TI-ZEL: A MIND MAP MODEL OF ENGLISH SKILLS HABITUATION FOR NON-ENGLISH DEPARTMENT

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Abstract

The article aims at introducing a new systematic and structured innovation of overcoming the problems of mastering the English language that may be found almost in many formal educational institutions, especially in the non-English department at Islamic higher education institutions in Indonesia. Employing the stages of analysis and assessment of the quality of issues and causal factors, the paper introduces a foreign language habituation model design that can be applied in tertiary institutions, especially for speaking skills improvement. Applying a design and developmental research method, the paper exposes the Analysis-Design-Develop-Evaluation workflow that is centered on product development, product contribution to theory, and proof of practice being practiced at Shariah Faculty of IAIN Pontianak. The work shows a Mind Map Habituation Model of Academic and Studentship Services based on Time Zone in English Language (Ti-ZEL), which has been adjusted to the needs of the Faculty needs in order to improve foreign language skills in a comprehensive scope ranging from students, academic staff, lecturers, and leaders. In the future, this model can be developed with an online-based design that meets the needs of long-distance habituation due to the COVID-19 pandemic conditions.

Keywords: habituation model; teaching innovation; English proficiency; design and developmental research; TEFL

Introduction

The regulatory developments in higher education and Islamic higher education in Indonesia are very dynamic. This is marked by various changes in government policies and regulations such as the integration of higher education in one house of the ministry of education and culture, the implementation of an independent campus-*Kampus Merdeka* curriculum (1), changes in higher education accreditation instruments that are increasingly complex (2), the choice of university operational standards with an international orientation (3), and updating operational guidelines for assessing credit points and functional positions of lecturers (4). This prediction has been prepared in advance by the Islamic Higher Education, which is under the auspices of the Ministry of Religion of the Republic of Indonesia in

its Strategic Plan on the theme of development IV for 2021-2025 concerning strengthening international competitiveness so that mastery of foreign languages becomes mandatory for all academic communities in tertiary institutions (5). Competition is no longer on a local rank but is already in global competitions (6). This phenomenon strengthens English as the 'lingua Franca', the language of global communication, and the language of academics in the international arena. English can be mandatory as the language of association in the world of higher education if the tertiary institution wants to achieve the targets and targets according to the theme of development IV of the Ministry of Religion of the Republic of Indonesia.

However, the dilemma between theory and practice regarding the use and

habituation of English is still rolling. There are three main problems that the author wants to address, namely, first, Islamic universities have not maximally strengthened the habit of speaking English in the internal of the institution, which is supported by systematic and sustainable regulations. Two, the motivation and self-confidence of the academic community in Islamic tertiary institutions tend to below. Even if there is motivation, consistency in the habit of speaking English is still very low. English is a compulsory subject for every tertiary institution and has even been studied since elementary, middle, and high school education (7). It seems ironic if language knowledge does not develop according to the increase in learners' education. Third, the environment that is not supportive for implementing the habituation program is why the decline in foreign language skills.

Research that has been conducted in learning English stated the evaluation in tertiary institutions is in an unsatisfactory position (8). If it is assessed based on quality, students are not optimally ready to use English in the international arena. Some of the main problems in learning English can be caused by various factors. Some researchers who took the research locus in non-English speaking countries, stated that there are three main problems in learning English (9). First, materials that do not meet students' needs, the class is too large or the environment is too broad, and students' low motivation. Furthermore, some of the factors that cause it to be difficult for learners to learn English are related to internal and external factors, namely, attitudes towards learning, learning motivation, learning concentration, intelligence and learning success, study habits, the ability to process learning materials, and achievement abilities, however, researcher emphasizes the internal factors that most dominate the difficulties in learning English (10).

