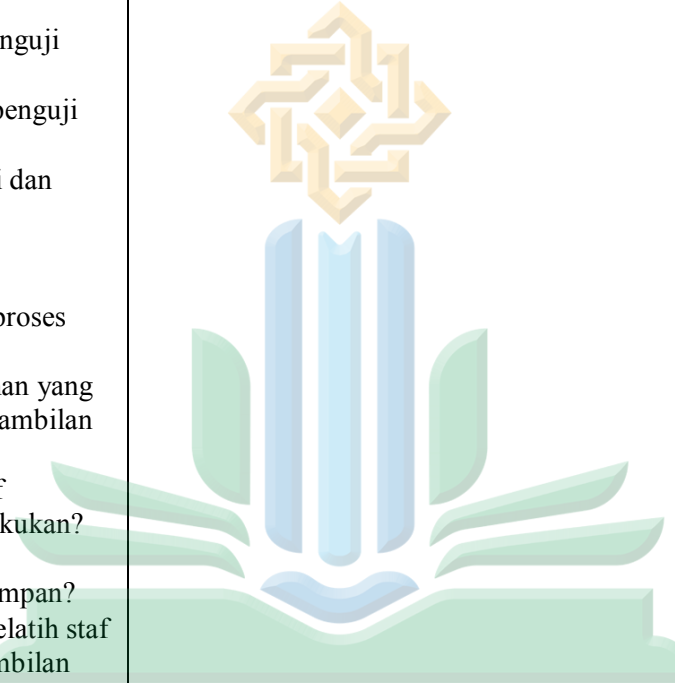| No	Indikator (Obyek/ Kegiatan/ Dokumen yang diamati)	Catatan Observasi	Nama/ Jenis Dokumen/ Dokumentasi (Dokumen/ Foto/ Video)	Link Google Drive (Lampiran Dokumen/ Dokumentasi)
			i dengan lengkap dalam format laporan tertulis	
3.	III. Pelaksanaan Ujian Bahasa a. Dukungan teknis dari unit IT untuk memastikan ujian berjalan lancar b. Dukungan administratif dalam pengelolaan peserta ujian dan pengawas c. Koordinasi antar pihak dalam pelaksanaan ujian	a. Adanya dukungan teknis dalam bentuk komputer, namun tak memadai. b. Adanya dukungan administratif dalam bentuk pengelolaan data peserta ketika pedaftaran, pengelolaan data pengawas ketika penjadwalan pengawas ujian. c. Koordinasi antar pihak	Bukti: a. Dokumen terkait dukungan teknis selama ujian berlangsung terdokumentasi dalam laporan tertulis b. Arsip koordinasi antara pengawas, staf teknis, dan mahasiswa selama ujian tersimpan dalam laporan lengkap c. Catatan terkait pengelolaan ruang ujian dan fasilitas pendukung terdokumentasi dengan rinci	https://drive.google.com/drive/folders/1fCqyXjofJZqM_myi3bvoHOEOjXlpYlyu?usp=sharing

