

The Development of Webbed Model-Based Integration Learning in Improving Arabic Mastery

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Abstract

This study aimed to determine the conditions of learning implementation and develop an integrated Arabic learning model. The research subjects were students of the Department of Arabic Language and Literature, Faculty of Adab and Humanities, Semester 1 (one) and Semester 3 (three), totaling 60 people. A development model was used as the research methodology. The process involved designing and developing an integrated learning model in the field of education after obtaining data from the results of a survey conducted on the subject under study. Based on the facts in the field, it shows that Arabic language learning in the Arabic Language and Literature Department, Faculty of Adab, and Humanities needs to be improved. One way to accomplish this is to develop an integrated learning model that can combine Arabic language knowledge in the learning process so that it is hoped that students will be able to master Arabic language knowledge as a whole. The results of this research can be used as material for consideration as an alternative in efforts to develop an integrated learning model for teaching Arabic.

Keywords: Integration, Learning webbed, Arabic

1. Introduction

The central concept that marks a university lies in the development and transmission of knowledge because this is where knowledge is discovered, maintained, passed on, and applied. The orientation of science in higher education must continue in line with current developments. (Gibbons, et.al., 1994)

In addition, the implementation of education in tertiary institutions occurs through continuous, gradual, and rotating procedures in accordance with the objectives to be achieved, starting from curriculum development, conducting research, and community service. One very important aspect of the process of providing higher education is curriculum development and development. Therefore, it is necessary to look for relevant curriculum development strategies (Hurlimann, et.al. 2013)

In Indonesia, Arabic is one of the foreign languages taught in educational institutions, both formal, such as Madrasah Ibtidaiyah (MI), Madrasah Tsanawiyah (MTs), Madrasah Aliyah (MA), Public High Schools (SMU), and in various universities. Islamic colleges and general universities. Arabic is also taught in non-formal educational institutions such as Islamic boarding schools and other Islamic educational institutions.

However, according to Azyumardi Azra in Barizi (2011), students' mastery of Arabic is generally weak. This weakness stems not only from the failure to teach Arabic, but also because the language teaching methods used are relatively traditional. What is given is not language lessons but lessons about language (linguistics). Language learning activities focus more on memorizing grammatical rules without providing opportunities to use the language either orally or in writing (Richards, 2015; Fithriani, 2018).

Furthermore, to acquire Arabic language skills, namely the ability to listen, read, write, and speak, one needs to learn several language skills (Azhar et al.. 2022). Linguistics, as the basic capital that must be studied to understand Arabic, are as follows:

- a) Nahwu was used to study sentence structure and changes in final characters.
- b) Sharaf was used to study the derivation/bases of words and their changes.
- c) Maharatul Qira'ah, used to master listening and reading skills.
- d) Maharatul Kalam, used to master speaking skills.
- e) Maharatul Kitabah is used to master writing/composing skills.

In teaching Arabic so far we have not found an effective learning model as an effort to improve mastery of the language sciences as a whole, such as Marahatul Qira'ah, Maharatul Kalam, Maharatul Kitabah, Nahwu,

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and Sharaf. All language sciences are interconnected and support each other; therefore, it is necessary to develop an integrated learning model (Villanueva, 2010; Dooly Masats, 2015).

When viewed from the curriculum aspect, especially in higher education, a separate subject learning model (learning based on separate subjects) is developed. The development of this model has implications for students' incomplete mastery of language science. Some students understood *Maharatul Qira'ah* better than *Maharatul Kalam*, or vice versa. This finding has implications for students' relatively different language skills (. 2021). In fact, in general, when teaching a language, it is expected that one will be able to understand language sciences, so that one will have the skills to listen, read, speak, and write according to language rules.

There are two models for learning Arabic language sciences: a separate learning model and an integrated learning model. In the first model, language sciences are taught separately; for example, *Maharatul Qira'ah*, to develop reading skills, is taught as a stand-alone course. *Maharatul Kalam*, which aims to acquire speaking skills, is taught independently. Likewise, other branches of the Arabic language were taught independently. Integrated learning is learning that attempts to combine Arabic language knowledge materials so that it can improve the mastery of Arabic language knowledge in an integrated manner. Integration to comprehensively master Arabic (Almoaiqel 2014).

