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Reveals the Dynamic Portrait of CLIL: Breakthrough in Arabic Language Learning at the Islamic Boarding School Daarul Ukhuwah for Girl 2 Malang / Menguak Potret Dinamis CLIL: Terobosan Pembelajaran Bahasa Arab di Pondok Pesantren Daarul Ukhuwah Putri 2 Malang

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Abstract: This article aims to reveal the dynamics and breakthroughs in the application of the Content and Language Integrated Learning (CLIL) approach in learning Arabic through Islamic studies at the Daarul Ukhuwah for Girl 2 Malang. The focus of this study is directed at how the integration of Islamic content and Arabic language learning forms meaningful, functional, and encouraging students' language skills as a whole. This study uses a qualitative approach with a case study method. Data collection techniques are carried out through observation, in-depth interviews, and documentation that are analyzed in a descriptive-qualitative manner. The main informants consisted of KMI staff, Arabic teachers, Islamic studies teachers, and students. The main findings of this study show that the application of CLIL dynamically is able to improve students' listening and reading skills in understanding Arabic Islamic texts, as well as functional and scientific speaking and writing skills. CLIL also encourages intrinsic motivation and autonomy in learning Arabic, supported by a boarding school environment that implements language zone policies, muhadatsah habituation, and classical book learning. On the other hand, challenges such as language skills variations and media limitations are addressed through adaptive strategies such as simplification of language input and teacher training. The main argument of this article is that the CLIL approach is not only relevant to the learning context in formal schools, but also very effective in boarding school environments with the power of integrating Islamic content and lively language practices.

Abstrak: Artikel ini bertujuan untuk mengungkap dinamika dan terobosan penerapan pendekatan *Content and Language Integrated Learning* (CLIL) dalam pembelajaran Bahasa Arab melalui studi keislaman di Pondok Pesantren Daarul Ukhuwah Putri 2 Malang. Fokus kajian ini diarahkan pada bagaimana integrasi konten keislaman dan pembelajaran bahasa Arab membentuk pembelajaran yang bermakna, fungsional, serta mendorong keterampilan berbahasa santri secara menyeluruh. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus. Teknik pengumpulan data dilakukan melalui observasi, wawancara mendalam, dan dokumentasi yang dianalisis secara deskriptif-kualitatif. Informan utama terdiri dari staf KMI, guru Bahasa Arab, guru studi keislaman, dan santriwati. Temuan utama dari penelitian ini menunjukkan bahwa penerapan CLIL secara dinamis mampu meningkatkan keterampilan menyimak dan membaca santri dalam memahami teks-teks keislaman berbahasa Arab, serta keterampilan berbicara dan menulis secara fungsional dan ilmiah. CLIL juga mendorong motivasi intrinsik dan otonomi belajar bahasa Arab, didukung oleh lingkungan pesantren yang menerapkan kebijakan zona bahasa, pembiasaan muhadatsah, dan pembelajaran kitab klasik. Di sisi lain, tantangan seperti variasi kemampuan bahasa dan keterbatasan media diatasi melalui strategi adaptif seperti penyederhanaan input bahasa dan pelatihan guru. Argumentasi utama artikel ini menegaskan bahwa pendekatan CLIL tidak hanya relevan untuk konteks pembelajaran di sekolah formal, tetapi juga sangat efektif di lingkungan pesantren dengan kekuatan integrasi konten keislaman dan praktik bahasa yang hidup.



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Introduction

In the midst of the wave of educational modernization, the Islamic Boarding School Darul Ukhuwah for Girl 2 Malang, as a representation of an Islamic educational institution firmly rooted in tradition, shows an interesting phenomenon in an effort to improve the quality of Arabic language learning. Arabic, which is undeniably the foundation for understanding Islamic studies in depth such as Tafsir, Hadith, and Fiqh is often taught through methods that tend to be traditional.¹ However, in Darul Ukhuwah, the adoption of the Content and Language Integrated Learning (CLIL) approach is seen which integrates Arabic with Islamic study materials. This implementation creates a dynamic portrait of CLIL that is worth investigating, where language is no longer just an object of teaching, but an essential medium for the exploration of religious knowledge.

