



IMPLEMENTATION OF TPACK IN ARABIC FOREIGN LANGUAGE LEARNING FOR LISTENING SKILLS

¹Presti Multi, ²Anwar Sanusi, ³Salman Jufri

^{1,2,3}Universitas Jambi, Indonesia

*Corresponding E-mail: prestimulti22@gmail.com¹ | anwarsanusi@unj.ac.id² | salman.jufri@unj.ac.id³

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Abstract

This study investigates the implementation of the Technological Pedagogical Content Knowledge (TPACK) model in Arabic foreign language learning for listening skills (maharah istima') and identifies the challenges encountered in its implementation. This study employed a qualitative approach with a descriptive design. The research subjects consisted of eleventh-grade students at Madrasah Aliyah Laboratory, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Sulthan Thaha Saifuddin Jambi. Data were collected through classroom observations, semi-structured interviews with teachers and students, and documentation of learning activities and instructional materials. The findings reveal that the implementation of TPACK has not yet achieved comprehensive integration. Technology use remains limited to the implementation stage through Arabic-language videos as supporting media in listening activities, while planning and evaluation stages are still conducted conventionally. The challenges include differences in students' basic abilities, limited concentration during listening activities, and inadequate learning facilities, particularly audio equipment. Therefore, more systematic integration among technology, pedagogy, and content is needed to optimize TPACK implementation in maharah istima' learning.

Keywords: Arabic; foreign language; listening skills; TPACK

المخلص

ي تهدف هذه الدراسة إلى استقصاء تطبيق نموذج المعرفة التكنولوجية التربوية بالمحتوى (TPACK) في تعلم اللغة العربية كلغة أجنبية لمهارة الاستماع، والكشف عن التحديات التي تواجه تطبيقه. اعتمدت هذه الدراسة المنهج النوعي بتصميم وصفي. وتكوّن مجتمع البحث من طلاب الصف الحادي عشر في مدرسة المختبر العالية التابعة لكلية التربية وإعداد المعلمين بجامعة الدولة الإسلامية سلطان ثها سيف الدين جمبي. وقد جُمعت البيانات من خلال الملاحظة الصفية، والمقابلات شبه المنظمة مع المعلمين والطلاب، وتوثيق الأنشطة التعليمية والمواد الدراسية. وكشفت النتائج أن تطبيق نموذج TPACK لم يبلغ بعد مستوى التكامل الشامل؛ إذ يقتصر توظيف التكنولوجيا على مرحلة التنفيذ من خلال مقاطع الفيديو العربية بوصفها وسائل داعمة في أنشطة الاستماع، في حين لا تزال مرحلتا التخطيط والتقييم تسيران وفق الأساليب التقليدية. وتشمل التحديات التي تبرز في هذا الإطار: التفاوت في المستوى اللغوي القاعدي بين الطلاب، ومحدودية التركيز خلال أنشطة الاستماع، وقصور المرافق التعليمية ولا سيما الأجهزة الصوتية. ومن ثمّ، يستلزم الأمر تحقيق تكامل أكثر منهجية بين التكنولوجيا والتربية والمحتوى لتحسين تطبيق نموذج TPACK في تعليم مهارة الاستماع.

الكلمات المفتاحية: اللغة العربية؛ اللغة الأجنبية؛ مهارة الاستماع؛ المعرفة التكنولوجية التربوية بالمحتوى

INTRODUCTION

Listening skill (maharah istima') is one of the fundamental skills in Arabic language learning and plays a crucial role in the language acquisition process (Hamidah & Marsiah, 2020). In second language acquisition theory, listening is considered the initial stage of language development because learners acquire language input through auditory exposure before developing speaking, reading, and writing skills (Ridha et al., 2025). Krashen explained that comprehensible input obtained through listening activities significantly influences language acquisition and learners' communicative competence (Krashen, 1982). Therefore, listening skill serves as the foundation for the development of other language skills because through listening, students are able to understand sounds, vocabulary, and the meaning of spoken expressions directly in communication contexts (Basit & Sanah, 2024). Arabic language learning does not merely focus on theoretical aspects but also requires practical competence in understanding spoken language ('Amaliah & Baroroh, 2025).

