Jurnal Ilmiah Widya Borneo
Volume 9 Issue 1 Juni 2025
ISSN (Print): 2654-2676
ISSN (Online): 2830-2710
Page: 11-21

Effectiveness of Online Media-Based CLIL to Improve Students' *Istima'* and *Kalam* Skills in Madrasah Tsanawiyyah

***1 C,E,F Yuli Imawan & 2 A,B,D Rihanatul Fauziah**
[1]Sekolah Tinggi Ilmu Syariah Darusy Syafaah Lampung Tengah, Indonesia
[2]Madrasah Tsanawiyah Negeri 2 Tanah Bumbu Kalimantan Selatan, Indonesia

A – Research Concept and Design, B – Collection and/or Assembly of Data,
C – Data Analysis and Interpretation, D – Writing The Article,
E – Critical Revision of The Article, F – Final Approval of Article

Submitted : 19 Desember 2025 | Recieved: 01 April 2026 | Published: 15 Juni 2026

DOI: 10.56266/widyaborneo.v9i1.373

ABSTRACT
This research aims to provide innovation and creativity to educators and students in developing istima' and kalam abilities. The CLIL model based on online media is expected to offer changes to student's istima' and kalam abilities. This study employs a true experimental design using data from the experimental and control groups. With a sample of class 9 MTsN 2 Tanah Bumbu students using data collection techniques in the form of observation and tests. The data analysis technique uses the SPSS 18 "t" test. The results of the study showed that learning istima' and kalam using the CLIL model was declared effective. Judging from the results of the istima' learning t-test in the experimental group, 0,001 there is a significant difference, while the control group is 0,058. There is no difference. The N-Gain of the experimental group is 1,4 and the control group is 0,6. and in learning kalam the experimental group 0,000 and the control group 0,000 have differences. The N-Gain for the experimental group was 2,21, and for the control group, 1,14. From these results, the experimental group had a higher contrast in value than the control group in applying the CLIL model in istima' and kalam learning.

Keywords: The CLIL Model, Online Media, Istima' and Kalam Learning.

INTRODUCTION

The ability to use a person's language is shaped and influenced by several determinants of language. These realms are not separate because each other will support each other in forming the ability to use language. The domain is divided into two, namely linguistic competence and language competence (Taisir & Alkhrisheh, 2021). Linguistic competence consists of grammatical and *mufrodat* competencies, while language competence is often referred to as language skills. In Arabic language learning, four language skills are known: listening skills (*maharah istima'*) and speaking skills *(maharah kalam),* reading skills (*maharah qira'ah),* and writing skills *(maharah kitabah)* (Hermawan, 2021). Productive skills include speaking and writing, while receptive skills include listening and reading (Imawan et al., 2024). Listening skills (*maharah istima'*) and speaking skills (*maharah kalam*) are the most important language skills because speaking is part of active and productive language skills in oral form (Utami et al., 2023). After all, the activities that occur are dominated by giving messages to speech partners orally (Samal, 2020). In language acquisition, listening and speaking skills are the first skills that learners must master before reading and writing skills (Imawan et al., 2023).

***Coresponding Author**
Email : yuliimawan@stisda.ac.id
Alamat : Jl Jenderal Sudirman RT.012 Rw. 006 Kotasari Kota Gajah Lampung Tengah, Lampung, Kec.Padang Ratu, Kab. Lampung Tengah, 34153

This article is licensed under a Creative Commons Attribution 4.0 International License

There is a need for an initiative to improve the implementation of the learning process and enhance mastery of language skills, both orally and in writing. In addition to starting with wise planning and good communication, the learning process must also be supported by developing strategies that can teach students. Learning management is a process of organizing student interaction with educators and learning resources in a particular environment (Fauziah & Imawan, 2020). In managing learning, it is necessary to have a learning model as a conceptual framework that describes systematic procedures for organizing knowledge to achieve specific educational goals. It also serves as a guide for learning designers and teachers in planning and implementing learning activities (Magdalena et al., 2020).

