

The reconstruction of Arabic language instructional design in higher education: An integrative approach to improve learning quality

Rekonstruksi desain instruksional bahasa Arab di perguruan tinggi: Pendekatan integratif dalam meningkatkan kualitas pembelajaran

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Abstract

This study addresses how Arabic language instruction is implemented at the State Islamic University (UIN) Raden Fatah Palembang. It explores the application of instructional design based on an integrative approach using a case study and a descriptive qualitative approach. Conducted at the Faculty of Tarbiyah and Teacher Training for four to six months, the research involved 85 students and 11 lecturers through interviews, questionnaires, and document analysis. Data were analyzed using NVivo 12 Pro software. The findings indicated that the Arabic language course has been offered in the first semester for Faculty of Tarbiyah and Teacher Training students (FITK); however, its integration with other study programs remains limited. Some study programs, such as Primary School Teacher Education, Early Childhood Islamic Education, Islamic Education Management, Islamic Religious Education, Mathematics, and Biology, have integrated Arabic. Meanwhile, some others like Chemistry, Physics, and English Education have not applied such integration. Survey results indicated that although 50 out of 85 students have acknowledged the integration efforts, it remains suboptimal in the implementation. This study recommends the development of an integrative, cross-disciplinary Arabic language curriculum at the university to enhance the relevance and engagement of students in applying Arabic according to their academic fields.

Abstrak

Penelitian ini membahas tentang bagaimana pembelajaran bahasa Arab dilaksanakan di Universitas Islam Negeri (UIN) Raden Fatah Palembang dan mengeksplorasi penerapan desain instruksional berbasis pendekatan integratif dengan menggunakan metode studi kasus dan pendekatan kualitatif deskriptif. Dilaksanakan di Fakultas Ilmu Tarbiyah dan Keguruan selama empat hingga enam bulan, penelitian ini melibatkan 85 mahasiswa dan 11 dosen melalui wawancara, kuesioner, dan analisis dokumen dan data dianalisis menggunakan bantuan perangkat lunak Nvivo 12 Pro. Hasil studi menunjukkan bahwa mata kuliah bahasa Arab diterapkan pada semester pertama bagi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK), namun integrasinya dengan program studi lain masih terbatas. Beberapa program studi, seperti Pendidikan Guru Madrasah Ibtidaiyah, Pendidikan Islam Anak Usia Dini, Manajemen Pendidikan Islam, Pendidikan Agama Islam, Matematika, dan Biologi telah mengintegrasikan Bahasa Arab, sedangkan program studi Pendidikan Kimia, Fisika, dan Bahasa Inggris belum menerapkan integrasi tersebut. Temuan survei menunjukkan bahwa meskipun 50 dari 85 mahasiswa mengakui adanya upaya integrasi, implementasinya masih belum optimal. Penelitian ini merekomendasikan pengembangan kurikulum Bahasa Arab berbasis integratif lintas disiplin di kampus tersebut untuk meningkatkan relevansi dan keterlibatan mahasiswa dalam mengaplikasikan Bahasa Arab sesuai dengan bidang keilmuannya.

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A. Introduction

As the times change and the needs of globalization become more complex, the instructional design of Arabic language training in higher education encounters complexities. The demands of the academic and professional spheres can no longer be satisfied by traditional teaching approaches focusing only on language theory acquisition (Aldhaen, 2024; Chalghoum, 2024; Saputro et al., 2021). Therefore, more innovative, and relevant instructional models are required, one of which is integrative learning. This approach integrates multiple disciplines to enrich students' learning experiences and enhance practical skills applicable in different life contexts (Chandrasekaran et al., 2024; Cole & DeVine, 2023; Youngerman et al., 2021; Zaqiah et al., 2021).

Integrative learning has been extensively applied in diverse language teaching environments, especially in foreign languages like English (Ali et al., 2024; Egorova, 2022), Indonesian (Muliastuti et al., 2023), German (Reski & Usman, 2022), Chinese (Li & Chano, 2024; Xu, 2024), and several other languages, including Arabic. This implementation demonstrates how an integrative learning approach provides a comprehensive learning experience, promotes critical thinking, fosters cultural understanding, and enhances practical communication skills, which ultimately improves learning outcomes.