However, in classroom practice, students' listening skills remain relatively low. Previous studies have shown that students often experience difficulties in understanding spoken Arabic directly, particularly when the material is presented in the form of conversations or authentic audio materials (Azka et al., 2024). This problem was also identified in the preliminary observation conducted at Madrasah Aliyah Laboratory UIN Sulthan Thaha Saifuddin Jambi. Based on the interview with the Arabic language teacher, only around 20% of students were able to understand listening materials effectively, while most students still faced difficulties in maintaining concentration and comprehending spoken Arabic during listening activities (RA, personal communication, October 29, 2025). This condition indicates that the learning process of maharah istima' has not yet provided effective listening experiences for students.

The low level of listening ability is also influenced by the limited use of instructional methods (Chalik, 2021). Learning activities tend to be teacher-centered and provide minimal use of media that support students' comprehension. In fact, maharah istima' learning requires repetitive and contextual listening experiences to help students understand spoken meanings more effectively (Wahyuni et al., 2023).

On the other hand, technological development offers significant opportunities to improve the quality of Arabic language learning (Husnaeni et al., 2021). The use of technology, particularly audio-visual media, can provide more contextual and engaging learning experiences for students (Arrahma et al., 2024). The use of Arabic-language films or videos has been shown to improve students' motivation and comprehension in listening activities.

Nevertheless, the use of technology in learning has not been fully optimized. Technology is often used merely as a supporting tool rather than as an integrated component of the overall learning process (Rani et al., 2023). This condition reflects a gap between the potential of technology integration and actual classroom practices. Previous studies have shown that the integration of technology in Arabic language learning still faces various challenges, both in terms of teacher readiness and supporting facilities (Ahmadi et al., 2024).

To address these issues, an instructional approach capable of integrating technology, pedagogy, and content in a comprehensive manner is required. One relevant framework is Technological Pedagogical Content Knowledge (TPACK) (Mishra & Koehler, 2006). This framework emphasizes the integration of technological knowledge, pedagogical knowledge, and content knowledge within the learning process (Chai et al., 2013). In the context of maharah istima' learning, technological knowledge refers to the use of digital media such as Arabic-language videos and audio-visual learning resources (Jamil & Agung, 2022). Pedagogical knowledge is reflected in the teacher's instructional strategies, including listening activities, teacher explanations, and comprehension exercises, while content knowledge relates to Arabic listening materials such as conversations, vocabulary, and spoken expressions taught during classroom instruction (Anisa et al., 2021). Therefore, TPACK assists teachers in designing technology-based Arabic language learning that integrates instructional methods, learning media, and listening materials effectively (Sandy et al., 2023).

In the context of maharah istima' learning, the implementation of TPACK enables teachers to integrate audio-visual media, instructional strategies, and learning materials in a balanced manner. Technology does not merely function as a supplementary tool but becomes an integral part of a systematic instructional design (Hasan et al., 2024). The integration of TPACK in Arabic language learning can improve the effectiveness of the learning process, particularly in listening skills (Subita et al., 2022).

Several previous studies have highlighted the relevance of technology integration in Arabic language learning, particularly in maharah istima'. Research conducted by Utama et al. demonstrated that the use of Arabic-based audio-visual media improved students' listening comprehension and increased learning motivation during listening activities (Utama et al., 2024). Similarly, Husnaeni, Akmal, and Amran AR found that Arabic-language films contributed positively to students' listening achievement by providing contextual auditory input and creating more engaging learning experiences (Husnaeni et al., 2021). In addition, Azka, Hafsoh, and Ibrahim identified several challenges in learning Arabic listening skills through YouTube media, including students' limited concentration, difficulties in understanding authentic pronunciation, and inadequate listening habits (Azka et al., 2024). Furthermore, research by Sanusi et al. revealed that TPACK-based training improved teachers' competence in integrating technology into the instructional process (Sanusi et al., 2023). Another study conducted by Sandy et al. showed that TPACK has become an important framework in supporting technology-

based learning innovation and strengthening teachers' professional competence in Indonesia (Sandy et al., 2023). In the context of Arabic language learning, research by Nisa et al. also emphasized that the integration of TPACK in technology-based learning supports more interactive and effective instructional practices (Nisa et al., 2025).

