

## Enhancing Arabic Proficiency through Content and Language Integrated Learning: Implementation and Challenges in Pesantren

Muhammad Iqbal<sup>1\*</sup>, Mohammad Ahsanuddin<sup>2</sup>, Muhammad Alfian<sup>3</sup>,

<sup>1, 2, 3</sup>Univeritas Negeri Malang, Indonesia

### Article History:

Received : 30 May 2025

Revised : 31 July 2025

Published : 01 August 2025

### Keywords:

*Artificial Intelligence; Innovative Teaching Methods; Project-Based Assessments.*

### \*Correspondence Address:

[muhammad.iqbal.2402318@students.um.ac.id](mailto:muhammad.iqbal.2402318@students.um.ac.id)

©author 2025



This work is licensed under a [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/).

DOI: 10.32332/ijalt.v7i02.10769

**Abstract:** The Arabic language plays a crucial role in Islamic education, particularly in understanding Islamic sciences. However, traditional teaching methods often lack innovation, resulting in challenges such as limited vocabulary acquisition and insufficient speaking practice. This study examines the implementation of the Content and Language Integrated Learning (CLIL) method in Arabic language instruction at *Pesantren Tahfizh Al-Bassam*. Using a qualitative approach with a case study method, this research explores CLIL implementation strategies, challenges encountered, and its impact on students. The findings indicate that CLIL enhances Arabic language skills, both oral and written, while also accelerating vocabulary acquisition and improving comprehension of Islamic studies. *Pesantren* strategies include teacher training, CLIL integration into the curriculum, and project-based assessments such as Arabic-language drama performances and short video production. While CLIL proves effective, challenges remain, including a shortage of qualified teaching staff and a lack of instructional materials. To address these issues, *Pesantren* organizes intensive teacher training and incorporates artificial intelligence (AI)-based technology into learning. This study concludes that CLIL is an innovative and effective approach to improving Arabic language education in *Pesantren*. With adequate support, this method has the potential to become a standardized approach to Arabic instruction in Islamic educational institutions.

## INTRODUCTION

Despite Indonesia's constitutional mandate to allocate 20% of national and regional budgets (APBN/APBD) to education, OECD data reveals a stark disconnect: over 70% of students lack basic literacy proficiency. Yet education plays a fundamental role in enlightening the nation and shaping individuals who are intelligent, excellent, and possess a strong national character. This goal is explicitly stated in the Preamble of the 1945 Constitution of Indonesia and is further reinforced by Article 31, Paragraphs (3) and (4), which mandate that the state allocate at least 20% of the national (APBN) and regional (APBD) budgets for education.<sup>1</sup> In this regard, the curriculum serves as a crucial instrument in

<sup>1</sup> Anwar, Muhammad Rosihan, et al. "Strategi dan Tantangan Implementasi Kurikulum Merdeka untuk Pembelajaran Bahasa Arab di Madrasah Aliyah." *Proceeding of International Conference on Islamic Education (ICIED)*. Vol. 9. No. 1. 2024. <https://doi.org/10.18860/icied.v9i1.3158>

determining the direction and success of the education system. Without a well-structured and relevant curriculum, the educational goals across formal, informal, and non-formal sectors are unlikely to be achieved.

Arabic holds a highly significant position within the landscape of Islamic education in Indonesia. It functions not only as a medium of communication but also as the primary language of Islamic classical and contemporary literature. As the language of the Qur'an and Hadith, and the official language used in Islamic worship, mastery of Arabic is essential for those who seek a comprehensive understanding of Islamic teachings.<sup>2</sup> However, in the contemporary educational setting, madrasahs—as formal Islamic education institutions—face serious challenges in maintaining the quality and effectiveness of Arabic instruction, especially amid globalization and the advancement of digital technologies.

Arabic language learning differs significantly from first-language acquisition, necessitating adjustments in methods, materials, and teaching processes. There are three interrelated elements in Arabic instruction: the content being taught, the teaching and learning strategies, and the learning outcomes. The role of the teacher extends beyond content delivery; they must also serve as instructional designers, facilitators, and mentors who help students overcome learning difficulties. In doing so, teachers contribute to students' independence in applying the knowledge gained—both theoretically and practically.<sup>3</sup> Furthermore, the primary goal of Arabic language teaching is to enhance students' competence in using the language both orally and in writing. The success of this endeavour can be measured by students' mastery of the four core language skills: listening (*maharah al-istima'*), speaking (*maharah al-kalam*), reading (*maharah al-qira'ah*), and writing (*maharah al-kitabah*).<sup>4</sup>

The Arabic language holds a strategic role in the lives of Muslims, serving both as a means of communication and as the primary medium for accessing Islamic scholarship. Maryam asserts that most Islamic academic works are written in Arabic, making proficiency in the language essential for comprehending and engaging with Islamic knowledge. However, Arabic language learning often faces challenges, such as limited vocabulary acquisition

<sup>2</sup> Iman, Muhammad Nur, Miskat S. Inaku, and Doly Hanani. "Eksplorasi Tantangan Dan Peluang Pengembangan Kurikulum Bahasa Arab Berbasis Ai: Studi Multi-Perspektif Di Madrasah Aliyah Negeri 1 Kota Gorontalo." *Irfani (e-Journal)* 20.1 (2024): 60-76. <https://doi.org/10.30603/ir.v20i1.5196>

<sup>3</sup> Muthmainnah, Wardatul, Faisol Nasar Bin Madi, and Abdur Rosid. "Telaah Kurikulum Pada Pembelajaran Bahasa Arab Di Madrasah Aliyah Al-Qodiri Jember." *LINGUA: Jurnal Bahasa, Sastra, dan Pengajarannya* 21.1 (2024): 75-90. <https://doi.org/10.30957/lingua.v21i1.919>

<sup>4</sup> Setyaki, Aria, et al. "Program Mufrodat (Kosa Kata) Pagi dalam Meningkatkan Maharah Kalam Santriwati Pondok Pesantren Al-Amanah Al-Gontory." *TADRIS AL-ARABIYAT: Jurnal Kajian Ilmu Pendidikan Bahasa Arab* 3.1 (2023): 64-78. <https://doi.org/10.30739/arabiyat.v3i1.1813>

(mufrodat), insufficient speaking practice, and a lack of innovative and effective teaching methods.<sup>5</sup>

The implementation of appropriate teaching methods can significantly enhance learning effectiveness. Musyfiroh and Trifauzi emphasize that teachers' creativity in selecting suitable methods plays a crucial role in enhancing students' comprehension and motivation.<sup>6</sup> A competent teacher is not only well-versed in the subject matter but also adept at applying innovative approaches to create an engaging learning environment. In the era of globalization, foreign language proficiency, including Arabic, has become increasingly essential for international communication and a valuable asset in the global job market.<sup>7</sup> Therefore, a more effective and contextual teaching approach is necessary to enable students to master Arabic proficiently.

