Innovations in Islamic Religious Education in Bilingual Madrasah Aliyah: A Systematic Literature Review

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ABSTRACT

In response to evolving educational demands, especially in the post-COVID-19 context, Madrasah Aliyah Bilingual has implemented various learning innovations aimed at enhancing educational quality and student outcomes. This study employs a Systematic Literature Review (SLR) to examine and synthesize learning innovations adopted by the institution. Sources were selected based on relevance, credibility, and contribution to the understanding of innovation in Islamic education. The findings reveal three major innovation themes: (1) Digital technology integration, including the use of podcasts and virtual platforms to sustain learning continuity and boost student motivation; (2) Adaptive curriculum development, exemplified by strategic library management and the Bilingual Class System to foster reading interest and global readiness; and (3) Interactive pedagogical approaches, such as the "Arabic Day" initiative to strengthen language proficiency and experiential hadith instruction to enhance cognitive engagement. These innovations reflect Madrasah Aliyah Bilingual's proactive stance in modernizing Islamic education. The study underscores the critical role of ongoing innovation in curriculum, pedagogy, and technology to support students in achieving their full potential and responding to global educational challenges.

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1.   INTRODUCTION

In an increasingly connected and multicultural global context, Islamic religious education faces a major challenge in remaining relevant and effective in conveying spiritual and moral values to the younger generation. *Madrasah Aliyah*, as an Islamic-based secondary education institution in Indonesia, is at the forefront of addressing this challenge. One of the responses to current developments is the implementation of bilingual systems in some *Madrasah Aliyah*, aiming to enhance the global competitiveness of their graduates. Therefore, innovation in teaching—especially in Islamic Religious Education (PAI)—is crucial to ensure that learning remains relevant to the demands of the times without compromising the fundamental values of Islam.

Meanwhile, the trend of bilingual education is gaining increasing attention worldwide due to its potential in preparing students to participate in a global society (Baker, 2011). The integration of bilingual education into the *Madrasah Aliyah* system offers a unique opportunity to combine Islamic religious instruction with international language competencies, but it also creates new complexities in the learning and teaching process.

Although several studies have discussed innovations in Islamic religious education (Lubis et al., 2010) and the implementation of bilingual programs in Indonesian schools ((Jayanti & Sujarwo, 2019), there remains a significant gap in the literature regarding specific innovations in PAI learning within the context of bilingual *Madrasah Aliyah*. With their dual characteristics as religious education institutions and bilingual schools, *Madrasah Aliyah* face unique needs and challenges. Therefore, this study aims to fill that gap by conducting a systematic review of the existing literature, identifying innovative practices that have been implemented, and analyzing the challenges and opportunities that arise in this context. As such, the findings are expected to provide a strong empirical foundation for the development of more effective educational policies and practices in bilingual *Madrasah Aliyah* in the future.

Innovation in Islamic Religious Education (PAI) learning at *Madrasah Aliyah* has become an important focus in efforts to improve the quality of religious education in Indonesia (Nurlaeli, 2020). Bilingual *Madrasah Aliyah*, as institutions that apply two languages in the learning process, face unique challenges in integrating innovative learning methods with the PAI curriculum (Nur, 2019). Educational innovation is expected to respond to the rapidly evolving needs of the times and help students understand and practice Islamic teachings more effectively and relevantly (Bali & Hajriyah, 2020).

PAI learning innovations cover various aspects, ranging from the use of educational technology, adaptive curriculum development, to more interactive and participatory pedagogical approaches (Romadanti, 2023). The use of technology such as e-learning and interactive learning applications has been proven to increase student engagement and make access to learning materials easier (Utami & Dewi, 2020). In addition, pedagogical approaches that emphasize collaboration, group discussions, and problem-solving can help students deepen their understanding of PAI content and apply it in daily life (Musyafak & Subhi, 2023).

Bilingual *Madrasah Aliyah*, with their foundation in the use of two languages, have great potential to develop innovative models of PAI learning (Nur, 2019). Bilingual learning can enrich students' understanding of Islamic literature, which is available in various languages, including Arabic and English (Afifuddin & Nuha, 2023). However, the challenge lies in developing a curriculum that not only meets national standards but also competes globally by leveraging the advantages of bilingualism.

