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INTEGRATIVE PEDAGOGY AND DIDACTIC MODELS IN TEACHING HISTORY THROUGH ISLAMIC EDUCATION: INSIGHTS FROM UZBEKISTAN

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ABSTRACT
This study investigates the implementation of integrative Islamic educational models in History teaching at an Islamic university in Uzbekistan, specifically focusing on the cluster system approach. It aligns with Uzbekistan's educational reforms, examining how History education can be harmonized with national values and global standards through competency-based learning and the cluster system. The research utilized a qualitative approach with experimental trials involving 501 participants across various educational levels. Data were collected through surveys, classroom observations, and document analysis. The study explored innovative methods such as the "Sensor Station" (preschool), "Historical Event Simulation" (general education), "Mission" (academic lyceums), and the "SIIM method" (vocational education), integrating religious and historical content for student-centered learning. These methods promoted critical thinking, creativity, and independent inquiry through role-playing, group work, and interactive tasks. Results indicated that students in the experimental group, exposed to the cluster-integrative approach, showed significant improvement in historical understanding, academic performance, and spiritual growth compared to the control group using traditional methods. The study concludes that a cluster-integrative model rooted in Islamic educational principles is effective in fostering historical thinking, moral reasoning, and higher-order competencies, offering valuable insights for enhancing History education from preschool to higher education in both formal and non-formal contexts.

Keywords: Cluster-integrative approach, Competency-based learning, Educational reforms, History teaching, Interdisciplinary integration

INTRODUCTION
In the contemporary globalized world, educational systems are increasingly tasked with preparing individuals who can thrive in competition (Steiner et al., 2025). This has created a dual imperative: to uphold national and spiritual values while aligning with global educational standards (Abdullah et al., 2025; Mustafayeva et al., 2023). This challenge is particularly salient for countries like Uzbekistan, as it requires balancing deep-rooted cultural and religious heritage with modern, competency-based approaches to teaching and learning. The social sciences, especially history, serve as a strategic domain for cultivating national identity, critical consciousness, and civic responsibility, making their effective teaching a central concern in national reform agendas (Khimmataliev et al., 2025; Hidayat et al., 2024).

Global education trends emphasize student-centered learning, technological integration, and interdisciplinary approaches to develop higher-order thinking skills (Lee & Grapin, 2025; Moradi, 2025). It translates into abandoning rote memorization in the history of education, favouring innovative pedagogical strategies that promote critical analysis, problem-solving, and creativity (Dölek et al., 025). Countries across the world, including Finland, Japan, the United States, and Singapore, have adopted cluster-based and integrative models to restructure history

teaching, foster collaboration across disciplines, and enhance students' historical literacy and civic competencies (Armour-Thomas & Gordon, 2025).

Uzbekistan's education system is undergoing significant reforms to align traditional Islamic values with international standards, with a focus on modernizing curricula and enhancing teaching outcomes (Madatov et al., 2025). The introduction of the cluster-based pedagogical model and competency-based education (CBE) approach are central to this transformation, particularly in history education, where the goal is not only to impart factual knowledge but also to foster moral reasoning, national pride, and analytical thinking (Ledoux, 2025). Recent policy initiatives such as the Strategy for the Development of New Uzbekistan (2022–2026) and the Strategy for Humanizing Continuous Education and Upbringing (2022–2030) reflect the government's commitment to reforming social science education. These strategies emphasize the integration of history instruction through the cluster system, ensuring continuity across educational levels and promoting resource sharing and methodological coherence among institutions. As part of these efforts, schools and universities are increasingly adopting integrative teaching methods that combine religious and historical education, which is vital for cultivating both academic knowledge and moral development (Marange & Tatira, 2025). This approach aligns with the growing consensus that history education should nurture critical consciousness, spiritual awareness, and ethical judgment in students (Ledoux, 2025).

Previous studies have highlighted the positive impact of integrated, project-based, and cluster-oriented teaching models on student engagement and learning outcomes (Al-Kamzari & Alias, 2025). Research from prominent global institutions emphasizes the effectiveness of interdisciplinary and competency-driven pedagogies in history education, offering insights into models that can be adapted to various cultural and educational contexts. In Uzbekistan, much of the previous research has focused on the evolution of history education, from ancient oral traditions to modern reforms. However, most of this research is limited to content analysis or isolated teaching techniques, with few studies addressing how Islamic pedagogical values can be embedded within a cluster-based model of history education across continuous educational stages. Although significant contributions have been made in didactic improvements, critical thinking models, and textbook innovations, a critical gap exists in developing a comprehensive methodology that integrates Islamic pedagogical values with cluster-based educational principles to create an effective modern history curriculum (Khodjamkulov, 2020).