The integration between content and language learning or known as CLIL is combining foreign language learning with non-language subject matter. The focus is on using language as a learning tool, not just as a learning object. This approach is expected to help students master the material while improving their foreign language skills. This approach first appeared in Europe and in 1994 the term CLIL began to emerge ², then slowly adopted by other countries including Indonesia. Unfortunately, the application of CLIL is mostly done in English teaching, while Arabic learning is still very minimal.

In the studies that have been carried out, it has been shown that CLIL is able to improve students' foreign language skills ³, and can prepare students for career opportunities in the global arena as well as the challenges of the 21st century ⁴. In

¹ Nur Maziya Ulya, "The Influence of Learning Methods and Personality Type on Arabic Learning Outcomes (Experimental Study at MAN 1 Semarang)" *Nadwa: Journal of Islamic Education*. 10.1 (2017): 1–25. <https://doi.org/10.21580/nw.2016.10.1.867>

² Do Coyle, Philip Hood, and David Marsh, "A window on CLIL" (2010), online, Internet, 2 Oct. 2024. , Available: <https://oxico.sk/lg/aj/assets/ukazky/clil.pdf>.

³ I. Made Sumartana, Paulus Subiyanto, and I. Nyoman Sukra, "The Development of English Language Learning Model Using Project-Based CLIL Approach to Improve Students' English Language Competence" in *International Conference on Sustainable Green Tourism Applied Science-Social Applied Science 2024 (ICoSTAS-SAS 2024)*. , vols. (Atlantis Press, 2024), 219–227, online, Internet, 12 Jan. 2025. , Available: <https://www.atlantis-press.com/proceedings/icostas-sas-24/126007559>; Alfia Sari, "The practices of clil at two private primary schools: a multiple case study" PhD Thesis, Universitas Negeri Malang, 2024, online, Internet, 12 Jan. 2025. , Available: <https://repository.um.ac.id/346190/>; Jonathan Marcos Macaraeg et al., "Social Sciences & Humanities Open" *Journal of Social Science and Humanities Open*. (2024): 1–8. <https://doi.org/10.1016/j.ssaho.2024.101165>.

⁴ Yulduzxon Abulkasimova Sunnatillayevna, "Adapting CLIL Methodology For Higher Education In Technology Fields" *Journal of Modern Educational Achievements*. 11 (2024): 264–268 <https://scopusacademia.org/index.php/jmea/article/view/1148>; Huseyin Ozdemir, "CLIL in Mathematics: An experiment in developing mathematical literacy in secondary education in Turkey" *E-TEALS: An e-journal of Teacher Education and Applied Languages Studies*. 16 (2024): 43–63. <https://revistas.fcsh.unl.pt/e-teals/article/view/806>

addition to improving language skills, he can hone students' critical thinking skills ⁵ So that they can understand the subject matter in depth and improve their language skills at one time.

Several studies on CLIL have been conducted by ⁶ where the focus of CLIL research is only on CLIL aspects which include *Content*, *Communication* and *Cognition*. While the other 4c aspects are *Culture* not discussed. Other research has also been conducted by ⁷ which shows that CLIL has an impact on students to reduce anxiety about using English in bilingual classes. Then, CLIL research in Arabic was conducted ⁸ where the results of the research describe CLIL on Arabic language learning in matriculation classes and the language skills developed. In addition, the study also outlines the supporting and inhibiting factors in the implementation of CLIL.