Within Arabic education, Content and Language Integrated Learning (CLIL) demonstrates particular efficacy by concurrently developing linguistic competence and disciplinary knowledge through contextual immersion.<sup>8</sup> Empirical investigations in Indonesian Islamic boarding schools identify three implementation variants: The first Theological CLIL merging Qur'anic studies with grammatical instruction, The second Project-driven CLIL utilizing Arabic for academic discourse, and The third Technology-mediated CLIL employing digital simulations.<sup>9</sup> These approaches address global competency demands where Arabic proficiency functions as both a cross-cultural communication tool and professional advantage.

Content and Language Integrated Learning (CLIL) has emerged as a transformative approach in Arabic language education, effectively bridging linguistic proficiency and disciplinary knowledge through contextual immersion. Empirical evidence from Indonesian Islamic universities demonstrates that CLIL implementation within the *Merdeka Belajar* curriculum significantly enhances student motivation, with 85% of learners perceiving Arabic as career-relevant, and literacy skills. This is evidenced by experimental groups outperforming controls in reading-writing proficiency (post-test scores

<sup>5</sup> Maryam, Siti. "Pengembangan Kemampuan Berbicara (Maharah Kalam) Bahasa Arab Melalui Pendekatan Behaviorisme." *Bara Aji: Jurnal Keilmuan Bahasa Arab dan Pengajarannya* 1, no. 2 (2024): 16-27. <https://doi.org/10.52185/baraj.v1i02.395%5D%5B6>

<sup>6</sup> Musyfiroh, L., and F. Trifauzi. "Efektifitas Pembelajaran Bahasa Arab Menggunakan Metode Mubasyaroh." *Tasyri: Jurnal Tarbiyah-Syariah-Islamiyah* 31, no. 1 (2024): 139-147. <https://doi.org/10.52166/tasyri.v31i01.566>

<sup>7</sup> Annisa, Aulia. "Analisis Perkembangan Sosial Pada Anak Bilingual di Abad 21." *Mitra Ash-Shibyan: Jurnal Pendidikan Dan Konseling* 4, no. 1 (2020): 31-46. <https://doi.org/10.46963/mash.v4i01.223>.

<sup>8</sup> Sarip, M. (2019). Model of content and language integrated learning (clil) strategy in arabic speaking subject. *Arabiyat: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban*, 6(1), 53-70. <https://doi.org/10.15408/a.v6i1.10371>

<sup>9</sup> Annova, F., Arifin, Z., Husna, I., & Banonah, N. A. (2025). Enhancing Arabic Language Learning Through CLIL in the MBKM Curriculum. *Ta'lim al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab & Kebahasaaraban*, 9(1), 52-68. <https://doi.org/10.15575/jta.v9i1.44792>

87.6 vs. 83.8;  $p=0.024$ ).<sup>10</sup> Three implementation models show particular promise in *pesantren* settings: religious CLIL integrating Qur'anic texts with grammatical instruction boosts grammatical comprehension by Internal assessment data 25% yet yields limited oral proficiency gains; project-based CLIL utilizing Arabic for academic tasks like environmental fiqh analysis increases engagement by 70% despite technical vocabulary barriers.<sup>11</sup>

Persistent challenges include pedagogical constraints, notably 85% of teachers lacking CLIL training and Western frameworks clashing with *kitab kuning* (classical text) traditions.<sup>12</sup> These require culturally responsive adaptations like sorogan (tutorial)-style teacher training and low-tech solutions such as thematic Arabic vocabulary cards. Critically, CLIL's conventional "culture" component necessitates redefinition beyond modern Arab customs to encompass classical Islamic socio-religious values (e.g., *tawāḍu'* /humility in academic discourse) and textual artifacts like pre-Islamic poetry, thereby reconciling pedagogical relevance with Arabic's ontological dimensions in Islamic education.<sup>13</sup>

One innovative approach that can be applied in Arabic language learning is Content and Language Integrated Learning (CLIL). This approach integrates language learning with other academic subjects simultaneously, allowing students to acquire the language not as a standalone subject but as a tool for understanding other disciplines. Marsh further emphasizes that CLIL is highly effective in bilingual and multilingual education, as it balances subject comprehension with foreign language acquisition in a meaningful context. Consequently, CLIL not only enhances linguistic competence but also fosters critical and analytical thinking skills among students.<sup>14</sup>

According to Mehisto et al, CLIL is an effective instructional method due to several key characteristics, including: Academic achievement aligned with subject-specific learning objectives, Functional proficiency in an additional language across listening, speaking, reading, and writing skills, Development of first-language competence appropriate to students' cognitive and

<sup>10</sup> Annova, F., Arifin, Z., Husna, I., & Banonah, N. A. (2025). Enhancing Arabic Language Learning Through CLIL in the MBKM Curriculum. *Ta'lim al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab & Kebahasaaraban*, 9(1), 52-68. <https://doi.org/10.15575/jta.v9i1.44792>

<sup>11</sup> Kamis, M. S., Ismail, M. J., Alias, M. N., Mikeng, D., Zainal Abidin, S. G., & Yusof, R. (2021). CLIL approach in encouraging self-efficacy amongst Malaysian gifted students for Arabic tasks accomplishment. *Journal of Language and Linguistic Studies*, 17(2), 1001-1012. <https://doi.org/10.52462/jlls.69>

<sup>12</sup> Dhofier, Z. (2020). Traditional Islamic education in modern times: The *pesantren* phenomenon (2nd ed.). INSANIA Press.

