Integration of Four Language Skills in Arabic Language Learning

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Abstract: This article discussed Arabic language learning integration skills in Arabic Language Education at UIN Sunan Ampel Surabaya. This research was a form of commitment to the quality of Arabic language education. Besides, it was prominent research to ensure the relevance of the curriculum and the effectiveness of Arabic language learning in the Arabic department at UIN Sunan Ampel. Moreover, this research aimed to improve educational programs and learning strategies that are more suitable to students' needs in facing the challenges of an increasingly complex era. A qualitative approach was used with observation, interviews and documentation with data sources from informants consisting of study program heads, school principals, Arabic teachers and PLP 2 program students as well as written documents related to the integration of four language skills in learning Arabic. The results of this research indicated that the comprehensive integration of the four language skills in the Arabic curriculum as stipulated in the *madrasah* independent curriculum provided significant potential for improving students' communication skills in Arabic as a global communication tool.

Introduction

Arabic language instruction encompasses a comprehensive approach aimed at developing both grammatical and conversational proficiency. Grammatical skills, including *Nahwu* and *Sharaf* are emphasized alongside communication abilities such as listening, speaking, reading, and writing.[1] These four skills are interconnected and essential for learning Arabic. Language learning, according to Leonard Bloomfield's theory, which is expanded by Skinner, has similarities with the formation of other habits

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[1] Suci Ramadhanti Febriani and Anasruddin Anasruddin, "Technology for Four Skills Arabic in the Era Emergency of Covid-19 in Indonesia," *Ta'lim Al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab & Kebahasaaraban* 4, no. 1 (2020): 1–11.

that use stimulus-response (S-R) and reinforcement[2] language, according to experts, is learned by hearing, imitation, reinforcement, and repetition, becoming a habit that may be utilized in everyday life.[3]

Listening and speaking abilities should be integrated first, followed by reading and writing. The combination of these four Arabic language abilities namely listening, speaking, reading, and writing build a unity. This method addresses frequent issues in Arabic language acquisition, such as an emphasis on grammar structures, reading, and writing without adequate attention to listening and speaking abilities. In the context of Arabic language learning, listening skills play a central role in improving language proficiency.[4] Intensive practice in listening skills has a major impact on comprehension and absorption of knowledge.[5] Two practice approaches that have proven effective are: First, through the utilization of electronic media such as television, radio, and mobile phones to improve listening skill.[6] Second, *talkhis magza* approach encourages students to summarize stories and understand their moral messages, through analysis using question words (*istifham*).[7]

The significance of teaching listening skills in Arabic language acquisition includes increasing students' interest in understanding sounds, as well as the use of dialogs and assessments to increase comprehension.[8] The fit of auditory content to the characteristics of the pupils, early repetition, and the incorporation of acceptable media all play important roles.[9] Teachers that have a thorough awareness of their students and

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[2] Anik Astuti and Widyashanti Kunthara Anindita, "An Analysis of Verbal and Non-Verbal Communication Capability of One Autistic Sufferers at Sedayu," *Translation and Linguistics (Transling)* 2, no. 3 (2022): 140–148.

[3] Muna Nabila Amatullah and Novi Kusumaningrum, "Pendekatan Keterampilan dalam Pembelajaran Bahasa Arab," *An Nabighoh* 22, no. 2 (2020): 231–242.

[4] Baiq Tuhfatul Unsi, "Integration In the Curriculum of Teaching the Arabic Language (In Terms of Goals and Materials)," *Journal of Arabic Language Teaching* 1, no. 2 (2021): 161-182.

[5] Sabah Mohammed Hassan, Mona Hegazi, and Rasha Al-Kassaby, "The Effect of Intensive Auditory Training on Auditory Skills and on Speech Intelligibility of Prelingual Cochlear Implanted Adolescents and Adults," *Egyptian Journal of Ear, Nose, Throat and Allied Sciences* 14, no. 3 (2013): 201–6..

[6] Rahma Dianti And Yunani Atmanegara, "The Implementation of ICT-Integrated ELT Across Curriculum 2013 in Senior High Schools in Palembang," *English Community Journal* 2, no. 2 (2019): 217–226.

[7] Ayu Desrani and Dzaki Aflah Zamani, "Pengembangan Kurikulum Pembelajaran Bahasa Arab di Masa Pandemi Covid-19," *Jurnal Alfazuna: Jurnal Pembelajaran Bahasa Arab dan Kebahasaaraban* 5, no. 2 (2021): 214–234.