This study uses the Systematic Literature Review (SLR) method to collect and analyze various studies related to PAI learning innovations in bilingual *Madrasah Aliyah*. The SLR approach enables researchers to systematically and comprehensively evaluate and synthesize previous findings, thereby providing a clear picture of trends and directions in the development of PAI learning innovations. One notable innovation is the use of digital technology in learning (Farida et al., 2019). Studies show that the integration of information and communication technology (ICT) in PAI learning can increase students' motivation and facilitate understanding of complex material (Fauziyati & Mariana, 2024). A concrete example is the use of e-learning platforms and social media for discussion and sharing of materials, allowing learning to continue beyond school hours.

In addition, innovation in teaching methodology is another key focus. The constructivist approach, which encourages students to build their own knowledge through direct experience and reflection, has proven effective in PAI learning. This method not only enhances students' cognitive understanding but also develops the critical and analytical skills needed to understand and apply Islamic teachings in modern life contexts.

Innovations in PAI teaching methodologies in bilingual *Madrasah Aliyah* have shown significant development in recent years. The constructivist approach, emphasizing the active role of students in

constructing their own knowledge, has proven effective in improving the comprehension and application of Islamic teachings. According to Lubis et al. (2010), the implementation of inquiry-based and problem-solving learning strategies in PAI can improve students' ability to analyze and apply Islamic concepts in daily life. Meanwhile, Noh et al. (2014) found that the use of ICT in PAI learning can increase students' motivation and engagement and promote a deeper understanding of complex materials.

Moreover, integrating a bilingual approach in PAI teaching has opened new opportunities for the development of cross-cultural and linguistic competencies. Raihani (2018) stated that using English as a medium of instruction in PAI not only improves students' language proficiency but also prepares them to engage in global discussions about Islam. This aligns with findings showing that bilingual programs in Indonesian high schools can enhance students' multicultural awareness (Jayanti & Sujarwo, 2019). However, Ashraf (2018) cautions that the implementation of a bilingual approach in Islamic Religious Education must be conducted carefully to ensure that the essence and depth of Islamic teachings are not diluted through translation and linguistic adaptation. Therefore, innovations in PAI teaching methodologies in bilingual *Madrasah Aliyah* must continue to be developed by maintaining a balance between the goals of religious education, language competence, and 21st-century skills.

Developing a flexible and adaptive curriculum is also a key aspect of innovation in PAI learning (Nurlaeli, 2020). A curriculum that can adapt to changing times and students' needs ensures that religious education remains relevant and beneficial to students' lives. In bilingual *Madrasah Aliyah*, a curriculum that incorporates Islamic literature in multiple languages and integrates Islamic values with modern science can provide a strong foundation for character building. However, implementing such innovations is not without challenges. One major challenge is the readiness of teachers to adopt new methods and technologies. Professional training and development for PAI teachers are crucial to ensure they possess the competencies required to teach in innovative and effective ways. Furthermore, support from school leadership and the existence of supportive educational policies are essential for promoting and sustaining innovation in PAI learning.

Therefore, this study aims to conduct a Systematic Literature Review to identify, analyze, and synthesize various PAI learning innovations implemented in bilingual *Madrasah Aliyah*, as well as explore the factors influencing the success of these innovations. The findings are expected to provide valuable insights and serve as a reference for policymakers and education practitioners in designing and implementing more effective and innovative PAI learning strategies in bilingual *Madrasah Aliyah*.

2. METHODS

This study employs the Systematic Literature Review (SLR) method to examine various forms of innovation in Islamic Religious Education (PAI) learning implemented at Bilingual Madrasah Aliyah. The process began with the formulation of a clear and focused research question: "What are the forms of Islamic Religious Education learning innovations implemented in Bilingual Madrasah Aliyah?". This question served as the foundation for guiding the literature search and determining inclusion and exclusion criteria. The specific focus on bilingual madrasahs is essential, as there is still limited research that explores learning innovations in IRE within bilingual educational settings.