The present study addresses these gaps by developing a modified methodology for teaching history within the cluster system. By integrating competency-based principles and drawing on empirical evidence from experimental trials across multiple educational levels, this study seeks to establish a solid theoretical and practical foundation for history education that fosters learners' moral, spiritual, and intellectual development.

METHOD

The study utilized a combination of theoretical, empirical, experimental, and statistical methods to develop and validate a cluster-integrative methodology for teaching history (Susilawati et al., 2025). The theoretical framework was built through a comparative review of international and national literature on cluster-based history education, informed by foundational theories in history education, didactics, and digital pedagogy from scholars like Dewey (1938) and Vygotsky (1978). This informed the conceptual model of integrative teaching, highlighting current trends and identifying gaps in educational practices. Empirical methods included surveys, interviews, direct observations, and experimental teaching sessions involving 501 participants from various educational levels, including students and trainee teachers across different regions of Uzbekistan.

The data were analyzed using statistical analysis (Fiandini et al., 2024; Rahayu et al., 2024; Afifah et al., 2022). In general, collected data were processed using mathematical and statistical methods, including Pearson's Chi-Square (χ^2) test and Student's t-test, to determine the statistical significance ($p < 0.05$) of the differences between experimental and control groups. The experimental modeling involved developing teaching programs aligned with the cluster-integrative model and testing them in real classroom settings. Lessons integrated elements from literature, art, and geography to enrich interdisciplinary learning. For example, students studying the Timurid period analyzed artworks and literary excerpts, deepening their understanding of historical contexts. The study included two groups: an experimental group using the cluster-integrative methodology and a control group taught with traditional methods. Both groups were taught under equal conditions, and learning outcomes were observed and documented throughout the instructional period.

RESULTS AND DISCUSSION

The data from testing and observation were processed using SPSS software, with tools such as mean comparison, correlation analysis, and significance testing employed to assess the effectiveness of the cluster-integrative methodology. The statistical results revealed significant differences in academic performance, engagement, and skill development between the experimental and control groups, confirming the efficacy of the innovative teaching approach. Additionally, various innovative teaching formats were utilized across different educational stages, including cluster lessons, historical quests, online webinars, and master classes with experts. These diverse formats reflected the open, interactive nature of the cluster system, significantly enhancing student engagement and motivation in history education.

In early childhood education, the "Sensor Station" method was introduced to foster historical awareness through multisensory experiences. This approach enabled children to explore historical themes by interacting with objects through touch, sight, and hearing, creating emotional connections with the content. Research indicated that 85% of children found history lessons "fun and engaging" using the Sensor Station method, showing better retention and interest in historical topics compared to traditional methods. This approach also contributed to the development of the 5C competencies—creativity, communication, collaboration, critical thinking, and curiosity—laying a strong psychological foundation for deeper historical understanding in the early grades of formal schooling.

The "Historical Event Simulation" method was employed in secondary education to engage students in an immersive and interactive learning experience. By reenacting specific historical events, such as peace negotiations or royal councils, students took on roles that allowed them to explore history in a vivid, hands-on manner. This method involved stages such as scenario distribution, role assignments, preparation, and scenario-based reenactment, followed by debriefing and analysis. Research shows that students who participated in these role-playing activities demonstrated a significantly better understanding of historical events and improved critical thinking skills compared to traditional lecture-based instruction. For instance, 82% of students in 7th-grade classrooms found the lesson "very interesting," with their test scores notably higher than the control group.

At the academic lyceum level, the "Mission" method was introduced to foster independent inquiry and critical thinking through progressively complex tasks related to historical topics. Students were assigned sequential tasks—such as researching the personality of Amir Temur and analyzing cultural developments during his reign—culminating in deliverables like reports, comparative tables, and analytical essays. This method helped students enhance their communication, critical thinking, creativity, collaboration, and cultural awareness (5C competencies). The "Mission" method's structured, modular approach to learning enabled

students to develop deeper historical understanding and research skills, supported by regular feedback and assessment. The approach showed positive results in improving students' academic performance, particularly in historical analysis and reasoning.

