The Implementation of Context and Language Integrated Learning Approach in the Learning Process at SMP Progressive Bumi Shalawat Sidoarjo

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Abstrak

   Penerapan pendekatan Content and Language Integrated Learning (CLIL) dalam proses pembelajaran di SMP Progressive Bumi Shalawat Sidoarjo bertujuan mengintegrasikan pembelajaran konten akademik dan bahasa untuk menjawab tantangan menggabungkan pendidikan agama dan umum di sekolah berbasis pesantren. Pengabdian kepada masyarakat ini menggunakan metode partisipatif berbasis pelatihan dengan tahapan perencanaan, pelaksanaan, evaluasi, dan tindak lanjut. Pelatihan guru berfokus pada integrasi konten akademik dengan pengajaran bahasa Inggris, pembuatan rencana pelajaran berbasis CLIL, dan penggunaan teknik scaffolding. Hasil kegiatan menunjukkan peningkatan pemahaman dan kesiapan guru dalam menerapkan CLIL serta dampak positif pada praktik mengajar. Namun, terdapat tantangan terkait durasi pelatihan dan penyediaan sumber daya. Penelitian menyimpulkan bahwa CLIL adalah pendekatan praktis untuk meningkatkan kemampuan bahasa Inggris dan pemahaman konten akademik sambil mempertahankan nilai-nilai Islam. Dukungan dan tindak lanjut berkelanjutan direkomendasikan untuk memperkuat implementasi jangka panjang.

Kata kunci— Pondok Pesantren, CLIL, Pembelajaran Bahasa Inggris

Abstract

   The implementation of the Content and Language Integrated Learning (CLIL) approach in the learning process at SMP Progressive Bumi Shalawat Sidoarjo aims to integrates academic content and language learning to address the challenges of combining religious and general education in Islamic boarding schools. This community service used a participatory, training-based method with stages of planning, implementation, evaluation, and follow-up. Teacher training focused on integrating academic content with English instruction, creating CLIL-based lesson plans, and employing scaffolding techniques. Results showed improvements in teachers' understanding and readiness to implement CLIL, as well as positive impacts on teaching practices. However, challenges remain in terms of training duration and resource provision. The study concludes that CLIL is a practical approach for enhancing English proficiency and academic content comprehension while maintaining Islamic values. Continuous support and follow-up are recommended to strengthen long-term implementation.

Keywords— Pondok Pesantren, Islamic Boarding School, CLIL, English Learning

1. INTRODUCTION

   Pondok Pesantren is one of the Islamic-based educational institutions in Indonesia, which teach various religious lessons about Islam, noble moral, ethical education (Syafe'i, 2017; Fitri & Ondeng, 2022) and prophetic values for its students (Abidin & Sirojuddin, 2023). Now education based on Pondok Pesantren school system in Indonesia faces unique challenges in integrating religious studies with general sciences (Safradji, 2020). One of the most significant challenges is designing a learning process that aligns with contemporary needs while maintaining the Islamic values that define the

identity of these institutions (Harweli & Aprison, 2024). At SMP Progressive Bumi Shalawat Sidoarjo, which adopts an integrated education concept, these challenges are even more pronounced. Educators are required to provide learning experiences that are not only rooted in Islamic values but also capable of addressing the competency demands of the modern era, particularly in mastering foreign languages and critical thinking skills.

In the context of foreign language education, mainly English, these challenges become increasingly evident. Many students in Islamic boarding school-based junior high schools struggle to connect English learning with their daily lives (Syamsuri, Yuliastuti, & Pujimahanani, 2020). This difficulty arises not only due to a lack of an English-speaking environment but also because of teaching methods that often focus on grammar without providing precise, practical contexts (Rosyada & Ramadhianti, 2020). As a result, students' motivation to learn is often low, and they struggle to develop functional language skills.

The Content and Language Integrated Learning (CLIL) approach emerges as a relevant solution to address these challenges. CLIL is a learning approach that integrates content learning (subject matter) with foreign language learning (Massuh, et. al. 2019). Through CLIL, students do not merely learn a language but use it to comprehend and explore other subjects, such as science, mathematics, or social studies (Liz, et.al, 2011; Harrop, 2012). This approach allows students to learn languages naturally and contextually, making it more aligned with real-world needs.

Several previous studies have demonstrated the successful implementation of CLIL in various educational contexts. CLIL significantly enhances both language skills and the comprehension of academic content (Coyle, Hood, & Marsh, 2010). Wolff (2011) highlighted that students learning through the CLIL approach tend to exhibit higher learning motivation and improved critical thinking skills. These findings provide a strong theoretical foundation for adapting this approach in Islamic boarding school-based education, including at SMP Progressive Bumi Shalawat.

In Indonesia, CLIL has been applied across various educational levels, with efforts to integrate it into syllabi and teaching materials alongside approaches (Khoiriyah, 2021). However, implementing CLIL in Islamic boarding school-based institutions requires specific adaptations. The students, who predominantly come from strong cultural and religious backgrounds, need an approach sensitive to Islamic values. Additionally, the limited competence of teachers in employing the CLIL method poses another challenge that must be addressed. Initial observations indicate that most SMP Progressive Bumi Shalawat teachers still require training to integrate subject content with language teaching effectively. In this community service initiative, the CLIL approach is implemented by considering the needs and characteristics of students at SMP Progressive Bumi Shalawat. The implementation process includes teacher training, the development of relevant teaching materials, and continuous monitoring and evaluation. Thus, this approach is expected to enhance the quality of English learning while strengthening students' understanding of other subjects.