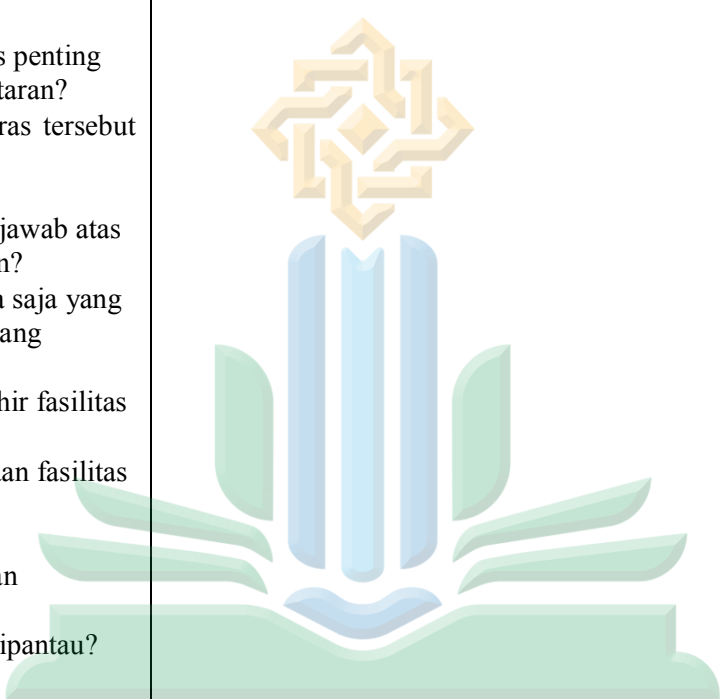| No	Indikator (Obyek/ Kegiatan/ Dokumen yang diamati)	Catatan Observasi	Nama/ Jenis Dokumen/ Dokumentasi (Dokumen/ Foto/ Video)	Link Google Drive (Lampiran Dokumen/ Dokumentasi)
		yang baik dalam pelaksanaan ujian.	dalam laporan fasilitas kampus	
4.	IV. Penilaian Ujian Bahasa a. Dukungan universitas dalam menyediakan tenaga penilai yang kompeten b. Dukungan teknis untuk memastikan hasil penilaian dapat diakses tepat waktu oleh mahasiswa c. Tingkat koordinasi antar unit terkait dalam penilaian	a. Menyediakan tenaga penilai yang kompeten. b. Adanya dukungan teknis seperti sistem yang dapat diakses untuk memastikan nilai muncul pada setiap mahasiswa yang telah melaksanakan ujia. c. Korordniasi yang baik antar pihak dalam penilaian.	Bukti: a. Dokumen terkait dukungan teknis dalam pengolahan hasil penilaian terdokumentasi lengkap b. Arsip koordinasi antara tenaga penilai dan pengelola akademik dalam penilaian tersimpan lengkap c. Catatan terkait pengolahan data hasil ujian dan banding tersimpan dengan aman di server kampus.	https://drive.google.com/drive/folders/1fCqyXjofJZqM_myi3bvoHOEOjXlpYlyu?usp=sharing
5.	V.			https://drive.google.com/drive/folders/1fCqyXjofJZqM_myi3bvoHOEOjXlpYlyu?usp

No	Indikator (Obyek/ Kegiatan/ Dokumen yang diamati)	Catatan Observasi	Nama/ Jenis Dokumen/ Dokumentasi (Dokumen/ Foto/ Video)	Link Google Drive (Lampiran Dokumen/ Dokumentasi)
	Pengambilan Sertifikat Ujian Bahasa a. Dukungan teknis dan administratif untuk memperlancar proses pengambilan sertifikat b. Koordinasi yang baik antara unit terkait untuk memastikan mahasiswa mendapatkan sertifikat tepat waktu.	a. Adanya dukungan administratif yakni pengelolaan data sertifikat dengan menulis nama dan tanda tangan ketika pengambialn sertifikat di buku khusus pengmabilan sertifikat ujian bahasa. b. Koordinasi yang baik antar pihak dalam proses pengamilan sertifikat.	Bukti: a. Dokumen terkait dukungan teknis untuk sistem pengambilan sertifikat terdokumentasi lengkap b. Arsip koordinasi antara staf akademik dan administrasi terkait distribusi sertifikat tersimpan rapi c. Catatan dukungan teknis IT dalam pengelolaan sertifikat online tersimpan dalam laporan bagian IT universitas	=sharing

Appendix 3

PEDOMAN WAWANCARA

"What Happened To The Language Exam Program at Kiai Haji Achmad Siddiq State Islamic University Jember?"

No	Indikator (Aspek yang ditanyakan)	Daftar Pertanyaan	Link Google Drive (Rekaman Wawancara dengan Narasumber)
1.	I. Standart Operating Procedure a. Pendaftaran Ujian Bahasa	o Siapa yang bertanggung jawab atas penerapan SOP pendaftaran? o Apa isi pokok SOP pendaftaran dan bagaimana prosesnya? o Kapan SOP pendaftaran terakhir diperbarui? o Di mana SOP disimpan? o Mengapa SOP penting dalam menjaga kualitas pendaftaran? o Bagaimana SOP disosialisasikan dan diterapkan dalam proses pendaftaran? o Bagaimana implementasi SOP pendaftaran setelah adanya kasus joki? o Bagaimana evaluasi SOP pendaftraan setelah adanya kasus joki? o Bagaimana tindak lanjut SOP pendaftaran setelah adanya kasus joki? o Siapa yang bertanggung jawab atas pelaksanaan SOP penjadwalan ujian? o Bagaimana alur proses penjadwalan	https://drive.google.com/file/d/1dkdtqycAsHOVla_iMAP4tYVS1OIaj9Bu/view?usp=drivesdk
	b. Penjadwalan Ujian Bahasa		

