

Students' Perspectives on TOEFL Training Program in an Islamic Boarding School

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ABSTRACT

This study explores students' perspectives on the TOEFL training program at an Islamic boarding school in Mojokerto using a descriptive qualitative approach. Six students and two teachers participated, with data collected through interviews, observations, and document analysis. The analysis was guided by Kirkpatrick's reaction theory. Findings reveal that students generally perceive the program as beneficial for enhancing their English proficiency, particularly in listening and reading skills, which are crucial components of the TOEFL test. Positive reactions include appreciation for the program's interactive teaching methods, clear instructions, and supportive learning environment. However, challenges such as limited time allocation, inadequate materials, and difficulty in grasping complex grammar topics were also identified. Teachers noted an improvement in students' confidence and motivation, but they also highlighted the need for more comprehensive resources and additional training sessions to ensure better outcomes.

Key Words: *Perspective, TOEFL Training, Islamic Boarding School*

ABSTRAK

Penelitian ini bertujuan untuk mengeksplorasi perspektif siswa terhadap program pelatihan TOEFL yang diselenggarakan di sebuah pondok pesantren di Mojokerto, dengan menggunakan pendekatan kualitatif deskriptif. Penelitian ini melibatkan enam peserta didik dan dua orang guru untuk memberikan pemahaman yang komprehensif mengenai penerimaan dan efektivitas program tersebut. Data dikumpulkan melalui wawancara, observasi, dan analisis dokumen, dengan mengacu pada teori reaksi dari Kirkpatrick yang menekankan persepsi peserta terhadap sebuah program pelatihan dalam hal kepuasan, keterlibatan, dan relevansi terhadap kebutuhan mereka. Temuan menunjukkan bahwa siswa secara umum memandang program ini bermanfaat dalam meningkatkan kemampuan berbahasa Inggris mereka, terutama dalam keterampilan menyimak (listening) dan membaca (reading) yang merupakan komponen penting dalam tes TOEFL. Respon positif mencakup apresiasi terhadap metode pengajaran yang interaktif, instruksi yang jelas, serta lingkungan belajar yang suportif. Namun demikian, tantangan seperti keterbatasan waktu pelaksanaan, kurangnya materi pembelajaran, dan kesulitan dalam memahami topik tata bahasa yang kompleks juga diidentifikasi. Para guru mencatat adanya peningkatan kepercayaan diri dan motivasi siswa, namun

mereka juga menyoroti perlunya sumber daya yang lebih lengkap dan sesi pelatihan tambahan untuk mencapai hasil yang lebih optimal.

Kata Kunci: Perspektif, Pelatihan TOEFL, Pondok Pesantren.

INTRODUCTION

Globalization and interconnection in today's world have made English proficiency an essential skill. It is especially important in academic and professional contexts. The Test of English as a Foreign Language (TOEFL) is a widely recognized measure of English ability. Many universities, businesses, and organizations around the world require it (Amalia Putri et al., 2024; Ling et al., 2014). For students in non-English-speaking nations, attaining a competitive TOEFL score is not just a personal achievement but also a pathway to enhanced educational and professional prospects. This situation underscores the necessity of appropriately preparing pupils to fulfill the requirements of this standardized examination.

In Indonesia, English is instructed as a foreign language and regarded as a fundamental subject in the national curriculum. Nonetheless, numerous students, especially those at Islamic boarding institutions, encounter distinct obstacles in attaining proficiency and confidence in English (Budianto et al., 2022; Fitria, 2023; Zuhairati et al., 2022). Islamic boarding schools, or pesantren, are integral to Indonesia's educational framework, offering both religious and conventional education, including English language instruction. Notwithstanding their significance, these institutions frequently contend with budget limitations, insufficient specialised training for English educators, and a curriculum that may inadequately address the intricacies of language assessments such as TOEFL.