The application of CLIL in the context of boarding school which is still very rarely studied highlights strong academic reasons related to the urgency of writing this article. Theoretically, CLIL offers the promise of effectiveness in functional language acquisition and cognitive development. However, much of the previous research on CLIL has tended to focus on European languages or secular educational contexts, leaving a substantial gap in our understanding of how this approach works in Arabic language learning, particularly as integrated with Islamic studies content in Islamic boarding schools. Studies on Arabic language learning there, have not been widely dissected comprehensively the implementation of innovative methodologies that have an impact on the quality of learning. Therefore, the novelty offered by this article is an in-depth analysis of the dynamics of CLIL implementation in the realm of boarding school

⁵ Banatul Murtafi'ah et al., "Peningkatan Kompetensi English Speaking dan Komunikasi Kolaboratif Pada Siswa-Siswi MAN 3 Sleman Melalui Mayoga English Camp" *ABDI MOESTOPO: Jurnal Pengabdian Pada Masyarakat*. 7.1 (2024): 32–41 <https://doi.org/10.32509/abdimoestopo.v7i1.3498>; Anisul Imamah, "تعليم اللغة العربية على ضوء نموذج التعلم المتكامل للغة والمضمون في برنامج الصف الدولي الإسلامي بمعهد فونجاء دار السلام" PhD Thesis, Universitas Islam Negeri Maulana Malik Ibrahim, 2024, online, Internet, 23 Nov. 2024. , Available: <http://etheses.uin-malang.ac.id/66502/>.

⁶ Cheng-Ji Lai, "Examining the impact of multimodal task design on English oral communicative competence in fourth-grade content-language integrated social studies: A quasi-experimental study" *Asian-Pacific Journal of Second and Foreign Language Education*. 9.1 (2024): 64. [10.1186/s40862-024-00289-7](https://doi.org/10.1186/s40862-024-00289-7)

⁷ Esteban Francisco López-Medina and Jesús Manuel Casado Casado, "CLIL, a competence-based coping strategy against foreign language anxiety in higher education" *Discover Psychology*. 4.1 (2024): 68. <https://doi.org/10.1007/s44202-024-00187-6>.

⁸ Sayid Munadi Siddiq, "استخدام اللغة العربية في تدريس العلوم الشرعية لاكتساب المهارات اللغوية" على ضوء المدخل التكاملية للغة والمحتوى في معهد الراية العالي بسوكابومي قسم الإعداد "اللغوي" PhD Thesis, Universitas Islam Negeri Maulana Malik Ibrahim, 2023, online, Internet, 2 Oct. 2024. , Available: <http://etheses.uin-malang.ac.id/45335/>.

education, revealing the Arabic Language learning breakthroughs that may occur in students, and mapping the unique challenges and opportunities that arise from this innovative adaptation. Thus, the purpose of writing this article is to explore the stages of CLIL implementation, identify breakthroughs in the development of students' language skills, and analyze the challenges and opportunities that accompany the implementation of CLIL at the Darul Ukhuwah Putri 2 Islamic Boarding School Malang.

This research develops a theory about learning Arabic and provides practical benefits for education managers in Islamic boarding schools. Also expected to inspire other Islamic boarding schools to use a similar CLIL approach, which can be adjusted to their respective needs and characteristics. These findings can also be used as a reference to optimize policy formulation, curriculum development, and learning, especially Arabic. As a result, this research can be one of the important steps to improve Islamic-based Arabic language learning in Indonesia. This will make students not only proficient in Arabic, but also understand Islam well and be prepared to face challenges around the world.

Methods

This research is in the form of a field study that uses a qualitative approach with a case study method. The qualitative approach was chosen because this study aims to deeply Reveals the Dynamic Portrait of CLIL: Breakthrough in Arabic Language Learning at the Islamic Boarding School Daarul Ukhuwah for Girl 2 Malang. The qualitative approach allows researchers to explore information in more detail and contextual, as well as understand the experiences and views of research subjects holistically. As Taylor (2015) said, one of the qualitative goals is to examine how things look from different perspectives.⁹ The case study design is considered the most appropriate for this research because the case study aims to explore a specific phenomenon in a real and complex context.¹⁰ In this context, the Darul Ukhuwah Islamic Boarding School has unique characteristics in the implementation of CLIL which