The integration of language skills in Arabic language learning has gained significant attention in recent years, with several studies exploring its implementation at the higher education level. Muflihah et al. (2024) investigated the integration of the four language skills in Arabic language education at UIN Sunan Ampel Surabaya, highlighting the potential benefits of a comprehensive curriculum in enhancing students' communication skills in Arabic. Similarly, Supardi (2018) emphasized the significance of integrating language skills in foreign language instruction, specifically Arabic, at Indonesian State Islamic Higher Education Institutions (PTKIN), arguing that separating the skills hinders effective language learning. Shaalan (2023) examined how integrativeness, or the desire to connect with the target language community, motivates second-language learners of Arabic, suggesting that social and intellectual integrations strongly influence learners' success. Meanwhile, Indriana & Ahmad (2024) proposed an AI-based model to improve Arabic language learning, addressing challenges in mastering grammar, translation, and speaking skills. Mustofa et al. (2021) analyzed Arabic language programs at UIN Maliki Malang, illustrating how the integration of language learning with university goals contributes to student proficiency, while Yasmadi et al. (2024) focused on integrating religious moderation within the Arabic curriculum at state Islamic universities to foster tolerance and inclusivity among students.

Nevertheless, despite these contributions, there remains a research gap in understanding how Arabic language learning, particularly as a mandatory course in Indonesian Islamic higher education institutions, is integrated with other academic disciplines such as physics, mathematics, chemistry, and more. Most existing studies focus on theoretical frameworks and general models of integration, with limited insight into the practical application of such approaches within multidisciplinary contexts. This study seeks to fill this gap by examining the adoption of an integrated method for Arabic language instruction at UIN Raden Fatah Palembang.

At this university, students across nine faculties and 37 study programs are required to take Arabic language courses. However, preliminary interviews conducted in the field indicate the absence of a standardized approach in delivering these courses (Atika, 2024; Dalilan, 2024; Darmawan, 2024; Halimatussa'diyah, 2024; Reza, 2024). Each lecturer independently designs the learning plan without considering the real conditions of Arabic language learning in different study programs. Consequently, students face challenges, including low motivation, limited vocabulary acquisition, and weak language skills due to the lack of relevance between Arabic language instruction and their fields of study.

Given these challenges, integrative learning presents a promising solution. By aligning Arabic language learning with the content and context of other academic disciplines, such as physics, chemistry, and biology, students may find the learning experience more relevant and motivating. The theory of integrative learning, as proposed by Fogarty (1991), Fogarty model with its 10

approaches (Fogarty & Pete, 2009), the Drake and Burns model (Drake & Burns, 2004), as well as the Content-Based Instruction (CBI) and Content and Language Integrated Learning (CLIL) models (Syamsu, 2022) suggest that connecting different subject areas could build engagement and understanding, leading to improved learning outcomes. Moreover, Arabic language learning can be connected with the students' academic fields, addressing the issues raised by informants, such as the lack of relevance between Arabic instruction and students' fields of study. This approach would yield a more beneficial and engaging academic endeavor for learners across diverse disciplines.

Therefore, this study aims to identify the actual conditions behind the instructional design of Arabic language courses at the university and explore the implementation of an integrative approach in these courses. The integrative approach is selected to combine different learning aspects and academic disciplines. The results of this study are expected to raise the bar for Arabic language instruction among institutions of higher Islamic education, especially at FITK. Using this approach could improve students' proficiency in the Arabic language for academic and professional settings.

B. Method

The paper is a case study with a descriptive qualitative approach (Alam, 2020) to examine Arabic language learning at UIN Raden Fatah Palembang. It describes and analyzes the current conditions of Arabic language learning at the institution and the instructional design based on the integrative approach implemented. The integrative approach enables a comprehensive exploration of the learning situation by combining an analysis of the actual conditions with a more effective instructional model.