<sup>13</sup> Sarip, M. (2019). Model of content and language integrated learning (CLIL) strategy in arabic speaking subject. *Arabiyat: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban*, 6(1), 53-70. <https://doi.org/10.15408/a.v6i1.10371>

<sup>14</sup> Kamumu, Nardiansyah, et al. "Content and Language Integrated Learning (CLIL) dalam Kurikulum ABEKA Sekolah Internasional." *Gema Wiralodra* 13.2 (2022): 505-515. <https://doi.org/10.31943/gw.v13i2.228>

developmental stages, an understanding and appreciation of the target language's culture alongside the students' native culture, and mastery of cognitive and social skills essential for navigating global challenges.<sup>15</sup>

*Pesantren Tahfizh Al-Bassam* was chosen because of its unique implementation of CLIL in integrating Arabic language learning with the *tahfizh* (memorization of the Qur'an) curriculum, creating a synergy between linguistic proficiency and religious content that has not been achieved in conventional Islamic boarding schools.<sup>16</sup> Unlike other institutions that use isolated grammar-translation methods, Al-Bassam designs activities based on sacred texts—such as Arabic fiqh discussions and semantic analysis of Qur'anic verses—to strengthen *zauq lughawi* (linguistic sensitivity) while significantly accelerating vocabulary acquisition. This integration addresses three critical research gaps. First, the pedagogical gap between Western CLIL models and local traditions like *sorogan*, addressed through *talaqqi*-based adaptation. Second, the neglect of productive (oral) skills in previous studies, addressed through structured *fiqh* debates. Third, the oversight of the affective dimension (linguistic sensitivity), which is centralised in the curriculum through phonological training and semantic analysis.<sup>17</sup> Comparative evidence from 15 Islamic boarding schools in Indonesia confirms the superiority of this model in meaningfully improving vocabulary retention and oral competence.

Based on these considerations, this study aims to examine the implementation of CLIL in Arabic language learning at *Pesantren Tahfizh Al-Bassam*. It explores the strategies used, the challenges encountered, and the impact of CLIL on students' language proficiency. The findings of this study are expected to contribute to the development of more effective Arabic language teaching methods within the *Pesantren* educational framework.

## METHOD

This study employs a qualitative approach based on the post-positivist paradigm. This approach aims to understand phenomena in their natural setting, in contrast to experimental methods that are typically conducted in controlled environments. In qualitative research, the researcher serves as the primary instrument, while data collection is carried out using triangulation techniques, which combine multiple methods to ensure data validity. The data

<sup>15</sup> Mehisto, Peeter, David Marsh, and María Jesús Frigols. *Uncovering CLIL: Content and Language Integrated Learning in Bilingual and Multilingual Education*. Macmillan Education, 2008.

<sup>16</sup> Erfania, E., Irianto, A., & Rachmadtullah, R. (2023). Pengaruh Pendekatan Content and Language Integrated Learning (CLIL) terhadap Keterampilan Menulis Narasi Siswa Kelas V di UPT SDN 131 Gresik. *Jurnal Test* 2, 6(1), 8730-8740. <https://doi.org/10.31004/joe.v6i1.4346>

<sup>17</sup> Effendi, S. (2024). Enhancing Maharah Kalam Proficiency Through the Direct Method and Instructional Video Media. *Ta'lim al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab & Kebahasaaraban*, 8(2), 313-333. <https://doi.org/10.15575/jpba.v8i2.31432>



analysis process follows an inductive approach, prioritizing the interpretation of findings rather than generalizing results.<sup>18</sup>

This study adopts a case study method, which is designed to explore data in-depth, comprehensively, and systematically concerning individuals, events, social environments, or specific groups. This process involves various techniques and sources of information to gain a holistic understanding of how a phenomenon unfolds within its original context.<sup>19</sup>

The research was conducted at *Pesantren Tahfizh Al-Bassam*, located in Sukabumi Regency, West Java. The study involved three key informants: the *Pesantren* administrators, Arabic language instructors, and students. Data collection was carried out through in-depth interviews and direct observations of the Arabic language learning process using the Content and Language Integrated Learning (CLIL) approach.

## RESULT AND DISCUSSION

The primary objective of language instruction is to emphasize that Arabic language skills rely heavily on experience and mastery of a broad and productive vocabulary. Therefore, enriching vocabulary becomes a crucial aspect of both the learning process and the enhancement of language proficiency. An appropriate strategy is needed in vocabulary learning to meet Arabic language demands optimally.<sup>20</sup>

However, Arabic language learning is not limited to vocabulary acquisition. It involves teachers, students, and learning resources in both formal and non-formal environments that are interconnected. Successful learning is achieved when these three elements are optimally integrated. As a foreign language in Indonesia, Arabic is taught for functional and communicative purposes, such as interacting with native speakers and understanding Arabic literature, history, and culture. To achieve proficiency, students must master four core skills: listening, speaking, reading, and writing.<sup>21</sup>

These four skills—listening (*istima'*), speaking (*kalam*), reading (*qira'ah*), and writing (*kitabah*)—form the foundation of Arabic language learning. Arabic is a compulsory subject at all levels of *madrasah*, from *Madrasah Ibtidaiyah* to

<sup>18</sup> Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta, 2020.

<sup>19</sup> Yusuf, M. *Metode Penelitian: Kuantitatif, Kualitatif, dan Penelitian Gabungan*. Jakarta: Kencana, 2017.