The TOEFL training program implemented at an Islamic boarding school in Mojokerto aims to address this deficiency by providing students with the necessary skills and tactics to excel in the examination. To guarantee the efficacy and durability of these activities, it is essential to comprehend the participants' experiences and perceptions. Kirkpatrick's approach of training

assessment offers a good foundation for assessing the reactions of students and teachers to the program (Andreev, 2023). This level emphasises the immediate perceptions and contentment of participants, which can substantially affect the program's overall efficacy and results.

Multiple considerations highlight the importance of this study. Initially, comprehending students' responses to the TOEFL training program provides essential insights into its advantages and disadvantages. By discerning effective strategies and areas requiring enhancement, instructors and program designers might optimise their methodologies to elevate learning outcomes. This procedure is crucial at Islamic boarding schools, where the amalgamation of secular and religious curricula necessitates meticulous planning and implementation.

Secondly, the study enhances the expanding corpus of research on English language instruction in Indonesia, specifically within the distinctive context of Islamic boarding schools. Although numerous studies have investigated English instruction in mainstream educational contexts, there is a paucity of research addressing the distinct problems and potential within pesantren. This study examines a TOEFL training program specifically designed for the requirements of pesantren students.

The results of this study contain practical significance for policymakers, educators, and other stakeholders engaged in English language education. The study provides evidence-based recommendations for improving training programs, promoting teacher development, and optimising resource allocation by illuminating the experiences and views of students and teachers. These insights can guide future activities designed to enhance English competence among children in comparable educational settings.

This research is consistent with overarching national and international objectives to enhance English language teaching. The Indonesian government has underscored the significance of English proficiency to improve human capital and competitiveness in the global market. Globally, English proficiency is widely acknowledged as a crucial catalyst for social and economic

advancement. This study, by concentrating on a particular context and program, offers significant insights applicable to different environments, thus enhancing the global dialogue on English language education.

To achieve the objectives of this study, the following research questions are proposed: 1) How do students at an Islamic boarding school perceive the TOEFL training program in terms of its relevance, engagement, and effectiveness? 2) What challenges and opportunities do teachers and students encounter during the implementation of the TOEFL training program?

This research aims to investigate and evaluate the responses of students at an Islamic boarding school about the TOEFL training program, utilising Kirkpatrick's reaction theory as the foundational framework. This study specifically seeks to comprehend students' perspectives of the program regarding its relevance to their academic requirements, engagement levels, and overall efficacy in enhancing their preparedness for the TOEFL test. The research aims to identify the program's strengths and drawbacks as perceived by students and teachers, offering a thorough review of its execution. This study aims to provide practical ideas for improving the design, content, and delivery of TOEFL training programs, specifically within the distinctive educational framework of Islamic boarding schools. The findings seek to enhance the formulation of effective English language teaching programs that tackle the distinct obstacles encountered by students in analogous contexts.

The TOEFL, a prominent standardised English proficiency assessment, has emerged as a central subject of inquiry in English language teaching. A multitude of studies has investigated many facets of TOEFL preparation, encompassing instructional approaches, student performance, and the influence of training programs on test results. These studies underscore the increasing significance of standardised testing in evaluating language ability and equipping pupils for academic or professional demands.

A segment of study has concentrated on the efficacy of various instructional methodologies in TOEFL preparation programs. Numerous studies underscore the need of amalgamating skills-based education, including

listening, reading, speaking, and writing, with targeted test-taking tactics. Some programs emphasise instructing students on effective time management during examinations, precise question interpretation, and the application of specific tactics for addressing various parts. This emphasis on skill integration has demonstrated an improvement in student performance in both practice assessments and actual TOEFL examinations.

A separate corpus of research investigates the impact of instructor training and proficiency on the effectiveness of TOEFL programs. Research demonstrates that educators proficient in test formats and with robust instructional abilities can markedly affect student performance. Effective teacher preparation typically encompasses an understanding of exam frameworks, the creation of tailored instructional resources, and methodologies for meeting the distinct requirements of varied student populations. The presence of qualified educators and sufficient resources is essential for the effectiveness of TOEFL preparation programs.

