THE EFFECTIVENESS OF THE LEARNING CLASSES CATEGORIZATION BASED ON STUDENTS' EDUCATIONAL BACKGROUND IN MASTERING ARABIC

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Abstract

This research aimed to analyze the effectiveness of the division learning classes based on students' educational background in Arabic at IAIN Bukittinggi. This research was a quantitative research. The population of this research was the Arabic Students of 2019/2020 who have undergone grouping system based on the school background in Arabic classes. The data was collected by online questionnaire on 75 students and 7 lecturers and was analyzed with Likert scale. The results showed that majority of students agreed with the grouping system because it helped them to improve their Arabic, to be more confident during the lesson, and to understand the given materials according to their learning outcomes. The data analysis also showed that the grouping system could measure students' abilities and increase students' competitiveness in the process. Meanwhile, a small number of students expressed their disapproval of the grouping system because it limited their Arabic ability in order to have the proper chance to discuss the given materials with those who have previously learned Arabic.

Keywords: *learning classes categorization, effectiveness, Arabic*

Introduction

Acquiring second language is different from gaining first language. There are at least three factors involved in second language acquisition i.e. psychological factors, social factors, and other variables.[1] The psychological factors deal with intellectual processing involved in an individual's analytical determination of grammatical structures and rules. They also deal with memory which is essential for the aspect of the language learned to occur and remain. Furthermore, motor skills which concern the pronunciation of the sounds involved in the second language are also related to the psychological factors. The social factors, i.e. situations, settings, and interactions with, where, and whom, are certainly affecting someone in acquiring second language.

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[1] D. D. Steinberg, H. Nagata, & D. P. Aline, *Psycholinguistics: Language, Mind and World (Second Edition Ed.).* (London and New York: Longman Linguistics Library, 2001).

The other psychological variable, on the other hand, is related to one's individual factors such as the person's first language, motivation, attitude, and other individual factors that may affect the learning process.

Arabic is the most widely spoken Semitic language worldwide.[2] Arabic, for most of Indonesian people, is considered as a second language. The development of Arabic in Indonesian society has been existed since the very beginning of Islamic age in Indonesia, around the 7th or 8th century AD. Since Arabic is the official language of the Holy Quran, the importance of Arabic language has also grown rapidly in Indonesian society even up until the present days.[3]

Related to acquiring Arabic as a second language, the modern era requires linguistic activities in accordance with the real needs of society even though there have been many modern language theories that uproot previous theories, e.g. Chomsky's theory of behaviorism, which was defeated by language theory that is centered on the needs of learners[4] and specific goals in learning language.[5] This transformation leads us to language learning for specific purposes, in this case Arabic language that refers to the learners' goals and needs.[6] Nowadays, learning Arabic is no longer limited to the purpose of teaching reading Quran, *shalat*, *dua*, and mastering Islamic practices, unlike at the beginning of Islamic age in Indonesia. Arabic learning in the present days has become a great value in order to fulfill the social demand, science, and technology. Arabic subject in the higher education curriculum is packaged in the subjects of: Arabic for Children, Arabic for Tourism, Arabic for Haj and Umrah, Arabic Calligraphy, and Arabic for Entrepreneurship.[7] The significant development of learning Arabic is also seen in IAIN Bukittinggi where the number of Arabic enthusiasts increase.

In Arabic Program of IAIN Bukittinggi, the enthusiasts for Arabic education program have experienced a significant increase every year, especially in the past three years. The increase in the number of enthusiasts requires the department to provide learning classes with more than a single class. Initially, the placement of students in certain classes was done randomly, or divided equally for each class, without any placement criteria. However, the changes were made in determining classes for the freshmen of 2019/2020. The division of learning classes is determined by students' school background in order to see students' improvement in Arabic. There are three

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[2] S. A. Alili & W. Hassan, "Attitudes of Arabic-and Non-Arabic Speaking Parents toward the Importance of Learning Arabic in the United States", *Journal of the National Council of Less Commonly Taught Languages,* Vol. 21, No. 1, 2017.

[3] Zubaidah, "Kalimat Dalam Bahasa Arab Dan Bahasa Indonesia Kajian Perbandingan Dan Urgensinya Dalam Menterjemah", *Menara Ilmu,* Vol. 11, 2017.

[4] M. A. Al-Khuli, *Asalib Tadris Al-Lughah al-'Arabiyah,* (t.t.: Maktabah Al-Farazdaq, 1986).