Although previous studies have discussed the use of audio-visual media and the implementation of TPACK in education, most of them mainly focused on media effectiveness or teacher competence development in general learning contexts. Studies specifically examining the implementation of TPACK in maharah istima' learning, particularly at the Madrasah Aliyah level, remain limited. Therefore, the problem formulation of this study focuses on how the TPACK model is implemented in maharah istima' learning, including the stages of planning, implementation, and evaluation, as well as the challenges encountered during its implementation. This study aims to describe the implementation of the TPACK model in maharah istima' learning and to identify the challenges faced in its application. The findings of this study are expected to contribute theoretically to the development of technology-based Arabic language learning and practically to provide references for teachers in integrating technology, pedagogy, and content in maharah istima' instruction more effectively.

METHOD

This study employed a qualitative approach with a descriptive case study design to examine the implementation of the Technological Pedagogical Content Knowledge (TPACK) model in maharah istima' learning based on actual classroom practices and to explore the challenges encountered during its implementation (Creswell, 2014). A qualitative case study approach was considered appropriate because this study focused on understanding the implementation process of TPACK contextually within a specific educational setting rather than measuring learning outcomes quantitatively.

The study was conducted at Madrasah Aliyah Laboratory, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Sulthan Thaha Saifuddin Jambi. The research subjects consisted of one Arabic language teacher and eleventh-grade students from the selected class, comprising approximately 16–18 students. The class was purposively selected because it had implemented technology-based maharah istima' learning through the use of Arabic-language videos and audio-visual media, although students still experienced difficulties in listening comprehension and maintaining concentration during listening activities (Creswell, 2014).

Data were collected through classroom observations, semi-structured interviews with the teacher and students, and documentation of lesson plans, learning materials, and classroom learning activities (Moleong, 2018). Observations were conducted during maharah istima' learning sessions to examine the integration of technology, pedagogy, and content in classroom instruction. The collected data were analyzed through data reduction, data display, and conclusion drawing based on the Miles and Huberman qualitative analysis model (Miles et al., 2014). The validity of the data was ensured through source triangulation and technique triangulation by comparing findings obtained from observations, interviews, and documentation (Sugiyono, 2024).

RESULTS AND DISCUSSION

TPACK Implementation in Maharah Istima' Learning

Based on the results of observations, interviews, and documentation, the implementation of the Technological Pedagogical Content Knowledge (TPACK) model in maharah istima' learning at Madrasah Aliyah Laboratory UIN Sulthan Thaha Saifuddin Jambi showed varying levels of technology integration across the planning, implementation, and evaluation stages. Technology integration in maharah istima' learning was primarily reflected through the use of Arabic-language audio-visual media during listening activities. To provide a clearer description of the research findings, the implementation of TPACK in maharah istima' learning is presented in the following table.

Table 1. TPACK Implementation in Maharah Istima' Learning

Learning Stage	Research Findings	Form of Implementation
Planning	The teacher determined learning objectives, materials, instructional methods, and instructional media before classroom instruction	Arabic-language films were prepared as supporting media for listening activities
Implementation	The teacher integrated Arabic-language films into listening activities during classroom instruction	The teacher explained the material first, followed by film viewing and classroom discussion activities

Evaluation	Assessment was conducted through written assignments and vocabulary identification activities	Technology was not utilized during the evaluation process
Consistency of Technology Use	Technology integration was not implemented in every learning session	Technology use was only applied in certain learning activities

Source: Observation conducted on February 24, 2026; February 26, 2026; and April 21, 2026; interviews with RA as the Arabic language teacher of grade XI and four students of class XI Sains B; and documentation in the form of lesson plans, learning materials, classroom activity photographs, and learning videos obtained from Madrasah Aliyah Laboratory UIN Sulthan Thaha Saifuddin Jambi.

At the planning stage, the teacher determined the learning objectives, selected the instructional materials, and prepared learning media before conducting classroom instruction. The learning objectives focused on students' ability to understand Arabic expressions and conversations through listening activities. The materials taught were adjusted to students' basic abilities and focused on commonly used Arabic language topics, particularly isim dhamir and simple Arabic expressions. In addition, the teacher prepared Arabic-language films as supporting instructional media for listening activities.

During the implementation stage, the teacher integrated Arabic-language films into listening activities through audio-visual learning practices. Based on classroom observations, the teacher first explained the learning materials and important vocabulary before students watched the film. The films used in the learning process were downloaded from online media, stored on a flash drive, and contained Arabic conversations accompanied by subtitles. The film had an approximate duration of one hour and thirty-two minutes and was presented gradually across several meetings, with approximately thirty minutes shown during each learning session. After the listening activity, students discussed the content of the film and identified Arabic vocabulary and expressions presented in the video.