If it focuses on the word habituation, several formal and non-formal education institutions in Indonesia have arranged foreign language programs. For example, every Islamic university in Indonesia has a Language Laboratory. Also, several Islamic boarding schools in Indonesia have two foreign language programs, namely Arabic and English. For example, the Darunnajat Modern Islamic Boarding School created a foreign language habituation program in the form of conversations using Arabic and English, giving speeches in three languages, namely Arabic, English, and Indonesian, habituation of all students of the Darunnajat Modern Islamic Boarding School to carry out activities of giving Arabic vocabularies-*mufrodats* every day, habituation of language tutoring according to a predetermined schedule (11). Kampung Inggris Pare provides an English-speaking settlement where visitors can live or live for some time by experiencing the atmosphere of living in English with all the people in it (12). The habituation model carried out at Islamic boarding schools and villages in England seems to be much more effective because the learning system and management are continuous and sustainable with the expected targets to be achieved. Another model may be needed for Islamic Higher Education, but adopting the existing English habitual patterns has proven successful.

Based on a study of facts and data related to the practice of English language habituation, the author suggests three specific objectives in order to respond to existing deficiencies. First, the Sharia Faculty needs an English language habituation practice where speaking English in several places or leading Islamic boarding schools in Indonesia is not necessarily following the Sharia Faculty of IAIN Pontianak's needs. The second is to suggest designing the Sharia Faculty of IAIN Pontianak's habituation program, considering that the example of habituation design in Kampung Inggris Pare is designed to stay overnight or spend the night with a time interval determined by the organizer. The remote location of Kampung Pare and

the need for organizational maturity to design a habituation model involving the surrounding community will be challenging to materialize considering the many elements of the Tri Dharma of Higher Education that must be fulfilled. Third, the habituation program scheme that is not yet concrete is needed to prepare a long-term sustainable program. Designing the initial framework for activities is essential as the initial foundation for implementing English language habits. The habituation model in question is expected to represent the needs of the world of Islamic higher education which still needs guidance and improvement.

Therefore, the author tries to put forward an idea in the form of a mind map that is suitable in order to habituate the English language at the Sharia Faculty of IAIN Pontianak and fulfill the management aspects. A brilliant idea for foreign language habituation will not be possible because the leadership and organizers support the program. These ideas need consistency and need sustainability. The mind map in question is, of course, needed according to the needs of service users; in this case, students and service providers are leaders, lecturers, and educational staff. Furthermore, the author ascertains whether the mind map product was helpful for universities, especially in non-English departments.

Method

The author developed this article using the Design and Developmental Research method, following the Analysis-Design-Develop-Evaluation (ADDE) workflow centered on product development (13). The product being developed is a mind map for English language habituation, which implies that it contributes to improving English language skills in public Islamic colleges in Pontianak. As the locus of this product development practice is the Sharia Faculty of IAIN Pontianak because the preliminary study conducted by the author by reading the Faculty strategic plan,

the leadership has a program to improve English language skills. However, they cannot concretely describe the desired program design. The author then involved participants, namely students, academic staff, lecturers, and leaders of institutions in the Sharia Faculty of IAIN Pontianak.

The details of the research stages of design and developmental research include identifying problems and needs using the interview method. In this first step, the interviewees were leaders, students, academic staff, and teaching lecturers. Data collected using interview guidelines in the form of open questions. Especially for students, the interview process involved ten people with the consideration that they represented two study programs in the Sharia Faculty, represented student organizations, and of course, they were willing to be interviewed. Especially for leaders, in this case, the interviewee was the Dean with several question items related to the Faculty Strategic Plan and the Attributes of Higher Education Accreditation Assessment related to the Foreign Language program in the Faculty of IAIN Pontianak.

Regarding academic staff, questions were asked about services related to academics and student affairs and those related to the Foreign Language program. Meanwhile, the lecturers interviewed were English lecturers who taught at the Sharia Faculty of IAIN Pontianak. The validity of the interview process was confirmed by using the member-check technique and data triangulation. Second, the data collected is then analyzed on the central issue into several related categories, including man (human development), systems, facilities, and infrastructure and methods. Third, the researcher designed a mind mapping for English language habituation using analysis of the participants' problems and needs, habit-forming model theory, Teaching English as Foreign Language (TEFL), English for Specific Purposes (ESP), stimulation, and mind mapping. The fourth is the development stage which is a continuation of the design stage. The

development stage is the finalization of the design framework, becoming a comprehensive habituation model based on the collected data. The fifth is evaluation. Several things have been carried out by the author at this stage, namely, starting from validation, socialization, and product implementation.