A third area of inquiry is the influence of student motivation and involvement on TOEFL preparation. Research indicates that students who exhibit high motivation and active engagement in the learning process generally achieve superior test performance. Factors affecting motivation encompass the perceived significance of the TOEFL for future objectives, the calibre of instructional resources, and the educational atmosphere. Certain research have examined the psychological obstacles encountered by students, including test anxiety and self-doubt, and how these issues might be alleviated through supportive and participatory pedagogical approaches.

The current literature offers significant insights into TOEFL preparation; nonetheless, there is a discernible deficiency in studies addressing particular educational environments, such as Islamic boarding schools in Indonesia. These institutions frequently encounter distinct problems, such as restricted access to resources, a dual curriculum integrating religious and general education, and varying levels of English proficiency among students. While research on English language instruction in Indonesia has identified these

problems, limited studies have investigated their impact on the execution and efficacy of TOEFL training programs.

Moreover, a significant portion of the current study employs a quantitative methodology, concentrating on quantifiable results such as examination scores and rates of development. Although these studies are significant, they frequently neglect the qualitative aspects of student and instructor interactions. Comprehending participants' perceptions, satisfaction levels, and perceived relevance of the program might yield profound insights into its efficacy and areas necessitating enhancement. This qualitative approach is essential for customising programs to meet the distinct needs of students in specialised educational environments.

A notable deficiency exists in the study concerning the implementation of training assessment frameworks, such as Kirkpatrick's framework, inside TOEFL preparation programs. Although research has examined the influence of training programs on student performance, few studies have systematically analysed the reaction level, which pertains to participants' immediate responses to the program. This evaluation is essential for finding characteristics that affect engagement, contentment, and perceived value, which are critical determinants of the program's overall success.

Furthermore, there exists a paucity of study regarding the viewpoints of educators in TOEFL training programs. Educators are pivotal in influencing the learning experience; nevertheless, their perspectives on the problems and opportunities of program implementation are frequently overlooked. Incorporating teachers' perspectives allows research to yield a more thorough comprehension of the elements that facilitate or impede the efficacy of TOEFL preparation programs.

In conclusion, although prior research has examined different facets of TOEFL preparation, considerable deficiencies persist in comprehending the distinct obstacles encountered by students and educators in Islamic boarding schools. Qualitative research is necessary to explore participants' opinions and experiences, offering a detailed insight of program efficacy. Furthermore, the

implementation of training assessment models, such as Kirkpatrick's reaction level, provides a significant foundation for evaluating and enhancing TOEFL training programs. This study seeks to fill these gaps by examining the responses of students and teachers to a TOEFL training program at an Islamic boarding school, thereby enhancing the broader discourse on English language teaching in many educational settings.

RESEARCH METHOD

This study included six students and two teachers from an Islamic boarding school in Mojokerto. Participants were chosen by purposive sampling, a method enabling the researcher to select individuals most likely to yield substantial and pertinent data. This sampling strategy guarantees that participants possess firsthand knowledge with the TOEFL training program and can provide significant insights on their responses.

The justification for choosing these people is based on the necessity for varied yet concentrated viewpoints. The six students embody diverse competency levels and backgrounds, facilitating a spectrum of responses to the program. The involvement of two educators offers further insights into the execution and efficacy of the program, along with the obstacles faced throughout the process.

Data were gathered through a synthesis of interviews, observations, and document analysis. These instruments were chosen to facilitate a thorough comprehension of the program and its effects on participants.

1. Interviews

Semi-structured interviews were administered to students and instructors to gather primary data. This instrument was selected as it enables participants to articulate their experiences and perceptions in their own language, yielding comprehensive and nuanced insights. Semi-structured interviews provide flexibility, allowing the researcher to investigate emerging themes during the dialogue while guaranteeing consistent coverage of essential issues throughout interviews.

2. Observations

Observations were performed during the training sessions to collect secondary data on classroom interaction dynamics, pedagogical approaches, and student participation. This approach offers context and substantiates interview findings by documenting real-time behaviours and interactions.