The content and language integrated learning (CLIL) model is an innovative learning model because it integrates content (subject) and communication (language learning), in addition to promoting problem-solving (culture) and high-level thinking ability (cognitive) to the material studied (Lap et al., 2025). CLIL is an approach to teaching second or foreign languages established in bilingual education projects. This is evidenced by the success of the English-French bilingual program in Canada, which has developed CLIL to meet the demand to educate multicultural and multilingual citizens (Aryono et al., 2025). CLIL is a learning approach introduced by the EU Commission to create a multilingual European society. This approach is growing in Europe in different forms, primarily the teacher-led phenomenon. CLIL was also introduced to universities to meet the needs of the internationalization development of universities in Europe. In Finland, since 1991, teachers in public schools can use a foreign language (English) as the language of instruction for learning some fields of study. In Sweden, the implementation of CLIL is in a different form (Zarobe, 2026). First, introduce foreign languages in general, then continue with learning foreign languages in one subject, and continue to expand. The second form is the complete Imersi class approach. While in Germany, it has been formed since 1963, the French-German bilingual learning tradition and, since the mid-1990s, began to be introduced to other discussions. CLIL implementation in Spain started as early as ten years ago and began to develop rapidly (Garrido & Zarobe, 2025). Research on CLIL implementation in Finland shows learners are well-engaged in the classroom. Learners voluntarily use English in their classroom activities because CLIL uses a more student-oriented learning approach and practical activities such as experiments in science classes. Stukalina stated that the CLIL approach is the right instrument to improve foreign language skills in addition to increasing the competence of the field of study. In the CLIL approach, learners can study the learning resources of the area of research and simultaneously develop their language (communication) competencies (Yassin et al., 2024).

In the era of information and technological developments like today, it is no longer surprising to hear about online media. With the gadgets and applications available, humans no longer only communicate with one or two kinds but by using various applications that use internet services which we often call online media (Mustofa, 2020). Since 2020, educational institutions in Indonesia have conducted online learning due to government regulations aimed at containing the spread of COVID-19. Thus, learning with an online system is not easy for students; difficulties arise regarding technology skills and a large workload, considering that many subjects must be faced during the Covid-19 pandemic. This happens because students are accustomed to traditional face-to-face learning, whereas distance learning was previously used only incidentally (Rahardjo et al., 2020). To achieve learning objectives, paying attention to several components, such as media, methods and materials delivered that must follow students' circumstances, is necessary.

Arabic language learning at Tanah Bumbu Islamic Junior High School is still very limited, namely the lack of supporting infrastructure such as a Language Laboratory that can support the development of language skills; in providing materials, teachers still often use monotonous methods such as lectures, questions and answers, and translations without variations in accordance with existing technological advances, so that after online learning students are less able to concentrate on receiving the material. In addition, there is a lack of a forum and habituation in developing language skills. So that students are unable to master Arabic language skills. With the vision of the Madrasah, namely "creating independent, superior, environmentally friendly, and cooperative Islamic students", there is a need to improve language skills in Madrasah students (Said, 2023). This study designs an integrated learning model that not only teaches language, but also language as a tool to understand learning content, simultaneously integrating *istima'* and *kalam* skills through interactive online media. Thus, the author wants to apply the integrated Content and Language Learning (CLIL) model in online media-based listening (*maharah Istima'*) and speaking (*Kalam*) skills learning to students at Madrasah Tsahawiyyah Negeri 2 Tanah Bumbu, South Kalimantan.

METHODS

This research uses quantitative research methods, namely research methods based on the philosophy of postpositivism, because they have met scientific rules, namely concrete, objective, measurable, rational, and systematic (Sugiyono, 2018). Among them are analyzing research objects by finding and developing to produce data and development in the form of *istima'* and *kalam* learning activities with an online media-based CLIL model in students of Madrasah Tsanawiyah Negeri 2 Tanah Bumbu. Then, the data is poured in the form of numbers and analysis using statistics. This research design uses quasi-experimental research, namely manipulating independent variables and involving comparison groups without randomization (Saputri & Mardianti, 2025).