[8] Muspika Hendri, "Pembelajaran Keterampilan Berbicara Bahasa Arab Melalui Pendekatan Komunkatif," *Potensia: Jurnal Kependidikan Islam* 3, no. 2 (2017): 196–210.

[9] Febriani and Anasruddin, "Technology for Four Skills Arabic in the Era Emergency of Covid-19 in Indonesia."

can personalize instruction to their specific requirements are also helpful.[10] The Arabic learning process can be more harmonic and productive if listening skills are prioritized.

On the reading skill side, *maharah al-qiraah*, students are expected to master written text through comprehension. In an effort to improve it, some effective exercises that can be applied are: *mudzakarat al-talamidz*, where students read a paragraph of text and ask questions to ensure understanding; *akhziyat al-nash*, a group approach that encourages discussion on a particular topic; and *tartib al-nash*, engages students to compose sentences from random words to improve understanding.[11][12] Then, the writing skill, *maharah al-kitabah*, involves the expression of thoughts through writing. In this exercise, *ta'bir al-shuwar* encourages students to describe pictures, *kitabat al-ma'lumat* encourages writing news, and *in'ikas al-maudhu'* supports students to observe objects and write about them.[13] Arabic reading and writing skills not only develop comprehension, but also stimulate creative and analytical expression in conveying ideas.[14][15][16][17]

In Indonesia, Arabic language learning still concentrates on grammar and reading-writing skills, with little emphasis on listening and speaking abilities. To make Arabic learning more effective, a more holistic examination, including oral tests and listening-speaking practices, is required.[18] The role of teachers, students, and learning media in integrating the four language skills is prominent. Lesson preparation documents, such as lesson plans, syllabuses, and KKM (the limit score), must be thoroughly prepared. Curriculum and learning are inevitably linked; the curriculum must facilitate effective learning. Students enrolled in the PLP 2 Arabic Language Education Program at UIN Sunan Ampel Surabaya are responsible for mastering skills, knowledge,

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[10] Puti Zulharby et al., "Model Evaluasi Daring untuk Pembelajaran Keterampilan Berbahasa Arab," *Prosiding Seminar Nasional Bahasa, Sastra, dan Seni* 1 (2021): 44–47.

[11] John Gilbert, "A Study of ESL Students' Perceptions of Their Digital Reading," n.d.

[12] Ahmad Muradi, "Pendekatan Komunikatif dalam Pembelajaran Bahasa Arab," *Arabiyat: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban* 1, no. 1 (2014): 29–48.

[13] Munawarah and Zulkiflih, "Pembelajaran Keterampilan Menulis (Maharah Al-Kitabah) dalam Bahasa Arab," *Loghat Arabi: Jurnal Bahasa Arab dan Pendidikan Bahasa Arab* 1, no. 2 (2021): 22–34.

[14] Pridokht Esalati, Ali Arab, and Vali Mehdinezhad, "Effectiveness of Frankl' s Logotherapy on Health (Decreasing Addiction Potential and Increasing Psychological Well-Being) of Students with Depression", *Journal of Health Education and Health Promotion* (2019): 84-92.

[15] Ahmad Mubaligh, Risna Rianti Sari, and Elma Diana Novitasari, "Strategies to Improve Arabic Speaking Skills for Islamic Boarding School Students," *Izdihar: Journal of Arabic Language Teaching, Linguistics, and Literature* 5, no. 3 (2022): 251–264.

[16] Ahmad Muradi, "Tujuan Pembelajaran Bahasa Asing (Arab) di Indonesia," *Jurnal Al-Maqayis* 1, no. 1 (2013).

[17] Unsi, "Integration In the Curriculum of Teaching the Arabic Language (In Terms of Goals and Materials)."

and administrative abilities, as well as understanding Islamic ethics, in order to integrate four languages and implement the curriculum.

There are several previous studies that have integrated Arabic language learning with technology, learning programs, and the Arabic language environment to improve learning. Such as several previous researches written by Febriani and Nasruddin entitled "Technology For Four Arabic Skills in The Era of Emergency of Covid-19 in Indonesia",[19] "The Improvement of Arabic Learning Program in Realizing The World Class University" by Mustofa, Febriani and Ibrahim,[20] "Integration in the Curriculum of Teaching The Arabic Language (in Terms of Goals and Materials)" by Unsi[21] Pendekatan "Keterampilan dalam Pembelajaran Bahasa Arab" (Skills Approach in Learning Arabic) by Amatullah and Kusumaningrum,[22] and "Integrated Arabic Language Learning Model in State Islamic Religious Universities" by Supardi.[23]

In general, the results of previous research are substantively related to researchers who describe the concept of integration. However, specifically, the variables of previous research are different from researchers who specifically examine the integration of four language skills in Arabic language learning. Thus, this research can complement the results of previous research in supporting the achievement of *Tri Dharma* of Higher Education. This research answered these research questions: 1) How to integrate the Arabic language curriculum with the four Arabic language skills? 2) How a learning tool is integrated with four language skills in Arabic language learning by students of Arabic language education program, Tarbiyah and Teacher Training Faculty, UIN Sunan Ampel Surabaya?