<sup>20</sup> Fatimatuzzahrah, Nur, Lalu Supriadi, and M. Rasyid Ridho. "Pengaruh Kosakata Bahasa Arab Dan Tahfiz Al-Qur'an Terhadap Motivasi Belajar Bahasa Arab Siswa Di Madrasah Aliyah Syaikh Zainuddin NW Anjani Lombok Timur." *Jurnal Ilmiah Profesi Pendidikan* 9.3 (2024): 1943-1950. <https://doi.org/10.29303/jipp.v9i3.2639>

<sup>21</sup> Aman, M. Rizki Hi, Sugirma Sugirma, and Zulaeha Zulaeha. "Inovasi Penilaian Maharah Kitabah Dengan Pendekatan Taksonomi Bloom Pada Buku Pembelajaran Bahasa Arab Kelas X Terbitan Kementerian Agama tahun 2020" *Loghat Arabi: Jurnal Bahasa Arab dan Pendidikan Bahasa Arab* 5.2 (2024): 273-290. <https://doi.org/10.36915/la.v5i2.236>

*Madrasah Aliyah*, with a vertically aligned curriculum across educational stages.<sup>22</sup>

Due to the unique characteristics of Arabic, which reflect cultural and religious values, it is important to utilize varied media to create an effective and enjoyable learning environment. One proven strategy to enhance reading skills is the thematic approach, which links lesson content to interesting and relevant themes. This approach not only helps students understand Arabic more deeply but also prepares them to communicate confidently in daily life.<sup>23</sup>

For this thematic and holistic approach to be optimally implemented, strategic actions are required, such as improving teacher competencies through training and workshops, developing technology-based learning facilities, and encouraging active student participation in the learning process. Additionally, further research into integrating this approach with digital technologies could provide innovative breakthroughs to enhance the effectiveness of Arabic language education in the modern era.<sup>24</sup>

Effective learning management—covering efficient time management, appropriate material selection, and the use of methods suited to student characteristics—plays a significant role in improving Arabic learning outcomes. In this context, the implementation of innovative methods such as project-based learning, collaborative learning, and the use of information technology can provide effective solutions to various instructional challenges.<sup>25</sup>

One of the biggest challenges in Arabic learning is mastering *nahwu* and *sharaf*, which are often considered difficult due to the complexity of grammatical rules and ineffective teaching methods. The integration of modern technologies such as Artificial Intelligence (AI) and interactive approaches opens new opportunities to overcome these challenges. AI technologies, particularly Natural Language Processing (NLP), enable personalized learning and real-time feedback, while interactive methods like gamification and group work enhance student motivation and understanding in real-world contexts. Support

<sup>22</sup> Meiliyati, Ruhamauliyah. "Platform Alef Education sebagai media pembelajaran bahasa arab secara mandiri." *Jurnal Pendidikan Islam Al-Affan* 5.1 (2024): 73-79. <https://doi.org/10.69775/jpia.v5i1.276>

<sup>23</sup> Albab, Ulul. "Strategi Peningkatan Keterampilan Membaca Bahasa Arab Di Madrasah Aliyah Melalui Pendekatan Tematik." *Jurnal El-Hamra: Kependidikan dan Kemasyarakatan* 9.3 (2024): 305-312. <https://doi.org/10.62630/elhamra.v9i3.328>

<sup>24</sup> Sakinah, Nuzulus, and Ainur Rofiq Sofa. "Implementasi pendekatan holistik dalam pembelajaran bahasa Arab di MA Raudlatul Syabab Sukowono Jember." *Ikhlās: Jurnal Ilmiah Pendidikan Islam* 2.2 (2025): 198-212. <https://doi.org/10.61132/ikhlas.v2i2.741>

<sup>25</sup> Maulidin, Syarif, Syarif Amrullah, And Ahmad Mubaidilah. "manajemen pembelajaran bahasa arab pada peserta didik di ma bustanul ulum jayasakti." *language: Jurnal Inovasi Pendidikan Bahasa dan Sastra* 4.2 (2024): 79-87. <https://doi.org/10.51878/language.v4i2.4366>

for teachers, tech-based materials, and adaptive assessments are essential to the success of this approach.<sup>26</sup>

Therefore, Arabic language curricula for specific purposes serve as a bridge between language and its contextual use. The curriculum must be designed to meet students' specific needs—academically, professionally, and socially. Furthermore, understanding Arabic culture is an essential component of curriculum development, as cultural awareness greatly supports the success of the language learning process.<sup>27</sup>

Based on interviews conducted with various informants at *Pesantren Tahfizh Al-Bassam*, the implementation of the CLIL method in Arabic language learning has had a significant impact on improving students' language skills.

### **Reasons for Implementing CLIL in Arabic Language Learning**

The *Pesantren* adopted the CLIL method with the primary goal of enhancing students' Arabic language proficiency comprehensively and in accordance with linguistic rules. Additionally, this method aims to accelerate vocabulary acquisition and improve students' linguistic intelligence. With this approach, students do not merely learn the language passively but actively use it across different aspects of learning.

As one informant explained "The primary goal is to produce students with a comprehensive understanding of Arabic according to proper linguistic rules. Often, students at Arabic-based *Pesantrens* use the language, but not always correctly. They prioritize speaking, whereas the CLIL method serves as a means to ensure that students use Arabic according to the correct grammatical structures."

First, teacher training strategies. To ensure the effectiveness of the CLIL method, the *Pesantren* employs various strategies to train educators. The primary strategy involves workshops that provide an in-depth understanding of CLIL implementation. Additionally, teachers are required to integrate CLIL content into their lessons, making this method an integral part of the teaching and learning process.

As one informant stated: "In my opinion, besides conducting workshops for teachers, the *Pesantren* should also mandate Arabic language teachers to incorporate and apply CLIL content in their teaching activities with students."

Second, the impact of CLIL on students. Interviews revealed several positive impacts of CLIL implementation, particularly in the areas of Arabic

<sup>26</sup> Hajar, Hendar Ibnu, and Hendri Abdul Qohar. "Pendekatan Inovatif untuk Mengatasi Tantangan Pembelajaran Nahwu dan Sharaf bagi Peserta Didik." *Ranah Research: Journal of Multidisciplinary Research and Development* 6.6 (2024): 2995-3009. <https://doi.org/10.38035/rj.v6i6.1473>

<sup>27</sup> Insani, Razik, and Ubaid Ridho. "Desain Kurikulum Bahasa Arab untuk Keperluan Khusus." *Mauriduna: Journal of Islamic Studies* 5.2 (2024): 489-511. <https://doi.org/10.37274/mauriduna.v5i2.1214>



language proficiency, linguistic accuracy, confidence, and understanding of Islamic studies. Students actively use Arabic in daily communication, both orally and in writing, which significantly enhances their language skills. Additionally, errors in language structure have decreased as students become more accustomed to using Arabic with proper grammar, indicating improved linguistic accuracy. Students also report feeling more confident when conversing with native speakers, reflecting a boost in their self-assurance. Moreover, CLIL-based learning helps students comprehend Islamic studies more effectively, as they can engage with the material directly in Arabic without relying on translations. As one student shared: "Learning with the CLIL method is very engaging and practical because Arabic is used directly across different subjects. One of the most interesting aspects is when students hear unfamiliar vocabulary in lessons, they become curious and naturally begin searching for its meaning and definition."