In an experiment with 10th-grade students, as shown in Figure 1, a five-mission module on "The History of the State of Amir Temur" was tested, showing significant improvements in students' historical knowledge. By the final assessments, 30% of students in the experimental group achieved high results, compared to only 15% in the control group. Additionally, the percentage of low-performing students in the experimental group dropped to 23%, while it remained at 51% in the control group. These findings, supported by student feedback, indicate that the "Mission" method significantly enhanced students' academic performance and engagement, fostering independent inquiry and making lessons more dynamic and participatory.

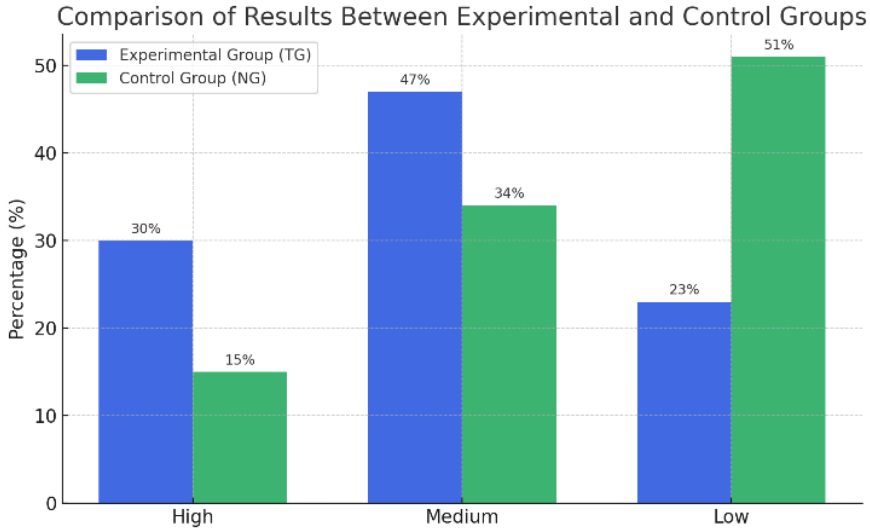

Figure 1. Evaluating the Effectiveness of the "Mission" Method in Education

In vocational education, aligning history teaching with students' future professions is crucial. The SIIM method, developed in this study, addresses this need by analyzing historical events through four dimensions: Political, Social, Economic, and Moral (Cultural). This multi-perspective approach enhances students' understanding by examining topics from different angles. In practice, students are divided into four subgroups, each responsible for one dimension of analysis, and later, they combine their findings to form a comprehensive view. This method promotes deeper understanding by fostering critical thinking and logical reasoning as students integrate their diverse perspectives into balanced historical conclusions.

The SIIM method encourages independent judgment and interdisciplinary analysis. For example, when studying "The Timurid Renaissance," students explore its political, social, economic, and cultural aspects separately, ultimately synthesizing their findings for a richer understanding of the era. Experimental lessons demonstrated improvements in students' evaluation, comparison, and argumentation skills. By the end of the instruction, students developed nuanced historical interpretations and were able to approach events from multiple angles. This method proves particularly valuable for preparing future historians and educators by fostering academic research skills and critical, independent thinking.

In higher education, the cluster-integrative approach to teaching history extends beyond knowledge delivery, aiming to develop students' independent research and analytical thinking skills. The integration of methods such as SIIM (Social, Political, Economic, Moral/Cultural analysis) is particularly effective in seminars for history majors. Modern instructional models

such as the 4T Model, BTB (Collaborative Historical Learning), OPVL (Source Criticism), and CLIL (Content and Language Integrated Learning) are increasingly applied in universities. The 4T Model aids in classifying historical sources, conducting deep analysis, interpreting results, and applying insights to contemporary issues, enhancing students' ability to transfer academic knowledge into real-world applications.