The sampling technique used non-probability sampling with a purposive sampling type, where sample data was taken using an assessment (Lindner & Dooley, 2019). The research sample consisted of 31 ninth-grade students of MTsN 2 Tanah Bumbu as a data source to determine the results of *istima'* and *kalam* learning abilities. The experimental group consisted of 15 students, and the control group consisted of 16 students. Data collection techniques in this study used tests, observations and documentation. Before using the test instrument, the researcher conducted a validity test using the moment product formula or the Pearson method (Utami & Rasmanna, 2023) and tested the instrument's reliability using the SPSS 18 application (Anggraini et al., 2022). Then, in analyzing the data, the researcher conducted a normality test using the "Shapiro-Wilk" formula, a homogeneity test using the ANOVA formula (Wiwik et al., 2022), and a test paired sample T-Test calculated using the SPSS 18 application (Malay, 2022).

RESULTS AND DISCUSSION

Experimental Results of Content and Language Integrated Learning (CLIL) Model Based on Online Media at MTsN 2 Tanah Bumbu in *Istima'* Learning

Pre-test results in group A reached an average of 4,5. At the same time, group B got an average of 4,8. The lowest average results were shown in group A, so the group was used as an experimental group that received treatment using the content and language-integrated learning model.

In learning activities, researchers prepare a learning implementation plan before learning activities begin. In this activity, the material presented was about the Maulid of the Prophet Muhammad SAW. Source of Arabic books class IX Madrasah Tsanawiyyah. *Istima'* learning in the experiment group uses the CLIL model based on online media, where the teacher provides a video from YouTube about the theme of Maulid Nabi in Arabic. Then the students were tasked with writing down the less-understood vocabulary and discussing the meaning of the vocabulary with

their classmates. After finishing understanding the contents of the video, students write the contents of the video and convey it orally.

Meanwhile, *istima'* learning in the control group uses the dictation/*Imla'* model. The teacher reads a text about the Maulid Nabi in Arabic, and students listen and record the vocabulary they hear. After that, the learner searches for the meaning of the vocabulary in the dictionary. So, students can understand the storyline told by the teacher.

After each group was given treatment, the researchers conducted a post-test for evaluating learning outcomes using an online media-based CLIL model in the experimental group and dictation/*Imla'* in the control group. The post-test results showed the following values: post-test results in *istima'* learning in the experimental group reached an average of 88,6. In the control group, it averaged 85,46. So, the average score on the *istima'* learning post-test of the experimental group was higher than the average score of the control group.

The results of implementing the CLIL model in learning *istima'* skills seen from the pre-test and post-test values in the Experiment and control groups are as follows. There was an increase in the experimental group between the average pre-test and post-test values of 4,5 to 5,9, with a rise of 1,4.

Meanwhile, the results of the pre-test and post-test in the control group were as follows: there was an increase in the experimental group between the average values of the pre-test and post-test, namely from 4,8 to 5,3, an increase of 0,6. So the increase in the experimental group was higher than in the control group. The description of the data in table 1. The following are the results of the normality, homogeneity, and paired T-test, test results of pre-test and post-test data of control groups and experiments in *Istima'* learning using the CLIL model based on online media (table 2).



Figure 1
***Istima'* Learning Video for the Experiment Group**
Source: https://www.youtube.com/watch?v=67VgFvJ18Hk&t=82s

Table 1
Description Statistics of *Istima'* Learning Outcomes Data

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Eksperiment	15	33	53	44.93	6.681
Post-Test Eksperiment	15	47	73	59.00	9.871
Pre-Test Control	16	33	66	47.75	10.611
Post-Test Control	16	33	73	53.38	13.226
Valid N (listwise)	15				

Source: Processed Data

Table 2
***Istima'* Learning Normality Test**

Class		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Learning Outcomes	Pre-Test Eksperiment	.230	15	.032	.877	15	.043
	Post-Test Eksperiment	.195	16	.129	.852	15	.019
	Pre-Test Control	.267	16	.003	.887	16	.050
	Post-Test Control	.161	16	.200*	.909	16	.111

a. Lilliefors Significance Correction
*. This is a lower bound of the true significance
Source: Processed Data

Table 3
***Istima'* Learning Experimental and Control Post-test Homogeneity Test**

Levene Statistic	df1	df2	Sig.
1.713	1	29	.201

Source: Processed Data

Table 4
Sample Paired Test T-Test Learning *Istima'*

		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Eror Mean	95% Confidence Interval of Difference				
					Lower	Upper			
Pair 1	Pre-Test Eksperiment - Post-Test Eksperiment	-14.067	12.510	3.230	-20.994	-7.139	-4.355	14	.001
Pair 2	Pre-Test Control - Post-Test Control	-5.625	10.966	2.741	-11.468	.218	-2.052	15	.058