No	Indikator (Aspek yang ditanyakan)	Daftar Pertanyaan	Link Google Drive (Rekaman Wawancara dengan Narasumber)
	c. Pelaksanaan Ujian Bahasa	diatur dalam SOP? o Kapan SOP terakhir direvisi? o Di mana SOP penjadwalan dapat diakses? o Mengapa perlu ada SOP khusus untuk penjadwalan ujian? o Bagaimana SOP ini diterapkan secara konsisten dalam proses penjadwalan? o Siapa yang bertugas memastikan SOP pelaksanaan ujian diterapkan? o Apa saja langkah-langkah utama yang diatur dalam SOP pelaksanaan ujian? o Kapan SOP pelaksanaan terakhir direvisi? o Di mana SOP ini dapat diakses oleh pengawas? o Mengapa penting untuk mengikuti SOP pelaksanaan ujian? o Bagaimana SOP ini diterapkan di lapangan?. o Bagaimana implementasi SOP pelaksanaan setelah adanya kasus joki? o Bagaimana evaluasi SOP pelaksanaan setelah adanya kasus joki? o Bagaimana tindak lanjut SOP pelaksanaan setelah adanya kasus joki? o Siapa yang bertanggung jawab untuk memastikan SOP penilaian	

No	Indikator (Aspek yang ditanyakan)	Daftar Pertanyaan	Link Google Drive (Rekaman Wawancara dengan Narasumber)
	d. Penilaian Ujian Bahasa	diikuti? o Apa saja langkah-langkah dalam SOP penilaian ujian? o Kapan SOP ini terakhir diperbarui? o Di mana SOP ini dapat diakses oleh staf penilai? o Mengapa penting untuk mengikuti SOP selama proses penilaian? o Bagaimana proses sosialisasi dan pelatihan tentang SOP penilaian dilakukan?	
	e. Pengambilan Sertifikat Ujian Bahasa	o Siapa yang bertanggung jawab untuk memastikan SOP pengambilan sertifikat diikuti? o Apa saja langkah-langkah dalam SOP pengambilan sertifikat? o Kapan SOP ini terakhir diperbarui? o Di mana SOP ini dapat diakses oleh staf yang bertugas? o Mengapa penting untuk mengikuti SOP dalam pengambilan sertifikat? o Bagaimana proses sosialisasi SOP ini dilakukan kepada staf?	
2.	II. Personal Management a. Pendaftaran Ujian Bahasa	o Siapa yang terlibat dalam proses pendaftaran dan bagaimana peran mereka? o Keterampilan apa yang diperlukan oleh staf pendaftaran? o Kapan pelatihan terakhir diberikan kepada staf? o Di mana pelatihan staf dilakukan? o Mengapa pelatihan diperlukan	https://drive.google.com/file/d/1dkdtqycAsHOVla_iMAP4tYVS1OIaj9Bu/view?usp=drivesdk

No	Indikator (Aspek yang ditanyakan)	Daftar Pertanyaan	Link Google Drive (Rekaman Wawancara dengan Narasumber)
		untuk meningkatkan pelayanan pendaftaran? o Bagaimana evaluasi kinerja staf dilakukan?	
	b. Penjadwalan Ujian Bahasa	o Siapa yang bertugas dalam menyusun jadwal ujian? o Kompetensi apa yang dibutuhkan oleh staf yang mengelola jadwal? o Kapan evaluasi kinerja staf penjadwal dilakukan? o Di mana data kinerja staf disimpan? o Mengapa pelatihan diperlukan bagi staf penjadwal? o Bagaimana staf penjadwal dilatih untuk mengelola jadwal secara optimal?	
	c. Pelaksanaan Ujian Bahasa	o Siapa yang bertugas sebagai pengawas ujian? o Kompetensi apa yang harus dimiliki oleh pengawas ujian? o Kapan evaluasi kinerja pengawas ujian dilakukan? o Di mana catatan evaluasi kinerja pengawas disimpan? o Mengapa pelatihan pengawas ujian diperlukan? o Bagaimana pengawas ujian dilatih untuk menjalankan tugasnya secara optimal?	
		o Siapa yang terlibat dalam proses penilaian ujian? o Apa kualifikasi dan pengalaman	