At the validation stage, the author involved three product validators, namely the Dean of the Faculty of Sharia IAIN Pontianak, a Coach from the Training Center for the Development of Candidates for Civil Servants in Ministry of Religious Affair as a guide for the implementation of actualization activities, and an English Language Education expert who was the first professor of English in West Kalimantan. At the socialization stage, the author submitted a draft of the developed product, starting from the image, objectives, benefits, and program objectives. The author then summarizes questions, suggestions, and input related to product exposure and improves the product if needed. The last stage is product implementation that has been carried out for two months in the Islamic Faculty of IAIN Pontianak (January-February 2020),

involving all leaders, several lecturers, academic staff, and students in the Islamic Faculty of IAIN Pontianak.

Result and Discussion

The author explains results and findings following guidelines of design and development research procedures and issues existed in the research problem, including:

a. Design and Development Requirements

In this part, the author conveys several important issues related to the development of the English habituation program using ADDE workflow as follows:

1) Analysis

The analysis step's purpose is to explore the possible outcomes of a performance gap (14). The author elaborates the results of research at the analysis stage adopted from the theory of need analysis by Hutchinson & Walter (15) and Robinson (16) as follows:

Table 1
Target needs in steps analysis for the mind map habituation model

Aspects	Target needs
Necessities	1. English language habitual environment 2. Study material 3. Clear and directed rules for habituation in English
Lacks	1. English language skills at the beginner level. 2. Problem skills in speaking 3. Shame 4. Inconsistent 5. There is no enabling environment 6. Lack of motivation 7. Limited vocabulary
Wants	1. Language skills are increasing 2. Can speak English fluently 3. There is a supportive environment 4. Motivation to learn is increasing 5. Self-confidence is increasing

These three aspects are important parts that underlie the fulfillment of the target needs of English language

habituation. Learners understand their shortcomings starting from internal factors and external factors. However, they want

success in English skills, especially speaking skills.

Second, the author analyzes the learning needs of learners by ensuring that the five aspects are detailed as follows:

Table 2
Learning needs in steps analysis for the mind map habituation model

Aspects	Learning needs
Learners	Learners are students in the scope of higher education.
Learning styles	Combination of visual, auditory, and kinesthetic learning.
Language skills	Speaking skills but fulfills the aspects of learning vocabulary, grammar, and listening.
Selecting teaching materials	All English learning materials that support academic and student services are selected.
Setting and time load	Settings can be placed in the Sharia faculty of IAIN Pontianak every hour of service. However, it cannot be done every day. It needs to be determined within one week how many days but routine.

Then, the results of the target and learning needs are presented in the target situation analysis using the theory of Chambers (17) and West (18) with the following details:

Table 3
Target Situation Analysis

Aspects	Target Situation Analysis
Reasons language needed	The needs of the academy, industry, and profession.
Ways language be used	English is used in the classroom and the social interactions of the academic community.
Object for learner use language	The entire academic community, both leaders, educational staff, lecturers, and students, can be objects of learning.
Place for language be used	The Faculty of Sharia in academic and student services as well as English classes.
Time for language be used	Monday and Friday