[18] Aziz Fahrurrozi, "Pembelajaran Bahasa Arab: Problematika dan Solusinya," *Arabiyat: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban* 1, no. 2 (2014): 161–180.

[19] Febriani and Anasruddin, "Technology for Four Skills Arabic in the Era Emergency of Covid-19 in Indonesia."

[20] Hayati Nufus, Erlina, Koderi, Mahendra Utama, and Cahya Ramadhan, "Development of Tarkib Teaching Materials Based on Motion Graphic in Islamic Junior High School," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 14, no. 1 (2022): 40–57.

[21] Baiq Tuhfatul Unsi, "Integration In the Curriculum of Teaching the Arabic Language (In Terms of Goals and Materials)," *Journal of Arabic Language Teaching* 1, no. 2 (2021): 161-182.

[22] Amatullah and Kusumaningrum, "Pendekatan Keterampilan Dalam Pembelajaran Bahasa Arab."

[23] Supardi Supardi, "Model Pembelajaran Bahasa Arab Terpadu di Perguruan Tinggi Keagamaan Islam Negeri," *Lisania: Journal of Arabic Education and Literature* 2, no. 1 (2018): 13-27.

Methods

Field research was used as the research type with a qualitative approach and descriptive methods. This type and approach were chosen because in this research, it was focused on making observations and analysis regarding the Integration of four language skills in Arabic Language Learning (Study of Curriculum, Learning Tools and Implementation by Students of the PLP 2 Arabic Language Education Program, Tarbiyah and Teacher Training Faculty, UIN Sunan Ampel Surabaya). In this study, descriptive methods was used to analyze and describe the integration of four language skills in learning Arabic (Study of the Curriculum, Learning Tools and Implementation by Students of the PLP 2 Arabic Language Education Program, Tarbiyah and Teacher Training Faculty, UIN Sunan Ampel Surabaya). This research was carried out at UIN Sunan Ampel Surabaya, especially the Arabic Language Education Study Program, Tarbiyah Faculty and Arabic Language Education Study Program Partner School, Tarbiyah Faculty. The data sources used in this research consisted of two sources, namely basic data and supporting data.

The main data was data regarding the policies and implementation of the integration of science, research and learning in several universities, which include: Philosophy of Integration of Four Language Skills in Arabic Language Learning. and Study of the Curriculum, Learning Tools and Implementation by Students of the PLP 2 Arabic Language Education Program, Tarbiyah and Teacher Training Faculty, UIN Sunan Ampel Surabaya. Meanwhile, the supporting data was data that has a general description of the place or research location which includes the profile of the Arabic Language Education Study Program, Faculty of Tarbiyah and the partner schools of Arabic Language Education Study Program, Faculty of Tarbiyah

The data sources were obtained from the informants and documentations. In this research, the informants were study program heads, school principals, Arabic teachers and PLP 2 program students and others. Meanwhile, the data of documentation were obtained from written evidence and all documents related to the integration of four language skills in Arabic language learning (Study of Curriculum, Learning Tools and Implementation by Students of the PLP 2 Arabic Language Education Program, Tarbiyah and Teacher Training Faculty, UIN Sunan Ampel Surabaya). Several data collection techniques in this research include: observation, documentation, and FGD (Forum Group Discussion*).*

The purpose of this observation was to obtain complete information regarding the integration of four language skills in Arabic language learning (Study of the Curriculum, Learning Tools and Implementation by Students of the PLP 2 Arabic Language Education Program, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya). The documentary technique was an appropriate technique for obtaining data as the main source and material to support quality research results regarding the integration of four language skills in Arabic language learning (Curriculum Study, Learning Tools and Implementation by Students of the Faculty of Arabic Language Education PLP 2 Program Tarbiyah and Teacher Training at UIN Sunan Ampel Surabaya). Documents relating to PLP 2 are at https://sateprada-labftkuinsa.com.