At the evaluation stage, the teacher conducted assessments through written assignments and vocabulary identification activities after the listening sessions. Students were instructed to mention and write Arabic vocabulary obtained from the films shown during classroom instruction. The evaluation process was conducted manually using paper-based assignments without integrating digital assessment tools or technology-based evaluation media.

Challenges in the Implementation of TPACK in Maharah Istima' Learning

The findings revealed that the implementation of TPACK in maharah istima' learning encountered several challenges related to students' learning conditions and instructional facilities.

Table 2. Challenges in the Implementation of TPACK in Maharah Istima' Learning

Type of Challenge	Research Findings
Student-related challenges	Differences in students' basic abilities, limited vocabulary mastery, and difficulties maintaining concentration during listening activities
Infrastructure-related challenges	Limited audio equipment and inconsistent technology integration during the learning process

Source: Observation conducted on February 24, 2026; February 26, 2026; and April 21, 2026; interviews with RA as the Arabic language teacher of grade XI and four students of class XI Sains B; and documentation in the form of lesson plans, learning materials, classroom activity photographs, and learning videos obtained from Madrasah Aliyah Laboratory UIN Sulthan Thaha Saifuddin Jambi.

Student-related challenges were associated with students' different educational backgrounds and varying levels of Arabic language proficiency (Lestari et al., 2024). Based on classroom observations and interviews, some students experienced difficulties understanding Arabic pronunciation and vocabulary during listening activities because of their limited mastery of basic Arabic vocabulary. In addition, students demonstrated different levels of concentration during the learning process. Some students were able to follow listening activities effectively, while others experienced difficulties maintaining focus throughout the lesson.

Infrastructure-related challenges were associated with limitations in learning facilities and the implementation of technology during classroom instruction (Jamil & Agung, 2022). The limited availability of audio equipment became one of the main obstacles in listening activities because the learning process only relied on laptop and projector speakers without additional sound systems. As a result, several students experienced difficulties hearing Arabic conversations clearly during listening activities. Furthermore, technology integration in maharah istima' learning was not implemented consistently in every classroom meeting.

Discussion

TPACK Planning in Maharah Istima' Learning

The findings showed that the integration of TPACK at the planning stage was still limited to determining learning objectives, selecting instructional materials, and preparing audio-visual media for listening activities. The teacher adjusted the learning materials to students' basic abilities and prepared Arabic language films as supporting media for maharah istima' learning. However, technology integration at this stage had not yet been systematically incorporated into technology-based lesson planning and assessment design.

This finding indicates that the planning stage primarily emphasized pedagogical and content aspects, while technological integration remained supplementary (Hasim et al., 2025). Within the TPACK framework, effective instructional planning requires balanced integration among technological knowledge, pedagogical knowledge, and content knowledge throughout the learning process (Mishra & Koehler, 2006). Therefore, the planning process observed in this study has not yet reflected comprehensive TPACK integration because technology was mainly prepared as a supporting instructional tool rather than being systematically embedded within the lesson design.

This finding is consistent with research conducted by Nisa et al., which emphasized that TPACK integration in Arabic language learning supports more interactive and effective instructional practices when technology is systematically integrated into instructional activities (Nisa et al., 2025). However, the findings of this study indicate that technology integration in instructional planning still tended to focus on media preparation rather than comprehensive technology-based instructional design.

TPACK Implementation in Maharah Istima' Learning

At the implementation stage, technology integration was reflected through the use of Arabic-language films during listening activities. The teacher first explained the learning materials and important vocabulary before students watched the films. The films contained Arabic conversations accompanied by subtitles and were presented gradually across several classroom meetings. After the listening activities, students discussed the content of the films and identified Arabic vocabulary and expressions presented in the videos.

The use of audio-visual media demonstrated the teacher's effort to improve students' listening comprehension through contextual learning experiences (Brown, 2007). Audio-visual media can assist students in understanding pronunciation, vocabulary, and contextual meaning simultaneously because students receive both visual and auditory input during the learning process (Mayer, 2009). In second language acquisition theory, listening activities supported by comprehensible input play an important role in developing language competence (Richards, 2008). Therefore, the use of Arabic-language films in this study reflects an effort to create more meaningful listening activities for students.