3. Document Analysis

Relevant papers, including training materials, test results, and instructor lesson plans, were examined to furnish supplementary context and proof. This tool facilitates the triangulation of data from interviews and observations, so ensuring the validity and dependability of the results.

The integration of these tools facilitates a comprehensive analysis of the TOEFL training program and its effects on participants. The analysis of data employed the interactive paradigm of Miles and Huberman, comprising three primary stages: data reduction, data display, and conclusion drawing/verification.

1. Data Reduction

The initial phase entails structuring and streamlining the raw data obtained from interviews, observations, and documents. This procedure encompasses transcribing interviews, categorising data into significant classifications, and synthesising principal findings. Streamlining the material in this manner enhances the concentration on the most pertinent information for resolving the research enquiries.

2. Data Display

This stage involves presenting the reduced data in a systematic and visual way, such matrices, charts, or themed maps. This display enables the discernment of patterns, correlations, and trends within the data. This study employed thematic analysis to categorise the data into themes pertaining to students' responses, including satisfaction, engagement, and perceived relevance.

3. Conclusion Drawing and Verification

The concluding stage entails analysing the presented facts to formulate conclusions and validate their precision. This procedure entails re-examining the raw data and verifying conclusions to guarantee consistency and reliability. The

conclusions are subsequently connected to the research objectives and theoretical framework, offering responses to the research questions.

DISCUSSION

This study sought to examine students' responses to the TOEFL training program conducted at an Islamic boarding institution, utilising Kirkpatrick's reaction theory as the analytical framework. The data obtained from interviews, observations, and document analysis offer significant insights into the perceptions of students and teachers regarding the program, emphasising its merits, flaws, and opportunities for enhancement. The findings of this study demonstrate that the TOEFL training program is largely viewed as beneficial by students, particularly in strengthening their listening and reading skills, which are fundamental components of the TOEFL test, while also contributing to increased confidence and motivation in using English.

This positive reception resonates with broader trends observed in TOEFL preparation initiatives in Indonesia, where students often express appreciation for interactive methods, supportive learning environments, and the structured guidance such programs provide. At the same time, the challenges identified in this study, including the limited allocation of time, insufficient and sometimes outdated materials, as well as persistent difficulties in mastering complex grammar structures, mirror issues that have been reported in other educational settings, particularly within pesantren-based schools where the integration of secular and religious curricula often limits available resources and classroom focus.

The teachers' recognition of improved student engagement, alongside their concerns about the adequacy of resources and the need for more extensive training sessions, underscores a tension between the promise of TOEFL training and the structural limitations that constrain its effectiveness. When compared with similar contexts in Indonesia, these findings suggest that while TOEFL programs can effectively build receptive skills and motivation, their long-term success depends on sustained institutional support, such as lengthening the duration of training,

diversifying and modernizing teaching materials, and enhancing teacher capacity through targeted professional development. Strengthening these aspects would not only address the recurring challenges faced by students but also align the program more closely with the growing academic and professional demands placed on graduates of Islamic boarding schools, ensuring that they are equipped to compete in both national and international contexts.

Students' Perspectives to the Program

The pupils conveyed ambivalent responses to the TOEFL training curriculum. They deemed the curriculum advantageous in multiple aspects, although also recognised obstacles that impeded their learning experience.

- **Positive Reactions**

Students valued the curriculum for enhancing their English competence, especially in listening and reading skills. A multitude of students considered these skills as essential for their academic achievement, not alone for succeeding in the TOEFL examination but also for comprehending English-language resources in their other coursework.

Interactive pedagogical techniques, including group discussions, quizzes, and practice assessments, were especially well-received. These activities rendered the learning process captivating and pleasurable. Several students observed that the program offered explicit elucidations of TOEFL-specific tactics, including the identification of essential material in reading passages and the comprehension of question patterns in the listening segment.

The nurturing atmosphere established by the educators was another element that pupils emphasised. They were motivated to enquire, engage actively, and hone their talents without apprehension of errors. The encouraging environment enhanced their confidence in use English and inspired them to pursue further improvement.