Third, evaluating the effectiveness of CLIL. The *Pesantren* conducts regular evaluations to assess the effectiveness of the CLIL method through teacher performance assessments and student evaluations. Teacher performance assessments are designed to measure creativity and effectiveness in CLIL-based teaching. Meanwhile, student evaluations are carried out through project-based assignments, such as producing Arabic-language dramas or short films, which aim to optimize speaking, listening, writing, and reading skills. One informant highlighted this evaluation strategy: "For students, evaluations are designed to be engaging and innovative, such as assignments to create drama performances or short videos in Arabic that enhance all four language-learning aspects: speaking, listening, writing, and reading."

The success of Arabic language learning is largely determined by the competence of the teacher delivering the instruction. An Arabic language teacher should possess three core skills: the ability to communicate in Arabic, a deep understanding of the Arabic language and culture, and the pedagogical expertise to teach Arabic effectively.<sup>28</sup> However, in practice, Arabic instruction still faces a range of complex challenges.

One of the main problems lies in the monotonous teaching methods that fail to actively engage students. This leads to a boring and uncondusive learning experience. Additionally, students' low learning motivation is often overlooked by teachers, even though motivation plays a crucial role in achieving optimal learning outcomes. When teachers show a lack of concern for students'

---

<sup>28</sup> Fitri, Titi, and Rennu Hasibuan. "Transformasi Pembelajaran Bahasa Arab di Sekolah Dasar Islam Terpadu Alam Talago: Pendekatan Kurikulum Berbasis Teknologi." *Journal in Teaching and Education Area* 1.1 (2024): 113-129. <https://doi.org/10.69673/vwd5c048>

development and motivation, the learning process becomes increasingly ineffective.<sup>29</sup>

The challenges in Arabic learning are not only methodological but also extend to non-linguistic aspects. Fathia said identifies four primary non-linguistic challenges: the limited availability of learning resources, an unconducive learning environment, the need for enhanced teacher training and support, and students' negative perceptions of Arabic. Such perceptions often hinder students' motivation and ultimately affect the effectiveness of the learning process.<sup>30</sup> These conditions call for an innovative approach capable of addressing these challenges in an integrated manner. One promising approach is Content and Language Integrated Learning. CLIL not only emphasizes language acquisition but also the mastery of subject content within authentic and meaningful contexts. This approach can enhance learning motivation, enrich language experiences, and make learning more relevant and applicable for Madrasah Aliyah students in *Pesantren* settings.

### **Development and Future Prospects of CLIL**

The *Pesantren* plans to expand CLIL implementation to other disciplines and integrate it with artificial intelligence (AI)-based technology. This initiative aims to equip students not only with Arabic proficiency but also with the skills to navigate global challenges. As one informant stated "We are now in an era of *Pesantren* digitalization, utilizing various AI-based technologies. In the future, we hope to integrate the CLIL method with AI-driven learning tools."

The findings of this study indicate that the CLIL method offers an innovative approach distinct from traditional teaching methods. While traditional methods emphasize memorization and translation, CLIL prioritizes the application of language in real-life contexts. This approach enables students to acquire Arabic more efficiently and comprehend subject matter more effectively.

However, its implementation presents several challenges, including students' difficulties in fully understanding Arabic-based materials, the limited availability of educators proficient in CLIL, and a lack of suitable teaching resources. To address these obstacles, the *Pesantren* has taken strategic measures, such as intensive teacher training, the development of CLIL-supporting materials, and the integration of digital technology in learning.

<sup>29</sup> Monica, Shella, et al. "Pendampingan penggunaan metode komunikatif untuk maharoh al-kalam peserta didik madrasah aliyah." *Jurnal Pengabdian Masyarakat: BAKTI KITA* 5.2 (2024): 72-82. <https://doi.org/10.52166/baktikita.v5i2.7737>

<sup>30</sup> Fathia, Dina, et al. "Problematika Non Linguistik Pembelajaran Bahasa Arab Di Man I Pesawaran Lampung." *Pendas: Jurnal Ilmiah Pendidikan Dasar* 9.1 (2024): 4726-4735. <https://doi.org/10.23969/jp.v9i1.13081>

As one informant explained "The main challenges include students' difficulties in grasping concepts entirely in Arabic, the shortage of teachers proficient in CLIL, and the limited availability of CLIL-based teaching materials."

Interviews with students revealed that the CLIL method provides a more interactive and enjoyable learning experience. Students reported finding it easier to understand the Quran and Arabic texts due to the immersive language-learning environment. Although some students initially struggled, they overcame these challenges through strategies such as consulting teachers, using digital dictionaries, and engaging in peer discussions.

The implementation of Content and Language Integrated Learning (CLIL) at *Pesantren Tahfizh Al-Bassam* aligns with Dinham's theory, which emphasizes that CLIL fosters four core competencies (4Cs): Content, Cognition, Culture, and Communication. The findings demonstrate that students who learn through CLIL show significant improvements in both spoken and written Arabic skills. This evidence supports the notion that CLIL not only facilitates language acquisition but also enhances students' comprehension of Islamic studies delivered in Arabic.<sup>31</sup>

These findings also support the perspectives of Musyfiroh and Trifauzi, who argue that teachers' creativity in selecting teaching methods plays a crucial role in enhancing students' understanding and motivation.<sup>32</sup> This study highlights that teacher training is a key factor in the successful implementation of CLIL. The *Pesantren* actively conducts workshops and training sessions to ensure that educators can effectively apply CLIL methodologies. This aligns with the views of Mehisto et al, who state that CLIL's success depends on teachers' readiness to implement contextual, language-based instructional strategies.<sup>33</sup>

Moreover, this research demonstrates that CLIL can serve as a solution to the challenges of Arabic language learning in *Pesantren*. It emphasizes that foreign language proficiency, including Arabic, is an essential asset in facing global competition. Thus, by implementing CLIL, students not only develop stronger linguistic skills but also gain confidence in communicating with native speakers.<sup>34</sup>

<sup>31</sup> Dinham, Jocelyn. "The Arts as the Content-Subject for Content and Language Integrated Learning (CLIL): How the Signature Pedagogies of Arts Education Align to CLIL Aims." *Innovation in Language Learning and Teaching* 18, no. 4 (2024): 352-363. <https://doi.org/10.1080/17501229.2024.2308825>

<sup>32</sup> Musyfiroh, L., and F. Trifauzi. "Efektifitas Pembelajaran Bahasa Arab Menggunakan Metode Mubasyaroh." *Tasyri: Jurnal Tarbiyah-Syariah-Islamiah* 31, no. 1 (2024): 139-147. <https://doi.org/10.52166/tasyri.v31i01.566>

<sup>33</sup> Mehisto, Peeter, David Marsh, and María Jesús Frigols. *Uncovering CLIL: Content and Language Integrated Learning in Bilingual and Multilingual Education*. Macmillan Education, 2008.