FGD (Forum Group Discussion) aimed to determine ways to solve problems and propose various alternative solutions to problems by considering available resources. In this group discussion, there was brainstorming among experts in instrument design. They expressed their opinions according to their respective fields of expertise. In this research, researchers used data analysis theory according to Miles and Huberman for data collected through interviews, namely data reduction, data presentation, and formulation of conclusions (drawing conclusions/verification), which can be described as follows:
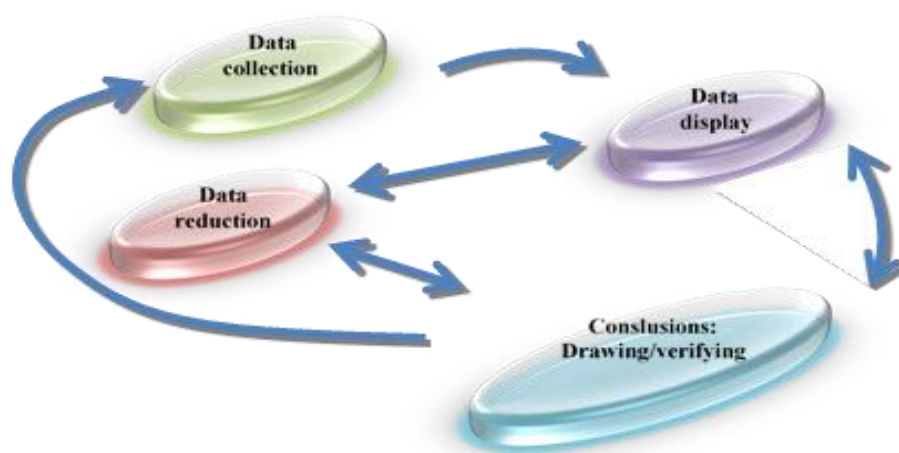
Figure 1. Components in Miles and Huberman data analysis (interactive model).

Data reduction was data obtained through interviews, observation and documentation which was reduced by summarizing, selecting and focusing the data on things that are in accordance with the research objectives. Researchers carry out data reduction by sorting, categorizing and making abstractions from field notes, interviews and documentation. Display data presentation was carried out after the data has been

reduced or summarized. Data obtained from interviews, observations and documentation were analyzed and then presented in the form of interview notes, field notes and documentation notes. Data that has been presented in the form of interview notes, field notes, documentation notes was given a data code to organize the data, so that it could be analyzed easily. An initial list of codes was created in accordance with the interview, observation and documentation guidelines. Each data has been coded, analyzed in the form of reflection and presented in text form.

The final step in qualitative data analysis was drawing conclusions from verification. Based on the data that has been reduced and presented, the conclusions were stated supported by strong evidence at the data collection stage. The conclusions answered to the formulation of problems and questions that have been expressed by researchers from the start.[24] Meanwhile, the data from the documentation study was analyzed by using content analysis techniques. Before analysis was carried out, this raw data was initially processed through editing, coding and data tabulation processes. Data was presented in the form of tables, graphs and diagrams.

Results and Discussion

Arabic language learning has become an interesting topic to discuss, this is because Arabic is no longer limited to the language of religion but has been considered as the language of international communication. In a learning process, of course, the curriculum is crucial to concern. Curriculum illustrates all the factors that should exist in a learning process.[25][26] Curriculum and learning are two inseparable things, although in essence they are in different positions. Saylor stated that curriculum and learning are like Qais and Laila. If we talk about Qais, of course we will not escape the conversation about Laila. Qais would be meaningless without Laila. Likewise with learning and curriculum, these components cannot be separated from each other, learning without curriculum as a plan will not be effective, or can even get out of the goals that have been formulated. Curriculum without learning will be useless as well.

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[24] DeVault M. L. Taylor, S. J., Bogdan, R., *Introduction to Qualitative Research Method (4th Ed.)* (Hoboken: New Jersey, 2016).

[25] Mariati, "Tantangan Pengembangan Kurikulum Merdeka Belajar Kampus Merdeka di Perguruan Tinggi," *Seminar Nasional Teknologi Edukasi Sosial dan Humaniora* 1, no. 1 (2021): 749–761.

[26] Arti Prihatini, "Citra Kurikulum Baru: Kesiapan Guru dalam Menerapkan Kurikulum Merdeka," *Ghancaran: Jurnal Pendidikan Bahasa dan Sastra Indonesia* (2022): 58–70.