No	Indikator (Aspek yang ditanyakan)	Daftar Pertanyaan	Link Google Drive (Rekaman Wawancara dengan Narasumber)
	d. Penilaian Ujian Bahasa	yang harus dimiliki oleh penguji? o Kapan evaluasi kinerja staf penilai dilakukan? o Di mana catatan kinerja penguji disimpan? o Mengapa pelatihan untuk penguji sangat penting? o Bagaimana proses evaluasi dan umpan balik bagi penguji dilakukan?	
	e. Pengambilan Sertifikat Ujian Bahasa	o Siapa yang terlibat dalam proses pengambilan sertifikat? o Apa kualifikasi dan pelatihan yang diperlukan untuk staf pengambilan sertifikat? o Kapan evaluasi kinerja staf pengambilan sertifikat dilakukan? o Di mana catatan kinerja pengambilan sertifikat disimpan? o Mengapa penting untuk melatih staf yang terlibat dalam pengambilan sertifikat? o Bagaimana proses pelatihan dan pengembangan staf pengambilan sertifikat dilakukan?	
3.	III. Infrastructure and Facilities a. Pendaftaran Ujian Bahasa	o Siapa yang memastikan infrastruktur pendaftaran berfungsi dengan baik? o Peralatan atau fasilitas apa yang digunakan untuk mendukung proses pendaftaran? o Kapan pengecekan terakhir sarpras	https://drive.google.com/file/d/1dkdtqycAsHOVla_iMAP4tYVS1OIaj9Bu/view?usp=drivesdk

No	Indikator (Aspek yang ditanyakan)	Daftar Pertanyaan	Link Google Drive (Rekaman Wawancara dengan Narasumber)
	b. Penilaian Kinerja	dilakukan? o Di mana catatan pemeliharaan sarpras disimpan? o Mengapa kualitas sarpras penting untuk kelancaran pendaftaran? o Bagaimana kondisi sarpras tersebut dipantau? o Siapa yang bertanggung jawab atas infrastruktur penjadwalan? o Sarana dan prasarana apa saja yang digunakan untuk menunjang penjadwalan? o Kapan pengecekan terakhir fasilitas ini dilakukan? o Di mana data pemeliharaan fasilitas penjadwalan disimpan? o Mengapa kondisi sarpras mempengaruhi kelancaran penjadwalan? o Bagaimana fasilitas ini dipantau? o Siapa yang memastikan fasilitas ujian siap digunakan? o Sarana apa yang disiapkan untuk pelaksanaan ujian? o Kapan pengecekan fasilitas ujian dilakukan terakhir kali? o Di mana laporan pengecekan fasilitas disimpan? o Mengapa sarpras yang memadai penting untuk keberhasilan pelaksanaan ujian? o Bagaimana pemeliharaan fasilitas dilakukan?	
	c. Pelaksanaan Ujian Bahasa		
	d. Penilaian Ujian Bahasa		

No	Indikator (Aspek yang ditanyakan)	Daftar Pertanyaan	Link Google Drive (Rekaman Wawancara dengan Narasumber)
	e. Pengambilan Sertifikat Ujian Bahasa	o Siapa yang bertanggung jawab untuk sarana dan prasarana yang digunakan dalam penilaian? o Sarana dan prasarana apa yang diperlukan untuk mendukung penilaian? o Kapan pemeriksaan terakhir terhadap sarana prasarana penilaian dilakukan? o Di mana catatan pemeliharaan sarana prasarana penilaian disimpan? o Mengapa penting untuk memiliki sarana prasarana yang memadai selama proses penilaian? o Bagaimana pemeliharaan dan pengawasan sarana prasarana dilakukan o Siapa yang bertanggung jawab atas sarana dan prasarana untuk pengambilan sertifikat? o Sarana dan prasarana apa saja yang diperlukan untuk mendukung pengambilan sertifikat? o Kapan pemeriksaan terakhir terhadap sarana prasarana pengambilan dilakukan? o Di mana dokumentasi pemeliharaan sarana prasarana pengambilan disimpan? o Mengapa penting untuk memiliki sarana prasarana yang baik untuk pengambilan sertifikat?	