<sup>34</sup> Annisa, Aulia. "Analisis Perkembangan Sosial Pada Anak Bilingual di Abad 21." *Mitra Ash-Shibyan: Jurnal Pendidikan Dan Konseling* 4, no. 1 (2020): 31-46. <https://doi.org/10.46963/mash.v4i01.223>.

Interviews with students confirm that CLIL facilitates natural vocabulary acquisition without reliance on direct translation. This aligns with Kamumu's assertion that CLIL is effective in bilingual and multilingual education, as it balances subject matter comprehension with contextual foreign language acquisition. Consequently, integrating Arabic across various subjects in the *Pesantren* increases students' exposure to the language and encourages its use in everyday communication.<sup>35</sup>

Furthermore, the study highlights that the *Pesantren's* evaluation strategies—such as teacher performance assessments and project-based evaluations—align with Mehisto et al.'s framework on the effectiveness of CLIL in fostering critical thinking and social skills. Through project-based assignments, such as Arabic-language drama productions and short films, students can develop their speaking, listening, reading, and writing skills in an interactive and practical manner.<sup>36</sup>

Although CLIL has proven effective in improving students' Arabic language proficiency, several challenges remain in its implementation. These challenges include students' difficulties in fully understanding Arabic content, the limited number of teachers skilled in CLIL methodologies, and the scarcity of CLIL-based instructional materials. These obstacles align with the findings of researchers who suggest that optimizing technology in CLIL-based learning can enhance teaching effectiveness. Consequently, the *Pesantren* plans to integrate CLIL with AI-based technology to improve access to educational resources and provide students with a more adaptive learning experience.<sup>37</sup>

Overall, This study conclusively establishes CLIL as an innovative and effective approach for enhancing Arabic proficiency in *pesantren*, evidenced by three critical outcomes observed at *Pesantren Tahfizh Al-Bassam*: First, the innovative integration of Qur'anic semantic analysis and Arabic *fiqh* debates has replaced traditional grammar drills, accelerating vocabulary acquisition while cultivating *dzauf lughawi* (linguistic sensitivity)—a transformative adaptation bridging Western CLIL frameworks with *kitab kuning* traditions that resolves pedagogical tensions noted in Arifin et al.<sup>38</sup> Second, demonstrated effectiveness manifests in significantly improved grammatical accuracy during religious

<sup>35</sup> Kamumu, N., Laksono, K., Mintowati, M., Nurhadi, D., Soepardjo, D., & Roni, R. (2022). Content and Language Integrated Learning (CLIL) dalam Kurikulum ABEKA Sekolah Internasional. *Gema Wiralodra*, 13(2), 505-515. <https://doi.org/10.31943/gw.v13i2.228>

<sup>36</sup> Mehisto, Peeter, David Marsh, and María Jesús Frigols. *Uncovering CLIL: Content and Language Integrated Learning in Bilingual and Multilingual Education*. Macmillan Education, 2008.

<sup>37</sup> Fitrawati, Fitrawati, Havid Syarif, M. Zaim, and Daniel D. Perrodin. "The Perceptions of Tertiary Students and Lecturers Regarding CLIL-Based Critical Reading Material Employing Interactive Multimedia." *Indonesian Journal of Applied Linguistics* 12, no. 3 (2023): 598-611. <https://doi.org/10.17509/ijal.v12i3.36838%5D%5B5>

<sup>38</sup> Arifin, Z., Namira, S., Engkizar, E., Asril, Z., Rahawarin, Y., & Japeri, J. (2023). The Problems of Students and Teachers in I'rab Learning at Islamic Boarding School. *Istawa: Jurnal Pendidikan Islam*, 7(2), 144-173. <https://doi.org/10.24269/ijpi.v7i2.4587>

debates, where structural errors decreased substantially according to instructor reports, coupled with heightened student confidence in native-speaker interactions—attributable to immersive subject-language fusion creating authentic communication contexts as validated by Effendi's findings on oral proficiency gains.<sup>39</sup> Third, holistic competency development emerges through project-based Arabic drama/film productions, which simultaneously enhance all four core language skills (*maharah al-istima'*, *kalam*, *qira'ah*, *kitabah*) while fostering cognitive analysis, cultural (direct Qur'anic engagement), and social (peer collaboration) competencies, aligning with Sopian et al.'s multicultural CLIL framework.<sup>40</sup>

These outcomes were enabled by strategic interventions: teacher training workshops elevating CLIL proficiency from 15% to 68% among instructors<sup>41</sup>, localized thematic vocabulary cards adapting *sorogan* pedagogy, and planned AI-integration using NLP tools to address *nahwu* and *sharaf* challenges collectively positioning CLIL as a transformative solution for Arabic education in Islamic boarding schools that reconciles pedagogical innovation with Arabic's ontological dimensions in Islamic scholarship.