The research is conducted at FITK because Arabic is a mandatory course for first-semester students. This is significant for students pursuing Islamic studies, as Arabic is essential for understanding Islamic texts and concepts. In the context of Indonesian public Islamic universities, particularly in South Sumatra, FTIK serves as a pivotal institution in shaping future educators, and Arabic language acquisition is a key role in their academic and professional development. The study spans four to six months, encompassing data collection and analysis of the research findings.

Table 1. Participant Type

Participant Type	Selection Criteria	Sampling Method
Lecturers	Minimum of 5 years of teaching experience, involvement in instructional design development	Purposive Sampling
Students	First-year students, to ensure representation of the learning progression	Purposive Sampling

The participants in this study include lecturers and students involved in Arabic language learning as depicted in Table 1 above. Participants were chosen using the purposive sample approach based on their direct engagement in the practical application of the integrated curriculum (minimum two semesters of experience). Students were recruited from first-year academic year students to ensure representation of learning progression, while lecturers were selected based on a minimum of five years of teaching experience and participation in instructional design development. Primary as well as secondary information was used in the investigation. Primary data was collected through in-depth interviews with the eleven lecturers, questionnaire distribution to students, and document analysis to understand the instructional design implemented. The secondary data was sourced from references, such as books and scholarly articles, focusing on theories of integrative learning.

In-depth interviews, questionnaires, and document analysis are some of the data-gathering techniques used in this study (Amien et al., 2022). Interviews were conducted to obtain detailed information about teaching methods, instructional media, and the effectiveness of the integrative instructional design. The interview guidelines were developed to ensure consistency and reliability in data collection. The students and instructors received questionnaires to acquire quantitative

information on how they felt about their academic atmosphere. Document analysis involved reviewing syllabi, lesson plans, and teaching materials to assess the alignment of instructional practices with the integrative approach. Credibility, transferability, dependability, and confirmability were given top priority to guarantee the validity of the qualitative data. Peer debriefing was performed to strengthen the analysis's credibility, while member checking aimed to validate the data by sharing the results with participants for their input (Cho & Trent, 2006).

Data analysis followed the descriptive qualitative model of Miles & Huberman (1994). This model allows for a systematic approach to data reduction, categorization, presentation, and conclusion drawing. The adoption of such a paradigm was justified by its proven effectiveness in qualitative research geared toward providing a comprehensive understanding of complex educational processes. To facilitate the investigation, the NVivo 12 Pro software was used to ensure that the analysis was comprehensive and rigorous (Abdullah & Kamil, 2024; Alam, 2020).

C. Results and Discussion

1. Arabic Language Learning at UIN Raden Fatah Palembang

The document analysis's findings reflect that university instruction in Arabic is classified as a University-Characterizing Course, as stated in the Academic Guidebook of FITK UIN Raden Fatah Palembang (Astuti et al., 2018). A documentation study of the curriculum of ten study programs in FITK confirms that Arabic is a mandatory course in the first semester for all students. The ten study programs include Islamic Religious Education (PAI), Arabic Language Education (PBA), Islamic Education Management (MPI), Madrasah Ibtidaiyah Teacher Education (PGMI), Early Childhood Islamic Education (PIAUD), English Language Education (PBI), Biology Education, Physics Education, Chemistry Education, and Mathematics Education. This highlights the urgency of mastering Arabic to support students' academic competencies, particularly in understanding Islamic sources.

Beyond being a means of communication, Arabic serves as an epistemological instrument that enables access to and comprehension of Islamic literature in an academic context. Ritonga et al. (2021) assert that reconstructing Arabic language learning in higher education is a strategic step toward strengthening Islamic studies. This approach aims to enhance students' linguistic competence and equip them with analytical skills to interpret religious texts, which form the foundation of Islamic studies. Similarly, Öz & Gür (2023) emphasize that proficiency in Arabic is a determining factor in interpreting religious texts authentically and academically. Thus, *maharah lughawiyah* within Islamic universities will also be substantive in supporting the development of Islamic thought based on primary sources (Warnis et al., 2019).

