

# DEVELOPMENT OF WEBBED MODEL-BASED INTEGRATION LEARNING IN IMPROVING ARABIC MASTERY

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**Abstract** -This research aims to determine the conditions for implementing Arabic language learning in the Department of Arabic Language and Literature at the Faculty of Adab and Humanities, and wants to try to develop an integrated learning model for the teaching and learning process in the classroom in an effort to improve mastery of Arabic language sciences. The research objects were 60 students from the Department of Arabic Language and Literature at the Faculty of Adab and Humanities, semester 1 (one) and semester 3 (three). The research method used in this research was the research and development method. The process carried out in this research is to design and develop an integrated learning model in the field of education, after obtaining descriptions and data from the results of surveys conducted on the objects studied. Based on the reality in the field, it shows that Arabic language learning in the Arabic Language and Literature Department at the Faculty of Adab and Humanities needs to be improved. One way that can be done is to develop an integrated learning model that can combine Arabic language knowledge in the learning process, so that students are expected to be able to master Arabic language knowledge thoroughly. We hope that the results of this research can be used as input for consideration. as an alternative in an effort to develop an integrated learning model in teaching Arabic.

**Keywords** : Integration Learning Webbed, Improving Language Mastery Arabic

## 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 to be in line with current developments. In addition, the implementation of education in tertiary institutions takes place through continuous, gradual and rotating procedures in accordance with the objectives to be achieved; starting from curriculum development, conducting research, to community service. One very important thing in the process of providing higher education is curriculum development and development. For this reason, it is necessary to look for relevant curriculum development strategy concepts.

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 (1998:126), students' mastery of Arabic is generally very weak. This weakness not only stems from the failure of teaching 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.

Furthermore, to acquire Arabic language skills, namely the ability to listen, read, write and speak, you need to learn several language skills. Linguistics as the basic capital that must be studied in understanding Arabic are as follows:

1. Nahwu, used to study sentence structure and changes in final characters.
2. Sharaf, used to study the derivation/base of words and their changes.
3. Maharatul Qira'ah, used to master listening and reading skills.
4. Maharatul Kalam, used to master speaking skills.
5. 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, and Sharaf. All language sciences are interconnected and support each other, so it is necessary to develop an integrated learning model.

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

There are two models of learning Arabic language sciences, namely the separate learning model and the 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 Arabic language are also taught independently. Integrated learning is learning that tries to combine Arabic language knowledge materials, so that it can improve mastery of Arabic language knowledge in an integrated manner. Integration in order to comprehensively master Arabic.

Based on the reasons above, 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 linguistics courses and other language courses carried out in the classroom learning process.

## LITERATURE REVIEW

### 1. Integrated Learning Concept

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. Through this integrated learning process, it 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 can relate them to other concepts they already understand (Depdikbud, 1996 : 5).

According to the PGSD development team, the concept of integrated learning is explained as follows: Basically, integrated learning is a learning 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 by participating in the exploration of the topic/theme of the event, students learn the process and content of various subjects simultaneously (PGSD Development Team 1996: 3).

Depdikbud (1996:6) puts forward 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 concerned 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 general, integrated learning is in principle 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 with the next topic.
- c. Nested. Integration within a particular discipline by broadening the concept of nahasan in learning.

- d. Sequenced. This model teaches one or several courses at one time that have the same material. Topics or units in each course are 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 material will be delivered combined.
- f. Webbed. Integration in the form of a thematic approach as the center for the development of each material in various courses.
- g. Theaded. Integration in the form of a curriculum, which is based on an idea which is a common thread to be developed by various disciplines.
- h. Integrated. Integration starts from the lesson content of each field of study/subject, then looking for similarities in concepts, skills and attitudes that want to be developed.
- i. Immersed. Integration that focuses on students' activities in developing the topic they choose by looking at various disciplines.
- j. Networked. Integration that 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 mastery of Arabic language sciences as a whole, including muthala'ah, muhadatsah, insha', nahu and sharaf. This combination can be classified into a group of integration between subjects. For this reason, the relevant type of integrated learning used is one of the sequenced, shared, webbed, threaded, or integrated models.