This finding supports previous research conducted by Utama et al., which revealed that Arabic-based audio-visual media improved students' listening comprehension and increased learning motivation during listening activities (Utama et al., 2024). Similarly, Husnaeni, Akmal, and Amran AR found that Arabic-language films contributed positively to students' listening achievement because they provided contextual auditory input and more engaging learning experiences (Husnaeni et al., 2021).

However, the implementation of TPACK in this study remained partial because technology integration was not consistently applied in every classroom meeting. Technology functioned mainly as a supporting instructional medium rather than becoming an integrated component of the overall instructional process. In addition, several factors influenced the implementation process, including students' limited vocabulary mastery, difficulties maintaining concentration during listening activities, and limited classroom audio facilities. This finding is in line with research conducted by Azka, Hafsoh, and Ibrahim, which identified that students often experience concentration difficulties and problems understanding authentic Arabic pronunciation during technology-based listening activities (Azka et al., 2024).

TPACK Evaluation in Maharah Istima' Learning

The findings showed that evaluation activities in maharah istima' learning were still conducted manually through written assignments and vocabulary identification activities. Students were instructed to mention and write Arabic vocabulary obtained from the films shown during listening activities. Technology was not utilized in the assessment process, and digital evaluation tools were not implemented during classroom instruction.

Based on interview results with the teacher, evaluation activities were still conducted conventionally because classroom assessment practices generally relied on paper-based assignments. In addition, limited technological facilities and the absence of technology-based evaluation practices in daily instruction became important factors influencing the evaluation process. As a result, technology integration within the evaluation stage remained limited and had not yet become part of systematic instructional assessment practices.

Within the TPACK framework, technology integration in evaluation activities is expected to support more interactive and efficient assessment practices. However, the findings of this study showed that assessment activities were still conducted conventionally through paper-based assignments without the use of digital

evaluation tools (Mishra & Koehler, 2006). However, the findings of this study indicate that technology integration in evaluation practices has not yet been implemented comprehensively.

This finding is consistent with research conducted by Sanusi et al., which revealed that teachers' competence in integrating technology into instructional activities still requires further improvement, particularly in implementing technology-based instructional strategies and evaluation practices (Sanusi et al., 2023). Therefore, the implementation of TPACK in maharah istima' learning still tended to emphasize the use of technology as instructional support media rather than as an integrated component across all stages of learning.

Challenges in the Implementation of TPACK in Maharah Istima' Learning

The findings revealed that the implementation of TPACK in maharah istima' learning encountered several challenges related to students' learning conditions and instructional facilities. These challenges influenced the effectiveness of technology integration during listening activities and affected students' comprehension of Arabic learning materials.

Student-Related Challenges

Student-related challenges were associated with differences in students' basic Arabic language abilities, concentration levels, and listening readiness during classroom instruction. Based on classroom observations and interview results, students demonstrated different levels of understanding in comprehending Arabic conversations and vocabulary during listening activities. Students who had previous Arabic learning experiences tended to understand the learning materials more easily than students with limited Arabic language backgrounds. One teacher explained that: *"Students who have a pesantren background usually understand the material more easily compared to students who do not have strong Arabic basics"* (RA, personal communication, April 21, 2026).

In addition, several students experienced difficulties maintaining concentration during listening activities because the learning materials used full Arabic conversations with relatively fast pronunciation (Hamidah & Marsiah, 2020). One student stated that: *"Video or audio using full Arabic sometimes becomes difficult to understand because the pronunciation is delivered too quickly"* (S-2, personal communication, April 21, 2026).

These findings indicate that students' vocabulary mastery and listening readiness significantly influenced their ability to understand spoken Arabic during technology-based learning activities. Similar findings were reported by Lulu Azka and colleagues, who found that students often experience difficulties in concentration, vocabulary comprehension, and understanding authentic Arabic pronunciation during maharah istima' learning through digital media (Azka et al., 2024). Likewise, research conducted by Panji Prasetya Utama demonstrated that although audio-visual media can improve students' motivation and listening comprehension, students' language readiness remains an important factor influencing learning effectiveness (Utama et al., 2024).

To address these challenges, teachers need to adjust listening materials according to students' proficiency levels and provide vocabulary reinforcement before listening activities are conducted. In addition, listening activities should be implemented gradually using simpler audio materials before introducing students to more complex authentic Arabic conversations. Teachers may also improve students' concentration by applying interactive listening strategies, such as group discussions, repeated listening activities, and guided vocabulary identification during classroom instruction.