To ensure the relevance and quality of the literature, inclusion and exclusion criteria were established. The inclusion criteria consisted of scholarly articles discussing learning innovations in IRE at Bilingual Madrasah Aliyah, published between 2010 and 2024, written in either Indonesian or English, and available in open-access format. The exclusion criteria included non-journal publications such as books or conference proceedings, and articles that were thematically irrelevant or did not meet methodological quality standards. To enhance the validity and reliability of the selected studies, critical appraisal tools such as CASP (Critical Appraisal Skills Programme) for qualitative studies and GRADE for quantitative studies were applied, assessing aspects like internal validity, bias, and clarity of findings.

The literature search strategy was expanded beyond commonly used databases like Google Scholar and DOAJ to include more reputable academic sources such as Scopus and Web of Science, ensuring access to verified and high-quality research. Keyword variations and synonyms were also used to widen the search scope, such as: "learning innovation", "instructional innovation"; "bilingual madrasah aliyah", "bilingual Islamic high school"; "Islamic religious education", "PAI". From the initial search, a total of 123 articles were obtained—45 articles from DOAJ and 78 from Google Scholar—all of which met the open-access requirement and had citation records.
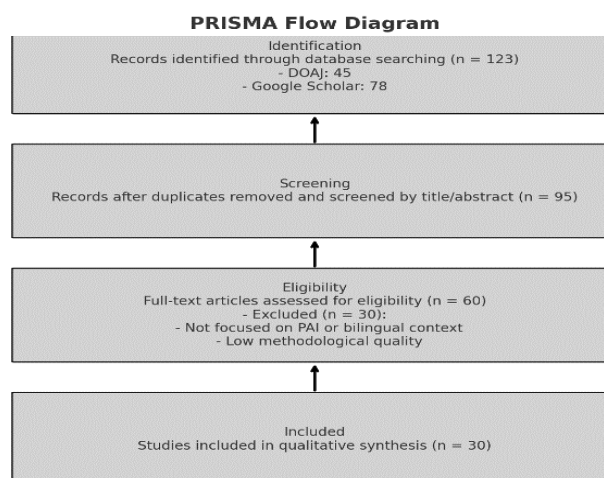
Table 1. Article Identification

Keywords	"learning innovation", "bilingual madrasah aliyah", and "Islamic religious education"	
Year	2010-2024	2010-2024
Databases	DOAJ	Google Scholar
Documents	45	78

The study selection process was carried out in three stages. The first stage involved screening article titles and abstracts to assess initial relevance. The second stage included a full-text reading of articles that passed the first screening, to confirm alignment with the research focus. The third stage involved quality assessment using CASP and GRADE tools to ensure only high-quality and relevant studies were included in the final synthesis.

Data extraction was performed on the selected articles using a standardized extraction form to maintain consistency. Extracted data included the type of learning innovation (such as technology integration, constructivist or collaborative methods), research design and methodology, study findings, and bilingual learning context (e.g., use of English in IRE classrooms). Once the data were collected, narrative synthesis was conducted to organize findings under key themes, including: The role of technology in IRE learning,Innovative pedagogical approaches, Foreign language integration in IRE, and Challenges and implementation strategies in bilingual madrasahs. This synthesis balanced qualitative and quantitative perspectives, offering a comprehensive and reflective picture of current practices in IRE learning innovation.

The findings were reported systematically, including the article search and selection process, article identification table, thematic synthesis, comparative discussions with previous studies, and practical implications for educators and policymakers. To enhance transparency and accountability, the study selection process was visualized using a PRISMA flow diagram, outlining the journey from initial search to final inclusion.