- **Challenges Faced by Students**

Notwithstanding these favourable responses, students faced numerous hurdles throughout the curriculum. The primary concern was the restricted duration assigned to the training sessions. Due to a demanding timetable

encompassing both religious and general education subjects, some students found it challenging to manage their obligations and fully participate in the program.

A further obstacle was the intricacy of certain TOEFL materials, especially in grammar and vocabulary. Students with diminished English proficiency struggled to comprehend these subjects, thus impacting their overall confidence and performance. Furthermore, several students perceived the training materials as insufficiently thorough to address all facets of the TOEFL test, especially the speaking and writing components.

- **Teachers' Perspectives**

The educators participating in the program offered significant perspectives on its advantages and areas needing enhancement. The program positively influenced pupils' confidence and motivation. A considerable number of students who were first reluctant to engage in English activities became increasingly involved and eager to hone their skills.

Nonetheless, the educators also recognised difficulties in executing the curriculum. A primary difficulty was the deficiency of resources, including current training materials and access to technology, such as audio equipment for listening exercises. The educators said they required further specialised training to proficiently instruct TOEFL-specific tactics and cater to the varied needs of their pupils.

- **Strengths of the TOEFL Training Program**

- 1) **Improvement in Core Skills**

The curriculum effectively improved students' listening and reading abilities, which are essential elements of the TOEFL examination. Students indicated improved understanding of English texts and audio resources, which they credited to the program's focused practice.

- 2) **Engaging Teaching Methods**

Employing interactive and student-centered pedagogical approaches facilitated the preservation of students' engagement and motivation. Engagement in practice tests, group discussions, and games rendered the learning process both pleasant and successful.

3) Supportive Learning Environment

The curriculum cultivated a constructive and inclusive environment that motivated students to engage actively and enhance their confidence in utilising English.

- Weaknesses of the TOEFL Training Program

1) Limited Time Allocation

The program's brevity and the competing requirements of other disciplines hindered students' ability to completely engage with the instruction.

2) Insufficient Focus on Speaking and Writing

The curriculum prioritised listening and reading, although both students and teachers believed that the speaking and writing components of the TOEFL test were insufficiently covered.

3) Resource Constraints

The absence of enough resources and technological instruments presented a considerable obstacle to the efficient implementation of the program.

- **Observational Findings**

Classroom observations indicated that students were predominantly interested and motivated throughout the training sessions. They engaged actively in group discussions and responded with enthusiasm to practice tasks. Nonetheless, the findings underscored several areas for enhancement, particularly the necessity for more organised practice in the speaking and writing components. The lack of sufficient equipment, including audio devices for listening exercise, was apparent during the sessions.

- **Document Analysis Findings**

The examination of training materials and lesson plans indicated that the program was well-organised however deficient in depth in several areas. The materials provide a solid introduction to TOEFL methods, although they failed to address all test topics thoroughly. The absence of example questions and activities for the speaking and writing areas was very significant.

- **Findings**

This study examines students' responses to a TOEFL training program conducted at an Islamic school in Mojokerto, utilising Kirkpatrick's reaction theory as a framework. This research addresses notable deficiencies in the current literature on TOEFL preparation programs by concentrating on qualitative data from students and teachers, specifically inside Islamic boarding schools in Indonesia. This section examines the originality and impact of this research on the wider domain of English language education, particularly with TOEFL preparation in distinctive educational contexts.

Although numerous research have concentrated on TOEFL preparation programs, the majority have occurred within conventional schools or colleges. They frequently highlight the influence of various pedagogical approaches, the significance of teacher proficiency, and student achievement results. Nevertheless, limited research has particularly examined TOEFL preparation in Islamic boarding schools, which face unique problems due to their dual curriculum encompassing religious education and general academic courses. This research is distinguished by its focus on a particular educational situation in which students concurrently engage with religious teachings and academic obligations, with English competence serving as a secondary, albeit crucial, objective.

