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INNOVATION IN ISLAMIC HISTORY LEARNING IMPLEMENTATION OF TECHNOLOGY-BASED CONTENT AND LANGUAGE MODEL (CLIL) FOR GRADE IX STUDENTS AT IBNU KATSIR 5 ISLAMIC BOARDING SCHOOL JABON MOJOKERTO

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Abstract :

This study aims to describe the planning, implementation, and evaluation of Islamic Cultural History (Tarikh Islam) learning based on Content and Language Integrated Learning (CLIL) with the use of technology in grade IX students of the Ibnu Katsir 5 Jabon Islamic Boarding School Mojokerto. The research uses a qualitative approach with a case study type. The researcher acts as a teacher as well as an observer through participatory observation. Data was collected through observation, interviews, and documentation, then analyzed by data reduction, data presentation, and conclusion drawn. The validity of the data is maintained through triangulation of sources and techniques. The results of the study show that: (1) learning planning is carried out integratively by combining Islamic Tarikh material and Arabic language competencies using the book of Khulasah Nurul Yaqin, audio-visual media, and the 4Cs CLIL (content, communication, cognition, and culture) framework; (2) the implementation takes place through introductory, core, and closing activities with Arabic as the language of instruction, supported by audio-visual media and scaffolding strategies to facilitate understanding; and (3) evaluation is carried out holistically through assessment of material mastery and Arabic language skills, including oral tests, vocabulary memorization, and written assignments. The application of technology-assisted CLIL shows positive developments in mastery of Arabic language materials and skills.

Keywords : CLIL, History of Islamic Culture, Arabic, Utilization of Technology, Islamic Boarding Schools

Abstrak :

Penelitian ini bertujuan mendeskripsikan perencanaan, pelaksanaan, dan evaluasi pembelajaran Sejarah Kebudayaan Islam (Tarikh Islam) berbasis Content and Language Integrated Learning (CLIL) dengan pemanfaatan teknologi pada murid kelas IX Pondok Pesantren Ibnu Katsir 5 Jabon Mojokerto. Penelitian menggunakan pendekatan kualitatif dengan jenis studi kasus. Peneliti berperan sebagai pengajar sekaligus pengamat melalui observasi partisipatif. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi, kemudian dianalisis dengan reduksi data, penyajian data, dan penarikan simpulan. Keabsahan data dijaga melalui triangulasi sumber dan teknik. Hasil penelitian menunjukkan bahwa: (1) perencanaan pembelajaran dilakukan secara integratif dengan memadukan materi Tarikh Islam dan kompetensi bahasa Arab menggunakan kitab Khulasah Nurul Yaqin, media audio-visual, serta



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kerangka 4Cs CLIL (content, communication, cognition, dan culture); (2) pelaksanaan berlangsung melalui kegiatan pendahuluan, inti, dan penutup dengan bahasa Arab sebagai bahasa pengantar, didukung media audio-visual dan strategi scaffolding untuk mempermudah pemahaman; dan (3) evaluasi dilakukan secara holistik melalui penilaian penguasaan materi dan kemampuan bahasa Arab, meliputi tes lisan, hafalan kosakata, dan tugas tertulis. Penerapan CLIL berbantuan teknologi menunjukkan perkembangan positif pada penguasaan materi dan keterampilan berbahasa Arab.

Kata Kunci: CLIL, Sejarah Kebudayaan Islam, Bahasa Arab, Pemanfaatan Teknologi, Pondok Pesantren

INTRODUCTION

The development of education in the era of globalization requires learning innovations that are able to answer the challenges of the 21st century (Harahap, Lubis, Fitria, & Khairani, 2023). The advancement of digital technology, the increasing flow of information, and the need for foreign language skills encourage educational institutions to implement a learning approach that is not only oriented towards mastering the material, but also developing communication skills, critical thinking, and the use of technology (Bunyamin, 2021). From an Islamic perspective, the development of science is a highly upheld value as explained in the Qur'an Surah Al-Mujadalah verse 11 which affirms that Allah will raise the level of those who believe and have knowledge. Islam places knowledge in a high position. Allah SWT. says in the Qur'an Surah Al-Mujadalah verse 11:

يَرْفَعُ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَةً ۚ

Meaning: Allah will raise up the believers among you and those who are given knowledge in some degrees.¹

Therefore, learning innovation is an important part of efforts to improve the quality of education.