Based on these reasons, efforts are needed to develop a learning model that can create integration without changing the existing curriculum. This integrated model seeks to combine material between linguistic courses and other language courses conducted in the classroom learning process.

Integrated learning is a teaching and learning process that combines discussion points or emphasizes the relationship of more than one material, both between fields of study and within one field of study, so that students obtain completeness and integration of knowledge, skills, and attitudes (Coyle, 2007). This integrated learning process will enable students to learn actively by exploring and discovering various scientific concepts and principles simultaneously that are holistic, meaningful, and authentic, both individually and in groups.

Integrated learning can also be said to be a teaching and learning approach that involves various fields of study to provide meaningful experiences to students so that they can understand the concepts they learn through direct experience and relate them to other concepts they already understand (Depdikbud, 1996; Depag, 1997).

According to the PGSD development team, the concept of integrated learning is as follows. Integrated learning is a system that allows students, both

individually and in groups, to actively explore and discover scientific concepts and principles in a holistic, meaningful, and authentic manner. This integrated learning is an authentic and exploratory event that participates in the exploration of the topic/theme of the event, and students learn the process and content of various subjects simultaneously (PGSD Development Team, 1996). (2020; Aka et.al. 2023).

Depdikbud (1996) proposed the concept of integrated learning, as follows:

- a) Learning that starts from one particular theme as the center of attention (center interest), which is used to understand other phenomena and concepts, both originating from the field of study and from other fields of study.
- b) A learning approach that connects various fields of study that reflect the real world around and within the child's developmental abilities
- c) A way to develop children's knowledge and skills simultaneously.
- d) Assembling or combining a number of concepts in several different fields of study with the hope that children will learn better and more meaningfully.

In principle, integrated learning is focused on developing students' abilities optimally. Because it requires an active role from students in the learning process,

- a) Pragmated. Integration within a particular discipline by arranging discussion rules.
- b) Connected. Integration within a particular discipline by connecting one topic/unit/concept to the next.
- c) Nested. Integration within a particular discipline broadens the concept of nahasans in learning.
- d) Sequenced. This model teaches one or several courses at one time that have the same material. The topics or units in each course were ranked again to equalize the topic of discussion.
- e) Shared. This model can be implemented by combining two course materials that have the same subject matter in learning; the materials will be delivered in combination.
- f) Webbed. Integration in the form of a thematic approach is the center for the development of each material in various courses.
- g) Theaded. Integration in the form of a curriculum is based on the idea that is a common thread to be developed by various disciplines.
- h) Integrated. Integration starts from the lesson content of each field of study/subject, and then looks for similarities in concepts, skills, and attitudes that want to be developed.
- i) Immersed. Integration focuses on students' activities in developing the topic they choose by examining various disciplines.
- j) Networked. Integration centers on student activities

to develop concepts by looking for what has been developed by experts.

This research discusses the combination of several Arabic language science courses in the learning process as an effort to increase the mastery of Arabic language sciences as a whole, including muthala'ah, muhadatsah, insha, ' nahu, and sharaf. This combination can be classified as a group of integrations among subjects. For this reason, the relevant types of integrated learning used are sequenced, shared, webbed, threaded, or integrated models.

From the above types, a relevant model will be sought or developed to connect Arabic language knowledge with classroom learning. At first glance, the integrated learning model that is suitable for use in Arabic language learning is the webbed model because this model uses a thematic/discourse approach. This model can be expanded to select a discourse that suits students' needs and interests. This model is also not difficult to implement (Fogarty, 1991)

The model-integrated learning-based webbed is thematic learning. This model can be developed using a broader theme that connects networks from various scientific disciplines. For this reason, a teacher who develops this model must design a set of integrated learning plans before teaching it to students so that they gain learning experience, both at school and in the community.

There are several strengths of the webbed model for integrated learning.