⁹ Steven J. Taylor, Robert Bogdan, and Marjorie L. DeVault, *Introduction to qualitative research methods: A guidebook and resource*, vols. (John Wiley & Sons, 2015), online, Internet, 7 Oct. 2024. , Available: https://books.google.com/books?hl=id&lr=&id=pONoCgAAQBAJ&oi=fnd&pg=PA3&dq=steven+taylor+qualitative&ots=QjuleC4D2O&sig=XGzNHXc4qh0gdL_x8K8I516wDI8.

¹⁰ Lesley Bartlett and Frances Vavrus, *Rethinking case study research: A comparative approach*, vols. (Routledge, 2016), online, Internet, 7 Oct. 2024. , Available: <https://www.taylorfrancis.com/books/mono/10.4324/9781315674889/rethinking-case-study-research-lesley-bartlett-frances-vavrus>.

involves the integration of Arabic language learning with certain content, which not only requires language understanding, but also understanding of learning materials at the same time.

The primary data source of this research was obtained directly from the field through observation and structured interviews with research subjects consisting of KMI staff, Islamic studies teachers, Arabic language teachers and students of Darul Ukhuwah for Girl 2 Malang, and documentation. Secondary data includes documents related to the implementation of CLIL in Islamic boarding schools as well as journals, books and other documents related to CLIL and language learning. The researcher used Miles and Huberman's data analysis technique which consisted of three stages, data reduction, presentation and data retrieval. The validation technique itself is carried out by data triangulation technique.

Results and Discussion

Dynamics of CLIL Implementation in Arabic Language through Islamic Studies

The implementation of the CLIL (Content and Language Integrated Learning) approach in Arabic language learning at the Islamic Boarding School Darul Ukhuwah for Girl 2 Malang shows strong dynamics through the integration of Islamic study content as the main foundation. Subject matter such as Tajwid, Siroh, Fiqh, hadith, Tafsir, Tarikh Adab, Aqidah, Mahfudzat, Tahsin, Faroidh, Ushul Fiqh and Ushul Hadith not only serve as teaching materials, but also as an authentic context to develop Arabic language competence. The teacher delivered the material with an interactive approach, where Arabic was used to explore Islamic values as well as a medium of expression. Learning is not centered on learning languages separately, but flows naturally through the discussion of content that is close to the lives of students. This provides an integrated learning experience between language and content, so that students not only learn to speak in Arabic, but also think, understand, and convey Islamic ideas directly in that language. This is obtained in learning Islamic studies that actively use Arabic both in oral and written communication, where the teacher explains learning by using Arabic as the medium.

The dynamics of CLIL are also reflected in the pattern of intense interaction between teachers and students as well as the adaptation of the boarding school environment that is conducive to bilingual learning. Interaction in the classroom takes

place in a communicative manner, with teachers actively guiding students to discuss, express opinions, and respond to questions in Arabic. The teacher does not only deliver lessons in one direction, but he actively interacts with the students. For example, in the 6th grade Fiqh lesson, when explaining about the leniency in prayer when sick, the teacher asked in Arabic, "Then, how is the ruling to leave prayer when sick?" this question will open a discussion between students so that communication between teachers and students can be established, especially with Arabic.

This process is strengthened by the boarding school policy that establishes Arabic language zones as well as enrichment programs such as muhadatsah, muhadoroh, writing scientific papers in Arabic and discussions of Arabic books. Thus, the CLIL approach is not only applied in the academic context, but also extends to social practices in the boarding school environment. A supportive environment, competent teachers, and relevant Islamic content are the driving factors for the formation of a dynamic portrait of CLIL that integrates language learning, strengthening Islamic values, and developing critical thinking skills in a single unit. His environment that also supports and requires the use of Arabic has a positive impact on its students, they are easier to understand the learning of Islamic studies which are in Arabic. That is what was expressed by one of the students of Darul Ukhuwah for Girl 2 Malang.