Source: Processed Data

Based on the table of normality test results using the Kolmogrof-Smirnov (K-S) formula and strengthened with the Shapiro-Wilk formula with the help of SPSS 18 software. So from the table above, it can be seen that all data have a sig value of >0,01. The value obtained in the Kolmogrof-Smirnov formula is for the experimental pre-test of 0,032 and the post-test of 0,129. While in the control group, the pre-test value was 0,003, and the post-test was 0,200. It was strengthened by the calculation results using the Shapiro-Wilk formula for the experimental pre-test 0,043 and the post-test 0,019. In the control group, the pre-test value was 0,050 and the post-test was 0,111. Thus, the conclusion that the entire sig value >0,01 is stated that the sig value is distributed normally.

Based on the ANOVA test using SPSS 18 obtained sig = 0,201 > 0,01. Then, the decision H_0 was not rejected, so the conclusion was accepted that the pre-test and post-test data of the experimental and control groups were homogeneous.

Based on the paired test using SPSS 18, the mean results were higher than the experimental group compared to the control group that did not get treatment utilizing the content and language-integrated learning model based on online media in *istima'* learning. The results of the Sig values (2-tailed) were 0,001 < 0,01 in the experimental group and 0,058 >0,01 in the control group; the presence

in the experimental group was a significant difference, and in the control group, there was no significant difference. So that H_o was accepted because there were differences that were hypothesized in the group that received treatment utilizing the content and language-integrated learning model based on online media in *istima'* learning.

Experimental Results of Content and Language Integrated Learning (CLIL) Model Based on Online Media at MTsN 2 Tanah Bumbu in *Kalam* Learning

The treatment of *kalam* learning in the experimental group uses the content and language-integrated learning model based on online media. Before learning, researchers compile a learning implementation plan using the CLIL model on the Maulid Nabi material. This material, in addition to vocabulary sourced from the Arabic book Class IX Madrasah Tsanawiyyah is also taken from the activities of Maulid Nabi, which is carried out in the environment where students live.

Students are tasked with observing the Maulid Nabi activities they participate in. Then a report is made as an Arabic story in the form of a video (Vlog). Students learn the *kalam* through several stages: first, composing the birthday story text in Indonesian in groups. Second, translating story texts in Arabic with the teacher's guidance and direction; third, editing documentation and story recordings in video form according to their creativity. Each group is then published on social media to ensure students are more motivated to continue improving their speaking skills and to feel confident practicing them.

Meanwhile, the control group's treatment uses a structured conversation model. Learners are given examples of how to speak or converse using the Arabic language. Then the conversation is practiced in front of the class in pairs so that students can set an example for each other.

After each group was given treatment, the researchers held a post-test to evaluate learning outcomes using the CLIL model based on online media in the experimental group and a structured conversation model in the control group. In addition, the post-test aims to determine the difference in treatment results between the experimental and control groups. The post-test results showed the following values: post-test results on *kalam* learning in the experimental group reached an average of 4,07. Meanwhile, the control group got an average of 31,7. So, the average score on the Kalam learning post-test of the experimental group was higher than the average score of the control group.

It can be seen from the pre-test and post-test values in the experiment and control group as follows that there is an increase between the average pre-test and post-test values of 1,85 to 4,07, of which there is an increase of 2,21. That there is an increase between the average value of the pre-test and post-test. In the control group, it was 2,03 to 3,17, a rise of 1,14.

So the increase in the experimental group was higher than in the control group. The description of the data in table 5. The following are the results of the normality, homogeneity, and paired T-test test results of pre-test and post-test data of control groups and experiments in *istima'* learning using the CLIL model based on online media (table 6).