No	Indikator (Aspek yang ditanyakan)	Daftar Pertanyaan	Link Google Drive (Rekaman Wawancara dengan Narasumber)
		o Bagaimana pemeliharaan sarana prasarana dilakukan? Siapa yang bertanggung jawab?	
4.	IV. Financing a. Pendaftaran Ujian Bahasa	o Siapa yang bertanggung jawab mengelola anggaran pendaftaran? o Apa saja biaya yang dialokasikan untuk mendukung pendaftaran ujian? o Kapan laporan keuangan terkait pendaftaran dibuat? o Di mana laporan keuangan tersebut disimpan? o Mengapa transparansi dalam pembiayaan penting? o Bagaimana dana pendaftaran digunakan secara efektif?	https://drive.google.com/file/d/1dkdtqycAsHOVla_iMAP4tYVS1OIaj9Bu/view?usp=drivesdk
	b. Penjadwalan Ujian Bahasa	o Siapa yang mengelola anggaran untuk penjadwalan ujian? o Apa saja pengeluaran yang diperlukan untuk mendukung teknologi penjadwalan? o Kapan laporan pengeluaran terkait penjadwalan diajukan? o Di mana data pengeluaran ini disimpan? o Mengapa penting untuk menganggarkan biaya teknologi untuk penjadwalan? o Bagaimana dana ini dikelola secara efektif	
	c. Pelaksanaan Ujian Bahasa	o Siapa yang mengelola biaya terkait pelaksanaan ujian?	

No	Indikator (Aspek yang ditanyakan)	Daftar Pertanyaan	Link Google Drive (Rekaman Wawancara dengan Narasumber)
	d. Penilaian Ujian Bahasa	o Biaya apa saja yang diperlukan untuk penyelenggaraan ujian? o Kapan laporan pengeluaran ujian terakhir disusun? o Di mana laporan ini disimpan? o Mengapa biaya terkait pelaksanaan ujian perlu dilaporkan? o Bagaimana biaya pelaksanaan ujian dikelola secara efektif? o Siapa yang bertanggung jawab dalam pengelolaan anggaran untuk proses penilaian? o Apa saja biaya yang terkait dengan penilaian ujian? o Kapan laporan biaya penilaian terakhir kali disusun? o Di mana catatan keuangan terkait penilaian disimpan? o Mengapa penting untuk memiliki sistem pembiayaan yang transparan dalam penilaian? o Bagaimana proses audit dan pemantauan biaya penilaian dilakukan?	
	e. Pengambilan Sertifikat Ujian Bahasa	o Siapa yang bertanggung jawab dalam pengelolaan anggaran untuk pengambilan sertifikat? o Apa saja komponen biaya yang terkait dengan pengambilan sertifikat? o Kapan laporan biaya pengambilan sertifikat terakhir kali dibuat? o Di mana semua catatan keuangan	

No	Indikator (Aspek yang ditanyakan)	Daftar Pertanyaan	Link Google Drive (Rekaman Wawancara dengan Narasumber)
		terkait pengambilan sertifikat disimpan? o Mengapa pengelolaan anggaran yang baik penting selama pengambilan sertifikat? o Bagaimana proses pemantauan dan pengelolaan pengeluaran dilakukan?	
5.	V. Carrying Capacity a. Pendaftaran Ujian Bahasa b. Penjadwalan Ujian Bahasa c. Pelaksanaan Ujian Bahasa	o Siapa yang menyediakan bantuan teknis selama pendaftaran berlangsung? o Bentuk bantuan teknis apa yang diberikan? o Kapan koordinasi terakhir dengan tim IT dilakukan? o Di mana catatan koordinasi ini terdokumentasi? o Mengapa bantuan teknis penting untuk proses pendaftaran? o Bagaimana kualitas dukungan teknis dinilai? o Siapa yang terlibat dalam menyediakan bantuan teknis untuk penjadwalan? o Bantuan teknis apa yang diberikan oleh tim IT untuk penjadwalan? o Kapan koordinasi terakhir dengan bagian akademik terkait penjadwalan dilakukan? o Di mana laporan bantuan teknis ini disimpan? o Mengapa penting ada bantuan	https://drive.google.com/file/d/1f01t1A76trBkCjCdbXDGmUAghHhZPNtN/view?usp=drivesdk