The author ensures that all interview results have been checked for validity using the member-check technique and data triangulation. The author found the need for English for academic purposes that need to be emphasized in academic and student services in the Faculty of Sharia IAIN Pontianak. The results of this analysis are then continued at the program design stage. The intended program is still at the conceptual stage of design using relevant theories related to learning, language, and habituation.
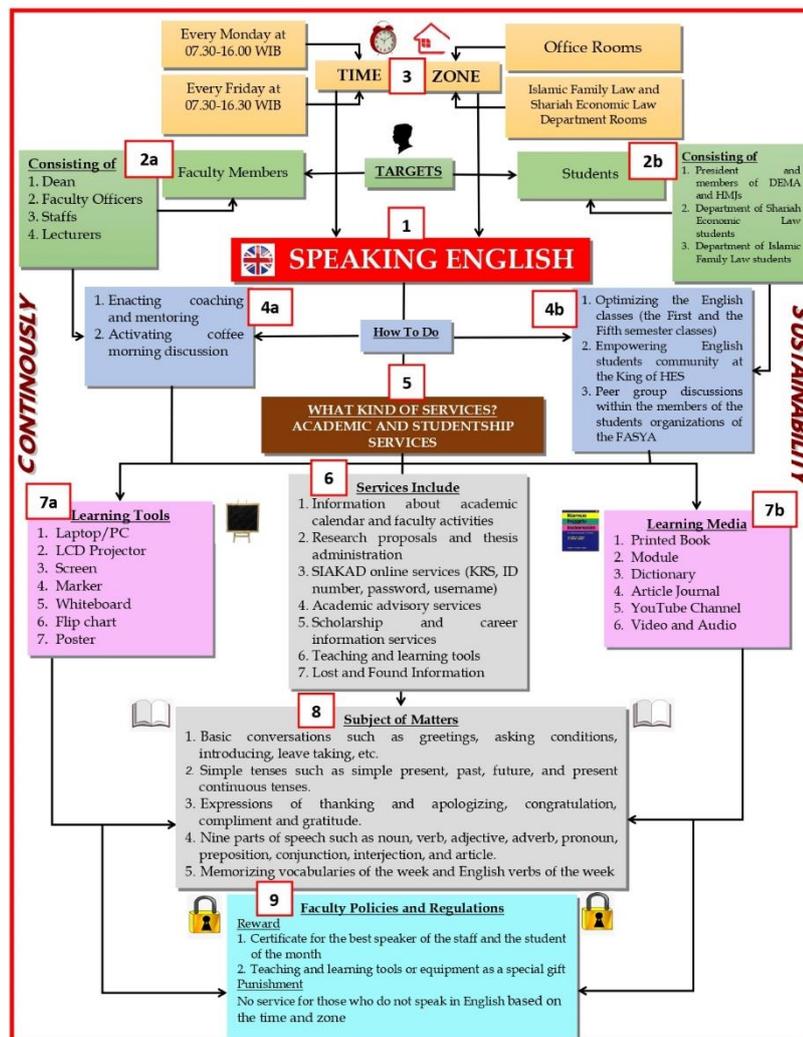
2) Design

The design is known as a systematic process of portraying a blueprint of idea and usually coming up with a solution to problems that occur during in the analysis step (14). The author uses the mind map theory in designing a habituation model in English, Davies (19) and Buzan, T., & Buzan, B. (20) with attention to aspects of connected networks and related concepts; line, colors, pictures, and diagrams use; use keywords; emphasizes in needed keywords, and can be free-form or formal form based

on the creative associations between ideas. Important aspects related to thought ideas that appear in the mind map based on the target situation analysis. This mind map design considers habit-forming elements, namely cues, routines, rewards by Duhigg in Hartman (21), and environmental and social elements of interaction by Carden and Wood (22). The design can be seen in the following figure.

Picture 1:
A Mind Map Model of Academic and Studentship Service Habituation Based on Time Zone in English Language (Ti-ZEL) at the Islamic Faculty of IAIN Pontianak

Source: The Author' Document

Notices of Figure 1:
a) Habituation discourse: Speaking skill (1).
b) Habituation target: Faculty members (2a) and Students (2b).
c) Habituation time and place: twice a week, Monday and Friday in the academic and study program rooms (3).
d) Habituation strategy: coaching, mentoring, discussion, and optimizing both faculty members (4a) and students (4b).
e) Habituation service: all service in academic and studentship affairs (5) consisting of academic calendar and faculty activities, research proposal and thesis administration, online system of

student's registration, academic advisory service, scholarship and career information, teaching-learning equipment, and lost-found information (6).

f) Habituation tool: learning tools (7a) and learning media (7b).

g) Habituation material: basic conversations, simple tenses, several expressions, nine part of speech, and vocabularies building (8).

h) Habituation regulation: reward and punishment in the implementation (9).