Based on the table of normality test results using the Kolmogrof-Smirnov (K-S) formula and strengthened with the Shapiro-Wilk formula with the help of SPSS 18 software. So from the table above, it can be seen that all data have a sig value of > 0,01. The value obtained in the Kolmogrof - Smirnov formula, namely for the experimental pre-test of 0,200 and the post-test of 0.200. While in the control group, the pre-test value was 0,017, and the post-test was 0,103. It was strengthened by the calculation results using the Shapiro-Wilk formula for the experimental pre-test 0,492 and the post-test 0,356. While in the control group, the pre-test value was 0.008, and the post-test was 0,330. Thus, the conclusion that the entire sig value >0,01 is stated that the sig value is distributed normally.

Table 5
Statistics Description of *Kalam* Learning Outcomes Data

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Eksperiment	15	14	24	18.53	2.532
Post-Test Eksperiment	15	36	49	40.80	3.321
Pre-Test Control	16	17	24	20.25	1.983
Post-Test Control	16	26	39	31.56	3.162
Valid N (listwise)	15				

Source: Processed Data

Table 6
***Kalam* Learning Normality Test**

Class		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Learning Outcomes	Pre-Test Experiment	.173	15	.200*	.948	15	.492
	Post-Test Experiment	.179	15	.200*	.938	15	.356
	Pre-Test Control	.237	16	.017	.836	16	.008
	Post-Test Control	.196	16	.103	.938	16	.330

a. Lilliefors Significance Correction
*. This is a lower bound of the true significance
Source: Processed Data

Table 7
***Kalam* Learning Homogeneity Test of Variances**

Levene Statistic	df1	df2	Sig.
.009	1	29	.926

Source: Processed Data

Table 8
Test Paired Sample T-Test Learning *Kalam*

		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Eror Mean	95% Confidence Interval of Difference				
					Lower	Upper			
Pair 1	Pre-Test Eksperiment - Post-Test Eksperiment	-22.267	3.494	.902	-24.202	-20.332	-24.680	14	.000
Pair 2	Pre-Test Control - Post-Test Control	-11.313	2.330	.583	-12.554	-10.071	-19.420	15	.000

Source: Processed Data

Based on the *ANOVA* test, I used SPSS 18 and obtained sig = 0.926 > 0.01. Then, the decision H_0 was not rejected, so the conclusion was accepted that the pre-test and post-test data of the experimental and control groups were homogeneous.

Based on the Paired test using SPSS 18, the mean results were higher in the experimental group than in the control group, which did not receive treatment using the CLIL Model based on online media in *Istima's* learning. The results of the Sig values (2-tailed) were 0,000 <0,01 in the

experimental group and 0,000 <0,01 in the control group; then, in the experiment group and the control group, there was a significant difference. So that H_o was accepted because there were differences that were hypothesized in the group that received treatment using the CLIL model based on online media in *kalam* learning.

Istima' learning in the experimental group using the CLIL model based on online media in the form of YouTube showed higher improvement results than the learning outcomes of the control group, which did not use the CLIL model based on online media. The difference in results from the application of the experimental and control group models, namely the presentation of material in the experimental group using videos from YouTube so that students can listen to stories about the Maulid Nabi from native Arabic speakers and can understand the contents of the report from illustrated images following the culture that occurred in Arabic about the Maulid Nabi. While the model was used in the control group, students listened to stories told by the teacher without any illustrations.

The advantage of using the CLIL model based on online media in *istima'* learning is that students can listen to the story about the Maulid Nabi through the video that is displayed so that they can understand the speech as well as the plot of the story assisted by the writing and illustrations in the video. With this learning model, students are happier and do not feel bored listening to Arabic material. As for the shortcomings, students who have a non-native speaker background need to listen carefully to videos from native Arabic speakers so that they can understand Arabic stories well.

Meanwhile, *kalam* learning using the CLIL model based on online media in the experimental group showed a more significant improvement in the learning outcomes of the control group. In *kalam* learning, students get directly from the commemoration of Maulid Nabi organized by the community around the residence. So, students can better understand the celebration of Maulid Nabi and can convey Arabic stories packaged in the form of videos edited using various online media such as TikTok, reels on Instagram, InShot, CapCut, and then published on the YouTube channel. Thus, learners can be more motivated in the *kalam* learning process.