"Maybe because the Arabic language has been trained from daily life at the pesantren as well, so it's easier." (AL-Student)

The implementation of the CLIL approach in Arabic language learning at the Islamic Boarding School Darul Ukhuwah for Girl Malang shows a strong integration between the content of Islamic studies and the development of Arabic language skills. This is in line with the principles of content and communication in the theory of CLIL by Coyle, Hood, & Marsh (2010), where language is used to access knowledge, not just learned as a system.¹¹ Teachers use Arabic as the main medium in delivering material, so that students not only learn to understand Islamic content, but also get used to expressing their thoughts directly in Arabic.

Furthermore, active interaction between teachers and students, as well as the support of the pesantren environment, creates a learning context that supports cognition and culture. Teachers encourage discussion and critical thinking in Arabic, which sparks

¹¹ Do Coyle, Philip Hood, and David Marsh, *CLIL: Content and Language Integrated Learning*, vols., First. (United Kingdom: Cambridge University Press, 2010). <https://oxico.sk/lg/aj/assets/ukazky/clil.pdf>.

communication and deep reflection. The use of Arabic in daily life makes it easier for students to understand the learning material, as conveyed by one of the students that the habit of using Arabic in pesantren makes it easier to understand in class. This shows that CLIL does not only take place in the classroom, but is part of a dynamic and holistic learning ecosystem in the pesantren environment.

Arabic Language Learning Breakthroughs Revealed Through CLIL

One of the important findings of the implementation of CLIL at the Darul Ukhuwah for Girl 2 Malang is a significant improvement in students' language skills, both students' receptive skills, reading (*qiraah*) and listening (*istima'*). As well as productive skills, speaking (*kalam*) and writing (*kitabah*). Regarding receptive skills, the learning of Islamic study materials delivered entirely in Arabic encourages students to not only understand the text, but also interpret the meaning deeply in a religious context. The use of Arabic books without translation and without harakat forces students to hone their ability to listen to teachers' oral explanations in Arabic as well as understand classical Arabic texts. This is a breakthrough in learning Arabic because reading and listening skills, which were previously often considered passive, now play an active role in supporting the understanding of Islamic scientific content. This indicator of improvement can be seen when students can respond to questions spoken by the teacher and also when they can explain the text they have read. The novelty of this finding lies in how language learning is no longer separated from religious understanding, but rather directly reinforces each other in a unified learning context.

The implementation of CLIL also revealed a significant breakthrough in improving students' expressive skills, namely the functional Arabic speaking (*kalam*) and writing skills (*kitabah*). The teacher encouraged the students to express their opinions, answer questions, and even present Islamic study materials in Arabic. Not only that, assignments in the form of writing summaries of materials, papers, and scientific papers in Arabic are a medium for the actualization of structured and content based writing skills where they write according to what they understand and not what they memorize. This success cannot be separated from the CLIL approach which makes Arabic not as an object of memorization, but as a tool of scientific thinking and communication. This breakthrough shows that mastery of speaking and writing is no longer limited to the ability to compose sentences, but rather to the maturity of thinking and the courage to express themselves in the target language. This shows a novelty in the approach to

learning Arabic in Islamic boarding schools, where the mastery of the four language skills is developed in a balanced manner and integrated with Islamic studies.

Another breakthrough revealed through the CLIL approach is the emergence of intrinsic motivation and higher learning autonomy in students in learning Arabic. Based on observation and interview data, students feel more motivated to understand Arabic because they realize that this language is the key to accessing the Islamic sciences they are learning. They no longer learn a language solely to meet the demands of the curriculum, but because they feel a real need to master it. Some students even show independent initiatives such as taking notes of new vocabulary from the teacher's explanations, reading additional books outside of class hours, and practicing kalām through informal discussions. The novelty of these findings shows that CLIL is not only effective in the academic aspect, but also forms the character of internally motivated independent learners. This is an important achievement in pesantren education, because students are not only fostered in scientific and language aspects, but also in the formation of attitudes and learning independence.