The curriculum includes all the elements needed in learning, starting from goals, learning processes, time, teachers, learners and the institution itself, so that the learning process leads to a maximum achievement. The curriculum is a program that is prepared and implemented by schools to realize the optimal learning process so that it can achieve the desired learning objectives.[27][28][29][30] The Arabic curriculum is designed with the following characteristics: a) The Arabic curriculum is developed to improve language skills (*al-Maharah al-Lughawiyah*) for students in various situations both in the *Islamic* school environment and the community environment; b) Arabic is not only taught for the language itself but also as a medium for creative thinking and personality development. The Arabic learning does not only focus on grammar (*qawaid/nahwu-sharaf*) theoretically but also a functional or applicative grammar agreement; and c) The implementation of the Arabic curriculum does not only rely on teacher-student interaction in the classroom, but also outside the classroom or in the madrasah environment (*bi'ah lughawiyah*).

The development of the Arabic curriculum aimed to prepare students who have the ability to use Arabic as a global communication tool to explore religion from authentic sources which generally use Arabic and through the process of the scientific chain (*isnad*) which continues to connect to the original sources, Al-Qur'an and Hadith.[31][32][33][34] In this article, the Arabic language learning curriculum in KMA No. 183 of 2019 and Kurikulum Merdeka in Islamic school were described in accordance with the Decree of the Director General of Islamic Education Number 3211 of 2022 concerning "Learning Outcomes for Islamic education (PAI) and Arabic Language subjects in Islamic School (*madrasah*)", namely:

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[27] Ayu Desrani, "Pengembangan Kurikulum Pembelajaran Bahasa Arab Di Masa Pandemi Covid-19."

[28] Windy Hastasasi, et al., "Panduan Pengembangan Kurikulum Operasional di Satuan Pendidikan.," (2022).

[29] Unsi, "Integration in the Curriculum of Teaching the Arabic Language (In Terms of Goals and Materials)."

[30] Rendika Vhalery, Albertus Maria Setyastanto, and Ari Wahyu Leksono, "Kurikulum Merdeka Belajar Kampus Merdeka: Sebuah Kajian Literatur," *Research and Development Journal of Education* 8, no. 1 (2022): 185–201.

[31] Ayu Desrani, "Pengembangan Kurikulum Pembelajaran Bahasa Arab Di Masa Pandemi Covid-19."

[32] Febriani and Anasruddin, "Technology for Four Skills Arabic in the Era Emergency of Covid-19 in Indonesia."

[33] Hastasasi, W., Harjatanaya, T. Y., Kristiani, A. D., Herutami, I., & Andiarti, *Panduan Pengembangan Kurikulum Operasional Di Satuan Pendidikan.*

1). Arabic curriculum in KMA No 183 of 2019 and in the independent curriculum. In some excerpts of the attachment to KMA No 183 of 2019 listed above, it was clearly explained that the Arabic language learning curriculum comprehensively integrates four language skills. The Arabic language subject has very structured objectives. First, the goal was to develop proficiency in Arabic as a global communication tool, both in oral and written form.[35][36] This included all four language skills, listening (*istima'*), speaking (*kalam*), reading (*qira'ah*), and writing (*kitabah*). Second, to instill awareness about the importance of Arabic as one of the crucial foreign languages for learning, especially in understanding Islamic teachings rooted in its main sources, Al-Qur'an and Hadith.

Through a careful understanding of the Arabic language learning curriculum mentioned earlier, it can be seen that the approach used is ideal for integrating the four language skills in the learning process. That is, mastering the ability to listen, speak, read, and write. The Arabic learning outcomes in Kurikulum Merdeka in Islamic school (madrasah) included a series of very significant targets.[37][38][39]

Arabic has a compelling case for growth. It serves not just as a religious language, but also plays an important international role. Mastering Arabic is a crucial need in this age of globalization and rapid development of information technology. According to recent data, the global population of Arabic speakers is rapidly expanding. Arabic is an everyday communication language used by more than 60 nations and 350 million people. Arabic is used not just in religious studies, but also in commerce, tourism, politics, and on a worldwide scale. As a result, learning Arabic is necessary for mastering the language as an effective oral and written communication tool as well.

Arabic language learning at Islamic school (madrasah) strives to provide students with a comprehensive set of language abilities. They are encouraged to express their

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[34] Vhalery, Setyastanto, and Leksono, "KURIKULUM MERDEKA BELAJAR KAMPUS MERDEKA: SEBUAH KAJIAN LITERATUR."

[35] Ayu Desrani, "Pengembangan Kurikulum Pembelajaran Bahasa Arab Di Masa Pandemi Covid-19."