PRISMA Flow Diagram

Identification
Records identified through database searching (n = 123)
- DOAJ: 45
- Google Scholar: 78

Screening
Records after duplicates removed and screened by title/abstract (n = 95)

Eligibility
Full-text articles assessed for eligibility (n = 60)
- Excluded (n = 30):
- Not focused on PAI or bilingual context
- Low methodological quality

Included
Studies included in qualitative synthesis (n = 30)

Figure 1. PRISMA Flow Diagram

The PRISMA flow diagram used in this study illustrates the sequential process undertaken to select relevant articles for the systematic literature review on innovations in Islamic Religious Education (PAI) learning within Bilingual Madrasah Aliyah. In the identification phase, a total of 123 records were retrieved through comprehensive searches in academic databases—45 articles from the Directory of Open Access Journals (DOAJ) and 78 articles from Google Scholar. These articles were selected using keywords such as "learning innovation," "bilingual madrasah aliyah," and "Islamic religious education," covering the publication period from 2010 to 2024. The primary criteria included open-access availability and citation presence. Following this, in the screening phase, duplicates were removed and titles and abstracts were assessed, resulting in 95 articles moving forward to the next stage. During the eligibility phase, 60 full-text articles were evaluated in detail. Of these, 30 were excluded due to thematic irrelevance, insufficient methodological rigor as assessed using CASP and GRADE tools, or lack of credible peer-reviewed publication status. Finally, in the inclusion phase, 30 high-quality and thematically relevant articles were selected and included in the qualitative synthesis. These studies were analyzed narratively to extract core data on instructional innovations, research methodologies, integration of bilingual education in PAI, and the challenges encountered in their implementation.

By incorporating methodological improvements such as expanding database coverage (Scopus, Web of Science), employing critical appraisal tools (CASP, GRADE), developing more inclusive search keywords, and combining both qualitative and quantitative synthesis, this study becomes more credible, transparent, and comprehensive. Moreover, it offers practical benefits, providing a valuable reference for innovative education policy and practice in bilingual Islamic schools in Indonesia.

3.   FINDINGS AND DISCUSSION

From the results of several selected articles, each article can be grouped and analyzed according to the following three themes: Use of Digital Technology, Adaptive Curriculum Development, and Interactive Pedagogical Approaches.

3.1 Use of Digital Technology

The integration of digital technology in Islamic education, particularly at Bilingual Madrasah Aliyah institutions, illustrates a forward-thinking approach to improving learning outcomes. One such initiative involves the use of podcast technology to enhance students' motivation in Akidah Akhlak lessons at Bilingual Madrasah Aliyah Krian, Sidoarjo. Podcasts offer an accessible, flexible, and engaging platform that aligns with students' digital habits. By allowing learners to consume educational content at their own pace and in a format they find relatable, podcasts encourage greater autonomy and foster deeper engagement. These audio-based tools also create opportunities for reflective learning and critical thinking by presenting moral and religious teachings in a conversational tone. Research by Huda et al. (2022) found that podcast integration in Akidah Akhlak significantly increased students' learning motivation and participation. The implementation of this technology not only aligns with modern pedagogical principles but also demonstrates how Islamic education can maintain its spiritual foundations while embracing contemporary tools.

In contrast, Bilingual Madrasah Aliyah Batu adapted to the educational disruptions caused by the COVID-19 pandemic through the implementation of virtual learning. Faced with the challenge of restricted physical access, the institution swiftly transitioned to online platforms, ensuring continuity in teaching and learning. The use of video conferencing, digital assessments, and collaborative tools allowed students and teachers to remain connected and engaged despite the distance. According to Sinollah et al. (2021), the adoption of virtual learning in this context not only ensured educational continuity but also empowered students and educators to develop digital competencies. This transition served as a catalyst for broader digital transformation within the madrasah system. It challenged the

conventional perception that Islamic institutions are slow to adopt technological innovations, instead revealing a capacity for resilience and adaptability in times of crisis.

The use of both podcast and virtual learning technologies reflects a commitment by these institutions to modernize Islamic education without compromising its core values. These practices are supported by foundational educational theories. For instance, Self-Determination Theory emphasizes the role of autonomy, competence, and relatedness in fostering intrinsic motivation—elements that are actively supported through podcast-based learning (Deci & Ryan, 1985). Mayer's Cognitive Theory of Multimedia Learning also supports the use of auditory and visual inputs to improve cognitive processing, which is applicable in both podcast and virtual environments (Mayer, 2001). Furthermore, Vygotsky's Constructivist Theory underlines the importance of social interaction and scaffolding, principles evident in the collaborative nature of virtual classrooms (Vygotsky, 1978). These theoretical frameworks validate the pedagogical soundness of the approaches implemented in the madrasah context.