The breakthrough in learning Arabic through CLIL in Darul Ukhuwah for Girl 2 above shows the effectiveness of the principles of content and communication in CLIL, where content understanding and language mastery go hand in hand. On the other hand, productive skills such as speaking and writing are also improved through active practice, such as discussing fiqh material and writing summaries of material in Arabic. Arabic is not only used as a tool of daily communication, but also as a functional means of academic expression, reflecting the application of language through learning in CLIL. Their improved language skills are also included in the higher-level thinking process based on Bloom's taxonomy that is usually the reference for CLIL's theory.¹² Students are at the stage of analyzing, evaluating and creating. This is evidenced by their ability to express opinions in discussions and write scientific papers based on their understanding.

In addition to improving language skills, the CLIL approach also encourages the emergence of intrinsic motivation and learning autonomy in students. Students feel compelled to master Arabic not because of the demands of the task, but because they realize that the language is the key to understanding the Islamic sciences they are learning. This strengthens the principles of cognition and culture in CLIL, where

meaningful learning is able to foster awareness of learning from within students. A supportive pesantren environment, such as language zones, *muhadatsah* programs, and book discussions, also form a learning ecosystem that allows students to grow as independent learners. Thus, CLIL not only contributes to linguistic and academic aspects, but also shapes the character of students as active and reflective learners in the context of Islamic education.

Key Factors Behind CLIL's Dynamics and Breakthroughs: Obstacles and Solutions

The results of the study show that the success of the dynamic implementation of the CLIL approach at the Darul Ukhuwah for Girl 2 Malang is greatly influenced by a number of main supporting factors. First, there is a synergy between the language program and the Islamic curriculum that has been well structured, allowing the integration of content and language to run naturally. Second, the role of teachers who have dual competence mastering Arabic while understanding Islamic material holds an important key in the implementation of integrated learning. Third, the pesantren environment that culturally supports the active use of Arabic in daily life, both through language zone policies and extracurricular activities such as *muhadatsah*, *muhadarah*, and assignment of scientific papers. These factors collectively form a learning ecosystem conducive to the implementation of CLIL as a whole, not just limited to formal classrooms.

Although CLIL has shown positive dynamics and achievements, its implementation has also faced various challenges. One of the main challenges is the disparity in Arabic language skills of students, especially for those who are just entering the initial level and do not have enough daily provisions. This makes it difficult for them to understand Islamic content directly in Arabic. In addition, not all teachers have pedagogical readiness in managing CLIL classes, especially in designing balanced learning between content mastery and language development. The limitation of thematic teaching materials that are in accordance with the CLIL approach and time constraints in discussing complex materials are also other technical obstacles. These challenges demonstrate that the success of CLIL requires institutional readiness, teacher competence, and adequate resource support.

¹² Welas Listiani and Rachmawati Rachmawati, "Transformasi taksonomi bloom dalam evaluasi pembelajaran berbasis HOTS" *Jurnal Jendela Pendidikan*. 2.03 (2022): 397–402. <https://doi.org/10.57008/jjp.v2i03.266>

Responding to these various challenges, the boarding school and teachers have made a number of adaptive efforts as a solution. One of the strategies implemented is the application of a gradual approach according to the level of ability of students, where teachers use scaffolding techniques such as simplified Arabic (modified input) for the initial group and formal Arabic for advanced levels. In addition, teachers provide vocabulary at the beginning of the meeting and explanations without haste, internal workshops to improve teacher competence in CLIL learning design have also begun to be carried out periodically. On the other hand, the motivation of students to improve their Arabic language skills continues to be built through an award system, the use of visual media, and active habituation in informal activities. These efforts show the adaptive response of boarding school in maintaining the sustainability of CLIL implementation even when faced with real challenges, as well as being a model of good practice in the development of content-based language learning in the boarding school environment.