3) Develop

The developing phase focuses on the creation of materials as a prototype to attain teaching-learning production processes (14). The author develops a mind map design into the program curriculum. The program curriculum uses four important English-speaking skills, including vocabulary and grammar, without neglecting pronunciation and fluency (23). Curriculum development includes the following items:

Table 4
Developing Curriculum

Aspects	Target Situation Analysis
Reasons language needed	Includes: 1. Curriculum background 2. Learning outcomes 3. Sub learning outcomes 4. Curriculum description 5. Curriculum learning objectives 6. Benefits of Learning Curriculum
Ways language be used	Includes: 1. Learning tools and media 2. Learning approach 3. Learning techniques 4. Enrichment material 5. Bibliography of curriculum learning 6. Learning assessments
Subject and object for learner use language	Includes: 1. Learning objectives 2. Mentor / Coach for the implementation of learning
Place and Time for language be used	Includes: Time and place of implementation

Curriculum development follows a syllabus scheme and a temporary learning plan that fulfills the four aspects mentioned in table 4.

4) Evaluation

The aim of assessment is to shape learning objectives and instructional materials, to make teaching practices easy and practical, and to make the classroom environment safe and open to completing the learning experience (24). The author carries out three stages of evaluation, including:

a) Validation

The term of validation refers to an ensured process to get somehow of expectations by a requirement statement for particular projects from a validator (25). The results of the validation on the mind map can be described as follows. First, there is a need for the availability of enrichment modules or teaching materials. The enrichment teaching materials referred to are included in the way is language be used,

including materials related to academic and student services. With the feedback, the author immediately compiled the simple teaching material that was requested by the validator. The validator approves and ensures that the materials meet the needs.

b) Socialization

The outreach activity resulted from a documented statement of support from the Sharia faculty representatives at IAIN Pontianak. A total of 42 people has signed a statement of support for implementing the Ti-ZEL mind map. Feedback from outreach participants has also been well documented.

Picture 2:
Socialization Product Mind Map of Ti-ZEL at the Sharia Faculty

Source: The Author' Document

The representative students from student's organization in two study programs of the Sharia faculty (Sharia Economic Law and Islamic Family Law) deliver several suggestions that were expected to be realized, namely the use of wall magazines, optimizing the English community, and considerations to increase the time allocation for habituation.

Picture 3:
Students of the Sharia Faculty are giving suggestions for Ti-ZEL program

Source: The Author' Document

c) Product implementation

The implementation took place for two months on Monday and Friday at the Sharia Faculty of IAIN Pontianak. Implementation of implementation was still limited to academic staff, leaders, and English language lecturers. Activities were carried out in simple services related to academic and student services, in-depth coaching of material on basic grammar using the Ti-ZEL curriculum, and

enrichment teaching materials. There were already rewards given to participants in the best implementation. The implementation participants' feedback was that they were happy with the implementation process, but they had to learn from the very basics related to the English language material.

Picture 4:
Product Implementation through Coaching of Ti-ZEL Materials

Source: The Author' Document

From the results and findings of the study, the author conveys several discussions based on the research objectives with the following details: The Sharia Faculty needs an English language habituation practice in which the practice of English language habituation in several prominent Islamic boarding schools or boarding schools in Indonesia is not necessarily following the needs of the Faculty of Sharia IAIN Pontianak. It should be acknowledged that the problem in general in learning English in Indonesia, especially Islamic universities, lies in the very low effectiveness of foreign language learning because the allocation of learning time per study group is not possible to add (26). This must be adjusted to the entire curriculum, the ideals of non-language lessons, and other subjects that are the core courses of the institute and study programs in Islamic higher education. However, the state' expectations for Islamic tertiary institutions' quality is getting higher because it refers to their targets and achievements. Thus, the Sharia Faculty of

IAIN Pontianak needs this habituation mind map as an alternative to the program plans that have been prepared in the Strategic Plan of the Sharia Faculty of IAIN Pontianak. Analysis of the faculty strategic plan contents shows that at least 5% of the work programs for each strategic target refer to the achievement of international competitiveness. The strategic targets that are meant are sequences and derivatives of the vision, mission, and goals of the faculty that must be achieved within five years (2020-2024) on a predetermined baseline. For example, accreditation of "international" at least 1 study program within the faculty; initiation of lecturers to become visiting professors; keynotes speakers/invited speakers/expert staff/editors/reviewer of accredited journals receiving international awards; and international journal publication workshops. Coupled with the standardization of higher education quality which has changed from seven to nine criteria as follows: 1) Vision, Mission, Goals, and Strategies; 2) Governance,