Ultimately, the integration of these digital tools into the curriculum at Bilingual Madrasah Aliyah demonstrates that Islamic educational institutions are not only responding to present-day challenges but are also preparing students for the demands of a digitally-driven future. These innovations show a balanced commitment to tradition and modernity, ensuring that students receive a holistic education that is both spiritually grounded and technologically relevant.

3.2 Adaptive Curriculum Development

The role of library management in enhancing students' interest in reading is a critical component in improving the quality of education in Islamic schools, particularly at institutions like Junwangi Bilingual Madrasah Aliyah in Sidoarjo. The library is not merely a repository of books but functions as a vibrant learning hub that supports academic inquiry, independent reading, and literacy development outside the traditional classroom. Effective library management—characterized by diverse book collections, literacy initiatives, student-centered programs, and active promotion of reading—has been shown to significantly increase students' engagement with reading materials (Wisdom, 2024). Research supports this, with Lance and Kachel (2018) demonstrating that strong library programs correlate with improved student achievement in reading and writing. Furthermore, Krashen's (2004) Free Voluntary Reading (FVR) theory reinforces the value of encouraging students to read materials of personal interest, asserting that motivation and proficiency in reading flourish when learners are exposed to self-selected and enjoyable texts. When strategically managed, the school library can serve as a collaborative and interdisciplinary environment that promotes lifelong learning, digital literacy, and research competencies.

In parallel, the implementation of the Bilingual Class System (BCS) curriculum at Madrasah Aliyah Negeri (MAN) 2 Kudus offers an innovative and adaptive approach to educational improvement. The BCS model introduces English as the medium of instruction in key subjects such as science and mathematics, aiming to equip students with both academic knowledge and global communication skills. Nasirudin (2015) emphasizes that this model facilitates mastery in science, language, research, and religious studies simultaneously, contributing to a holistic education. Bialystok (2018) found that bilingual education not only improves language fluency but also enhances cognitive flexibility and problem-solving capabilities—critical skills for navigating the challenges of globalization. The theoretical foundation of this approach is grounded in Cummins' (2000) Interdependence Hypothesis, which posits that skills acquired in one language can support and reinforce learning in another. By aligning curriculum content with English-medium instruction, MAN 2 Kudus prepares students for academic and professional contexts beyond the local environment while preserving their religious identity.

To implement the BCS effectively, MAN 2 Kudus employs interactive modules, bilingual textbooks, and project-based learning strategies. Teachers receive specialized training in scaffolding techniques to gradually build students' linguistic and cognitive proficiency. For instance, science projects are designed for collaborative group work, requiring students to conduct research and present

findings in English. Assessments are diversified and include bilingual quizzes, oral presentations, reflective journals, and standardized evaluations that measure both subject comprehension and English language development. These continuous, formative assessments help educators track student progress holistically. The effectiveness of such bilingual programs is supported by García and Wei (2014), who argue that translanguaging practices improve metacognitive awareness and academic achievement. Additionally, Genesee and Lindholm-Leary (2013) found that well-implemented bilingual education leads to positive outcomes in both content mastery and second language acquisition.

Together, the integration of library management and curriculum innovation reflects a strong commitment by madrasahs to enhance the quality and relevance of education in today's globalized world. A well-managed library fosters a culture of reading, critical for lifelong learning and academic success. At the same time, a bilingual curriculum equips students with cross-disciplinary competencies and prepares them for participation in multicultural and multilingual contexts. These strategies not only demonstrate institutional adaptability but also reflect a progressive vision for Islamic education— one that balances tradition with innovation and ensures students are prepared for the demands of the 21st century.