From the types above, a relevant model will be sought or developed in connecting Arabic language knowledge in 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 in selecting discourse that suits students' needs and interests. This model is also not difficult to implement (Fogarty, 1991:77)

## **2. Integrated Learning Model based Webbed**

model integrated learning based Webbed is thematic learning. This model can be developed through 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 of integrated learning, including:

- 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 provides clear umbrellas. Which can motivate students
- e. Make it easier for students to see different activities and ideas that are related (Depdikbud, 1996:17-18)
- f. Besides its strengths, this webbed model also has weaknesses, namely:
- g. Have difficulty in determining the theme/discourse
- h. There is a tendency to formulate a theme that is raised, so that this is of little use in learning programs.
- i. Teachers are sometimes fixated on a rigid curriculum
- j. In learning, teachers are more focused on activities rather than concept development (Depdikbud, 1996: 18)

The development of 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. The concept of learning Arabic language sciences using the webbed model

## **METHODOLOGY**

This research is directed at developing a model, namely the integrated learning model. The research method that will be used in this research 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 (1979:624)). The process carried out in this research is to design and develop an integrated learning model in the field of education.

Borg & Gall (1979:626) suggested 10 steps in the research and development process, namely: 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 carried out at the Department of Arabic Language and Literature. There were several reasons taken into consideration for choosing the location for this research, namely: (1) it has been teaching Arabic for a long time; (2) have adequate lecturers and infrastructure; (3) teaching 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 trials and in wider trials. The limited trial was attended by 20 second semester students, who were 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 carried out in this research can be explained as follows: 1). Documentary studies are used to collect document data about the curriculum (syllabus, Arabic language lecture units) and student background (academic abilities, education) and other written data. 2). Questionnaires, used as a data collection tool 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 about student learning outcomes.

Preliminary study data that has been collected through various data collection tools will be processed and analyzed with in-depth studies and looking at trends, so that an overview of curriculum design and Arabic language science activities is obtained, lecturers' abilities and the problems they face in implementing the curriculum, 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 in order to evaluate the implementation process, while in wider trials 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 that was suitable for learning Arabic at Islamic higher education institutions.

### **3. Integrated Learning Model Planning**

According to Hamalik (1989:71), the concept of integrated learning includes: planning, implementation and assessment. Furthermore, the Ministry of Education and Culture (1996:16) stated that the webbed model integrated learning process includes the stages: planning, implementation and culmination. For more details, these stages can be seen in the following chart:

Furthermore, the steps for integrated learning using a variety of webbeds in Arabic language courses can be carried out through the following stages:

#### **a. Planning Stage**

1. Arabic language lecturers together with researchers develop concepts and abilities that students must have in each subject of Arabic language courses which include: nahwu, sharaf, muthala'ah, muhadatsah and insha' in accordance with the applicable syllabus.
2. Arabic language lecturers together with researchers determine and compile discourse that is appropriate to the material of each Arabic language course they wish to teach.
3. Arabic language lecturers together with researchers prepare an integrated learning plan, which includes: objectives, materials, learning process and evaluation.

## b. Implementation Stage

At this stage, Arabic language lecturers carry out teaching and learning activities in accordance with an integrated learning design, which includes:

1. Carry out an initial oral or written test
2. hold apperception
3. convey the learning theme
4. hold a discussion
5. carry out an evaluation

## c. Culmination Stage

This stage displays the results and integrated learning process at each learning meeting. At this stage, the Arabic lecturer and researchers identify various problems that arise at each meeting and discuss and look for alternative solutions, which will be used as input to improve the integrated learning design and its implementation at the next meeting. And at this stage an evaluation is also carried out through tests, to determine the student's ability or absorption capacity. In general, webbed integrated learning has the same principles as other integrated learning, only in this model it is necessary to determine a central theme.

The steps that need to be implemented are: (1) determining or selecting a central theme/discourse; (2) identifying the concepts to be discussed; (3) selecting appropriate learning activities; (4) preparing a systematic schedule of activities. Determining the central theme/discourse is done based on the needs and interests of students and lecturers, actual events that are important at that time, referring to the curriculum, and even referring to the needs of society. The central theme developed is more oriented to the environment or problems faced by the community where the students are (Collins and Dixon, 1991: 8)

Likewise, determining the central theme/discourse can be discussed with lecturers or experts, even with students and it also needs to be discussed with the principal/dean who is appropriate to the subject being studied. Therefore, selecting and determining the central theme/discourse needs to involve various parties, especially competent parties who can provide various input, so that the central theme is relevant to the materials taught in an integrated manner.