- a) Has a motivation factor resulting from selecting themes/discourses of interest
- b) This model is relatively easier to implement for inexperienced teachers
- c) This model makes it easier for teams to plan as inter-subject teams working to develop a theme in all subject content areas
- d) The thematic approach provided a clear umbrella. Which can motivate students
- e) Make it easier for students to see different activities and ideas that are related (Depdikbud, 1996)

In addition to its strengths, this webbed model also has weaknesses:

- a) Have difficulty in determining the theme/discourse
- b) There is a tendency to formulate a theme that is raised so that this is of little use in learning programs.
- c) Teachers are sometimes fixated on a rigid curriculum
- d) In learning, teachers are more focused on activities rather than concept development (Depdikbud, 1996)

Webbed learning models in language learning can be developed through the formulation of discourse, which is used as a center for integrated language science teaching. The formulation of this central theme includes Arabic language science materials taught, such as muthala'ah,

muhadatsah, insha, nahu, and sharaf. Concept of learning Arabic language sciences using the webbed model.

2. Method

This research is directed at developing a model, namely the integrated learning model. The research method used in this study is the research and development method. What is meant by This research and development model is "a process used to develop and validate educational products" (Borg & Gall, 1979). The purpose of this study is to design and develop an integrated learning model in the field of education.

Borg and Gall (1979) suggested ten steps in the research and development process: research, information gathering, Planning, Making an initial model design, preliminary trials, revision of the initial model design, trial of the main product, revision of the main product, operational trials, operational product revisions, dissemination, and distribution.

This research was conducted in the Department of Arabic Language and Literature. There were several reasons taken into consideration when choosing the location for this research, namely: (1) it has been teaching Arabic for a long time, (2) it has adequate lecturers and infrastructure, (3) it teaches Arabic language sciences every semester, and (4) faculty leaders welcomed the implementation of this research.

In developing the model, lecturers and students in the Arabic Language and Literature Department were involved, both in limited and wider trials. The limited trial was attended by 20 second-semester students guided by a lecturer. Meanwhile, the wider trial was attended by 40 fourth-semester students who were guided by two lecturers.

The data collection and analysis techniques used in this study can be explained as follows: 1). Documentary studies were used to collect document data about the curriculum (syllabus, Arabic language lecture units), student background (academic abilities, education), and other written data. 2). Questionnaires were used as data collection tools regarding the responses of curriculum experts, curriculum implementers (lecturers), and students to the integrated learning model being developed. 3) Interviews, used as a qualitative data collection tool to deepen the data obtained from the questionnaire and various problems faced in implementing the curriculum. 4) Observation, used to explore lecturers' abilities, environmental conditions, and existing facilities. 5) Tests used to obtain data on student learning outcomes.

Preliminary study data that have been collected through various data collection tools will be processed and analyzed with in-depth studies and looking at trends to obtain an overview of curriculum design and Arabic language science activities, lecturers' abilities and the

problems they face in implementing the curriculum, and student activities in the process. teaching and learning as well as the use of facilities and the environment.

In limited trials, data analysis was carried out using a qualitative approach to evaluate the implementation process, whereas in wider trials, a comparative analysis of pre- and post-tests was carried out. The results of the trial were used as a basis for revising the model so that an integrated learning model was found to be suitable for learning Arabic at Islamic higher education institutions.

3. Results and Discussion

The webbed model of integrated learning is a type of learning that can be developed in Arabic language courses in addition to other models in the context of developing the Arabic language curriculum in higher education. This model is thematic in nature, and is developed through a theme/discourse by connecting it with various Arabic language sciences.

This integrated model in Arabic language learning can be developed through the formulation of discourse, which is used as a center in teaching linguistics as a whole.

There are several steps to preparing an integrated learning model, including planning, implementation, and culmination (Akib et al., 2020). Activities to develop integrated learning models are carried out through planning, implementation, and assessment (Hamalik, 1993).

1. Preliminary Model Preparation

The initial preparation of this integrated learning model was developed by modifying the syllabus, which was used as a reference for learning Arabic. This is because the applicable syllabus is prepared separately, according to the language being taught.