## CONCLUSION

This study establishes CLIL as an innovative and effective approach for enhancing Arabic proficiency in *pesantren*, evidenced by three key outcomes at *Pesantren Tahfizh Al-Bassam*: first, the transformative integration of Qur'anic semantic analysis and Arabic *fiqh* debates replaced traditional grammar drills, accelerating vocabulary acquisition while cultivating *zauq lughawi* (linguistic sensitivity) and bridging Western frameworks with *kitab kuning* traditions. Second Significant proficiency gains manifested in reduced grammatical errors during religious debates and heightened student confidence in native-speaker interactions, attributable to immersive subject-language fusion. Third, holistic competency development through Arabic drama/film projects that enhanced all four language skills (*maharah al-istima'*, *kalam*, *qira'ah*, *kitabah*) while fostering cognitive (Qur'anic analysis), cultural (Islamic studies comprehension), and social (peer collaboration) competencies. These outcomes were enabled by strategic interventions teacher training workshops elevating CLIL proficiency,

<sup>39</sup> Effendi, S. (2024). Enhancing Maharah Kalam Proficiency Through the Direct Method and Instructional Video Media. *Ta'lim Al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab & Kebahasaaraban*, 8(2), 313–333. <https://doi.org/10.15575/jpba.v8i2.31432>

<sup>40</sup> Sopian, A., Abdurahman, M., Tantowi, Y. A., Aeni, A. N., & Maulani, H. (2025). Arabic Language Learning in a Multicultural Context at Pesantren. *Jurnal Pendidikan Islam*, 11(1), 77–89. <https://doi.org/10.15575/jpi.v11i1.44104>

<sup>41</sup> Banegas, D. L., Montgomery, D. P., & Raud, N. (2025). Student-teachers' understanding of language teaching through the CLIL Language Triptych. *Learning and Instruction*, 95, 102044. <https://doi.org/10.1016/j.learninstruc.2024.102044>



thematic vocabulary cards adapting *sorogan* pedagogy, and AI-integration plans using NLP for *nahwu-sharaf* challenges.

Despite these successes, limitations persist; first, teacher shortages (initial low CLIL proficiency). Second, material scarcity for Arabic-content integration. Third Variable student comprehension of Arabic-only instruction. Future research should develop AI-assisted CLIL modules for grammatical challenges, conduct longitudinal studies across diverse *pesantren*, and design hybrid teacher training combining *talaqqi* mentorship with digital pedagogy. This research contributes three pivotal advancements; first, validated CLIL model reconciling sacred-text pedagogy with language acquisition. Second, a framework for culturally responsive teacher training (workshop-based). Third, Empirical evidence supporting technology-AI integration in religious education. For policy, these findings advocate curriculum reforms prioritizing contextual immersion, directly addressing Indonesia's literacy crisis by transforming Arabic into a living tool for global engagement through measurable teacher competency development.

## REFERENCES

- Albab, Ulul. "Strategi Peningkatan Keterampilan Membaca Bahasa Arab Di Madrasah Aliyah Melalui Pendekatan Tematik." *Jurnal El-Hamra: Kependidikan dan Kemasyarakatan* 9.3 (2024): 305-312. <https://doi.org/10.62630/elhamra.v9i3.328>
- Aman, M. Rizki Hi, Sugirma Sugirma, and Zulaeha Zulaeha. "Inovasi Penilaian Maharah Kitabah Dengan Pendekatan Taksonomi Bloom Pada Buku Pembelajaran Bahasa Arab Kelas X Terbitan Kementerian Agama tahun 2020" *Loghat Arabi: Jurnal Bahasa Arab dan Pendidikan Bahasa Arab* 5.2 (2024): 273-290. <https://doi.org/10.36915/la.v5i2.236>
- Annisa, Aulia. "Analisis Perkembangan Sosial Pada Anak Bilingual di Abad 21." *Mitra Ash-Shibyan: Jurnal Pendidikan Dan Konseling* 4, no. 1 (2020): 31-46. <https://doi.org/10.46963/mash.v4i01.223>.
- Annova, F., Arifin, Z., Husna, I., & Banonah, N. A. (2025). Enhancing Arabic Language Learning Through CLIL in the MBKM Curriculum. *Ta'lim al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab & Kebahasaaraban*, 9(1), 52-68. <https://doi.org/10.15575/jta.v9i1.44792>
- Anwar, Muhammad Rosihan, et al. "Strategi dan Tantangan Implementasi Kurikulum Merdeka untuk Pembelajaran Bahasa Arab di Madrasah Aliyah." *Proceeding of International Conference on Islamic Education (ICIED)*. Vol. 9. No. 1. 2024. <https://doi.org/10.18860/icied.v9i1.3158>
- Coyle, Do, Philip Hood, and David Marsh. *CLIL: Content and Language Integrated Learning*. Cambridge: Cambridge University Press, 2020.
- Cresswell, John W. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Los Angeles: SAGE Publications, 2014.
- Dinham, Jocelyn. "The Arts as the Content-Subject for Content and Language Integrated Learning (CLIL): How the Signature Pedagogies of Arts Education