Governance, and Cooperation; 3) Students; 4) Human Resources; 5) Finance, Facilities, and Infrastructure; 6) Education; 7) Research; 8) Community Service; 9) Tri Dharma Outcomes and Outcomes, which as a whole measure the level of achievement and exceeding the National Higher Education Standards and the standards set by each university (2). This standard is output and outcome-oriented, where the quality measurement focuses more on the process, output, and outcome aspects, while the previous instrument measures the input aspect more.

Matters relating to regulations and actions of education service providers are exciting to discuss at this point. Several studies confirm that this support's effect shows a strong correlation to support the achievement of mastery of English (11,27,28). Schools or higher education institutions that implement the Foreign Language program in their learning process can reach the target of going international faster because the management has carefully prepared a plan to achieve it. For example, a bilingual school that applies two languages in its teaching and learning process has a document of cooperation with organizations or agencies both domestic and abroad to support English language habituation programs. Especially for the Faculty of Sharia IAIN Pontianak, the manager has formulated a long-term plan by paying attention to many aspects of education in Islamic tertiary institutions in achieving international targets. The author, in this case, finds the basic needs of English skills in the scope of learners. The ability to speak is a priority in the habituation program. This is reinforced by the argument that the ability to speak in English can become a habit if it is continuously trained and uses strategic methods that suit the learners' needs (29,30).

To support speaking skill as the main leaning discourse, there are some explanations as follow. First, to be a communicative learner, speaking is an active skill of English and a fundamental aspect of communicating. To be more competent and fluency, a learner need to use adequate grammar and terminology, and apply social and cultural norm and value to every language situation (31). This is support what the learners need from English speaking skill. Learners need to encourage worldwide communication whether to achieve the goal in academic purposes and in professional purposes. Second, English skill can be learned by many interested methods and techniques. For example, dialogue, role play, giving opinion, asking question, problem-solving, song, and so on. The mentor can choose comfortably which is more appropriate for the learners. Third, by speaking practice, learners learn more than one skill consisting of pronunciation, grammar, vocabulary, fluency, expression, idiom, and culture regarding the language use (23,29,32). Even, this skill support improvement of learners' confidence regarding to be a public speaker in the small and the large community.

b. Ti-ZEL as the Product of Existing Theory and Practice

The author suggests that the habituation program design required by the Faculty of Sharia IAIN Pontianak adopts a habituation model that considers habit-forming elements, namely cue, routine, and reward (21), then environmental and social elements of interaction (22). The cue means orders, and routine means activity and reward given to those who successfully carry out the habituation program. The second theory added interactions between humans and the environment could encourage new habits. If these five habit elements are connected to learning English, it will be very effective. This is due to the following reasons: speaking in English requires a lot of memorization practice, pronunciation, and vocabulary practice (33). Learners need elements of cue and routine to encourage achievement. Meanwhile, social and environmental interactions are the supporting elements of

the delivery of the message content. The reward is needed if the conversation in English is considered correct in the context of meaning, not in grammar. The goal is that learners do not think learning English is difficult. Paradigm shift through this habit pattern is imperative for this reason that underlies learners' failure to speak English (34). This problem was also found by students who did come from the English department. It is feared that this problem is felt to be much heavier by students from non-English departments. Thus, the author believes a good habit support a successful learning. By formula of a good habit, learners can obtain the best sustainable solution in learning practice (35). When they consistently work hard, they have their own awareness what they supposed to do. There is effortless action like to prompt, chase, or give many advise for them to get specific works because they motivation is growing in the action of successful learning habit.

There is one practice in Pakistan that forced a similar problem in achieving speaking skills. This research examines the relevance of English at the university level, identifying crucial factors that influence English speech, and discussing ideas about how students might improve their own speaking skills was a wonderful experience of collecting statistical knowledge from various universities in Karachi, Pakistan (36). This research recommends a habit program consisted of nine steps to be succeed in speaking English. The program is dominated by some cues, routines, and interactions between humans and their environment. Although there are no rewards and punishments because this is only for an individual program. In relation to this study, the author takes into account to provide a mind map program that more systematic by giving the aspect of reward and wider collaboration and interaction for collective activities. This is also supported by the study of English habit practices in Pare (12) and Brebes (11).