After conducting theoretical studies and field observations, an initial form of an integrated learning model was prepared, which included material/discourse, objectives to be achieved, learning media, learning strategies, and evaluation.

Before the model was initially tried in teaching and learning activities in the classroom, several discussions were held with curriculum experts and teaching lecturers, and the initial design of the model that had been prepared was submitted to curriculum experts and implementing lecturers for assessment, so that in the end, an initial form of the model was found to be feasible. to be tested in class.

2. Model Implementation

After the initial form of the model was prepared and deemed suitable for testing, the next activity was tested in the classroom teaching and learning process. The trial activities were carried out in two stages, namely a limited trial and a more extensive trial, each of which was carried out in three meetings, so that in the end they found an integrated learning model that was considered suitable for learning Arabic in tertiary institutions.

In the first discussion topic trial, the teaching and learning processes did not run as expected. Lecturers still seem rigid in developing integrated models because they are influenced by previous teaching habits. Likewise, students have not been able to master optimally integrated language science materials, perhaps because the integrated model still feels foreign to them.

After revisions were made through a detailed explanation of the learning steps, in the trial of the next discussion topics (discussion topic one to discussion topic four), there was significant progress; students and lecturers seemed able to adapt to the learning model developed, although there were still problems that needed to be improved, such as students not being very serious about taking lectures, discussions still dominated by lecturers, and some students did not dare to express their opinions.

Furthermore, in the trial of discussion topic five and discussion topic six, the teaching and learning activities went as expected; the discussion activities were quite interesting, dominated by students, and most students were able to understand the language science material being studied. To make it easier to understand the results of the trial of discussion topics one to the trial of discussion topic six, they can be depicted in the **Picture 1**.

TRIAL TOPIC DISCUSSION
a. Discourse / material entitled: Umar bin Khatab
b. Integrated linguistics: Nahwu and Sharaf. Maharatul Qira'ah, Maharatul Kalam, Maharatul Kitabah
c. Objective :
1) Students are able to read, speak and write Arabic using the words <i>mufrad</i> , <i>mutsanna</i> and <i>jama'</i> .
2) Students are able to differentiate between the words <i>mufrad</i> , <i>mutsanna</i> and <i>jama'</i> which are found in nouns (<i>isim</i>), verbs (<i>fi'il</i>) and prepositions (<i>huruf</i>).
d. Learning strategies :
1) Introduction to the lecture: The lecturer explains the general description of the discourse, objectives and procedures for lecture activities.
2) Lecture activities:
a) Students read and translate the discourse.
b) Students speak and write in Arabic which includes the words <i>mufrad</i> , <i>mutsanna</i> and <i>jama'</i>
c) Students discuss the words <i>mufrad</i> , <i>mutsanna</i> and <i>jama'</i> contained in the discourse.
d) The lecturer explains words and sentence structures that students do not understand, supervises discussion activities and conducts evaluations.
3) Closing the lecture: the lecturer draws conclusions, gives final tests and homework.
e. Evaluation and Revision:
1) Evaluation:
a) Lecturers are still rigid in implementing these teaching steps.
b) Students have not been able to master the material optimally.
2) Revision:
a) Before implementing the model, it is necessary to hold a discussion with the implementing lecturer.
b) Share discussion groups.
c) Explain the learning steps in detail.

Picture 1. Trial Topic Discussion

3. Model Assessment and Refinement

a. Model Assessment

The assessment developed is an assessment of the model form, the process of implementing the model, and the learning outcomes. Assessment of the model form was carried out by submitting the draft model that was prepared to curriculum experts and implementing lecturers for assessment. The assessment of the process is carried out through observation, while the assessment of learning outcomes is carried out through learning outcome tests. Table 1 presents the results of this assessment.