Additionally, BTB promotes collaborative inquiry by assigning students to analyze historical problems, fostering peer learning and critical evaluation. OPVL helps students assess historical documents' origin, purpose, value, and limitations, improving critical thinking and source evaluation. CLIL strengthens students' historical and language proficiency by teaching history in foreign languages, such as English. This bilingual model promotes dynamic engagement and supports both academic and linguistic development. However, successful CLIL implementation requires careful planning, sufficient language skills, and well-trained instructors to effectively integrate historical knowledge with language proficiency.

An experimental study was conducted at Chirchiq State Pedagogical University to assess the effectiveness of the cluster-integrative methodology in history instruction for 4th-year undergraduate students in the History Department. The study was conducted from September 2023 to June 2024 and involved 86 students, 57 in the experimental group (EG) and 29 in the control group (CG). The instructional methods applied included CLIL (Content and Language Integrated Learning), BTB (Collaborative Historical Knowledge), OPVL (Source Criticism), and the 4T Model. Assessment tools included pre- and post-tests, written analytical tasks, and a student feedback survey. The study aimed to measure improvements in historical knowledge, critical thinking, and analytical skills through these innovative teaching methods.

Table 1. A comparison between (CG) and (EG) across several indicators related to the implementation of the CLIL

Indicators	**Control Group (CG)**	**Experimental Group (EG)**
Pre-test average score	17.3	18.1
Post-test average score	19.5	25.4
Written portfolio (out of 5 points)	3.1	4.4
Positive feedback on CLIL (%)	–	84.0%
Interest in BTB-based activity (%)	–	91.0%

These results demonstrate a significant increase in student performance in the experimental group compared to the control group. The most notable improvements were observed in analytical writing and critical source analysis, especially in the application of the CLIL and BTB approaches. Student feedback further confirmed that the interactive and integrative structure of the lessons enhanced motivation, subject engagement, and comprehension. Figure 2 illustrates the results of the experimental and control groups in a higher education setting, showcasing their performance across three key indicators: pre-test average score, post-test average score, and written task assessment. The data highlights the significant improvement in the experimental group compared to the control group, particularly in the post-test and written task performance.

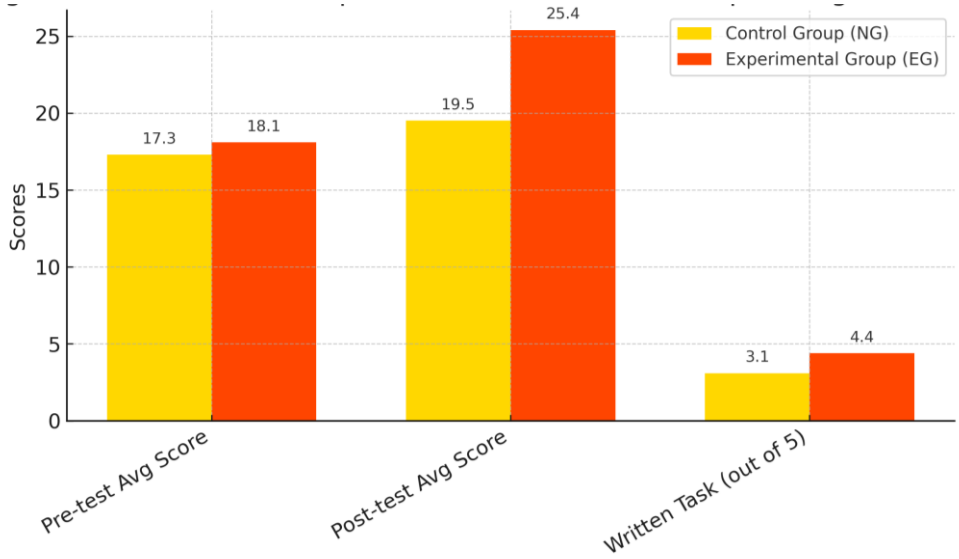

Figure 2. Results of the Experimental and Control Groups in Higher Education

Figure 2 compares the performance of students in the experimental group (EG) and the control group (CG) at Chirchiq State Pedagogical University, demonstrating significant improvements in the EG following the application of cluster-integrative teaching methods, such as CLIL, BTB, OPVL, and the 4T model. These innovative methods provide a strong foundation for enhancing history education at the university level, but their successful implementation requires systematic support, including faculty training, material resources, and institutional backing, while adapting to the local educational context. For example, CLIL necessitates discipline-specific English courses for history, OPVL calls for a national primary source archive, and BTB benefits from a digital platform for collaborative projects. By incorporating these innovative approaches with context-specific tools, universities can foster a learner-centered environment that enhances critical thinking and academic engagement. The study utilized a multi-phase empirical design involving 501 participants across various educational levels, including preschool and higher education. A quasi-experimental approach was employed, with the experimental group utilizing new methodologies and the control group following traditional teaching methods. Data collection included surveys, interviews, pedagogical observations, and tests to assess knowledge and skill acquisition. Statistical analysis using Pearson's Chi-Square and Student's t-test ($p < 0.05$) revealed significant differences in performance between the experimental and control groups.

