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Analysis of the Implementation of the CLIL Approach in Learning Humanities and Social Sciences (HSS): A Case Study at MI Arroyyan

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Abstract— This article aims to describe the suitability of Content and Language Integrated Learning (CLIL) in Humanities and Social Science (HSS) subjects at MI Arroyyan. CLIL is a learning method that combines material and language in its application. This research is a qualitative descriptive design conducted through a case study and the technique of collecting data is done by classroom observation, interviewing the HSS teaching teacher and 8 students, and documentation. The results showed that the application of CLIL in MI Arroyyan was able to improve critical thinking skills, better understanding of the material, speaking English, and caring for each other in the context of HSS lessons. The application of CLIL also determines students' understanding and increases their English vocabulary. In addition, my involvement also helped the teacher in preparing the class and learning to be more active and meaningful. The author also contributed directly to the data collection and analysis process. The findings show that CLIL has the potential to be an alternative approach in learning HSS at the primary education level as well as madrasah education.

Keywords— Content and Language Integrated Learning (CLIL), Humanities and Social Science (HSS), MI Arroyyan

Abstrak— Artikel ini bertujuan untuk mendeskripsikan kesesuaian Content and Language Integrated Learning (CLIL) dalam mata pelajaran Humanities and Social Science (HSS) di MI Arroyyan. CLIL merupakan metode pembelajaran yang menggabungkan materi dan bahasa dalam penerapannya. Penelitian ini merupakan studi deskriptif kualitatif yang dilakukan melalui studi kasus dan teknik mengumpulkan data dilakukan dengan observasi kelas, wawancara pihak guru pengajar HSS dan 8 siswa, serta dokumentasi. Hasil penelitian menunjukkan bahwa penerapan CLIL di MI Arroyyan mampu meningkatkan kemampuan berpikir kritis, pemahaman materi yang lebih baik, berbicara menggunakan bahasa Inggris, serta saling peduli dalam konteks pelajaran HSS. Penerapan CLIL juga menentukan pemahaman serta menambah kosa kata bahasa Inggris siswa. Selain itu, keterlibatan penulis juga membantu guru dalam menyiapkan kelas dan pembelajaran agar lebih aktif dan bermakna. Penulis juga berkontribusi secara langsung dalam proses pengumpulan dan analisis data. Temuan ini menunjukkan bahwa CLIL berpotensi menjadi alternatif pendekatan dalam pembelajaran HSS di jenjang pendidikan dasar.

Kata Kunci— Content and Language Integrated Learning (CLIL), Humanities and Social Science (HSS), MI Arroyyan

INTRODUCTION

The role of education is very important to improve human insight and lifestyle. Technological developments also play a role in education, so that the world of education will be more advanced. In the current era of the industrial revolution 4.0, technology has a major impact on human life, one of which is in the field of education (Rohmah et al. 2019). Currently, many schools are established using international standards, namely by implementing two languages in their daily lives. Given the use of English is currently very important, the use of English in the school area needs to be done. This will help students to recognize English languages early on, in order to be able to compete. Learning in English will help students to be able to think critically and communicate.

One learning approach that supports the use of English is the CLIL (Content and Language Integrated Learning) method. One promising approach to address this need is Content and Language Integrated Learning (CLIL), an innovative method that integrates language teaching with subject content (Sofyan et al. 2025). In the world of education, especially in basic education, the application of the CLIL method is very helpful because of its application which combines teaching material with foreign languages, so that it can help students master the subject matter while improving foreign language skills (Rohmah et al. 2021). CLIL is a learning method that combines content and English language in the learning process. According to Muktamir & Rohmah (2022) CLIL is a learning approach that provides multiple benefits, both for the understanding of a subject and the mastery of English as the language of instruction. The use of English is not only as a means of delivering material, but also to establish students' understanding of the material being taught. In its integration, CLIL has 4 characters commonly referred to as 4Cs, namely: Content, Cognition, Communication, and Culture. As explained by Do Coyle (2015), the CLIL approach will involve learners in language development by doing activities contained in the 4Cs (Content, Cognition, Communication, and Culture). So, CLIL is not only about student comprehension, but to develop students' critical thinking skills, train students' communication using foreign languages, and introduce students to culture. In Humanities and Social Science (HSS) subject, CLIL method is quite relevant when applied. Because it does not only focus on the material, but also focuses on students' foreign language skills, critical thinking skills, and understanding of culture. Therefore, this learning method is suitable to be applied in schools that use two languages, both in the delivery of learning and in daily life. The English proficiency of CLIL students is higher than that of non-CLIL students, because CLIL can prepare and lead to a closer concept of English (Wunberg et al. 2024). Students will better understand the context of English if schools are more courageous to implement CLIL. Rohmah (2019) explains that the positive effect of CLIL implementation is to make learners realize the various abilities that can be developed through this approach, which does not only focus on a set of materials and data.