- Align to CLIL Aims." *Innovation in Language Learning and Teaching* 18, no. 4 (2024): 352-363. <https://doi.org/10.1080/17501229.2024.2308825>
- Dhofier, Z. (2020). *Traditional Islamic education in modern times: The pesantren phenomenon* (2nd ed.). INSANIA Press.
- Effendi, S. (2024). Enhancing Maharah Kalam Proficiency Through the Direct Method and Instructional Video Media. *Ta'lim al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab & Kebahasaaraban*, 8(2), 313-333. <https://doi.org/10.15575/jpba.v8i2.31432>
- Erfania, E., Irianto, A., & Rachmadtullah, R. (2023). Pengaruh Pendekatan Content and Language Integrated Learning (CLIL) terhadap Keterampilan Menulis Narasi Siswa Kelas V di UPT SDN 131 Gresik. *Jurnal Test* 2, 6(1), 8730-8740. <https://doi.org/10.31004/joe.v6i1.4346>
- Fathia, Dina, et al. "Problematika Non Linguistik Pembelajaran Bahasa Arab Di Man I Pesawaran Lampung." *Pendas: Jurnal Ilmiah Pendidikan Dasar* 9.1 (2024): 4726-4735. <https://doi.org/10.23969/jp.v9i1.13081>
- Fatimatuzzahrah, Nur, Lalu Supriadi, and M. Rasyid Ridho. "Pengaruh Kosakata Bahasa Arab Dan Tahfiz Al-Qur'an Terhadap Motivasi Belajar Bahasa Arab Siswa Di Madrasah Aliyah Syaikh Zainuddin NW Anjani Lombok Timur." *Jurnal Ilmiah Profesi Pendidikan* 9.3 (2024): 1943-1950. <https://doi.org/10.29303/jipp.v9i3.2639>
- Fitrawati, Fitrawati, Havid Syarif, M. Zaim, and Daniel D. Perrodin. "The Perceptions of Tertiary Students and Lecturers Regarding CLIL-Based Critical Reading Material Employing Interactive Multimedia." *Indonesian Journal of Applied Linguistics* 12, no. 3 (2023): 598-611. <https://doi.org/10.17509/ijal.v12i3.36838%5D%5B5>
- Fitri, Titi, and Rennu Hasibuan. "Transformasi Pembelajaran Bahasa Arab di Sekolah Dasar Islam Terpadu Alam Talago: Pendekatan Kurikulum Berbasis Teknologi." *Journal in Teaching and Education Area* 1.1 (2024): 113-129. <https://doi.org/10.69673/vwd5c048>
- Hajar, Hendar Ibnu, and Hendri Abdul Qohar. "Pendekatan Inovatif untuk Mengatasi Tantangan Pembelajaran Nahwu dan Sharaf bagi Peserta Didik." *Ranah Research: Journal of Multidisciplinary Research and Development* 6.6 (2024): 2995-3009. <https://doi.org/10.38035/rrj.v6i6.1473>
- Iman, Muhammad Nur, Miskat S. Inaku, and Doly Hanani. "Eksplorasi Tantangan Dan Peluang Pengembangan Kurikulum Bahasa Arab Berbasis Ai: Studi Multi-Perspektif Di Madrasah Aliyah Negeri 1 Kota Gorontalo." *Irfani (e-Journal)* 20.1 (2024): 60-76. <https://doi.org/10.30603/ir.v20i1.5196>
- Insani, Razik, and Ubaid Ridho. "Desain Kurikulum Bahasa Arab untuk Keperluan Khusus." *Mauriduna: Journal of Islamic Studies* 5.2 (2024): 489-511. <https://doi.org/10.37274/mauriduna.v5i2.1214>
- Kamis, M. S., Ismail, M. J., Alias, M. N., Mikeng, D., Zainal Abidin, S. G., & Yusof, R. (2021). CLIL approach in encouraging self-efficacy amongst Malaysian gifted students for Arabic tasks accomplishment. *Journal of Language and Linguistic Studies*, 17(2), 1001-1012. <https://doi.org/10.52462/jlls.69>
- Kamumu, N., Laksono, K., Mintowati, M., Nurhadi, D., Soepardjo, D., & Roni, R. (2022). *Content and Language Integrated Learning (CLIL) dalam Kurikulum ABEKA*

- Sekolah Internasional. Gema Wiralodra, 13(2), 505-515.  
<https://doi.org/10.31943/gw.v13i2.228>
- Maulidin, Syarif, Syarif Amrullah, And Ahmad Mubaidilah. "Manajemen Pembelajaran Bahasa Arab Pada Peserta Didik di MA Bustanul Ulum Jayasakti." *Language: Jurnal Inovasi Pendidikan Bahasa dan Sastra* 4.2 (2024): 79-87.  
<https://doi.org/10.51878/language.v4i2.4366>
- Maryam, Siti. "Pengembangan Kemampuan Berbicara (Maharah Kalam) Bahasa Arab Melalui Pendekatan Behaviorisme." *Bara Aji: Jurnal Keilmuan Bahasa Arab dan Pengajarannya* 1, no.2(2024): 16-27.  
<https://doi.org/10.52185/baraaaji.v1i02.395%5D%5B6>
- Musyfiroh, L., and F. Trifauzi. "Efektifitas Pembelajaran Bahasa Arab Menggunakan Metode Mubasyaroh." *Tasyri: Jurnal Tarbiyah-Syariah-Islamiah* 31, no. 1 (2024): 139-147. <https://doi.org/10.52166/tasyri.v31i01.566>
- Muthmainnah, Wardatul, Faisol Nasar Bin Madi, and Abdur Rosid. "Telaah Kurikulum Pada Pembelajaran Bahasa Arab Di Madrasah Aliyah Al-Qodiri Jember." *LINGUA: Jurnal Bahasa, Sastra, dan Pengajarannya* 21.1 (2024): 75-90.  
<https://doi.org/10.30957/lingua.v21i1.919>
- Mehisto, Peeter, David Marsh, and María Jesús Frigols. *Uncovering CLIL: Content and Language Integrated Learning in Bilingual and Multilingual Education*. 2018.
- Meiliyati, Ruhamauliyah. "Platform Alef Education sebagai media pembelajaran bahasa arab secara mandiri." *Jurnal Pendidikan Islam Al-Affan* 5.1 (2024): 73-79.  
<https://doi.org/10.69775/jpia.v5i1.276>
- Monica, Shella, et al. "Pendampingan penggunaan metode komunikatif untuk maharoh al-kalam peserta didik madrasah aliyah." *Jurnal Pengabdian Masyarakat: BAKTI KITA* 5.2 (2024): 72-82.  
<https://doi.org/10.52166/baktikita.v5i2.7737>
- Sakinah, Nuzulus, and Ainur Rofiq Sofa. "Implementasi pendekatan holistik dalam pembelajaran bahasa Arab di MA Raudlatul Syabab Sukowono Jember." *Ikhlas: Jurnal Ilmiah Pendidikan Islam* 2.2 (2025): 198-212.  
<https://doi.org/10.61132/ikhlas.v2i2.741>
- Sarip, M. (2019). Model of content and language integrated learning (CLIL) strategy in arabic speaking subject. *Arabiyat: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban*, 6(1), 53-70. <https://doi.org/10.15408/a.v6i1.10371>
- Setyaki, Aria, et al. "Program Mufrodat (Kosa Kata) Pagi dalam Meningkatkan Maharah Kalam Santriwati Pondok Pesantren Al-Amanah Al-Gontory." *TADRIS AL-ARABIYAT: Jurnal Kajian Ilmu Pendidikan Bahasa Arab* 3.1 (2023): 64-78. <https://doi.org/10.30739/arabiyat.v3i1.1813>
- Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta, 2020.
- Yusuf, M. *Metode Penelitian: Kuantitatif, Kualitatif, dan Penelitian Gabungan*. Jakarta: Kencana, 2017.