No	Indikator (Aspek yang ditanyakan)	Daftar Pertanyaan	Link Google Drive (Rekaman Wawancara dengan Narasumber)
	d. Penilaian Ujian Bahasa e. Pengambilan Sertifikat Ujian Bahasa	teknis selama proses penjadwalan? o Bagaimana kualitas bantuan teknis yang diberikan? o Siapa yang bertanggung jawab atas memberikan bantuan teknis selama pelaksanaan ujian? o Dukungan teknis apa saja yang diberikan selama pelaksanaan ujian? o Kapan koordinasi dengan tim IT terakhir dilakukan? o Di mana laporan koordinasi dan bantuanteknis ini disimpan? o Mengapa bantuan teknis penting selama ujian berlangsung? o Bagaimana kualitas bantuan teknis dinilai selama ujian? o Bagaimana implementasi dukungan setelah adanya kasus joki? o Bagaimana evaluasi kualitas dukungan setelah adanya kasus joki? o Bagaimana tindak lanjut daya dukung setelah adanya kasus joki? o Siapa yang memberikan bantuan teknis selama pengambilan sertifikat? o Apa saja bantuan teknis yang diberikan? o Kapan terakhir kali bantuan teknis dievaluasi? o Di mana dokumentasi mengenai bantuan teknis disimpan?	

No	Indikator (Aspek yang ditanyakan)	Daftar Pertanyaan	Link Google Drive (Rekaman Wawancara dengan Narasumber)
		o Mengapa bantuan teknis penting selama proses pengambilan sertifikat? o Bagaimana cara mengukur dan meningkatkan kualitas bantuan teknis? o Siapa yang memberikan bantuan teknis selama pengambilan sertifikat? o Apa saja bantuan teknis yang diberikan? o Kapan terakhir kali bantuan teknis dievaluasi? o Di mana dokumentasi mengenai bantuan teknis disimpan? o Mengapa bantuan teknis penting selama proses pengambilan sertifikat? o Bagaimana cara mengukur dan meningkatkan kualitas bantuan teknis?	

Appendix 4 Documentation

(Implementation of Language Exam)

(Certificate of Language Exam)
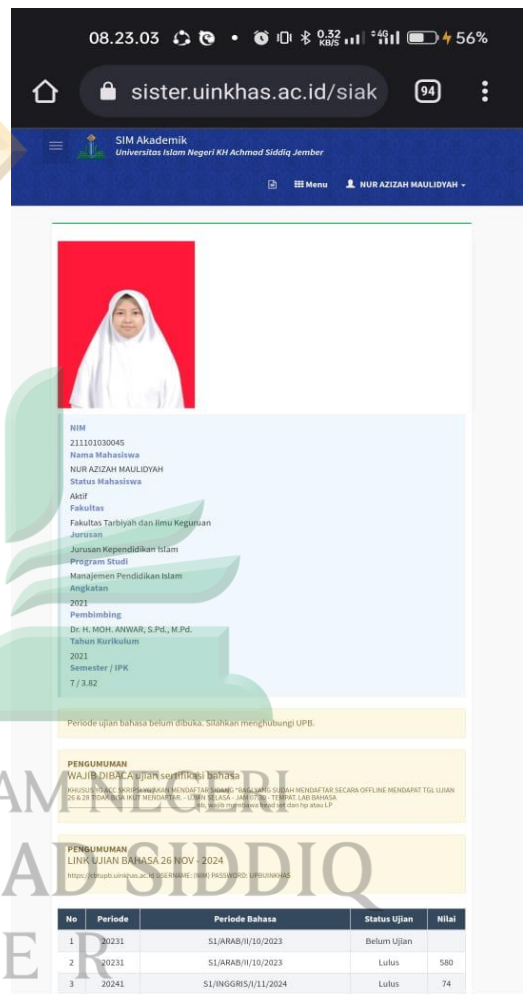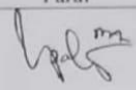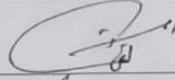
(Assessment of Language Exam)