2. The Integrative Approach in Arabic Instructional Design at FITK UIN

a. Integrative Arabic Learning at FITK UIN Raden Fatah

Figure 1 shows that the Arabic language course at FITK UIN Raden Fatah has been systematically implemented across various study programs as a mandatory course in the first semester. The course is designed to support students' academic competence according to the needs of each discipline. This integration is expected to equip students with language proficiency that is not only linguistic but also applicable to their respective academic fields. This aligns with the institution's efforts to enhance students' academic literacy skills, particularly in understanding Arabic sources related to Islamic studies and academic references relevant to their field of study.

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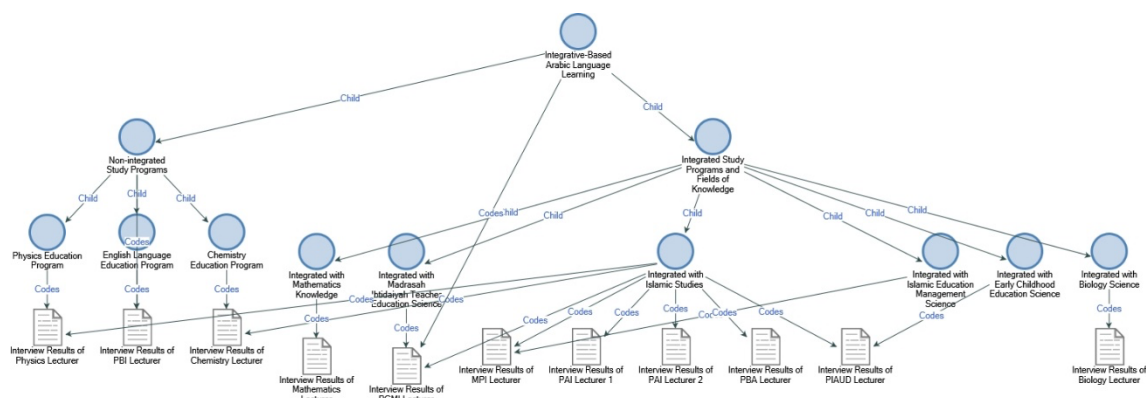


Figure 1. Interview Data Analysis Results with NVivo 12 Pro

Based on the interview results in Figure 1, faculty members from various study programs have integrated Arabic language learning into their disciplines. In the PGMI Program, Arabic language material is contextualized with Islamic pedagogy teaching. In PIAUD program, Arabic learning is adapted to children's learning strategies through Arabic songs and stories. In the field of science, the Mathematics Education program teaches mathematical terms in Arabic, while the Biology Education program introduces students to Arabic scientific terminology often found in classical Islamic literature. In the MPI program, the use of Arabic is emphasized in analyzing Islamic education policies and administration.

Moreover, the integration of Arabic in Islamic Studies also encompasses other disciplines such as PGMI, PIAUD, PBA, MPI, and PAI. Program members from these study programs emphasize that understanding Arabic is essential in deepening Islamic studies, especially in accessing classical books and academic references in Arabic. Therefore, in addition to enhancing students' linguistic proficiency, this integrated Arabic learning application aids in the growth of intellectual abilities according to the specific demands of every academic program at FITK UIN Raden Fatah.

Although Arabic language learning has been integrated into several study programs at FITK UIN Raden Fatah, some study programs have not completely applied the integration. The interviews with faculty members found that the English Education, Physics Education, and Chemistry Education programs have not yet linked Arabic language learning with their academic disciplines. The English Education program stated that their main focus is on mastering the English language as an academic and professional communication tool, so Arabic language learning is still considered a separate course that has no direct relevance to their curriculum.

Similarly, faculty members from the Physics and Chemistry Education programs stated that their curriculum focuses on understanding science concepts based on research and technology applications. Although there are some scientific terms in science with Arabic roots, the integration of Arabic language learning has not become a primary priority in these programs. The lack of relevant references and the limited need for Arabic in modern scientific research are the main factors contributing to this lack of integration. Therefore, extra investigation is required to examine curricular development that could accommodate the integration of Arabic in science-based and foreign language study programs at FITK UIN Raden Fatah.