The advantage of using the CLIL model online media-based in *kalam* learning is that students directly observe the Maulid Nabi activities to know the flow of the Maulid Nabi activities and their purpose. In addition, students can now tell from the activities observed in Arabic, with several stages of the text delivery process, including writing Indonesian story texts that are then translated into Arabic. From this process, learners gain insight and experience in translating Arabic texts. Then the learners convey the story's text translated orally as a video. From the video, students get the motivation to continue to improve *kalam'* abilities.

Thus, students easily understand the material and can convey it based on the experience of the activities followed. With this model, students can receive material in the classroom and from what they see directly in the surrounding environment. As for the shortcomings, applying this model requires a lot of time in the learning process before reaching *kalam* skills. Experimental results of *istima'* and *kalam* learning with the Content and Language Integrated Learning (CLIL) Model with a dual-focus teaching system that is not only oriented towards understanding the content but also the language simultaneously. In learning Arabic using the CLIL model, students are able to master the content/material taught in Arabic as well as master the Arabic language itself. This is in line with one of the theories in communicative learning design, which encourages students to learn the language by using it in real contexts and with authentic goals (Sartika et al., 2024).

CONCLUSION

From the research and experimentation of content and language-integrated learning models based on online media in *istima'* and *kalam* learning of MTsN 2 Tanah Bumbu South Kalimantan students, it can be concluded that the implementation of the CLIL Model based on online media in students' learning of *istima'* and *kalam* received by learners with great enthusiasm. The results of the experiment using SPSS 18 showed a significant improvement. It can be seen from the results of the t-test of *istima'* learning in the experimental group, there was a significant difference of 0.001, while in the control group there was no difference of 0.058. The N-Gain of the experimental group was 1.4 and the control group was 0.6. While in the *kalam* learning, the experimental group and the control group had a difference of 0.000. The N-Gain for the experimental group was 2.21, and for the control group was 1.14. From these results, quantitative analysis using SPSS 18 showed substantial differences in the application of the CLIL Model with online media to students of MTsN 2 Tanah Bumbu both in *istima'* and *kalam* skills. In addition, students were motivated to continue developing their language skills by making videos. They can more easily practice their language skills with this platform.

REFERENCES

Anggraini, F. D. P., Aprianti, Setyawati, V. A. V., & Hartanto, A. A. (2022). Pembelajaran Statistika Menggunakan Software SPSS untuk Uji Validitas dan Reliabilitas. *Jurnal Basicedu*, *6*(4), 6491-6504.

Aryono, E. A., Hilmi, H. Y., & Gusmaneli. (2025). *Content and Language Integrated Learning* (CLIL): Strategi dalam Pengembangan Pembelajaran Pendidikan Agama Islam (PAI). *JIPI: Jurnal Ilmu Pendidikan Islam*, *23*(2), 647-657. https://doi.org/10.36835/jipi.v23i2.43.

Fauziah, R., & Imawan, Y. (2020). The Skilled Approach in Arabic Learning at Islam Burapha Witya School Narathiwat Thailand. *Alsinatuna*, *6*(1), 35-50.

Garrido, M. A., & Zarobe, Y. R. de. (2025). Looking into Multimodal Translanguaging in CLIL: A Case Study in the Basque Country. *Journal of Multilingual and Multicultural Development*, *46*(5), 1440-1458. https://doi.org/10.1080/01434632.2024.2429419.

Hermawan, A. (2021). *Penilaian Pembelajaran Bahasa Arab (Prinsip dan Operasional)*. PT. Remaja Rosdakarya.

Imawan, Y., Rahmatan, M., Hania, I., & Alimudin, A. (2023). Aswat's Teaching Strategies and their Implications in the Learning of Maharah *Istima'*. *IJETZ: International Journal of Education and Teaching Zone*, *2*(1), 13-24. https://doi.org/10.57092/ijetz.v2i1.55.

Imawan, Y., Fauzi, M. I., & Muhlis, N. K. (2024). Analysis of the Form and Approach to the Assessment of the Arabic Language Productive Competency Test in the Book Al-Arabiyah Linnasyiin. *Al-Ikmal: Jurnal Pendidikan*, *3*(2), 42-56. https://doi.org/10.47902/al-ikmal.v3i6.

Lap, T. Q., Tuong Vy, P. N., My Hanh, N. T., Tuan, L. C., & Hung, N. T. (2025). Toward the Content Language Integrated Learning (CLIL) Shift: What are EFL Teachers' Understandings, Practices, and Needs?. *Sage Open*, *15*(3), 1-17. https://doi.org/10.1177/21582440251363336.