One of the important components in the learning process is teaching materials that function as learning resources for students. Good teaching materials not only contain material systematically, but are also able to help students learn independently and achieve learning goals in cognitive, affective, and psychomotor aspects. In addition to teaching materials, the success of learning is also influenced by the learning model used by teachers. A model that is able to integrate material mastery with language skills is becoming increasingly relevant in today's world of education (Nata, 2016).

One of the approaches that has been widely developed is Content and Language Integrated Learning (CLIL), which is a learning model that integrates mastery of the material with language learning simultaneously. This approach first developed in Europe and is now beginning to be applied in various educational institutions, including in Indonesia. CLIL allows students to learn a subject while improving language skills through a contextual, communicative, and meaningful learning process. These characteristics make CLIL relevant to be applied in the study of Islamic Dates or Islamic Cultural History, because this subject not only requires an understanding of historical events, but also a mastery of terms and concepts that use a lot of Arabic (Syahputra, Sariyatun, & Ardianto, 2021).

The application of CLIL becomes even more interesting when integrated

with learning technology. The use of audio-visual media, digital presentations, and educational films can help students understand historical material that is loaded with the names of characters, places, and events that generally use Arabic. This technology is able to increase the attractiveness of learning while making it easier for students to remember and understand the material being studied (Fachriyah & Perwitasari, 2023).

This condition was found at the Ibnu Katsir 5 Islamic Boarding School, Jabon Mojokerto. Based on the results of observations, the learning of Tarikh Islam uses the book *Khulasah Nurul Yaqin* which all the material is in Arabic and the explanation process is also delivered in Arabic. On the other hand, learning has been supported by the use of modern technology such as audio-visual media and film as a means of delivering material. The combination of the use of Arabic as the language of instruction with learning technology is a characteristic that distinguishes this Islamic boarding school from other educational institutions that generally still use Indonesian or regional languages in learning Tarikh Islam (Noperman, 2022).

Although most students do not have adequate Arabic language skills, they still follow the learning process using Arabic books. This condition shows that there is an interesting learning strategy to be studied, especially regarding how the integration between content, language, and technology can help students understand the material of Tarikh Islam effectively. In addition to being based on the results of observations, this research is also supported by the researcher's experience as a teacher of Islamic Tarikh subjects at the Ibnu Katsir 5 Islamic Boarding School so that the researcher has direct access to observe the learning process that takes place (Rusman, 2018).

Based on this description, this study aims to examine the implementation of the technology-based Content and Language Integrated Learning (CLIL) model in learning Islamic Dates for grade IX students at the Ibnu Katsir 5 Islamic Boarding School Jabon Mojokerto. This research is expected to provide an overview of the application of the CLIL model, the factors that support its implementation, and its contribution to improving the quality of learning Tarikh Islam in the pesantren environment.

RESEARCH METHOD

This research was carried out at the Ibnu Katsir 5 Islamic Boarding School in Jabon Mojokerto from January to May 2026 using a qualitative approach and a case study type of research to examine the implementation of the technology-based Content and Language Integrated Learning (CLIL) model in Tarikh Islam learning (Anggito & Setiawan, 2018). The researcher plays the role of the main instrument as well as a teacher of the subject of Tarikh Islam so that they are directly involved in the learning process, while maintaining objectivity through triangulation, member checking, and reflective recording. The research data consisted of primary data obtained through participatory observation, unstructured interviews, and documentation, as well as secondary data sourced from books, journals, curriculum, and learning documents. Data analysis uses the Miles and Huberman model which includes data reduction, data

presentation, and continuous conclusion drawing and verification. The validity of the data was tested using the triangulation technique by comparing the results of observations, interviews, and documentation. The entire research process is carried out through three stages, namely the pre-field stage, the stage of implementing research in the field, and the stage of preparing research reports (Gulo, 2002).

FINDINGS AND DISCUSSION

CLIL-Based SKI Learning Planning and Technology at PP Ibnu Katsir 5

Based on the results of observations, interviews, and documentation, the learning plan for Islamic Cultural History (SKI) based on Content and Language Integrated Learning (CLIL) with the use of technology at PP Ibnu Katsir 5 Mojokerto has been systematically prepared. The planning is not only oriented towards the delivery of Islamic history material, but also integrates the development of Arabic language skills as an academic communication medium. This shows the application of integrative learning, in accordance with the CLIL concept which combines mastery of content and language in one learning process (Husna, Ibrahim, & Arifa, 2025).

In line with the CLIL theory put forward by Do Coyle, Philip Hood, and David Marsh, teachers have formulated learning objectives that include two aspects at once, namely mastery of the material (content objectives) and language skills (language objectives). The learning objective is not only to direct students to understand Islamic historical events, but also to master Arabic vocabulary and terms and to be able to re-communicate the material learned. This planning shows a shift from rote oriented learning to learning that encourages understanding, communication, and critical thinking.