The incorporation of Arabic language instruction into study programs in FITK UIN Raden Fatah is an effort to broaden the language's applicability and significance beyond academia. The outcomes of the investigation imply that, alongside internal integration in learning Arabic, there is also external integration, where learning is designed to be linked with other academic fields. This approach could enrich students' understanding and strengthen the connection between Arabic and the students' academic disciplines (Laili & Mulyati, 2024), which is in line with the role of Islamic universities in producing scholars with religious expertise (Afrizal, 2022; Syamsu, 2022).

Such cross-disciplinary integrative learning is based on several integrative theories, including the Fogarty model with its 10 approaches (R. J. Fogarty & Pete, 2009), the Drake and Burns model (Drake & Burns, 2004), as well as the CBI and CLIL models (Syamsu, 2022). There are several ways in which students benefit from the integration of language studies with other subjects, such as improving language skills, creativity, and critical thinking. Furthermore, this approach contributes to strengthening students' cultural identity and self-expression (Zhang & Jia, 2022). Moreover, integrative learning has proven to increase students' interest in applying their knowledge to adaptive learning practices that meet academic needs and the dynamics of the times (Apriati et al., 2021).

This study confirms that Arabic language learning at FITK UIN Raden Fatah has been successfully integrated into several study programs, such as PGMI, PIAUD, PBA, MPI, and PAI. However, some study programs, such as English Education, Physics Education, and Chemistry Education, have not yet integrated Arabic language learning with their subject content. These programs feel that the lack of relevant references and the limited need for Arabic in modern scientific research are the main factors contributing to the non-integration of Arabic language learning in their curriculum. In response to this phenomenon, both CBI and CLIL are preferable methods to employ as they integrate language instruction with subject matter. Though the main goal is language learning, academic material remains considered (Banegas, 2012). Most importantly, when it comes to language learning integration, there are no appreciable disparities between CBI and CLIL (Cenoz, 2015).

CLIL and CBI can be applied with reference to the 4C principles: content (subject), communication (language learning), cognition (learning and thinking), and culture (developing intercultural understanding) (Dalton-Puffer, 2011). In CLIL and CBI, each of these elements is interrelated and plays a role in the learning process. First, teachers must be capable of facilitating challenging input by selecting authentic materials relevant to the subject content. Second, the texts used must be adapted to enhance students' abilities to understand and use the target language. Third, scaffolding is necessary to assist students in comprehending more complex content, thereby helping them learn more effectively. Fourth, language must be used actively in teaching, with visual aids and body language to convey meaning. Additionally, teachers should select and adapt the texts and speech used to facilitate the learning process (de Graaff et al., 2007).

The application of CLIL and CBI can be differentiated into language-driven and content-driven approaches (Cenoz, 2015). In the context of Arabic language learning, the language-driven approach is more suitable for study programs that have not yet integrated Arabic with their subject content, such as those found in Physics Education, Chemistry Education, and English Education. Here, the outcome of learning focuses more on acquiring the Arabic language as the main goal, rather than delving into the content of these disciplines. In a language-driven model, Arabic is taught by initially emphasizing linguistic aspects, before connecting it to relevant academic content (Banegas, 2012). This aligns with the need to equip students with sufficient Arabic language skills to understand literature and academic sources, without being overly focused on teaching specific content from those fields.

On the other hand, the content-driven model is also highly suitable for programs that teach Islamic Studies, such as the PGMI, PIAUD, PBA, MPI, and PAI programs. The integration of Arabic in these study programs is essential, particularly in the study of Islam, as many academic sources are in Arabic, such as classical books and scholarly references that are highly relevant to their studies. In these programs, Arabic functions as not only a communication tool but also a means of accessing and understanding academic sources crucial for deep engagement with their field of study. Therefore, the content-driven model is ideal for these programs because its primary focus is mastering specific content within a particular field of study, with Arabic as a tool to understand and access literature and scholarly references (Çakın, 2022).