Appendix 5

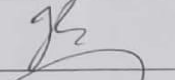**JURNAL KEGIATAN PENELITIAN**

Nama	: Nur Azizah Maulidyah
NIM	: 211101030045
Judul	: What Happened To The Language Exam Program at Kiai Haji Achmad Siddiq State Islamic University Jember?
Lokasi	: UPT Pengembangan Bahasa Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember.

No	Tanggal	Kegiatan	Paraf
1.	4 November 2024	Penyerahan surat penelitian kepada Bapak Imam Machfudi, Ph.D selaku Kepala UPT Pengembangan Bahasa UIN KHAS Jember	
2.	8 November 2024	Wawancara kepada Bapak Muh. Nidom Hamami, AC., M.Pd. selaku anggota Divisi Pengembangan Minat Bakat Mahasiswa	
3.	11 November 2024	Wawancara kepada Bapak Lukman Hakim, M.Pd selaku anggota Divisi Administrasi	
4.	12 November 2024	Wawancara kepada Bapak Ihya Mustofa, M.li selaku anggota Divisi Penerjemahan	
5.	14 November 2024	Observasi dan dokumentasi kegiatan Orientasi dan Simulasi; dan ujian sertifikasi bahasa S1	
6.	15 November 2024	Wawancara kepada Bapak Muh. Nidom Hamami, AC., M.Pd terkait sejarah UPT Pengembangan Bahasa UIN KHAS Jember	
7.	18 November 2024	Meminta surat keterangan selesai melakukan penelitian kepada Bapak Imam Machfudi, Ph.D selaku Kepala UPT. Pengembangan Bahasa UIN KHAS Jember	

Jember, 18 November 2024
Kepala UPT. Pengembagan Bahasa

Moh. Imam Machfudi, Ph.D
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Appendix 6

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
UPT PENGEMBANGAN BAHASA
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SURAT KETERANGAN
B-094/UN.22/U.3/XI/2024

Yang bertandatangan dibawah ini, Kepala UPT Pengembangan Bahasa Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember menerangkan dengan sebenar-benarnya bahwa:

Nama   : Nur Azizah Maulidiyah
NIM   : 211101030045
Program Studi : Manajemen Pendidikan Islam
Fakultas   : Tarbiyah dan Ilmu Keguruan
Universitas   : UIN Kiai Haji Achmad Siddiq Jember

telah selesai melaksanakan penelitian di UPT Pengembangan Bahasa Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember selama periode waktu *4-18 November 2024* dengan judul; What Happened To The Language Exam Program at Kiai Haji Achmad Siddiq State Islamic University Jember?

Demikian surat keterangan ini dibuat agar digunakan sebagaimana mestinya.

Kepala UPT Pengembangan Bahasa
UIN KHAS Jember

Moch. Imam Machfudi

Appendix 7

DECLARATION OF AUTHORSHIP

The undersignaed below:

Name   : Nur Azizah Maulidyah
SRN   211101030045
Program   : Islamic Education Management
Faculty   : Tarbiyah and Teacher Training
University   : State Islamic University of Kiai Haji Achmad Siddiq Jember

States that undergraduate thesis entiteld *"What Happened to The Language Exam Program at Kiai Haji Achmad Siddiq State Islamic University Jember?"* is truly work from the result of conducting a research at Language Development Centre, except some resources which are accepted from reference mentioned.

Jember, November 20, 2024

Nur Azizah Maulidyah
NIM. 211101030045

Appendix 8

CURICULUM VITAE

Personal Information

Name	: Nur Azizah Maulidyah
SRN	: 211101030045
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2015 – 2018	: MTsN Lumajang
2018 – 2021	: MAN Lumajang
2022 – Present	: Pondok Pesantren Tahfidzul Qur'an Ebqory Jember