3.3 Interactive Pedagogical Approach

The "Arabic Day" program at Madrasah Aliyah Bilingual Junwangi Krian Sidoarjo represents an innovative and student-centered approach to Arabic language development. Designed as a supplementary yet strategic initiative, this program extends learning beyond the classroom through immersive and communicative activities. Conducted outside of regular class hours, "Arabic Day" creates opportunities for students to engage in meaningful use of Arabic in real-life situations—through peer discussions, language games, and role-plays. This aligns with the principles of Communicative Language Teaching (CLT), which emphasizes authentic communication over rote memorization (Richards & Rodgers, 2014). In practice, students are encouraged to apply their Arabic skills in interactive and relaxed settings, thereby reinforcing vocabulary retention, grammar acquisition, and speaking fluency. The initiative is further supported by Krashen's (1982) Affective Filter Hypothesis, which posits that learners acquire languages more effectively when anxiety is reduced and motivation is high. "Arabic Day" effectively lowers the affective filter by fostering an engaging, low-stress environment that promotes confidence and spontaneous language use. Empirical insights from Wisdom (2024) show that students who regularly participate in these activities exhibit marked improvements in communicative competence, cultural understanding, and overall classroom performance.

Parallel to this, the implementation of the experiential learning method in the teaching of hadith at Al-Amanah Modern Islamic Boarding School offers another example of pedagogical innovation rooted in student engagement. This method draws upon Kolb's Experiential Learning Theory (2014), which emphasizes learning as a cyclical process involving concrete experience, reflective observation, abstract conceptualization, and active experimentation. In the context of hadith education, students are exposed to stories that contextualize the teachings, followed by exercises and presentations that help them apply the knowledge in practical and personal contexts (Sa'diyah, 2023). For example, after hearing a hadith, students may discuss its implications, simulate real-life applications, and reflect on how its message can inform ethical behavior. This process allows learners to internalize the religious teachings not merely as abstract knowledge, but as guiding principles for daily life. Mezirow's (1997) concept of transformative learning supports this approach, emphasizing that critical reflection on direct experience can lead to profound shifts in worldview and behavior. Beard and Wilson (2006) further argue that experiential learning enhances cognitive development and moral reasoning by engaging multiple sensory and emotional dimensions. Findings from Al-Amanah indicate that students taught through experiential learning show stronger retention of hadith content and a deeper understanding of its relevance to contemporary life.

These two instructional models—Arabic Day and experiential learning in hadith—highlight how Islamic educational institutions are adapting innovative methods to meet the evolving needs of students. Both approaches prioritize meaningful interaction, contextual learning, and student empowerment. They are grounded in well-established educational theories and are evaluated using performance-based assessments, reflective journals, and oral presentations. According to Biggs and Tang (2011), aligning instructional strategies with clear learning outcomes ensures that pedagogy is both effective and measurable. In the case of "Arabic Day," outcomes include improved communicative fluency and reduced language anxiety. For experiential hadith learning, the outcomes focus on enhanced cognitive engagement and personal moral development. Together, these practices reflect a broader commitment within Islamic education to cultivate not only intellectual growth but also ethical and emotional intelligence. By integrating interactive, real-world applications into their curricula, madrasahs are equipping students with the tools to thrive both academically and spiritually in an increasingly complex world.

4. CONCLUSION

This research concludes that Islamic educational institutions, particularly Bilingual Madrasah Aliyah, are actively implementing innovative strategies to enhance the quality of education. These innovations fall under three major themes: digital technology integration, adaptive curriculum development, and interactive pedagogical approaches. The findings reveal that the use of digital tools such as podcasts and virtual learning platforms has successfully increased students' motivation and ensured learning continuity, especially during the COVID-19 pandemic. In terms of curriculum development, effective library management has boosted students' interest in reading, while the Bilingual Class System has helped equip students with the linguistic and academic competencies needed to meet global demands. Additionally, interactive pedagogical methods—such as the "Arabic Day" program and experiential learning in hadith instruction—have enhanced students' language skills and cognitive development by promoting real-world application and active engagement. However, this study is limited by its scope, as it primarily draws on qualitative analysis from selected case studies and does not include a broader range of Islamic educational institutions or quantitative measurements of student outcomes. Future research should consider incorporating larger, more diverse samples and employ mixed-method approaches to assess the long-term impact of these innovations on student achievement, motivation, and character development. Expanding the research to include comparative studies across different regions and institutional types could also offer a more comprehensive understanding of how Islamic education is evolving in response to contemporary educational challenges.

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