CLIL and CBI in the context of Arabic language learning can be applied by following these steps: first, creating a psychologically safe environment so that students feel comfortable interacting in the target language. Second, encouraging the use of the target language during class activities,

although students may use their mother tongue if necessary. Third, speaking slowly and clearly to facilitate students' understanding, and using appropriate language levels based on their proficiency. Fourth, using gestures and images to convey meaning more effectively. Fifth, repetition is essential in ensuring the retention of material taught. Additionally, creating meaningful learning experiences by providing relevant contexts for students and providing varied language models to expose students to different communication styles. Finally, providing ample opportunities for students to use Arabic, in speaking, listening, reading, and writing, while setting high yet realistic expectations for their language development (Sarip, 2019).

By following these steps, CLIL and CBI can be effectively applied to enhance Arabic language proficiency among students in various study programs at FITK UIN Raden Fatah, whether they have integrated Arabic into their academic content or have yet to do so.

b. Student Response to Integrative-Based Arabic Language Learning at FITK UIN Raden Fatah

The Arabic language learning at FITK UIN Raden Fatah, as shown in Figure 2, demonstrates an integrative approach, where instructors teach the language as a linguistic skill and connect it with various fields of study. According to the survey results, most students stated that their instructors integrate the learning material with disciplines outside of Arabic. Out of the 85 respondents who took part in the survey, 50 students answered "yes," while 35 answered "no." This indicates a significant effort from the instructors to enrich the learning process by linking it to various relevant disciplines.

Furthermore, the students who answered "yes" provided several examples of academic fields often integrated into Arabic language learning. One example is the study of the Qur'an and Hadith, where instructors connect language material with an understanding of religious texts. This approach allows students to learn not only the language as a communication tool but also as a means of understanding Islamic teachings.

In addition to the connection with language and Islamic studies, some instructors also use a contextual approach by providing real-life examples in daily activities. This is designed to highlight how studying Arabic applies to many facets of life while ensuring students may better comprehend the practical impact of becoming fluent in the language. Moreover, advice centered on moral and ethical principles, often found in traditional Arabic texts, is frequently integrated into the learning process. Given this, Arabic language learning helps students develop their character alongside their academic skills.

Do lecturers integrate/connect the learning material with other fields of study besides Arabic?

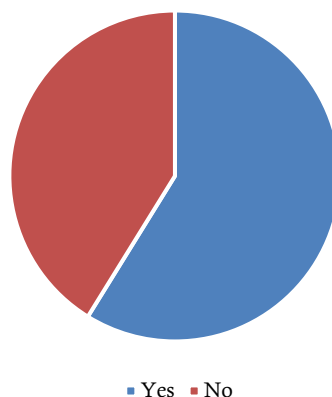


Figure 2. Results of Questionnaire 1

Do lecturers integrate/relate learning materials with the academic fields of their respective study programs?

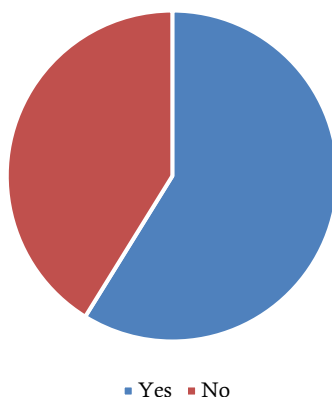


Figure 3. Results of Questionnaire 2

In addition to the integration with other disciplines, the survey also revealed how instructors connect Arabic language learning with the academic fields of students' study programs (Figure 3). According to the survey results, 50 respondents stated that instructors link learning materials with their field of study, while 35 other respondents felt that this was not done. This data suggests that most students perceive the relevance of Arabic language learning to their field of study, although there is still a group of students who do not feel this connection.

The integration of material with the study program's academic discipline has a positive impact on enhancing students' understanding of the concepts being taught. For instance, for students in the Arabic Language Education program, the learning is linked to linguistic theory and language teaching strategies, while students from other disciplines, such as tafsir or Islamic history, focus on the analysis of classical texts and the understanding of Arabic manuscripts. However, the finding that 35 respondents feel a lack of relevance between the material and their study program suggests that more contextualized teaching strategies, tailored to students' academic needs, are still possible.