Another practice by a vocational high school in Gorontalo also provided an English pleasure area for improving English speaking. The program used a happy and interesting technique that the author called social and environmental interaction based on the theory of habit-forming. This program had motivated students to use English in a particular area. One of the exciting parts of the habit practice, the teacher invited fellow students and English teachers outside the classroom supported by students who have the ability more in speaking English (32). In accordance with the habit program from Gorontalo, the recommendation for supporting the habit program to recruit English fellow lecturers, however, in the short term, inspiring lecturers could be the most effective way to increase the efficacy of TEFL in non-English departments (37). This way can be imitated for the Ti-ZEL program in future implementation.

c. Ti-ZEL for Long-Term Sustainability Features

The habituation program scheme is necessary for the preparation of a long-term sustainable program. Through the connectivity between the elements of habituation, starting from what, how, who, and where the habituation process is carried out, it will strengthen the cycle that is consciously embedded in the view of education and social change and strengthen this connection why this process should have existed (38). Designing the initial framework for activities is essential as the initial foundation for implementing English language habits. The initial conceptual framework, which is named Ti-ZEL, uses the theory of mind mapping by taking into account the connected network and related concept aspects; line, colors, pictures, and diagrams use; use keywords; emphasizes in needed keywords, and can be free-form or formal form based on the creative associations between ideas. Mind mapping is the graphical representation of text content (19,20). It has been proposed as a

technique to brainstorm and summarize information and a study method (39). Mind mapping allows learners to imagine and explore associations between several concepts (19). This habituation program scheme is expected to be able to answer the need for habituation to speak English in its needs as a language in academic interactions both nationally and internationally.

Habituation requires a challenge to be sustained in a long-term program. Even education is the fundamental aspect of human development; sustainability is going a feature securing in all targets and purposes. Sustainability is the active phase of project' building that not only for maintaining but also creating partnerships, policies, and procedures in becoming a permanent part of the society (40).Then, sustainability for education refers to all levels of whether formal and non-formal education or basic to higher education, for lifelong learning (41). For this habituation, the scheme process for being confident in speaking English depends on the preparation of habituation cycles. Starting from the analysis process, continuing to the design and development, then to the implementation that goes to take an evaluation, recommends a program's readiness and preparedness. Moreover, strengthening the program by policies supported language learning is the best key to the long-term sustainability program's success. Moreover, regarding this pandemic situation, the author should consider developing a set of Ti-ZEL digitalization. Together with the leader of Sharia Faculty, the integration of technology in academic and studentship service is mandatory. This can be a recommendation for an online habituation program regarding the online service for all students.

Conclusion

Some important issues are identified in this work based on the materials developed at the Pontianak State Islamic Institute, especially at the Sharia Faculty, using systematic and comprehensive problem-solving methods. First, a compiling Mind Map Model of Academic and Studentship Service Habituation Based on Time Zone in English Language (Ti-ZEL) has been found at the Islamic Faculty of IAIN Pontianak to the emerging core issues. The invention of this mind map, which has been adjusted to the needs of the Faculty members is advantageous for the institution for its efforts of improving foreign language skills in a comprehensive scope ranging from students, education staff, lecturers, and leaders. This model is expected to be the initial foundation for creative and innovative thinking to strengthen English language habituation in the Faculty of Sharia IAIN Pontianak. So, this Mind Map requires real action from the academic community to increase their English language skills through the application of this mind map according to the predetermined time and zone. The Mind Map Model of Academic and Studentship Service Habituation based on Time Zone in English Language (Ti-ZEL) can be used as a reference to improve the quality of the IAIN Pontianak academic community in general and the Sharia Faculty in general so that they can be more ready to compete in global challenges and need to be tested in a measured manner to impact and effectiveness. In the future, this model can be developed with an online-based design that meets the needs of long-distance habituation due to the Covid-19 pandemic conditions.

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