[5] R. A. Tuaimah, *Ta'lim al-'Arabiyah Li Ghair al-Nathiqina Biha,* (Rabath: ISESCO, 1989).

[6] A. A. Madkur & I. A. Huraidi, *Ta'lim al-Lughah al-'Arabiyah Li Ghair al-Nathiqin Biha al-Nadzariyah Wa al-Tathbiq,* (Kairo: Dar al-Fikr al-'Arabi, 2006).

[7] M. A. Wahab, A. Fahrurrozi, T. Musthafa, & S. Arifin, "Standarisasi Kompetensi Bahasa Arab Bagi Calon Sarjana Perguruan Tinggi Keagamaan Islam Negeri", *Arabiyat : Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban,* Vol. 5, No. 1, 2018.

classes emerged: the Islamic boarding school graduate class, the Madrasah graduate class, and the general high school graduate class. These three classes were formed because of the assumption of students' ability in Arabic in their provious schools. Students who were from Islamic boarding school (pesantren) were assumed to have more advance Arabic understanding than students from madrasah who have mediocre experiences in Arabic and general high schools students who are probably less familiar to Arabic.

Arabic Program of IAIN Bukittinggi has started to implement the class categorization based on the school background for the 2019/2020 freshmen. The division has been going on for 2 semesters and it is necessary to evaluate its implementation in order to find out the results of the class categorization based on students' school background for the next generation. In accordance with the vision and mission of the Arabic Program of IAIN Bukittinggi, the division aims to increase students' knowledge because of the differences in students' background skills in Arabic is assumed to affect the learning process and their ability in understanding the subject. Therefore, the class categorization based on the school background is hoped to bring numerous benefits for students and lecturers in teaching and learning activities. The assumption is that students in relatively equal level of Arabic proficiency will be more competitive during the lesson and the enthusiasm in learning will increase.

There are many researches related to classroom division including one entitled *Problematika Keragaman Latar Belakang Pendidikan Mahasiswa Dan Kebijakan Program Pembelajaran Bahasa Arab* (The Problems of the Diversity of Students' Educational Background and The Arabic Language Learning Program Policy).[8] This study analyzed the learning policies in the Arabic Program of UIN Sunan Kalijaga to solve the problem of the students in various educational backgrounds. This research also described the efforts of the students who have never learned Arabic in order to catch up the lesson. There are several problems identified in the research: 1) The existence of gaps in learning, 2) Problems with ability adjustment, 3) Problems with learning slowdowns, 4) Problems with diversion and unification of learning focus, 5) Problems arising from feelings of anxiety, inadequacy and fear of learning, 6) The emergence of a lack of self-confidence, and 7) laziness in learning. A research entitled *The Socio-Cultural Factors Influencing Learners of Arabic in the Sultanate of Oman*[9] investigates the sociocultural factors influencing learners of Arabic as a foreign language in the Sultanate of Oman. The research adopted a qualitative inquiry approach by using in-depth interviewing and students' diaries to understand how the sociocultural context impact Arabic non-Arab learners the Sultanate of Oman. The findings showed that there are three main sociocultural factors that affected Arabic learning in Oman that

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[8] A. Setiawan, "Problematika Keragaman Latar Belakang Pendidikan Mahasiswa Dan Kebijakan Program Pembelajaran Bahasa Arab", *Arabiyat : Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban,* Vol. 5, No. 2, 2018, 195–213.

[9] F. Y. Al-Busaidi, "The Socio-Cultural Factors Influencing Learners of Arabic in the Sultanate of Oman", *International Education Studies,* Vol. 2, No. 8, 2019, 72–82.

which were associated with the lack of encouragement, the characteristics of the Arabic language programs in the country, and difficulties in adjusting to the cultural differences.

The student grouping technique can be based on one aspect of grouping e.g. the ability (www.doublehelixprivat.com). From the aspect of ability, it is concluded that: 1) students' abilities in each lecture material are not the same. We could classify that students who have good language ability are probably have less ability in other subjects; 2) the grouping of student abilities can be different in each course. It will greatly facilitate lecturers, if students who are in the same levels are in the same class; 3) lecturers can motivate and explain the material at the same time. Lecturers can monitor the development of each student's abilities.