Humanities and Social Science (HSS) is a subject that covers social, cultural and historical aspects. This subject will learn about social life, learn about Indonesian culture, and learn about Indonesian history. This subject will invite students to think critically and recognize many vocabulary words in English. So that students' understanding will be divided into two, namely to understand the material conveyed

by the teacher and to understand the language used by the teacher to convey the material.

MI Arroyyan is one of the schools that has implemented CLIL in its learning, this school has also implemented the use of two languages, namely Indonesian and English in its daily life. Currently, MI Arroyyan applies the KTSP curriculum, Curriculum (2013), and Merdeka Curriculum. In HSS subjects, MI Arroyyan applies the CLIL method for learning, so communication in learning between teachers and students will use English. In addition to the school preparing and supporting the implementation of CLIL, the school must also prepare its teaching staff. Isnaini et al (2020) explained that teachers who implement CLIL need to be prepared to develop various types of expertise: among others, in terms of subject matter; in terms of language; in best practices in teaching and learning; in the integration of the three previous expertise; and in the integration of CLIL in an educational institution. Examining specific differences regarding teachers' content and language backgrounds is also important in the CLIL approach (Villabona and Cenoz 2021). It will help teachers' comfort while teaching, as well as provide attention for teachers to keep providing good learning.

Based on the above background, researcher took the title 'Analysis of The Implementation of CLIL Approach in Learning Humanities and Social Science (HSS): A Case Study at MI Arroyyan'.

RESEARCH METHODS

This research uses a descriptive qualitative approach with a case study design. The researcher chose to know and understand how the implementation of CLIL method in MI Arroyyan, as well as the role of CLIL in mastering students' English comprehension and language skills through observations and interviews of teachers and students.

This research was conducted at MI Arroyyan which is located at Jalan Raya Dander, Ngraseh Village, Bojonegoro. The reason why the researcher chose the school was because MI Arroyyan had implemented the CLIL method before, and the place was easily accessible by the researcher. The research time was carried out in the even semester of the 2024/2025 academic year from February to March 2025.

Researcher used data collection techniques in the form of observation, interviews, and documentation. Observation to directly observe HSS learning activities in the classroom. Researcher conducted interviews with teachers who taught HSS subjects, as well as with grade 3 students totaling 8 students. This interview activity aims to explore information that is in accordance with the problematic 'Analysis of The Implementation of CLIL Approach in Learning Humanities and Social Science (HSS): A Case Study at MI Arroyyan', starting from the implementation of CLIL to the role of CLIL in students' understanding and English language skills. Documentation aims to collect data in the form of recordings or images in the HSS learning process in the classroom or during the data collection process.

The data obtained will then be collected, the researcher will select the data and display the data, and then draw conclusions that are supported by the data obtained. Researcher use data triangulation techniques obtained from various sources, namely teacher who teach HSS subjects, as well as MI Arroyyan students. Triangulation in

this research is a conclusion from observations, interviews, and documentation that have been conducted by researcher.

RESULT

In the research on 'Analysis of The Implementation of CLIL Approach in Learning Humanities and Social Science (HSS): A Case Study at MI Arroyan' researcher used observation, interview, and documentation techniques. Observation and interview techniques were carried out by making research instruments related to HSS learning using the CLIL method. The informants in this study were teachers who taught HSS subjects and 3rd grade students of MI Arroyan.