Magdalena, I., Septiarini, A. A., & Nurhaliza, S. (2020). Penerapan Model-Model Desain Pembelajaran Madrasah Aliyah Negeri 12 Jakarta Barat. *PENSA: Jurnal Pendidikan dan Ilmu Sosial*, *2*(2), 241-265.

Malay, M. N. (2022). *Belajar Mudah & Praktis (Analisis Data dengan SPSS dan JASP)* (2nd ed.). CV Madani Jaya.

Mustofa, M. A. (2020). Analisis Penggunaan *WhatsApp* sebagai Media Pembelajaran Bahasa Arab di Era Industri 4.0. *Arabiyatuna : Jurnal Bahasa Arab*, *4*(2), 333-346. https://doi.org/10.29240/jba.v4i2.1805.

Rahardjo, W., Qomariyah, N., Mulyani, I., & Andriani, I. (2020). Sosial Media Fatigue pada Mahasiswa di Masa Pandemi COVID-19: Peran Neurotisisme, Kelebihan Informasi, *Invasion of Life,* Kecemasan, dan Jenis Kelamin. *Jurnal Psikologi Sosial*, *19*(2), 142-152. https://doi.org/10.7454/jps.2021.16.

Said, S. A. (2023). Pengelolaan Lingkungan Berbahasa Arab dalam Meningkatkan Kemampuan Berbicara Siswa Madrasah Aliyah Insan Cendikia Halmahera Barat. *Wahana Pendidikan*, *9*(1), 600-608. https://doi.org/10.5281/zenodo.7554152.

Samal, S. (2020). Keterampilan Berbicara (*Maharah Al-Kalam*) Bahasa Arab Mahasiswa Jurusan Pendidikan Fakultas Ilmu Tarbiyah dan Keguruan. *Kuttab: Jurnal Ilmiah Mahasiswa*, *2*(1), 57-66.

Saputri, L., & Mardiati, M. (2025). Desain Penelitian Quasi Eksperimen dalam Penelitian Pendidikan: Kajian Pustaka. *Jurnal Serunai Matematika*, *17*(2), 78-87.

Sartika, S. B., Suyidno, & Wiguna, A. (2024). The Analysis of Students Needed in Digital Teaching Media. *JTP - Jurnal Teknologi Pendidikan*, *26*(1), 44-62. https://doi.org/10.21009/jtp.v26i1.40737.

Sugiyono. (2018). *Metode Penelitian Kombinasi (Mixed Methods)*. Alfabeta.

Taisir, H., & Alkhrisheh, D. (2021). The Interrelationship among Language Use, Linguistic Competence, and Higher Order Skills. *Indonesian Research Journal in Education*, *5*(1), 6-22. https://doi.org/10.22437/irje.v5i1.11333.

Utami, S., Hania, I., & Imawan, Y. (2023). Intonation of Interrogative Sentences in Learning Arabic for Mahārat Al - Kalām. *Jurnal Al-Ma'rifah*, *20*(1), 49-60. https://doi.org/10.21009/almakrifah.20.01.04.

Utami, Y., & Rasmanna, P. M. (2023). Uji Validitas dan Uji Reliabilitas Instrument Penilaian Kinerja Dosen. *Jurnal Simetrik*, *4*(2), 21-24.

Wiwik, Tawil, M., & Arsyad, A. A. (2022). Efektivitas Penerapan Media Audio Visual untuk Meningkatkan Hasil Belajar IPA Peserta Didik Kelas VII SMPN 21 Sinjai. *Jurnal Pendidikan MIPA*, *12*(4), 1131-1138.

Yassin, M., Sood, M., Saputra, R., Ariyanto, B., & Anam, K. (2024). Dampak *Content and Language Integrated Learning* pada Kemampuan Bahasa Inggris dan Pengetahuan Subjek Siswa: Sebuah Studi Komparasi. *Jurnal Unusida*, *1*(2), 42-47.

Zarobe, Y. R. De. (2026). *Content and Language Integrated Learning (CLIL)* (Vol. 4415). Cambridge University Press.