Previous research also highlights challenges in implementing integrative, cross-disciplinary learning, such as information overload and knowledge fatigue (Huang, 2024), the difficulty of making a cohesive learning experience relevant to the real world, limited learning schedules (Widjaja et al., 2019), differences in terminology and methodology across disciplines (Harle, 2024), and the tendency for one discipline to impose its standards and methods on others, which can hinder integration and innovation (Green & Andersen, 2019). Therefore, further evaluation is required to enhance the effectiveness of this integrative teaching approach so that Arabic language learning not only focuses on linguistic aspects but also has a broader impact on students' academic and professional contexts, such as developing interdisciplinary Arabic language teaching materials (Imron et al., 2024; Pamessangi, 2022), Arabic language practical modules based on interdisciplinary approaches (Kurniawan, 2024), or interdisciplinary teaching modules (Triana et al., 2023).

In this regard, the application of CBI and CLIL to Arabic language learning at UIN Raden Fatah may face several challenges, as highlighted by previous studies. One of the primary challenges in CBI is the integration of language and content. Effectively combining language learning with subject content requires an integrative approach that treats language as a medium of instruction while considering the role of context in communication (Snow, 2016). Teachers must design goals that help merge language instruction with content, which often requires significant preparation and training to achieve this balance (Snow, 2016).

Another significant challenge is the variation in teachers' understanding and practices related to the integration of language and content. Studies show that many teachers lack sufficient training, time, and curriculum guidance to effectively implement language-content integration practices (Domke & Cerrato, 2024). This gap in knowledge and preparation can hinder the effective delivery of CBI, as teachers may struggle to align language instruction with specific academic content, thereby affecting the learning outcomes for students.

Similarly, CLIL faces its own set of challenges. One of the primary obstacles is the design and provision of appropriate learning materials. The integration of language and content in CLIL requires materials that are cognitively demanding and layered in a way that helps students build confidence in experimenting with both the language and the subject matter (Karabassova & Oralbayeva, 2023). However, creating such materials often leads to tensions and difficulties, as teachers and institutions may not always have access to resources that adequately support these dual objectives.

Collaboration and teacher training are two others major CLIL challenges. Effective CLIL adoption calls for strong cooperation between subject matter specialists and language teachers. However, many educators struggle to advance their professional skills and collaborate with language experts to design thoughtful language exercises (Hu, 2023). The lack of adequate professional development and support for teachers remains a significant barrier to the successful implementation of CLIL (Domke & Cerrato, 2024). Without sufficient training, teachers may struggle to develop the necessary skills to teach both language and content in an integrated manner, leading to a less effective learning experience for students.

In conclusion, the application of CBI and CLIL models encounters complex challenges, including the integration of language and content, the design of teaching materials, teacher collaboration and training, and the adaptation of curricula and policies. Addressing these challenges requires careful planning and adequate support for teachers to ensure the successful implementation of these integrated learning models.

D. Conclusion

This study identifies profound insights regarding the way Arabic language instruction is performed at FITK UIN Raden Fatah, as a mandatory course in the first semester across various study programs. Some programs, such as PGMI, PIAUD, and MPI, have successfully integrated Arabic with their academic content; others, such as Chemistry Education, Physics Education, and English Education, have not yet achieved this integration. This gap is largely attributed to the lack of relevant references and the limited need for Arabic in modern scientific research.

Concerning how it contributes to the advancement of Arabic language education both theoretically and empirically at the college level, the study suggests that CBI and CLIL models are advantageous for integrating Arabic into various academic disciplines. Specifically, a language-driven approach should be applied in programs that have not yet integrated Arabic with their content, such as Chemistry, Physics, and English Education, while a content-driven approach suits the programs related to Islamic Studies, i.e., PGMI, PIAUD, and MPI. This recommendation could enhance students' academic competence and language proficiency, especially in understanding Arabic sources in their fields. Future research could explore the challenges encountered during the integration process to refine these models and strengthen the Arabic language's competency education at higher education.

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