To evaluate the effectiveness of the methodologies discussed in this study, multi-phase empirical research was conducted across various educational levels, from preschool institutions to higher education, with five pilot sites involved. The study adopted a quasi-experimental design, encompassing more than 501 participants, including young children and undergraduate students. Experimental groups were exposed to new instructional methods, while control groups continued with traditional teaching. Data collection methods included sociological surveys, in-depth interviews, pedagogical observations, and testing. A total of 300 participants completed the surveys, and 20 in-depth interviews with educators were conducted to understand the challenges and opportunities in implementing these methods. Independent observers monitored lessons in experimental settings, assessing student engagement, interest, and comprehension. Additionally, assessment tests were administered after each experiment to measure knowledge and skill acquisition, with pre-tests and post-tests used to evaluate overall

competence growth over time. Results from the experimental groups were compared with those of the control groups to determine the effectiveness of the new methodologies.

The cluster system in education, initially proposed by M. Porter and J. Schumpeter, has transitioned from an economically focused concept to one actively applied in education, fostering collaboration among various educational stakeholders. This system unites participants around a common goal, optimizing the use of resources, technology, and methodologies (Gogunova, 2019; Yurkina, 2020). The findings from this study demonstrate the effectiveness of newly introduced methods, including innovative teaching approaches, which significantly boosted student engagement—88% of participants rated the lessons as engaging, compared to just 51% in traditional classrooms. Role-play and simulation-based activities were particularly well-received, with many students expressing that this was the first time they found history exciting to learn. Additionally, the cluster-integrative methodology contributed to substantial academic improvements, with experimental group students scoring higher than control group students, showing improvements ranging from 10-18%. Notably, 32% of experimental group students achieved a high level of competency in working with historical sources, compared to only 18% in the control group. Classroom observations revealed that 70-80% of students in experimental groups actively engaged in lessons, in contrast to just 20-30% in traditional classrooms. However, challenges such as resource limitations in some preschool institutions and language proficiency issues with the CLIL method were noted. Despite these challenges, the study confirms that cluster-integrated methods significantly enhance both student interest and academic outcomes in history education.

Table 2. Comparative Summary Table of General Performance Indicators

Performance Indicator	Experimental Group (EG)	Control Group (CG)	Difference
Interest in Lessons	88%	51%	+37%
Average Final Test Score (Lyceum)	84	75	+9
High-Level Competency (Post-Test)	32%	18%	+14%
Class Participation Rate	70–80%	20–30%	+50% approx.

The comparative data presented in Table 2 demonstrates that the experimental group significantly outperformed the control group on all key performance indicators, including lesson interest (88% vs. 51%), final test scores (84 vs. 75), high-level competency (32% vs. 18%), and class participation (70-80% vs. 20-30%). These findings underscore the effectiveness of the cluster-integrative approach in enhancing both academic performance and student engagement. In particular, students in the experimental group exhibited higher levels of knowledge acquisition, better memory retention, and a more reflective approach to historical analysis, which underscores the benefits of the cluster-based learning environment. Additionally, more than 90% of students reported increased interest in studying history, and teachers also expressed greater enthusiasm for implementing innovative teaching methods.