[36] Febriani and Anasruddin, "Technology for Four Skills Arabic in the Era Emergency of Covid-19 in Indonesia."

[37] Amatullah and Kusumaningrum, "Pendekatan Keterampilan Dalam Pembelajaran Bahasa Arab."

[38] Mulyono, Baharuddin, and Asmaun. 2017 Sahlan, "Pengembangan Struktur Kurikulum Prodi Dan Pemetaan Bahan Kajian Keilmuan Berbasis Integrasi Sains Dan Islam Serta KKNI," n.d.

[39] Yuni Pratikno, Eric Hermawan, and Antoni Ludfi Arifin, "Human Resource 'Kurikulum Merdeka' from Design to Implementation in the School: What Worked and What Not in Indonesian Education," *Jurnal Iqra': Kajian Ilmu Pendidikan* 7, no. 1 (2022): 326–343.

feelings, thoughts, and ideas clearly and effectively. Furthermore, Arabic language learning is meant to help students integrate language proficiency with religious knowledge, general information, and culture. Another focus is on the combination of Arabic language skills with moderate attitudes, critical thinking, and systematization.

At the primary, secondary level and high levels, Arabic language learning aims to help students achieve communication skills in Arabic as part of life skills. The approach used in this learning is a text-based approach (genre-based approach). The focus is on teaching texts in various forms, such as oral, written, visual, audio, and multimodal. This approach involves four important stages: Building Knowledge of the Field (BKOF), Modeling of the Text (MOT), Joint Construction of the Text (JCOT), and Independent Construction of the Text (ICOT).

Customized learning outcomes for the learning purpose are arranged with full attention to the flexibility, characteristics, and conditions of each learner based on the assessment results. Teachers and/or education units are responsible for implementing curriculum, learning, and assessment accommodations for students' learning purpose.

The main objective of Arabic language learning in Islamic school (madrasah) is to prepare learners to be able to use Arabic as a global communication tool and to understand religious teachings through authentic sources, especially Al-Qur'an and Hadith. This learning is also oriented towards three competencies: language competence (*al-kifayah al-lughawiyyah*), communication competence (*al-kifayah al-ittisaliyyah*), and cultural competence (*al-kifayah al-saqafiyyah*). By considering all these things, Arabic language learning in Islamic school (madrasah) has a solid foundation and purpose in developing Arabic language competence for students.

Furthermore, in phase D, learners acquire skills that allow them to explore information and build interactions with different types of texts as global communication tools, according to purpose and social context. They are able to reflect on hidden and explicit visual or multimodal texts, and are able to connect and convey them through writing in simple paragraphs. This ability includes the ability to create logically connected sequences to express ideas, according to the structure of the text, in both written and oral forms, to develop individual character.

Analysis of the Arabic language learning curriculum in the independent curriculum in Islamic school (madrasah) showed that this curriculum has an ideal ability to integrate the four language skills in the learning process, namely listening (*istima'*),

speaking (*kalam*), reading (*qira'ah*), and writing (*kitabah*). This curriculum has various meanings between countries and educational institutions. This is due to different views of the curriculum, where it can be viewed as a plan made by individuals or as the actual result of planned events. Curriculum is not only a document, but also has a complex role in education.

In the context of technology and education, the development of an independent learning curriculum is a response to global developments. In the era of society 5.0, the use of technology is essential in learning. This curriculum aims to produce a generation that is able to understand material quickly and is able to utilize technology in learning. The use of the internet and digital technology has changed the way we learn and access learning resources. Society has changed from an offline society to an online society, and the use of Information and Communication Technology (ICT) is experiencing significant growth.

As for the teaching process, teachers must adapt to learning strategies, models and methods that match the characteristics of the 21st century generation. The 21st century learning model relies on technology, especially the internet, to support learning. The independent learning curriculum seeks to improve the quality of education by integrating technology and developing 4C skills (critical thinking, communication, collaboration, and creativity).[40]

In conclusion, Arabic curriculum that integrates the Four Language Skills in the independent curriculum in Islamic school (madrasah) has succeeded in achieving the expected goals. This curriculum is able to provide understanding and abilities that are in accordance with the development of the era of society 5.0 and the needs of the 21st century generation. In the context of education and technology, the independent learning curriculum has adopted the implications of the development of society and technology to produce graduates who are ready to face future challenges.[41][42]

2). Forms of Teaching Tools Integrated with Four Language Skills in Arabic Language Teaching. Analysis of Learning Tools for Students of PLP 2 Program in

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[40] Chiruguru, "The Essential Skills of 21st Century Classroom (4Cs)," *Shingania University Https://Www. Researchgate. Net/Publication/340066140_The_Essential_Skills_of_21st_Century _Classroom_4Cs*, 2020.