The division of learning classes or ability grouping is an effort to improve students' abilities. Class categorization is beneficial for both students and lecturers. It can facilitate the measurement of the achievement of learning objectives for each student with relatively the same background in one group or class[10], with the assumption that the application of ability grouping is that students with different school backgrounds have different levels of ability, so they require different services to obtain and understand learning material. This assumption is based on the fact that students who graduated from Islamic boarding schools generally have learned Arabic more than those from Madrasah and general high school. The mixing of students who have different Arabic skills can cause imbalances in the acceptance and absorption of learning materials. Students with an Islamic boarding school education background who can easily master Arabic learning materials must "wait" for those from general high school, until they master the lecture material.

Homogeneous academic potential will also respond to homogeneous learning outcomes. Lecturers can easily deliver material and the students can easily absorb the material, answer the questions, and do the assignments from the lecturers. Students within class grouping by ability said to be homogeneously grouped, while students of different ability lump or mixed together in ability classes are said to be heterogeneously grouped.[11] It is important to know which class settings of ability level grouping (homogeneous or heterogeneous) will be more effective for teaching integrated science students.

Oemar Hamalik[12] defines that lecturers and teachers as facilitators and can provide learning convenience to all students, so that they can learn in an atmosphere of fun, joy, enthusiasm, without worry, and dare to express their opinions openly. Therefore, the teacher as a facilitator in developing teaching materials can provide a

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[10] Y. C. Chou, "Effects of Leveled and Mixed Ability Grouping on English Learning Motivation in Taiwanese Elementary Education", *International Conference on English Teaching and Learning in the Republic of China,* Republic of China, 2003.

[11] S. O. Adodo & J. O. Agbayewa, "Effect of Homogenous and Heterogeneous Ability Grouping Class Teaching on Student's Interest, Attitude and Achievement in Integrated Science", *International Journal of Psychology and Counseling,* Vol. 3, No. 3, 2001, 48–54.

[12] O. Hamalik, *Proses Belajar Mengajar,* (Jakarta: Bumi Aksara, 2011).

pleasant atmosphere and improve student learning abilities. This is the basis for the success of the learning process.[13]

Learning is not limited to the transfer of knowledge from lecturers to students. Learning is a process of reciprocal interaction between students and lecturers and various learning resources in the learning environment. Behaviorism states that learning is the attempt of the lecturers to shape the desired behavior by providing an environment or stimulus. With this understanding, the formation of ability grouping is an effort to provide fair environment in implementing ideal learning. This is confirmed by Gagné[14] who states that learning is a system that aims to assist the learning process of students, which contains a series of events designed and arranged in such a way as to influence and support students' internal learning process.

Arabic learning is a process of interaction and communication involving various elements which include human, material, facilities, equipments, and procedures that influence each other to achieve the goals of Arabic learning. It also contains the meaning of any systematic and deliberate effort by lecturers to create learning conditions for students and lecturers to engage in Arabic learning activities. In learning Arabic, there is an interaction between lecturers and students. Lecturers provide the environment to engage students towards the learning objectives of learning Arabic, and students carry out a series of activities that have been planned by lecturers in learning activities that are directed at the goals.

There are three levels in the Arabic language learning system: (a) *Mubtadi`in* or beginner level. The material taught is relatively light and easy to digest, such as *mufradat* about daily activities, simple conversations, and guided writing; (b) *Mutawassitin* or the intermediate level. At this level students already have basic Arabic language skills, so the teacher's job is to provide reinforcement with the material that has been obtained by students so that the material can be developed; (c) *Mutaqadimin* or advanced. At this level students have mastered Arabic language materials, and are skilled in using Arabic in speaking, writing, and reading at a higher and broader level.[15]

To master Arabic at these three levels, the effective learning should always be pursued. Effective learning is learning that can achieve a certain level of success in a certain way according to predetermined goals. The more learning plans that are successfully realized, the learning activities are considered effective. The word effectiveness refers more to the output that has been targeted. Effectiveness is an important factor in learning because it can determine the level of success of a learning model used. Effective learning can be defined as an act of student success to achieve certain goals that can bring maximum learning outcomes. The effectiveness of the

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[13] A. Erwinsyah, "Manajemen Kelas Dalam Meningkatkan Efektifitas Proses Belajar Mengajar", *Tadbir : Jurnal Manajemen Pendidikan Islam,* Vol. 5, No. 2, 2017, 87–105.

[14] R. M. Gagné, *Condition of Learning*, 4th ed. (New York: Holt, Rinehart, 1985).