The findings of this research strongly support the wider application of cluster-integrated teaching methods across educational levels, emphasizing their potential to improve student motivation, enhance core competencies, and create dynamic, engaging learning experiences. International studies, such as those by Eybers and Dewa (2025) and Steiner et al. (2024), affirm the success of cluster-based, interdisciplinary approaches in history education, further

demonstrating that such methods can be extended to other social sciences and humanities subjects. These results highlight the effectiveness of the cluster-integrative approach in enhancing history education and suggest its broader applicability to global education systems. Research conducted at Chirchik State Pedagogical University (CSPU) in Uzbekistan, as noted by Mustafayeva et al. (2023), focuses on improving didactic aspects of history teaching, advancing historical competencies, and promoting innovative methods that foster critical thinking and professional growth among students and educators. Additionally, the integration of history education with subjects such as geography and literature is supported by the cluster-based model's focus on interdisciplinary connections (Toshtemirova, 2024), aligning with global research trends that promote holistic educational approaches (Junaidi et al., 2024; Khodjamkulov, 2020).

On an international scale, educational clusters are recognized for enriching the learning experience by fostering critical thinking and implementing integrative learning solutions (Dölek et al., 2025). In Uzbekistan, the evolution of history teaching has been significantly influenced by periods of educational reform, from ancient oral traditions to the scientific methods of the Renaissance, followed by the pedagogical transformations of the Soviet and post-independence periods (Mamirjonovna, 2024; Chano et al., 2024; Situmkir et al., 2024). These educational reforms have emphasized developing national identity through history education, supported by new didactic methods that aim to better prepare future history teachers and enhance their capacity to promote historical thinking in students. Furthermore, the integration of Islamic pedagogical values in history education has contributed to a deeper moral and spiritual engagement with the subject matter, encouraging students to reflect on history through an ethical lens (Nuriman et al., 2024; Karmaker & Rahman, 2024). This alignment of educational reforms with both local needs and global standards illustrates the effectiveness of the cluster-integrative approach in shaping future history educators and students (Toshtemirova, 2024).

Research on integrating historical content across educational levels emphasizes the importance of creating a cohesive curriculum that ensures continuity and fosters independent thinking in students. A well-designed curriculum aids in developing critical thinking skills and a deeper understanding of historical concepts (Steiner et al., 2024). This process involves preparing history teachers to adopt innovative teaching methods while promoting professional autonomy in their practices (Adnan, 2022). Acknowledged challenges include the insufficient integration of modern information technologies in teacher training and the need for more comprehensive professional development (Moradi, 2025). Additionally, research on developing historical thinking in primary school students and promoting creative approaches to historical values has significantly advanced teaching methodologies (Eybers & Dewa, 2025). Internationally, the preparation of future history teachers has included enhancing language skills to engage with historical content in multiple languages, as seen in research from CIS countries, which emphasizes innovative techniques and the evolution of historical pedagogy (Dölek et al., 2025). The use of historical figures in teaching and adapting methods for students with intellectual disabilities has also contributed to advancements in the field. The cluster approach further supports interdisciplinary collaboration by integrating historical subjects across educational institutions, fostering critical analysis, and addressing contemporary challenges in history education (Toshtemirova, 2024).

The continuity between general and higher education in history teaching is crucial for ensuring effective instructional processes. Scholars have explored methodologies to enhance historical thinking, including the use of digital technologies, interactive learning methods, and fostering critical thinking (Armour-Thomas & Gordon, 2025). Research emphasizes the value of inquiry-based learning and teaching history in historical locations, noting that practical engagement significantly enhances students' understanding of the subject (Ledoux, 2025). The

need for innovative teaching approaches that incorporate interdisciplinary connections and international assessment criteria is evident, with strategies like the integration of the cluster system offering dynamic, interdisciplinary learning experiences (Marange & Tatira, 2025). While local research has made strides, the application of cluster-based methodologies and interdisciplinary connections remains underdeveloped. This study seeks to advance the methodology of teaching history through the cluster system, conducting experimental trials to evaluate its effectiveness and providing a scientific foundation for developing history education in line with modern educational demands (Mustafayeva et al., 2023). Global research demonstrates that such innovations are pivotal in adapting history education to meet current needs (Toshtemirova, 2024).

The cluster system in history education significantly enhances the teaching process by promoting interdisciplinary integration and pooling resources among various stakeholders, including schools, universities, research institutions, and employers. This approach fosters a real-world learning environment by sharing databases, tools, and knowledge, thus creating a dynamic and complex educational ecosystem. It enriches history education by aligning with modern educational standards and promoting collaboration between schools, universities, scientific institutions, museums, and digital platforms. In addition, it allows students to access "real data" and "living education" through the integration of empirical data and documents from various sources, which not only strengthens theoretical understanding but also equips students with practical skills relevant to social, professional, and regional needs (Steiner et al., 2024). The model further enhances teachers' professional competencies, benefiting the entire educational community, as demonstrated in the integration of various interdisciplinary approaches (Armour-Thomas & Gordon, 2025). By facilitating collaboration across educational institutions and professional sectors, the cluster system enhances the overall quality of education while addressing modern challenges (Mustafayeva et al., 2023).