1. Application of CLIL learning method in HSS subject learning in MI Arroyan

Based on observations and interviews conducted by researcher, MI Arroyan has implemented the use of English in daily life before. In HSS learning, MI Arroyan has also applied the CLIL approach, where students will get an explanation of the material delivered by the teacher using English. The implementation of CLIL in MI Arroyan runs quite well, this is of course also supported by the school and adequate learning tools.

In HSS learning, the teacher will explain the material using English and supported by video media as learning support. Teachers also actively ask students about students' understanding; teachers also give words of appreciation to students during the learning process. In addition, so that students can better understand the HSS material, the teacher will give examples of cases that occur in everyday life. Quite often the teacher will also ask students 'have you heard about this before?', 'have you visited this place before?', it can provoke student activeness.

In the assessment process, the teacher will give an assessment according to the students' understanding, activeness, attitude during the learning process, and the completeness of the student worksheet. In addition to the material, the teacher also assesses the students' use of English. So in terms of this assessment, it is not only the teacher who can supervise students, but other students also supervise each other.

During HSS learning, students actively ask about things that have not been understood. This proves that students are also enthusiastic in learning HSS using CLIL approach. Students are also able to understand the teacher's explanation which uses common English or is still often used in everyday language. In HSS learning, there are some English terms that students may not have heard before, now their students will immediately ask the teacher, for example such as 'what does valley mean?', 'what does Youth Pledge mean?', in this case the teacher will explain it using English and Indonesian with the aim that students can better understand the material. Students also actively answered questions given by the teacher, although they still used simple English sentences. However, this will train students' speaking skills using English, as well as students' thinking skills.

When learning, the teacher will provide material sheets and student worksheets. So, in addition to training students' understanding and language,

HSS learning using the CLIL method also trains students' critical thinking skills. Students will work on worksheets to improve their ability to read, write, colour correct answers. In the process, students are assisted by the teacher if there are questions that have not been understood.

2. The influence of CLIL on students' understanding of HSS materials and English language skills

Based on interviews conducted with teachers who teach HSS materials and students, regarding the role of CLIL, the following results can be obtained:

a. Students' participation and enthusiasm with learning

Teachers argue that students have high enthusiasm when participating in HSS learning which is delivered in a fun way, especially with various learning media. The students argue that they are happy to participate in HSS learning because the teacher can deliver the material well, it is fun, and they are happy to learn many new English words. Even students also argue if they occasionally ask questions to the teacher.

b. Content

The HSS teacher concluded that the students were able to understand the material delivered using English, and the students were also able to connect the material with examples in life. However, in this understanding, students who actively ask and answer questions will understand the material better. Meanwhile, students concluded that understanding the material depends on when the teacher explains, they think the material can be easily understood because the explanation is easy to understand by the teacher. That way, students are also able to remember what has been learnt.

c. Language

The teacher concluded that students understand English instructions if they are delivered with appropriate strategies and provide explanations with Indonesian inserts. With the CLIL method, students are able to ask and answer using English, and quite often ask using short and familiar sentences. Meanwhile, students concluded that they understood the English instructions, but if they did not understand, they would ask the teacher to translate it using Indonesian. When asking and answering questions, students are able to use English fluently and use quite familiar vocabulary.

d. Cognition

The teacher concluded that students who are taught using the CLIL method will be happy to ask questions if a learning video is played, it will sharpen students' thinking. And students are also able to work on worksheets related to history and social life. Meanwhile, students concluded that if they were able to work on worksheets in groups or individually. If there is a difficult question, they will discuss it together and then ask the teacher.

e. Culture

The teacher concludes that students are able to appreciate every culture. There are also some students who are hesitant to accept other cultures. However, students will still respect each other. Even students also actively ask questions about cultures they have never known. Meanwhile, students concluded that they learned a lot about other cultures, which made them like HSS learning.

f. Opinion on HSS learning using CLIL approach

Teachers concluded that learning with CLIL approach will make students think more critically, develop students' English, and introduce culture to students. The challenge faced is in the language, sometimes without realizing it students will focus more on the language than the material. factors that can affect students' understanding are student motivation and interest.