[15] Yogia Prihartini et al., "Penerapan Konsep Matematika dalam Pembelajaran Bahasa Arab Pada FTK di UIN STS Jambi", *Tarbawi : Jurnal Ilmu Pendidikan,* Vol. 14, No. 2, 2018.

learning process is related to the paths, technical efforts, and strategies used in achieving goals optimally, precisely, and quickly.[16]

Factors that affect effective learning are: 1) raw input or students' factors, where each student has different physiological and psychological conditions; 2) environmental input or environmental factors, i.e. natural, environmental, and socio-environmental factors; 3) instrumental input or instrumental factor, e.g. curriculum, teaching programs/materials, facilities, and lecturers[17] or teaching staff.[18] The effectiveness of the learning program is characterized by three characteristics, namely 1) the ability in delivering students to achieve the instructional goals that have been applied; 2) an attractive learning experience, involving students actively so as to support the achievement of instructional goals; and 3) facilities that support the teaching and learning process.[19] Slavin (1990 in Rahmawati & Latief, 2013)[20] stated that the effectiveness of learning can be measured by using the following four indicators: 1) the quality of learning (quality of insurance), i.e. how much information is presented so that students can easily learn or the error rate is getting smaller. Determining the level of learning effectiveness depends on the achievement of mastery of certain teaching goals called learning completeness; 2) the appropriateness of the learning level, i.e. the extent to which the teacher ensures the level of readiness of students in receiving new material; 3) incentives, i.e. how much the lecturers tries to motivate students to complete or work on assignments and study the material given. The greater the motivation given, the greater the activity of students; and 4) time, i.e. the time needed to complete the lesson in accordance with the specified time. In addition, Eggen and Kauchan[21] suggest that the effective learning is characterized by the activeness of students in learning, especially in organizing and finding information. Therefore, the more active students are in learning, the more effective the learning will be.[22]

Class categorization is closely related to effective learning. Students are more enthusiastic and excited during the learning process within the same level students. Also, lecturers can spur student activity in class if the students have the same abilities. Likewise, in terms of lecturers who teach, lecturers can use different methods and strategies in different classes, compared to previous years, there is no class

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[16] S. Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek,* (Jakarta: Rineka Cipta, 2006).

[17] S. Saputro, *Strategi Pembelajaran,* (Malang: Universitas Negeri Malang, 2004).

[18] D. Gamage, S. Fernando, & N. Perera, "Factors Affecting to Effective Elearning: Learners Perspective.", *Scientific Research Journal (SCIRJ),* Vol. 2, No. 5, 2014, 42–48.

[19] A. Rohani, *Pengelolaan Pengajaran,* (Jakarta: Rineka Cipta, 1991).

[20] Z. N. Rahmawati, *The Implementation of Ability Grouping in English Classroom in SMK Negeri 1 Singosari,* (Malang: Universitas Negeri Malang, 2003).

[21] P. Eggen, & D. Kauchak, *Educational Psychology: Windows on Classrooms*, 10th ed. (New York: Pearson, 2016).

[22] O. Hamalik, *Proses Belajar Mengajar*, (Jakarta: Bumi Aksara, 2011).

categorization policy so it is difficult for lecturers to teach in one local with various abilities.[23]

Started from the latest accreditation for Arabic Program of IAIN Bukittinggi in 2019 and accredited A, there is a major increase in the number of enthusiasts for Arabic Program. In the previous year, there were only two classes per year. For 2019/2020, the freshmen are divided into three classes because of the increasing number of the students accepted in Arabic Program.[24] The head of the Arabic Program was given the authority in class management which previously was handled by the academic division. The previous arrangement was done randomly e.g by dividing equal number of male and female students in each class or by students ID numbers. In order to apply the learning classes categorization based on school background, for the freshmen of 2019/2020, the head of the Arabic Program oneself was given the authority to assign each student to their respectful group. This decision was made because the Arabic Program wanted to have an experiment on the class of 2019/2020 for Arabic classes based on students' educational background to see the effectiveness in learning process and in the outcomes. According to the interviews with lecturers who have assigned to classes of various students with various abilities in Arabic, there are some obstacles found in class including the difficulty in determining subject material, applying teaching strategies, and evaluating students' improvements. Most lecturers claimed to have provided extra materials for students who have mastered the given materials from their previous schools which sometimes lead to different goals in a single class.[25]

In general, the freshmen of 2019/2020 are divided into 3 classes: class A for students with Islamic boarding school background, class B for students with Madrasah background, and class C for students with general high school/vocational school background. The class categorization is assumed to be equal with students' abilities in Arabic by eliminating placement test prior to the grouping.[26] The learning class categorization aims to see students' achievements in a group of the same background in Arabic; to can measure their initial ability; and to provide an equal learning in a single class. In addition, the division based on school background is expected to be able to explore the students' full potential in Arabic by avoiding students to cheat during the lessons by rely onto students with more prominent Arabic proficiency e.g. among Islamic boarding schools graduates and/with general high school graduates in the same group.