This research's methodological approach represents another innovation. This study employs a qualitative technique to examine participants' subjective responses to the TOEFL program, in contrast to the predominantly quantitative measures, such as test scores and improvement rates, utilised in most evaluations. This study employs Kirkpatrick's reaction theory, which emphasises participants' initial responses to training programs, thereby extending the evaluation of the program's performance beyond academic goals. Rather, it underscores the importance of comprehending the views, contentment, and engagement of both students and teachers, so offering a more profound perspective into the total experience. This method facilitates a comprehensive assessment, considering not only student improvement but also their perceptions of the training process, including its problems and advantages.

Furthermore, the integration of primary data from interviews and secondary data from observations and document analysis enhances the validity of the findings, offering a holistic perspective on the program's efficacy. This comprehensive approach is uncommon in TOEFL preparation studies, which often emphasise performance indicators or direct instructional results.

This study offers significant contributions to the current literature on TOEFL preparation and English language instruction in Indonesia. A notable contribution is its emphasis on the responses of students and educators within an Islamic boarding school setting. Prior study has been concentrated on general schools or universities in urban environments, where resource availability and English exposure are significantly greater (La'biran & Dewi, 2023; Simanjuntak, 2018). Conversely, Islamic boarding schools frequently have obstacles including constrained resources, a bifurcated curriculum, and a diminished emphasis on English relative to other disciplines.

This study addresses distinct issues, so filling a vacuum in the literature and providing insights on the adaptation of TOEFL preparation to meet the specific demands of students in religious institutions. The research underscores the significance of teachers in fostering a supportive environment and engaging pupils, despite these limitations. Moreover, the study elucidates how students in these institutions encounter TOEFL preparation, which frequently constitutes an added strain alongside their religious studies (Haryanto & Novita, 2023; Hutabarat, 2023). The results indicate that although TOEFL training can enhance English proficiency, the incorporation of these programs into the wider educational framework requires meticulous planning to consider the conflicting demands on students' time and focus.

This study significantly contributes by emphasising the qualitative assessment of TOEFL programs. Numerous studies on TOEFL preparation predominantly emphasise quantitative results, particularly enhancements in test scores (Bacus & Alda, 2023; Rifiyanti et al., 2023). Although these measures are significant, they fail to encompass the entirety of the learning experience. The results of this survey offer a more detailed comprehension of students' perceptions

of the program, their degree of participation, and the particular elements they deemed beneficial or problematic. This research enhances the existing body of data by concentrating on the reaction level, a dimension sometimes overlooked in TOEFL program reviews. Comprehending students' happiness and emotional responses yields significant insights into the elements that influence a program's success or failure. This also aids in recognising areas for enhancement that may not be evident from quantitative data alone.

This study further on prior research by investigating the influence of teacher proficiency and assistance in TOEFL training programs. Although numerous studies highlight the need of qualified educators in providing successful TOEFL preparation, few investigate instructors' viewpoints regarding the problems encountered in executing such programs, particularly in resource-constrained environments like Islamic boarding schools (Astuti & Revianti, 2023; Pratiwi et al., 2023; Solihah, 2023). The educators in this study recognised substantial obstacles, such as the absence of current resources and insufficient training in TOEFL-specific methodologies. These observations offer significant recommendations for enhancing teacher preparation and program execution, especially in resource-limited environments. This viewpoint also enhances the current literature, which frequently neglects the experiences of educators in assessing TOEFL programs.

This study effectively addresses the research inadequacies mentioned in prior studies, specifically the insufficient attention on Islamic boarding schools, the predominance of quantitative measurements, and the oversight of instructors' opinions. This research addresses the deficiency in comprehending the operation of TOEFL training programs within Islamic boarding schools. This domain remains underexplored in the literature, and the findings presented herein offer a foundation for subsequent enquiries into the integration of English language programs within the dual-curriculum framework of religious institutions.