[41] Dindin Alawi et al., "Implementasi Kurikulum Merdeka Belajar Kampus Merdeka Pasca Pandemi Covid-19," *Edukatif : Jurnal Ilmu Pendidikan* 4, no. 4 (2022): 5863–5873.

[42] Febriani and Anasruddin, "Technology for Four Skills Arabic in the Era Emergency of Covid-19 in Indonesia."

Arabic Language Education, Tarbiyah and Teacher Training Faculty of UIN Sunan Ampel Surabaya showed that some components such as indicators, subject matters, learning activities, assessment, and learning resources have been integrated with the four language skills in Arabic language learning. However, the implementation was limited to combining two language skills, such as listening and speaking or reading and writing. Some components are not in accordance with the Competency Standards (SK) and Basic Competencies (KD).

The analysis also showed that some components such as learning objectives, methods for listening and speaking skills, as well as time allocation and assessment on the lesson plans (RPP) are in accordance with the syllabus. However, the methods for reading and writing skills were not in accordance with the SK, KD, and indicators. The lack of assessment through anecdotal records regarding the four language skills in Arabic language learning is a shortcoming. The integration of the four language skills in learning can be seen in indicators, learning activities, assessments, and methods that cover the cognitive, psychomotor, and affective aspects of learners. However, the subject matter and learning resources have not fully integrated the four language skills.[43] The approach to the values of cultural education and national character is also considered in the development of learning.

In conclusion, the learning tools of PLP 2 Program students show that most of them have been integrated with the four language skills, but there are components that still need adjustment. Some aspects such as indicators, subject matter, learning activities, assessment, and learning resources have been well integrated. However, there are small parts that have not fully integrated the four language skills in Arabic language learning.

3). Implementation of Teaching Tools Integrated with Four Language Skills in Arabic Language Teaching. Analysis of the learning activities of students of PLP 2 Program, Arabic Language Education, Faculty of Tarbiyah and Keguruan UIN Sunan Ampel Surabaya, which includes the implementation of learning tools integrated with four language skills in Arabic language learning showed a mixture of the success of the integration of four language skills and areas where this integration still needs improvement.

In its implementation, learning activities have largely incorporated the Four Language Skills in Arabic Language Learning, while in other parts they have not fully.

This difference is seen in the learning steps regulated by the syllabus and lesson plans (RPP)[44] prepared by PLP 2 students. Especially, differences are seen in core activities and assessment. Moreover, the components such as materials, methods, and learning resources in learning activities were in accordance with the plans in the syllabus and lesson plans. Materials that are relevant to students' lives, student-centered learning methods, and a balance between cognitive, psychomotor, and affective aspects illustrate the cultural and national character education approach. However, there are some weaknesses such as the absence of specific assessments for the four language skills in Arabic language learning and the lack of measurement of cultural values and national character during the learning process.

Furthermore, the observation confirmed that in Arabic language learning, the integration of the four language skills (listening, speaking, reading, and writing) becomes essential.[45] Linguists assumed that vocabulary plays an important role in language acquisition. Habituation plays a role in developing speaking skills[46] and Bloomfield and Skinner's approach also illustrated that language is a habit that develops gradually.

Speaking skills can be honed through various methods such as direct method, jigsaw, small group, and picture viewing (Gonzales et al., 2019; Hidayati, 2018).[47] The communicative approach highlights that language proficiency goes beyond basic skills and must be relevant to the context of interaction, situation, and purpose. The integration of the Four Language Skills in learning requires Arabic teachers to have innovative strategies. Student-centered learning, based on interests and needs, is key. In addition, steps such as learners listening, reading, and practicing dialog, as well as learners listening to model questions and creating questions, can develop speaking skills. Overall, this analysis showed that the PLP 2 Program students' learning activities have been successful in partially integrating the four language skills. However, it was expected for further improvement to design and implement more integrated learning.

The explanation above emphasizes the importance of preparing students to use Arabic for global communication and using Arabic as a tool for understanding religious

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[43] Febriani and Anasruddin.

[44] Pratikno, Hermawan, and Arifin, "Human Resource 'Kurikulum Merdeka' from Design to Implementation in the School: What Worked and What Not in Indonesian Education."

[45] Munawarah and Zulkiflih, "Pembelajaran Keterampilan Menulis (Maharah Al-Kitabah) Dalam Bahasa Arab."