Based on the 4Cs Framework, learning planning has integrated four key components of CLIL. In the content aspect, teachers use the book *Khulasah Nurul Yaqin* as the main learning resource because it is in accordance with the level of development of students and contains Islamic values that support character formation. In the aspect of communication, Arabic is planned as the language of instruction so that students gain contextual language learning experience through historical materials. The cognition aspect is manifested through the design of activities that encourage students to understand the cause-and-effect relationship, analyze events, and take lessons from Islamic history. Meanwhile, the cultural aspect is seen through the cultivation of Islamic civilization values, examples, and characters contained in the *Tarikh Islam* material (Istiqomah, Harmi, & Wahyuningsih, 2020).

The success of the planning is also supported by the pesantren environment that accustomed the use of Arabic in daily life. This condition creates a linguistic environment that supports the application of CLIL because students not only use Arabic in the classroom, but also in daily activities. Thus, the process of integration between material and language takes place more naturally and continuously.

In addition, teachers have integrated technology from the planning stage through the use of learning videos, digital presentations, images, historical maps,

and other audio-visual media. The use of technology helps to present historical material that is abstract to be more concrete, making it easier for students to understand important events in Islamic history. From the perspective of constructivism, technology also supports students to actively build knowledge through various more interesting and interactive learning resources (Aqilla, Rahmani, Yusuf, & Izzati, 2024)

Overall, the planning of CLIL-based SKI learning and technology at PP Ibnu Katsir 5 Mojokerto has been in accordance with CLIL principles. The planning succeeded in integrating aspects of content, communication, cognition, and culture in a balanced manner, supported by a conducive pesantren environment and the use of relevant technology. This shows that the success of learning is not only determined by the mastery of the teacher's material, but also by the ability to design learning that is integrative, contextual, and in accordance with the needs of students in the digital era.

Implementation of CLIL-Based SKI Learning and Technology at PP Ibnu Katsir 5

Based on the results of observations and interviews, the implementation of Islamic Cultural History (SKI) based on Content and Language Integrated Learning (CLIL) with the use of technology at PP Ibnu Katsir 5 Mojokerto has integrated mastery of Islamic history material, Arabic language skills, and the use of technology in one learning process. Learning is not only oriented to the delivery of material, but also to develop students' communication skills, critical thinking, and digital literacy. This is in line with the CLIL theory which places the implementation stage as a real implementation process of learning planning (Widiyastuti et al., 2025).

The implementation of learning shows a shift from teacher-centered learning to student-centered learning. The teacher plays the role of a facilitator who guides students through book explanations, discussions, questions and answers, and asking spark questions. This approach reflects the principle of constructivism, where students build their knowledge through interaction with materials, teachers, and peers so that the learning process becomes more active and meaningful (Ardiansyah, Kaffah, & Mukarom, 2023).

One of the main characteristics of the implementation of CLIL in PP Ibnu Katsir 5 is the use of Arabic as the language of instruction for learning. Arabic is not only used as a means of communication, but also as a medium to acquire and convey knowledge. Students are encouraged to use Arabic in answering questions, discussing, and presenting the results of their understanding. This condition shows the integration between the content and communication aspects, where the understanding of historical material is obtained through the use of Arabic contextually so as to support the development of natural language skills.

The cognition aspect is also seen through learning activities that encourage students to understand the meaning of historical events, analyze cause-effect relationships, and take lessons from each event. Discussions, presentations, and questions and answers are a means to develop higher order thinking skills, so that history learning no longer focuses on memorization, but

on a deep understanding that is relevant to daily life.

The use of technology is an important factor in supporting the effectiveness of learning. Teachers use audio-visual media, learning videos, digital presentations, images, and historical maps to visualize abstract Islamic historical events. The presence of the media helps students understand the content of the book *Khulasah Nurul Yaqin* more easily because they get a visual image that clarifies the material. Thus, technology serves as a bridge between Arabic-language texts and students' conceptual understanding (Ghazy, Ghozali, & Wibowo, 2025).

The implementation of technology-based CLIL also shows the characteristics of innovation as stated by Rogers, namely trialability and observability. Teachers can apply various learning strategies and evaluate their effectiveness directly, while the results are seen in increased student participation, courage to use Arabic, and understanding of Islamic history material. In addition, teachers apply scaffolding strategies by providing assistance gradually through term translation, giving examples, language simplification, and using Indonesian when needed. This strategy allows students with diverse Arabic language skills to still be able to participate optimally (Azhari & Jannah, 2025).