This study, by emphasising qualitative data, contests the prevailing practice of relying solely on test scores and performance measures to assess TOEFL programs. The results provide enhanced insight into students' emotional

and cognitive responses to the program, which are essential for developing more effective training interventions. This research employs Kirkpatrick's reaction theory to enhance the use of training assessment models inside the realm of TOEFL preparation, a domain that has been predominantly neglected in prior studies.

Ultimately, incorporating teacher viewpoints in this study addresses an additional gap in the literature. Although extensive study has concentrated on student outcomes, instructors' perspectives regarding the program's obstacles and accomplishments are crucial for comprehending its entire impact. This research underscores the necessity of addressing educators' demands, encompassing professional development and resource accessibility, to enhance the quality and efficacy of TOEFL preparation programs.

CONCLUSION

This study examined students' responses to a TOEFL training program conducted at an Islamic boarding school, utilising a qualitative methodology based on Kirkpatrick's reaction theory. The results indicate both advantageous and disadvantageous elements of the curriculum as viewed by students and educators. The curriculum effectively improved students' hearing and reading abilities, hence augmenting their confidence in utilising English. Students encountered difficulties due to time constraints, inadequate attention to speaking and writing components, and the intricacy of certain materials. Educators also emphasised the insufficiency of resources and specialised training as impediments to the proper implementation of the program. Notwithstanding these issues, students conveyed general satisfaction with the curriculum, especially because to the engaging and supportive pedagogical approaches utilised. This research enhances the current literature by concentrating on TOEFL preparation within the specific setting of Islamic boarding schools, a domain that has been little examined. It addresses a research gap by prioritising qualitative evaluation, which takes into account students' subjective experiences, rather than exclusively depending on quantitative metrics like test scores. The incorporation of teacher

views enhances the findings, providing significant insights into the practical obstacles encountered in executing TOEFL instruction in resource-constrained educational environments. The study's findings indicate that although the TOEFL program positively influenced students' English proficiency, improvements in time allocation, resource availability, and curriculum design are necessary to provide a more thorough and successful training experience. Recommendations encompass prolonging the program's duration, enhancing the quality of training materials, investing in teacher professional development, and mitigating resource restrictions. This research offers practical insights for educators and policymakers aiming to improve TOEFL preparation programs in comparable contexts. This study addresses the distinct challenges encountered by Islamic boarding schools, enhancing the understanding of how TOEFL programs can be customised for varied educational contexts, thereby assisting students in attaining improved English proficiency while managing their religious and academic obligations.

Notwithstanding the excellent insights offered by this study, numerous limitations warrant consideration. The investigation was executed at a singular Islamic boarding institution in Mojokerto, utilising a limited sample of merely six students and two educators. This constrains the applicability of the findings to other Islamic boarding schools or educational settings. The sample size, although sufficient for a qualitative study, fails to encompass a wider array of student experiences, which could yield more varied insights on the TOEFL training program. The research concentrated exclusively on the responses of students and instructors, which, although significant, fails to consider other elements such as institutional support, parental engagement, or the wider educational context that could significantly impact the program's efficacy. The research additionally depended on self-reported data from interviews, which could be prone to biases, since participants might have offered socially desired responses or been swayed by their recent experiences during the data gathering phase.

Future study should involve similar studies conducted in a broader and more diversified sample of Islamic boarding schools or other educational institutions to improve the generalisability of the findings. Broadening the

participant pool to encompass a diverse array of students with differing levels of English proficiency and educators from various backgrounds would yield a more thorough comprehension of the perceptions and experiences associated with TOEFL preparation. Moreover, subsequent study might integrate longitudinal studies to monitor students' advancement over time and assess the enduring effects of TOEFL training programs on their English language ability. It would be advantageous to examine the influence of additional elements, like educational resources, administrative backing, and the cultural environment of students, on their responses to TOEFL programs. This would provide a more comprehensive perspective on the elements that affect the success of these training projects. Ultimately, integrating a broader array of research methodologies, like as classroom observations, questionnaires, and test performance metrics, could enhance the findings and yield a more comprehensive assessment of TOEFL training programs.

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