In this model, teachers receive essential academic support, including modern research methods, access to digital databases, and innovative pedagogical technologies, which enable them to continuously enhance their qualifications and align with global educational standards (Moradi, 2025). Practical training in tools like AR/VR, 3D modeling, and e-learning platforms boosts teachers' digital literacy, while engagement with historical resources such as teaching aids, literature, museum exhibits, and archives improves their didactic skills (Dölek et al., 2025). The interdisciplinary nature of history teaching necessitates a pedagogical shift, and within a robust cluster, teachers evolve into professionals who embrace digital collaboration and interdisciplinary methods to meet social demands (Mustafayeva et al., 2023). Furthermore, ongoing cooperation among schools, universities, research institutes, and employers promotes deeper integration in history education, providing enriched curricula, joint research projects, and initiatives in eco-tourism and cultural heritage (Ledoux, 2025). Despite challenges such as infrastructure limitations and a lack of qualified teachers, strategic efforts can address these obstacles, transforming the cluster-based approach into a dynamic, practice-oriented model with a broad societal impact (Madatov et al., 2025). Studies have shown that such strategies can significantly improve teacher readiness and educational quality (Toshtemirova, 2024; Eybers & Dewa, 2025).

The study's findings reveal that students in the experimental group, exposed to the cluster-integrative approach, experienced significant improvements across several key learning areas. Their historical understanding was notably enhanced, as evidenced by higher performance in both theoretical knowledge and practical applications, such as critical analysis and connecting historical events to contemporary issues. This group demonstrated a deeper understanding of historical concepts, which can be attributed to the interdisciplinary nature of the cluster system, where history was taught alongside subjects like literature, geography, and cultural studies

(Steiner et al., 2024). The use of diverse teaching methods, such as historical event simulations, role-play activities, and group projects, created a dynamic and engaging learning environment that fostered increased student motivation and intellectual curiosity, aligning with findings by Dölek et al. (2025) on the effectiveness of interactive learning strategies in history education. The integration of these methods and the cluster approach shows its potential to create a more engaging and effective learning experience, as evidenced by similar approaches in other research contexts (Armour-Thomas & Gordon, 2025).

In addition to academic improvements, the experimental group demonstrated significant spiritual growth. The cluster-integrative approach, which incorporated Islamic pedagogical principles alongside historical content, allowed students to reflect on historical events' moral and ethical implications (Mamirjonovna, 2024). This alignment with Islamic educational values contributed to the development of students' critical thinking and ethical judgment, which are essential components of education within an Islamic framework (Chano et al., 2024). Moreover, students showed greater emotional engagement with the subject matter, reflecting a heightened sense of national pride and moral responsibility, supporting the claims made by Karmaker and Rahman (2024) about the importance of moral development in education. These outcomes underscore the effectiveness of the cluster-integrative approach in fostering not only intellectual growth but also spiritual and moral development, aligning with both modern and Islamic educational objectives (Sulyman et al., 2024). This integrated approach ensures that students develop into well-rounded individuals capable of intellectually and ethically applying their learning in society.

Based on the findings of this study, the implementation of the cluster-integrative approach to history education can be explored through both the Islamic Pedagogical Framework and the Cluster-Based Pedagogical Model. The Islamic education framework offers a profound lens for interpreting history instruction's moral and spiritual dimensions. This framework emphasizes holistic education, integrating knowledge (*Ta'lim*), moral cultivation (*Tarbiyyah*), and character formation (*Ta'dib*). In the context of history education, the study demonstrates how students, through the cluster system, acquire factual knowledge while developing a more profound sense of ethical responsibility and spiritual awareness (Mamirjonovna, 2024). By connecting history with other subjects like geography, literature, and religious studies, the cluster model aligns with the Islamic educational goal of nurturing well-rounded individuals who are morally conscious and spiritually guided (Karmaker & Rahman, 2024). This approach fosters reflective thinking, allowing students to view historical events not just through a factual lens but also through an Islamic ethical perspective, promoting justice, fairness, and wisdom (Eybers & Dewa, 2025).