Overall, the implementation of CLIL-based SKI learning and technology at PP Ibnu Katsir 5 Mojokerto has been in accordance with CLIL principles. Learning successfully integrates aspects of content, communication, cognition, and culture through the use of Arabic, active involvement of students, the use of technology, and the application of adaptive scaffolding. This shows that the implementation of CLIL is able to create more interactive, contextual, and effective learning in improving students' understanding of the material and Arabic language skills.

Evaluation of CLIL-Based SKI Learning and Technology at PP Ibnu Katsir 5

Based on the results of observations, interviews, and documentation, the evaluation of Islamic Cultural History (SKI) learning based on Content and Language Integrated Learning (CLIL) with the use of technology at PP Ibnu Katsir 5 Mojokerto has been carried out comprehensively in accordance with the characteristics of the CLIL approach. The evaluation not only measures mastery of Islamic history material, but also the development of Arabic language as the language of instruction. Thus, assessment is carried out holistically by integrating academic aspects and linguistic competence of students (Istiqomah et al., 2020).

The findings of the study show that the evaluation system is in accordance with the principles of CLIL as stated by Keith Bentley, which assesses two aspects in a balanced manner, namely content mastery and language proficiency. Teachers do not separate the Arabic assessment from the SKI material, but make the two as a unit in the evaluation process. This provides a more complete picture of students' ability to understand and communicate Islamic history material (Mehisto, Marsh, & Frigols, 2008).

Evaluation is carried out through several forms of assessment. First, oral evaluation by asking students to retell the material using Arabic and relevant vocabulary. This form of assessment reflects the integration of content and

communication aspects, as well as measures students' ability to understand, process, and convey information meaningfully. Second, memorization of Arabic vocabulary and terms related to the material of Islamic Dates. This memorization not only serves to improve language skills, but also strengthens understanding of Islamic historical concepts and events (Fachriyah & Perwitasari, 2023).

In addition, teachers also apply written evaluation through summary assignments, material rewriting, and comprehension-based questions. This form of assessment encourages students to analyze cause-and-effect relationships, identify the values contained in historical events, and relate them to daily life. Thus, evaluation not only measures the ability to remember, but also develops higher order thinking skills (Langgulong, 2003).

The use of technology also supports the evaluation process through the use of digital media, presentations, and technology-based assignments. The presence of technology makes the assessment process more varied, interactive, and in accordance with the characteristics of students in the digital era. In addition to making it easier for teachers to obtain information about students' learning developments, the use of technology also increases students' motivation and involvement during the evaluation process (Kamumu et al., 2022).

Overall, the evaluation of CGIL-based SKI learning and technology at PP Ibnu Katsir 5 Mojokerto has reflected the principles of holistic evaluation in CLIL. The assessment is carried out by integrating mastery of Islamic history material and Arabic language skills through oral evaluation, vocabulary memorization, written assignments, and the use of technology. This evaluation system not only measures learning outcomes, but also supports the development of communication skills, Islamic literacy, and critical thinking skills, thus showing that the CLIL approach can be applied effectively in the context of pesantren education (Coyle, Hood, & Marsh, 2010).

CONCLUSION

Based on the results of research on Islamic Cultural History learning innovations through the implementation of the technology-based Content and Language Integrated Learning (CLIL) model in grade IX students at the Ibnu Katsir 5 Islamic Boarding School, Jabon Mojokerto, several conclusions were obtained. First, the learning plan is systematically prepared by integrating mastery of Islamic Tarikh material and Arabic language skills, supported by the use of technology-based media and accommodating the four main components of CLIL (Content, Communication, Cognition, and Culture). Second, the implementation of learning applies the principles of CLIL through the use of Arabic as the language of instruction, the use of digital media, and scaffolding strategies that help students understand the material gradually so that learning becomes more interactive and effective. Third, the evaluation is carried out thoroughly through oral tests, written assignments, vocabulary memorization, and observation of learning activities to assess mastery of the material as well as Arabic language skills.

Overall, the implementation of the technology-based CLIL model in learning Islamic Cultural History at the Ibnu Katsir 5 Jabon Mojokerto Islamic

Boarding School has gone well at the planning, implementation, and evaluation stages. This model has been proven to be able to improve students' understanding of Islamic Tarikh material, Arabic language skills, and thinking skills, so that it is suitable for application as a learning innovation in Islamic boarding schools and educational institutions.

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