Table 1. Result of Model Assessment

No	Assessment Components	Percentage (%)			
		4	3	2	1
1	Discourse/Material	67	33		
2	Objective	67	33		
3	Learning Strategies	56	44		
4	Instructional Media	50	33	17	
5	Evaluation	50	33	17	

Information:

- 4 = very appropriate/clear/complete
- 3 = appropriate/clear/complete
- 2 = quite appropriate/clear/complete
- 1 = not appropriate/clear/complete

During each trial, the topic of discussion experienced improvement and progress; both learning strategies, learning media, and evaluation and improvement activities are shown in **Table 2**.

Table 2. Model Implementation Assessment Result

No	Components	Average per topic					
		1	2	3	4	5	6
1	Learning Strategies	2,2	2,5	3,1	3,5	3,7	3,8
2	Instructional Media	2,5	2,6	3,1	3,4	3,6	3,8
3	Evaluation & Improvement	2,2	2,5	2,9	3,3	3,6	3,8

Information

- 3,1-4 = very appropriate/clear/complete
- 2,1-3 = appropriate/clear/complete
- 1,1-2 = quite appropriate/clear/complete
- 0-1 = not appropriate/clear/complete

Table 2 illustrates that, during each trial, the topic of discussion experienced improvement and progress, learning strategies, learning media, and evaluation and improvement activities.

The results of the learning outcome assessment are presented in **Table 3**.

Table 3. Learning Outcome Assessment Results

No	Assessment Components	Average		
		Initial Test	Final Test	Acquisition
1	Maharah Qira'ah	58	79	21
2	Nahwu	64,3	83	18,67
3	Sharaf	56,3	80,9	24,34
4	Maharah Kalam	51,7	78,7	27
5	Maharah Kitabah	52,3	79,7	27,3
	Average	56,5	80,2	23,7

Based on the table above, it can be seen that there is an increase in the final test results when compared to the initial test results, with an average gain = 23.67. Thus, it can be said that there has been an increase in the acquisition of mastery of Arabic language knowledge after implementing the integrated learning model in Arabic language learning at Islamic universities.

b. Model Refinement

After a limited and wider trial, it seems that there were not many changes or improvements to the initial

integrated learning model that was developed. This may have occurred because before the model was initially tried, several changes were made after discussions with curriculum and teaching experts and lecturers who were considered experienced in Arabic language learning, and an initial form of the model was proposed to them for assessment and suggestions for improvement.

There are several improvements to the integrated learning model that have been carried out after the trials were held, namely, the teaching methods used in integrated learning are the direct, translation, grammar, discussion, and assignment methods. Improvements made to the learning process include, among other things, lecturers needing to share student discussion groups and conduct evaluations during the teaching and learning process. Likewise, students need to read other relevant Arabic books in addition to understanding their vocabulary through an Arabic dictionary. For more details, the refinement of the model is described in the final form of the model in **Figure 2**.

Final Form of Arabic Language Integrated Learning Model
a. Discourse / material: in accordance with the curriculum / syllabus and includes developed language science material.
b. Integrated linguistics: Nahwu and Sharaf. Maharatul Qira'ah, Maharatul Kalam, Maharatul Kitabah Purpose:
1) Students are able to read, speak and write Arabic well and correctly.
2) Students are able to understand language rules well and correctly
c. Teaching methods: direct method, reading, translation, grammar, discussion and giving assignments.
d. Learning strategies :
1) Introduction to lectures:
a) The lecturer explains the general description of the discourse, learning objectives and procedures for lecture activities.
b) Lecturer divides student discussion groups (if necessary)
2) Lecture activities:
a) Students read and write in Arabic according to the discourse. To read and translate you need to understand vocabulary, nahu and sharaf.
b) Students speak and write in Arabic according to the discourse. To speak and write you also need to understand vocabulary, nahu and sharaf.
c) Students discuss the words or sentences contained in the discourse according to the linguistics subject being studied.
d) The lecturer explains the meaning of words and sentence structures that students do not understand, supervises discussion activities and conducts evaluations during the teaching and learning process.
3) Closing the lecture: the lecturer draws conclusions, gives a final test and homework.
e. Learning media: reading texts, Arabic books, dictionaries and worksheets.
f. Evaluation: oral test, written test and observation.