Based on the description above, the objectives of this study were formulated to see the relationship between the division of learning classes based on the school

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[23] F. Y. Al-Busaidi, "The Socio-Cultural Factors Influencing Learners of Arabic in the Sultanate of Oman", 72-82.

[24] Zubaidah, *Data Archive of IAIN Bukittinggi Arabic Department,* (Bukittinggi: IAIN Bukittinggi, 2019).

[25] Interviews and Questoners with Arabic Lecturers of IAIN Bukittinggi, 2019.

[26] M. Suryani & E. Roesminingsih, "Sistem Pengelompokan Peserta Didik Dalam Pelayanan Program Keberbakatan Di SD Muhammadiyah 15 Surabaya", *Inspirasi Manajemen Pendidikan,* Vol. 7, No. 1, 2019.

background and the effectiveness of Arabic learning in IAIN Bukittinggi Arabic Program of 2019/2020.

Method

This research was a quantitative research, a research method that objectively measures social phenomena which aims to verify or prove a theory with valid measurements.[27] The population was 2019/2020 freshmen of Arabic Program, IAIN Bukittinggi who have undergone class categorization based on school background system. The sampling technique used in this study was purposive sampling technique based on specific objectives.[28] The total informants in this study were lecturers (7 people) and Arabic students (75 people). In collecting data, this study applied an online questionnaire calculated using a Likert scale to determine the relationship between class categorization of learning based on school background on the learning effectiveness of students of Arabic Program IAIN Bukittinggi.

For the sample lecturers (7 people), the questionnaire given aimed to find out lecturers' opinions on the learning effectiveness the Arabic program of IAIN Bukittinggi for the freshmen of 2019/2020 who have undergone the class categorization based on school background; the problems encountered in class; and suggestions related to the division. The question was in a closed question form through questionnaires with the answer choices: Strongly Agree (SA), Agree (A), Disagree (DA) and Strongly Disagree (SDA).

For the sample students (75 people), the questionnaire contained questions about student opinions on the class categorization, problems that occur among students of different classes, and suggestions in implementing the class categorization. The questionnaires used closed questions with the answer choices: Strongly Agree (SA), Agree (A), Disagree (DS) and Strongly Disagree (SDA).

The questionnaire analysis used Likert scale to measures the perception, attitude or opinion of a person or group regarding an event or social phenomenon, based on the operational definition set by the researcher.[29] This scale is a psychomotor scale commonly applied in questionnaires and is most often used for research in the form of surveys, including in descriptive survey research. In using the Likert scale, there are two forms of questions, i.e. a positive question form to measure a positive scale, and a negative question form to measure a negative scale. Positive questions are given a score of 5,4,3,2, and 1, while the form of negative questions is given a score of 1,2,3,4 and 5.[30] Likert scale calculation uses the following formula:

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[27] B. Bungin, *Metodologi Penelitian Kuantitatif,* (Jakarta: Kencana, 2017).

[28] Sukardi, *Metodologi Penelitian: Pendidikan Kompetensi Dan Praktiknya,* (Jakarta: Bumi Aksara, 2005).

[29] Ankur Joshi et al., "Likert Scale: Explored and Explained", *British Journal of Applied Science & Technology,* Vol. 7, No. 4, 2015.

[30] T. Rinker, *On the Treatment of Likert Data CEP 510: Psychometric Theory in Education,* (New York: University at Buffalo, 2014).

$$T \times Pn$$

T　　　= *Total respondents of the item*

Pn　　= *Likert score of the item.*

All scores based on respondents' choices are summed. Then determine the respondent's interpretation value consisting of the highest score and the lowest score in the form of X and Y as follows:

Y　　　= *Likert highest score x Total respondents*

X　　　= *lowest Likert score x Total respondents*

The results of these values are measured using the% index formula. The% index formula is as follows:

$$\frac{Total\ Score}{Y\ x\ 100}$$

The following are the criteria for interpreting the scores based on the interval:

1. 0% - 19,99%　= Strongly Disagree
2. 20% - 39,99% = Disagree
3. 40% - 59,99% = Neutral
4. 60% - 79,99% = Agree
　　80% - 100%　 = Strongly Agree

Result and Discussion

The questionnaire was the first instrument used to determine the effect of class categorization on the learning effectiveness of the 2019/2020 students of Arabic Program of IAIN Bukittinggi. As previously explained, the increasing number of enthusiasts for the Arabic Education Program in IAIN Bukittinggi requires additional classes to create environmentally fair learning classes.