Students concluded that HSS learning with the CLIL approach can be understood and fun, if the teacher explains well. HSS learning with the CLIL approach will be fun if accompanied by games related to the material.

DISCUSSION

This research found out things related to the application of CLIL method in MI Arroyan as well as the influence of CLIL in students' understanding and English language skills, especially in HSS subjects. CLIL is able to make students learn material and language simultaneously. Learning that uses the CLIL method must be supported by media, and of course the school must be able to fulfil it. MI Arroyan is one of the schools that has implemented the CLIL method.

In its application, students are able to participate and be enthusiastic during the learning process. Teachers can also convey material clearly accompanied by learning media. Moreover, with the current technology, it is possible for teachers to conduct active learning. Teachers can make a big change for their students through the classroom during the learning process (Rohmah et al. 2019). With clear material delivery, the core of the material presented will also be easily understood by students. Students who understand the material taught, will be able to apply it in the environment and be able to connect the material with everyday life.

In addition to learning about the material, the application of CLIL must also improve English language skills. The implementation of CLIL in MI Arroyan is also supported by the application of using English as a daily language in the school environment. In the learning process, the teacher must deliver the material in English, this is done so that students do not only focus on the material. English language skills can be started by giving English instructions to students. Giving appreciation sentences to students will also increase students' enthusiasm in developing students' English-speaking skills. That way, students will become active and dare to ask and answer questions using English. This finding is in line with the 4C CLIL framework (Content, Communication, Cognition, Culture), proposed by Do Coyle.

CLIL implementation should also include critical thinking skills in students. Learning by applying two focuses (material and language) will improve students' thinking. Students will more often discuss and ask what they want to know. Providing student worksheets that will train students to work on and understand each question and instruction.

CLIL learning can also understand social care, this can be applied when the teacher conveys learning accompanied by examples of the surrounding environment. Providing material inserts about social care will make students respect each other more. Social care is an important part of CLIL, because in addition to the knowledge learned, there must be practice. This is in accordance with the opinion of Kusumaningrum et al. (2024) learning becomes more contextual and meaningful with the application of CLIL in the classroom.

In the CLIL approach in HSS subjects, there are many vocabularies that must be learnt. It could be that language is one of the obstacles in the application of CLIL. To avoid this, teachers should choose fun learning methods to keep students focused on the material and the English language. According to Do Coyle et al. (2010) effective learning will involve teachers to do strategies and alternatives in learning design, it will make CLIL learning achieve its goals. CLIL supports collaborative learning methods, students will be in groups, discussing, and conveying ideas using a foreign language.

Overall, although the application of CLIL in HSS learning has improved the quality of learning, it is not uncommon to encounter obstacles. Adjustment of learning strategies, as well as reinforcement to learn English are the keys to a more effective CLIL implementation in the future.

CONCLUSION

This research contributes to CLIL research in HSS learning. This research will provide insight into the extent of the application of CLIL in the world of education, especially at the primary level. MI Arroyyan is one of the schools that applies CLIL in its learning process, namely HSS subjects. Based on the results of observations that have been made by researcher, it shows that CLIL implemented by MI Arroyyan has been supported by the school, so that it can run well. It's just that the consistent use of English is still not done perfectly by HSS teaching teachers during the learning process. This is done so that students are able to understand foreign terms and materials well.

Another finding based on the results of interviews by teachers and students with researcher, shows that CLIL is quite instrumental in understanding the material and students' English language skills. Students can understand the material delivered using the CLIL method is a challenge for teachers. Teachers must be able to convey using English, but the core of the material must still be conveyed to students. The lack of English vocabulary will also be an obstacle for students to digest the material. So, in this case students will try to actively ask and answer questions to practice their

English skills. By implementing this kind of learning, it will improve the quality of education in Indonesia to compete in the future.

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