In planning webbed integrated learning, there are several things that must be considered, namely: identifying a topic, developing interpretations related to the topic, identifying learning materials, and designing learning activities that will be implemented. This is in accordance with the opinion of Raka Joni (1995), namely that in designing thematic integrated learning, follow the following steps; (1) conducting an exploration of the central

theme/discourse through brainstorming; (2) determining themes based on the results of analysis and synthesis, and (3) developing sub-sub themes based on the results of analysis and synthesis. Next, the integrated learning steps include: (1) gathering information; (2) information processing.

One of the approaches used in integrated learning is the inquiry approach. Collins and Dixon in their book entitled *Integrated Learning* say that integrated learning is based on an inquiry approach, where students are involved in planning, exploring and sharing learning ideas. Students are always encouraged to work in cooperative groups and be responsive to their learning. They become the authorities and can always realize their own interests according to the learning topics in class.

The main objectives of topic development are: (1) to prepare students with working tools to create their inquiries independently; (2) to help students learn how to plan and involve themselves in using varied sources; and (3) to encourage students to share their ideas and knowledge.

Furthermore, Collins and Dixon give an example: in the language curriculum a sequence of subsequent sessions is required which is part of the rotation of class activities, as in the following program:

- a. Students read paper.
- b. Students read the paper by sharing (using large books or various photocopies of small books).
- c. Students read individually (at home and at school).
- d. Students read in groups and respond to literature (various photocopies of various titles presented to them).
- e. The teacher makes sentence models.
- f. Students in class groups make sentence fragments.
- g. Students compose sentences individually.
- h. The teacher gives students the opportunity to discuss one-on-one or in small groups, and present orally in front of other students

There are several factors that influence the selection of appropriate topics, namely:

- a. Student interests
- b. Lecturers' interests and student needs are addressed in the form of collaboration with them
- c. Annual time conditions, including weather and special events
- d. Knowledge or topics that are prioritized in the past year
- e. School curriculum and societal expectations
- f. Availability of sources, such as: books, films, tapes, people, and the possibility of implementing them.



## **RESULT AND DISCUSSION**

The webbed model of integrated learning is one 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, which is developed through a theme/discourse by connecting it with various Arabic language sciences.

The development of 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 in preparing an integrated learning model including: planning, implementation and culmination (Depdikbud 1996: 16). Meanwhile, activities to develop integrated learning models are carried out through planning, implementation and assessment (Hamalik, 1989: 71).

### **1. Preliminary Model Preparation**

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

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.

Before the model was initially tried out 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 which was considered feasible. to be tested in class.

### **2. Model Implementation**

After the initial form of the model is prepared and deemed suitable for testing, the next activity is tested in the teaching and learning process in the classroom. 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 process did not run as expected. Lecturers still seem rigid in developing integrated models, because they are still influenced by previous teaching habits. Likewise, students have not been able to master language science material that is integrated optimally, 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 things that need to be improved, such as students not being very serious about taking lectures, discussions are still dominated by lecturers and some students do 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 following table:

<b>TRIAL TOPIC DISCUSSION</b>
<p>a. Discourse / material entitled: Umar bin Khatab</p> <p>b. Integrated linguistics: Nahwu and Sharaf. Maharatul Qira'ah, Maharatul Kalam, Maharatul Kitabah</p> <p>c. Objective :</p> <p>1) Students are able to read, speak and write Arabic using the words mufrad, mutsanna and jama'.</p> <p>2) Students are able to differentiate between the words mufrad, mutsanna and jama' which are found in nouns (isim), verbs (fi'il) and prepositions (huruf).</p> <p>d. Learning strategies :</p> <p>1) Introduction to the lecture: The lecturer explains the general description of the discourse, objectives and procedures for lecture activities.</p> <p>2) Lecture activities:</p> <p>a) Students read and translate the discourse.</p>

## **TRIAL TOPIC DISCUSSION**

b) Students speak and write in Arabic which includes the words mufrad, mutsanna and jama'

c) Students discuss the words mufrad, mutsanna and jama' 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.