Infrastructure-Related Challenges

Infrastructure-related challenges were associated with limited technological facilities and the inconsistent implementation of technology during classroom instruction (Rintaningrum, 2023). Based on observation results, listening activities relied only on laptop and projector speakers without additional audio equipment, causing several students to experience difficulties hearing Arabic conversations clearly. The teacher stated that: *"The quality of the sound is sometimes unclear because the classroom only uses laptop and projector audio without additional speakers"* (RA, personal communication, April 21, 2026).

These limitations reduced the effectiveness of listening activities because students could not fully hear pronunciation and spoken expressions presented in the learning videos. Furthermore, technology integration in maharah istima' learning remained limited to the implementation stage and was not consistently integrated into planning and evaluation activities.

Previous studies have similarly emphasized that the effectiveness of technology-based listening instruction strongly depends on adequate learning facilities and systematic instructional support. Research

conducted by Akmal Husnaeni showed that audio-visual media can improve students' listening comprehension when supported by appropriate instructional facilities and effective classroom management (Husnaeni et al., 2021). In addition, Anwar Sanusi found that teachers still require further support and training to integrate technology comprehensively into instructional planning, implementation, and evaluation (Sanusi et al., 2023). These findings demonstrate that the successful implementation of TPACK is influenced not only by the availability of technological media but also by students' readiness, teachers' technological competence, and adequate instructional facilities. Therefore, several practical efforts are needed to support more effective TPACK implementation in maharah istima' learning. Schools should provide adequate audio equipment to support listening activities, while teachers need continuous training related to technology-based instructional design and digital assessment practices. In addition, the integration of technology should be implemented consistently across planning, instructional implementation, and evaluation stages to achieve more comprehensive TPACK-based learning practices.

CONCLUSION

The findings of this study demonstrate that the implementation of the Technological Pedagogical Content Knowledge (TPACK) model in maharah istima' learning at Madrasah Aliyah Laboratory UIN Sulthan Thaha Saifuddin Jambi has not yet achieved comprehensive integration across the planning, implementation, and evaluation stages. At the planning stage, technology integration remained limited to the preparation of Arabic-language audio-visual media and had not been systematically incorporated into technology-based instructional design and assessment planning. At the implementation stage, technology was primarily utilized as instructional support media to facilitate listening comprehension activities through Arabic-language audio-visual learning resources. However, technology integration remained inconsistent and functioned mainly as a supplementary instructional component rather than as an integrated element of the entire learning process. At the evaluation stage, assessment activities were still conducted manually through written assignments and vocabulary identification activities without utilizing digital evaluation tools or technology-based assessment practices.

The findings also revealed several challenges influencing the implementation of TPACK in maharah istima' learning, particularly student-related challenges and infrastructure-related challenges. Student-related challenges included differences in students' basic Arabic language abilities, limited vocabulary mastery, and difficulties maintaining concentration during listening activities. Meanwhile, infrastructure-related challenges involved limited audio facilities and the lack of consistent technology integration during instructional activities. Therefore, several practical efforts are needed to support more effective TPACK implementation, including the provision of adequate audio equipment, the development of technology-based instructional planning and evaluation practices, and continuous TPACK training for Arabic language teachers to improve their competence in integrating technology, pedagogy, and content knowledge comprehensively.

Theoretically, these findings strengthen the view that successful TPACK implementation in foreign language learning does not depend solely on the availability of technology but also on teachers' pedagogical readiness, students' learning preparedness, and institutional support in providing appropriate instructional facilities. This study also confirms that partial technology adoption alone is insufficient to achieve comprehensive TPACK integration in Arabic language learning. In the context of Arabic language learning at Islamic educational institutions, this study expands the application of the TPACK framework by demonstrating that technology integration in maharah istima' learning remains limited when technological, pedagogical, and content aspects are not integrated systematically throughout the instructional process.

This study was limited to one classroom context and focused specifically on maharah istima' learning at the senior high school level. Therefore, future studies are recommended to conduct comparative research on TPACK implementation across different madrasah levels and learning contexts. In addition, further research may develop classroom action research or instructional development studies to design more systematic TPACK-based learning models specifically for Arabic listening instruction.

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