Through this study the authors found that out of 75 students and 7 lecturers showed that the division of learning classes according to the origin of the school was effective in learning. The effect on students and lecturers in class categorization according to the origin of the school on learning methods, for students enthusiasm, enthusiasm and better and better learning methods, as well as the selection of teaching materials, learning strategies and methods. Lecturers stated that it is easier to teach with students who have the same abilities than with diverse abilities.

The class categorization aims to explore the potential of students based on school backgrounds, so that they can be grouped based on basic potential. Different school background is believed to affect the level of knowledge in learning, especially in learning Arabic.[31]

Data collection techniques in the form of online questionnaires were distributed to 75 students and to strengthen the data, researchers also distributed

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[31] Mahsun, *Metode Penelitian Bahasa: Tahapan Strategi, Metode Dan Tekniknya,* (Jakarta: Grafindo, 2005).

online questionnaires to 7 lecturers. The data will be accumulated into a Likert scale 4. The online questionnaire mapping for 75 students as follows:

Table 1
Results of the Student Questionnaire Quick Count

The division of Arabic learning classes helps students understand Arabic		
RESULT		
Choices	**%**	**Count**
Strongly Agree	45.33	34
Agree	50.67	38
Disagree	4.00	3
Strongly Disagree	0.00	0

Based on the appointments given to 75 students, Classes A, B and C, it is known that students' opinions on class categorization the division of learning classes based on school background are 34 students who agree with the class categorization based on school background. The reason is to increase knowledge, self-confidence and being able to understand learning that is indeed from the results of learning itself. Then a total of 38 students said they agreed with the class categorization. This is due to the existence of class travel that can measure abilities and increase the competitive spirit among fellow students. A total of 3 students said they did not agree with the class categorization. The reason is that the division learning classes of the same background does not help them in increasing their Arabic; that they do not get chances to talk to ones with more advance Arabic proficiency. From the data above, most students agree with the division of classes based on school background.

The results of the questionnaire were then processed into a questionnaire analysis using a Likert scale in the calculation system. Likert score of the choices are ranged from 1 to 4 i.e. 4 for *Strongly Agree*, 3 for *Agree*, 2, for *Disagree*, and 1 for *Strongly Disagree*. The calculation is done by using the formula T × Pn, where T is the total respondents of the item and Pn is Likert score of the item.

Based on the formula above, we calculated the total score, since there were four items in total, by following the formula of Total Score = $(T_1 \times Pn_1) + (T_2 \times Pn_2) + (T_3 \times Pn_3) + (T_4 \times Pn_4)$, where T_1 = the number of participants of *Strongly Agree*, Pn_1 = the Likert score of *Strongly Agree*, T_2 = the number of participants of *Agree*, Pn_2 = the Likert score of *Agree*, T_3 = the number of participants of Disagree, Pn_3 = the Likert score of *Disagree*, T_4 = the number of participants of *Strongly Disagree*, and Pn_1 = the Likert score of *Strongly Disagree*.

$$Total\ Score = (T_1 \times Pn_1) + (T_2 \times Pn_2) + (T_3 \times Pn_3) + (T_4 \times Pn_4)$$
$$Total\ Score = (34 \times 4) + (38 \times 3) + (3 \times 2) + (0 \times 1)$$
$$Total\ Score = 136 + 114 + 6 + 0$$
$$Total\ Score = 256$$

After finding the total score, the analysis continued to look for the respondent's interpretation value i.e. the highest and the lowest scores multiplied by the number of respondents. The number of the highest score to item *Strongly Agree* is $4 \times 75 = 300$, while the lowest of item score strongly disagree is $1 \times 75 = 75$. This means that if the total of respondents' score is 75 so then the assessment of respondents' interpretation was the result of value generated using the formula Index %. To find out the percentage we can use the index% formula as follows:

$$RI\% \quad = \frac{Total\ Score}{Y \times 100} = \frac{256}{300 \times 100} = 85{,}33\%$$

The% index results are accumulated at intervals. RI% result is 85.33% which lies in the 80% - 100% interval with the category of strongly agree with the class categorization based on the school background.