### 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 learning outcomes. Assessment of the model form is carried out by submitting the draft model that has been prepared to curriculum experts and implementing lecturers for assessment. Assessment of the process is carried out through observation, while assessment of learning outcomes is carried out through learning outcomes tests. The results of this assessment can be briefly described in the following table:

#### Design Assessment Results

No	Assessment Components	Persentase			
		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	-

4 = very appropriate/clear/complete

2 = not appropriate/clear/complete

3 = quite appropriate/clear/complete

1 = not appropriate/clear/complete

#### Model Implementation Assessment Results

No	Komponen yang dinilai	Rata-rata					
		Topik bahasan					
		1	2	3	4	5	6
1	Learning strategies	2,20	2,50	3,13	3,50	3,67	3,82
2	Instructional Media	2,46	2,63	3,10	3,42	3,62	3,83
3	Evaluation and improvement	2,23	2,46	2,93	3,35	3,62	3,80

4 = very appropriate/clear/complete

2 = not appropriate/clear/complete

3 = quite appropriate/clear/complete

1 = not appropriate/clear/complete

The table above illustrates that during each trial the topic of discussion experienced improvement and progress, both learning strategies, learning media, as well as evaluation and improvement activities.

#### Learning Outcome Assessment Results

No	Components to be assessed	Average		Acquisition
		Initial Test	Final Test	
1	M. Qira'ah	58,00	79,00	21,00
2	Nahwu	64,33	83,00	18,67
3	Sharaf	56,33	80,87	24,34
4	M. Kalam	51,67	78,67	27,00
5	M. Kitabah	52,33	79,67	27,34
Rata-rata		56,53	80,20	23,67

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 was held, it seems that there were not many changes or improvements to the initial integrated learning model that was developed. This may have

happened because before the model was initially tried out, several changes had been 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 trials were held, namely the teaching methods used in integrated learning are the direct method, translation method, grammar method, discussion method and assignment method. 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, besides understanding vocabulary through an Arabic dictionary. For more details, the refinement of the model can be described in the final form of the model in the following table:

Final Form of Arabic Language Integrated Learning Model
<p>a. Discourse / material: in accordance with the curriculum / syllabus and includes developed language science material.</p> <p>b. Integrated linguistics: Nahwu and Sharaf. Maharatul Qira'ah, Maharatul Kalam, Maharatul Kitabah Purpose:</p> <p>1) Students are able to read, speak and write Arabic well and correctly.</p> <p>2) Students are able to understand language rules well and correctly</p> <p>c. Teaching methods: direct method, reading, translation, grammar, discussion and giving assignments.</p> <p>d. Learning strategies :</p> <p>1) Introduction to lectures:</p> <p>a) The lecturer explains the general description of the discourse, learning objectives and procedures for lecture activities.</p> <p>b) Lecturer divides student discussion groups (if necessary)</p> <p>2) Lecture activities:</p> <p>a) Students read and write in Arabic according to the discourse. To read and translate you need to understand vocabulary, nahu and sharaf.</p>

### Final Form of Arabic Language Integrated Learning Model

- 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.

## CONCLUSION

### 1. Preliminary Model Preparation

The initial preparation of this integrated learning model was developed by modifying the syllabus which is used as a reference in learning Arabic. This is done because the applicable syllabus is prepared separately according to the language science being taught. After conducting theoretical studies and field observations, an initial form of integrated learning model is prepared which includes: material/discourse, objectives to be achieved, learning media, strategies learning and evaluation.

Before the model was initially tried out 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 which was considered feasible. to be tested in class.

### 2. Model Implementation

After the initial form of the model is prepared and deemed suitable for testing, the next activity is tested in the teaching and learning process in the classroom. 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 process did not run as expected. Lecturers still seem rigid in developing integrated models, because they are still influenced by previous teaching habits. Likewise, students have not been able to master language science material that is integrated optimally, perhaps because the integrated model still feels foreign to them.

After revisions were carried out 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 things that need to be improved, such as students not being very serious about taking lectures, discussions are still dominated by lecturers and some students do not dare to express their opinions.

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