[46] Mubaligh, Sari, and Novitasari, "Strategies to Improve Arabic Speaking Skills for Islamic Boarding School Students."

teachings from authentic sources such as Al-Qu'ran and Hadith.[4849] Comprehensive curriculum integration provides an innovation in the context of Arabic language teaching where the curriculum is conceptualized to develop language skills holistically.[50] Not only that, the response to technological developments is also reflected in the independent curriculum in Islamic school (madrasah) which integrates technology as an integral part of the learning process.[51] This technological integration provides a new opportunity to enrich the Arabic language experience and prepare students to face the era of digitalization.

Some of the explanations above also reveal several challenges in curriculum integration in Arabic language skills.[52] Although there are steps taken in integrating the curriculum with language skills, there is opportunity to develop more integrated learning designs and implementation.[53] Hence, it can be underlined that Arabic language teaching can be improved by placing more emphasis on a comprehensively integrated curriculum, both in the use of technology to respond carefully to students' needs in this digital era.

There are implications that need to be considered in teaching Arabic. In terms of comprehensive integration of the four language skills in the Arabic curriculum, it offers the potential to improve communication skills with Arabic for students as a global communication tool. In addition, the response to technological developments in the Islamic school (madrasah) curriculum showed awareness of the importance of adapting to changing times in the educational context.

However, the results of the analysis in this article also revealed several shortcomings, such as the incompatibility of several learning components with basic competency standards and a lack of special assessment in Arabic language skills. Apart

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[47] Mubaligh, Sari, and Novitasari.

[48] Akhiril Pane, "Urgensi Bahasa Arab; Bahasa Arab Sebagai Alat Komunikasi Agama Islam," *Komunikologi: Jurnal Pengembangan Ilmu Komunikasi dan Sosial* 2, no. 1 (2018).

[49] Achmad Mustofa and Abdul Kholiq Hasan, "Peran Bahasa Arab dalam Pendidikan Islam di Ma'had Aly Ar-Rasyid Wonogiri: Tinjauan Terhadap Pembelajaran Bahasa Arab Sebagai Media Akses Ilmu Agama," *Tatsqifiy: Jurnal Pendidikan Bahasa Arab* 4, no. 2 (2023).

[50] Nurlena Rifai, Fauzan, and Bahrissalim, "Integrasi Keilmuan dalam Pengembangan Kurikulum di UIN se-Indonesia: Evaluasi Penerapan Integrasi Keilmuan UIN dalam Kurikulum dan Proses Pembelajaran," *Tarbiya: Journal of Education in Muslim Society* 1, no. 1 (2014): 14–34.

[51] Ritonga Mahyudin, Nazir Alwis, and Wahyuni Sri, "Pembelajaran Bahasa Arab Berbasis Teknologi Informasi dan Komunikasi di Kota Padang," *Arabiyat: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban* 3, no. 1 (2016): 1-12.

[52] Abdul Manan and Ulyan Nasri, "Tantangan dan Peluang Pendidikan Bahasa Arab: Perspektif Global," *Jurnal Ilmiah Profesi Pendidikan* 9, no. 1 (2024): 256–265.

from that, it was expected to increase the comprehensive integration of the four Arabic language skills in learning, as well as improving approaches to evaluating and measuring student progress. By recognizing these challenges, further steps can be taken to improve the effectiveness of Arabic language teaching and ensure that students can acquire maximum language skills according to current conditions.

Conclusion

This research highlights the significance of skills integration in Arabic language education at UIN Sunan Ampel Surabaya. The genre-based approach in the curriculum offers a structured method for developing various Arabic language skills such as *Nahwu, Sharaf*, listening, speaking, reading, and writing through diverse text forms. Comprehensive integration of the four language skills in the Arabic language curriculum as designated in the Islamic school (madrasah) independent curriculum provides significant potential to improve students' communication skills in Arabic as a global communication tool responding to technological developments by incorporating technology into the learning process and strengthening the relevance of education in an increasingly digital era. Therefore, future research can further deepen the whole integration of the four language skills, as well as improve students' evaluations of Arabic language skills as well as better adapting Arabic language learning components to existing competency standards, and exploring more integration with technology to increase learning effectiveness.

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[53] Moch Yunus and Abdul Aziz, "Manajemen Pengembangan Kurikulum Bahasa Arab (Studi Tentang Proses dan Mekanisme Pengembangan Kurikulum Bahasa Arab)," *Al-Fikru : Jurnal Pendidikan dan Sains* 3, no. 1 (2022): 104–113.

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