The integration of moral and spiritual dimensions within the teaching process is reflected in the pedagogical strategies used, such as employing primary historical sources in the "Mission" method. This approach encourages students to connect historical experiences with present-day ethical dilemmas (Chano et al., 2024). The cluster-integrative model's emphasis on collaborative learning, including group discussions and debates, aligns with Islamic teachings on mutual respect, cooperation, and the search for truth (Sulyman et al., 2024). These elements contribute to the development of character (*Ta'dib*), preparing students to engage with history in an intellectually rigorous and spiritually enriching manner (Dölek et al., 2025). As students engage with historical content, they develop the moral reasoning necessary to make ethical judgments, reflecting the broader goals of Islamic education in shaping individuals who are both knowledgeable and virtuous (Ledoux, 2025).

The application of the Cluster-Based Pedagogical Model is reflected in the study's organization of content delivery across various educational levels. The model's interdisciplinary approach ensures that history education is not confined to a single disciplinary perspective but instead engages with multiple subjects, such as geography, literature, and economics (Steiner et

al., 2024). This integration enables students to perceive history as a dynamic and interconnected field, fostering a deeper understanding of historical events and their broader socio-cultural contexts (Mustafayeva et al., 2023). Through the cluster system, history education is delivered progressively across different stages—preschool, school, vocational education, and higher education. At each level, content is adapted to meet students' developmental needs, ensuring that history education remains intellectually stimulating and relevant to their personal growth (Moradi, 2025). This progressive, interdisciplinary approach enhances the continuity and relevance of history instruction, ensuring a seamless flow of knowledge and skills across educational stages (Toshtemirova, 2024).

By fostering continuity, collaboration, and integration across Uzbekistan's educational institutions, this research contributes to the broader goal of advancing Islamic education in the 21st century (Mustafayeva et al., 2023). The vertically integrated nature of the cluster system is reflected in how historical topics are revisited at increasing levels of complexity. For instance, preschool students might engage with basic historical concepts and national identity, while students at the lyceum or university level delve into historical analysis, primary source evaluation, and independent research (Eybers & Dewa, 2025). This incremental approach builds students' historical understanding, enhances their analytical skills, and prepares them for higher-order thinking (Dölek et al., 2025; Sumarna & Gunawan, 2024). The cluster model highlights how collaboration among schools, universities, and research centers enhances knowledge acquisition and promotes practical applications of historical knowledge in real-world contexts, such as employer engagement and community-based projects (Moradi, 2025).

The cluster-integrative approach bridges the gap between traditional history education and the dynamic, interdisciplinary teaching required by modern educational systems. By promoting integration across disciplines and educational stages, this approach enhances the quality and relevance of history education (Ledoux, 2025). Moreover, the inclusion of moral and ethical dimensions through the Islamic pedagogical framework ensures that students develop both intellectually and spiritually, equipping them with the skills necessary to contribute meaningfully to society while aligning their academic pursuits with Islamic values (Amalia et al., 2025; Mamirjonovna, 2024). This study introduces new insights into religious studies, contributing to the growing body of research on the integration of Islamic values in education (Chano et al., 2024; Karmaker & Rahman, 2024). Incorporating ethical considerations and moral reasoning into historical instruction highlights the importance of nurturing well-rounded, responsible individuals aligned with both modern educational goals and Islamic values.

CONCLUSION

The cluster-integrative approach to history education proved highly beneficial across all educational levels, from preschool to higher education. The adoption of innovative teaching methods, including interdisciplinary integration and collaborative learning, led to significant improvements in student engagement, critical thinking, and knowledge retention. This approach aligns with both modern educational objectives and Islamic educational values by promoting a holistic understanding of history that integrates ethical, spiritual, and intellectual dimensions. The cluster system not only improved academic performance but also supported students' moral and character development, equipping them to face real-world challenges. Additionally, the collaboration among various educational stakeholders—such as schools, universities, and research centers—fostered an enriching learning environment, providing students and educators with the necessary tools to meet the demands of a rapidly changing educational landscape.

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