Picture 2. Final Form of Arabic Language Integrated Learning Model

The integrated learning model developed in this study is based on a thematic approach in which learning materials are designed through discourse that connects various aspects of the Arabic language sciences. This model was developed in three main stages: planning, implementation, and assessment. In the initial phase, the syllabus was modified based on theoretical studies and field observations. This process involved discussions with curriculum experts and lecturers to draft an initial

model deemed feasible for classroom testing. As stated in the article, "After conducting theoretical studies and field observations, an initial form of integrated learning model was prepared which includes: material/discourse, objectives to be achieved, learning media, learning strategies and evaluation" (Akib, 2020).

During the implementation phase, the model was tested in two stages, a limited trial and a broader trial, each conducted over three sessions. The initial trial faced several challenges, as lecturers found it difficult to implement the integrated model because of their familiarity with the traditional teaching methods. Similarly, students struggled to grasp integrated linguistic concepts as this approach was unfamiliar to them. This study noted that "Lecturers still seem rigid in developing integrated models because they are influenced by previous teaching habits. Likewise, students have not been able to master optimally integrated language science materials." However, after the revisions and clearer explanations of the learning steps, significant progress was observed. By the later trial stages, students became more engaged in discussions and learning activities proceeded as expected. "In the trial of discussion topic five and discussion topic six, the teaching and learning activities went as expected, the discussion activities were quite interesting, dominated by students, and most students were able to understand the language science material being studied".

The assessment of the model focused on three key aspects: the model design, implementation process, and learning outcomes. Curriculum experts and lecturers provided feedback on the model's structure, and observations and learning outcome tests were used to evaluate its effectiveness. The results indicated a clear improvement in students' Arabic language proficiency. The study highlighted that "Based on the table above, it can be seen that there is an increase in the final test results when compared to the initial test results, with an average gain = 23.67". This suggests that the integrated learning model significantly contributed to the students' mastery of Arabic language knowledge.

After the trials, only minor refinements were needed, as earlier discussions with experts addressed potential issues. The main improvements focused on enhancing teaching methods, including direct, translation, grammar, discussion, and assignment methods. Additionally, adjustments were made to improve the learning process, such as "lecturers needing to share student discussion groups and conduct evaluations during the teaching and learning processes. Likewise, students need to read other relevant Arabic books in addition to understanding their vocabulary through an Arabic dictionary". With these refinements, the integrated learning model has become more effective in supporting Arabic language learning at Islamic universities.

4. Conclusion

The development of an integrated learning model for Arabic language learning began by modifying the existing syllabus to create a more cohesive approach. This modification was necessary because the standard syllabus was designed separately for the different aspects of language science. After conducting theoretical studies and field observations, an initial model was developed that incorporated the materials, objectives, media, strategies, and evaluation methods. To ensure feasibility, discussions were held with curriculum experts and lecturers before testing the model in the classroom. Their feedback helped to refine the initial design before implementation.

The model was then tested in two phases, a limited trial and a more extensive trial, each conducted over three sessions. Initially, the teaching and learning process faced challenges as lecturers found it difficult to adapt to the integrated model because of their previous teaching habits. Students also struggled to grasp integrated language science concepts as the new approach was unfamiliar. However, after revisions that provided clearer learning steps, both lecturers and students showed significant improvement. By the later trial stages, student participation increased, discussions became more interactive, and teaching-learning activities aligned with intended outcomes.

To assess the effectiveness of the model, evaluations were conducted on its structure, implementation process, and learning outcomes. Curriculum experts and lecturers reviewed the model, observations were made during classroom sessions, and students' learning outcomes were analyzed through tests. Because several refinements had already been made before the trials, only minor adjustments were necessary. These included incorporating various teaching methods, such as the direct method, translation, grammar, discussion, and assignments. Additionally, lecturers were encouraged to organize structured student discussions and conduct continuous evaluations, while students were advised to enhance their learning by reading additional Arabic resources. Ultimately, the integrated learning model proved to be effective in improving Arabic language learning in higher education.

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