The student questionnaire data was strengthened by the results of a Lecturer questionnaire consisting of 7 lecturers as follows:

Table 2
Results of the Lecturers Online Questionnaire

The division of Arabic learning classes helps lecturers to simplify Teaching Strategies		
RESULT		
Choices	**%**	**Count**
Strongly Agree	43	3
Agree	57	4
Disagree	0.00	0
Strongly Disagree	0.00	0

From the result of the questionnaire distributed to 7 lecturers, it is concluded that most lecturers agree with the class categorization based on school background. They state that this categorization is able to measure students' initial abilities in Arabic. They also argue that this categorization helped lecturers in determining teaching materials and learning strategies better. By dividing classes, lecturers are able to provide suitable material for students in certain levels of understanding. It also help them managing time in the learning process with more fun and enjoyable learning experiences that suitable for students as a whole, at the same time, the division help them providing different emphasis to each class.

Following the result of the analysis, there are four types of competitive interactions that are effective in achieving learning goals: 1) competition between individuals with balanced abilities; 2) competition between groups of relatively the same strength; 3) competition with minimum value standards; and 4) competition with

oneself. Competition between individuals or between groups is very difficult to do and even impossible to truly materialize.[32] This research had managed to put students with the slightly balances abilities and in relatively same have the same strengths and weaknesses in one group in order have a conducive learning environment. By putting students from the same background, the competitiveness among students in the class will be more challenging because everyone has the the same opportunity to be the top of the class.

According to the results of the analysis, the division learning classes based on the school background is able to improve students' skills and increase their overall abilities gradually. The result is in line with Suryani & Roesminingsih (2019)[33] that through grouping program, teachers find it easier to apply learning approaches that are in accordance with the character of students. They also state that the implication is that students will feel comfortable in the learning process so that their potential can develop optimally. In this research, 51% of the students agree and 51% of the students strongly agree of the application of division learning classes.

The analysis, though analyzing different language as the subject, is in line with Gradman & Hanania (1991)[34] which argue that a student's language background on English class would turn out to be important in second language learning. The research conducted individual interviews with the students related to the extensive information about students' language learning background before joining the program which is different with the closed questions questionnaires in this research. The research compiled about forty-four background variables for the examination by measuring the strength of the relationship between those variables with students' level of language proficiency, as determined by their TOEFL scores to identify those background factors which have a significant effect on language learning. This research, on the other hand, only measured one aspect related to students' school background and its relation with learning effectiveness in Arabic class.

Conclusion

Class categorization is an effort to improve students' quality in order to be able to understand the materials by avoiding the obstacles among students with different backgrounds. The head of the Arabic program for the first time implemented class categorization based on the student school background for the 2019/2020 school year consisted of 3 classes i.e. A, B and C. Class categorization based on school background aims to prioritize each student to increase knowledge and understand learning without obstacles. This class categorization can also foster the competitive spirit of students with balanced or equal abilities.

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[32] W. Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan,* (Jakarta: Kencana, 2011).

[33] M. Suryani & E. Roesminingsih, "Sistem Pengelompokan Peserta Didik Dalam Pelayanan Program Keberbakatan Di SD Muhammadiyah 15 Surabaya".

[34] H. L. Gradman & E. Hanania, "Language Learning Background Factors and ESL Proficiency", *The Modern Language Journal,* Vol. 75, No. 1, 1991, 39–51.

After distributing questionnaires to 75 students and 7 lecturers, the results were 85.33% with the category of strongly agreeing with the division of classes based on school background. The reason is that class categorization can measure the ability of friends with the same background, more confidence and enthusiasm for studying, because of the same abilities in each class. This data was strengthened by questionnaire distributed to 7 lecturers who gave the opinion that the division of learning classes based on the school background was very beneficial for both students and lecturers. With the class categorization, it is able to make it easier for lecturers to determine the material, teaching materials and learning strategies according to the needs of students. And also lecturers can also measure learning achievement easily and accurately. The division of learning classes is expected to be able to improve student learning outcomes and motivate students to study with a strong determination. From the research results, it can be concluded that the class categorization based on the school background is very good to be applied and developed in a sustainable manner.[]

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