The success of the implementation of CLIL at the Darul Ukhuwah for Girl 2 Malang is inseparable from several main supporting factors that form a strong learning dynamic. In the context of CLIL theory the existence of teachers who have content (Islamic material) and language (Arabic) competencies is the main key in bridging content and communication effectively.¹³ In addition, the boarding school environment that structurally supports the use of Arabic in daily life strengthens the culture/context aspect, so that students not only learn the language in the classroom, but also live it in social interaction. The integration between the Islamic studies curriculum and the language program creates a learning ecosystem that is in line with the principle of language through learning, where language is learned through the exploration of meaningful content.

However, the implementation of CLIL also faces complex challenges, especially related to the differences in students' ability to understand Arabic, the limitations of thematic teaching materials, and the readiness of teachers in designing integrated learning. This issue is in line with the common challenge of CLIL in various contexts, namely the need for a balance between content mastery and language development. In response, the boarding school and teachers made adaptations such as simplifying

¹³ Faisal Idris, Nur Ehsan Mohd Said, and Nur Ainil Sulaiman, "Content and language integrated learning (CLIL) on the acquisition of writing skills in secondary education: a systematic literature review" *Journal of Education and Learning (EduLearn)*. 19.3 (2025): 1449–1458. <https://doi.org/10.11591/edulearn.v19i3.21974>

language, developing supporting media, and internal training to increase teacher capacity. This strategy reflects a reflective and adaptive approach within CLIL that emphasizes flexibility, collaboration, and innovation as key solutions. Thus, the dynamics of CLIL in this the boarding school not only produce breakthroughs, but also show the capacity of the institution to face and manage challenges constructively.

Thus, the implementation of the CLIL approach in learning Arabic at the Darul Ukhuwah for Girl 2 Malang not only presents an integration between the language and content of Islamic studies, but also reveals a dynamic, transformative, and contextual portrait of learning. The breakthroughs produced not only strengthen the Arabic language competence of students, but also form higher motivation to learn and independence. In the midst of the existing challenges, the success of CLIL in this boarding school shows that an integrative approach based on meaning is very likely to be adapted in an Islamic-based educational environment. These findings make a new contribution to the discourse on the development of foreign language learning in Islamic boarding schools and open up opportunities for further studies to develop a CLIL model that is more in line with the characteristics of Islamic educational institutions in Indonesia.

Conclusion

This study shows that the implementation of the CLIL (Content and Language Integrated Learning) approach in learning Arabic at the Darul Ukhuwah for Girl 2 Islamic Boarding School Malang runs dynamically through the integration of Islamic study content and the use of Arabic as the main media. This integration not only enriches the learning experience of students, but also creates a communicative, contextual, and meaning-based learning atmosphere. CLIL has succeeded in optimizing Arabic learning functionally by making Islamic studies an authentic context in the development of language skills.

In addition, a number of important breakthroughs were revealed, especially in improving the quality of listening and reading skills (*istima'* and *qira'ah*) to understand Islamic content, as well as the ability to speak and write (*kalam* and *kitabah*) which is more communicative and scientific. CLIL has also been proven to encourage the emergence of intrinsic motivation and autonomy for students to learn Arabic, making them active and independent learners who are able to access and convey Islamic knowledge directly in Arabic.

As for the success, a number of key factors were also found that supported and hindered the implementation of CLIL. A conducive boarding school environment, competent teachers, and the integration of language programs and Islamic studies are the main driving factors. Meanwhile, challenges such as differences in student abilities, limited teaching materials, and teacher readiness are overcome through adaptive strategies such as language simplification, learning media development, and internal training. Thus, the implementation of CLIL in Islamic boarding schools is not only a successful model, but also opens up opportunities for content-based Arabic education innovation in Islamic institutions more broadly.

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