Based on these foundations, this article aims to explore the implementation of CLIL at SMP Progressive Bumi Shalawat Sidoarjo. Through this approach, it is hoped to create a practical, relevant, and contextual learning model that improves students' English proficiency and shapes their character in alignment with Islamic values.

2. METHOD

Approach and Design of Community Service

This community service activity adopts a participatory, training-based approach with a cyclical design consisting of planning, implementation, evaluation, and follow-up stages. The method is designed to enhance teachers' competence in applying Content and Language Integrated Learning

(CLIL) in classrooms. The implementation process aims to create effective, relevant, and contextual learning tailored to the needs of students at SMP Progressive Bumi Shalawat Sidoarjo.

Activity Stages
Planning
Needs Analysis: Needs analysis is conducted through interviews and surveys with teachers and students to understand the learning challenges they face. Material Development: Training materials are developed based on the identified needs, including CLIL theories, classroom implementation methods, and strategies for developing CLIL-based teaching materials.

Training Implementation
Training Sessions: The training is carried out in multiple sessions, covering theoretical sessions to introduce the concepts and principles of CLIL, as well as practical sessions involving simulations of teaching using CLIL under the guidance of the community service team. Material Development Workshop: Teachers are trained to prepare CLIL-based lesson plans (RPP) and teaching materials.

Mentoring and Classroom Observation
Teachers who have participated in the training are mentored in implementing CLIL in the classroom. The community service team conducts observations to provide feedback on their implementation.

Monitoring and Evaluation
Conducted through questionnaires and interviews to assess the training's effectiveness. Outcome Evaluation: Teachers' skills in using CLIL are evaluated based on predetermined criteria.

3. RESULT AND DISCUSSION

Training and mentoring were carried out at the Bumi Shalawat Lebo Islamic Boarding School, Sidoarjo. The participants were teachers at the Progressive Islamic International School Middle School, Bumi Shalawat Islamic Boarding School, Sidoarjo.

This training must achieve three objectives. The first is to increase teachers' understanding of the Content and Language Integrated Learning (CLIL) approach. The second is to equip teachers with language and content integration strategies in learning. Meanwhile, the final goal is to develop CLIL-based lesson plans that are in accordance with the curriculum used in Progressive Middle School.

The first day is divided into two sessions. The first session includes material and discussion about an introduction to CLIL, which includes the fundamental theories and principles of CLIL and examples of CLIL applications in various subjects. Meanwhile, in the second session, CLIL teaching strategies were discussed, which include the integration of Content and language in learning and scaffolding techniques to support students learning a second language.

In the first session, the trainer explained CLIL, which is a learning approach that integrates academic Content and language development simultaneously. In CLIL, students study specific subjects (such as science, mathematics, or history) using a foreign or second language so that they acquire not only subject knowledge but also language skills. The main principles of CLIL include four dimensions, namely Content (mastery of subject matter), Communication (use of language to learn and communicate), Cognition (development of thinking skills), and Culture (cross-cultural understanding). This approach emphasizes contextual, collaborative, and task-based learning that is relevant to real life.
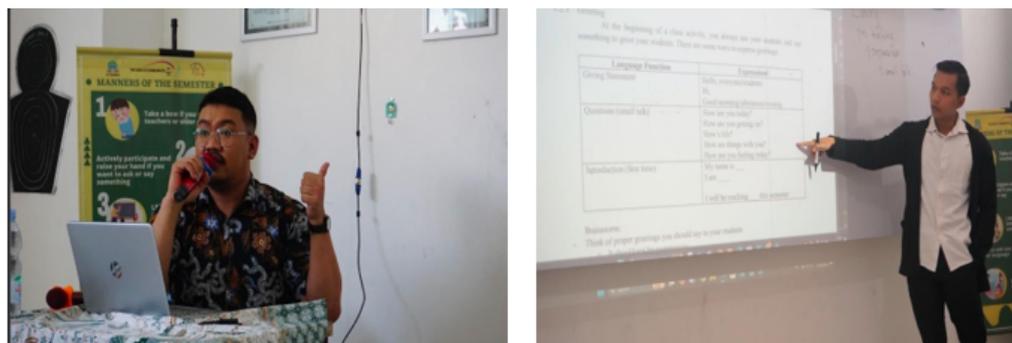
Figure 1 facilitator explained CLIL and its application.

Then, the facilitator explained the application of CLIL in several subjects. For example, in art, students can be asked to create works of art with certain cultural themes while discussing the process in English. In this example, the learning goal is not only to master the subject (content) but also to improve the ability to communicate in the target language.

In the second session on the first day, CLIL teaching strategies were explained, which focused on integrating learning material (content) with English language learning simultaneously. Teachers design activities that allow students to learn academic concepts while actively using the target language. This strategy includes the use of a task-based approach, teaching specific vocabulary related to content, and developing critical thinking skills through discussion and problem-solving. For example, in geography, students can analyze maps or weather data in English while learning technical terminology such as temperature, humidity, or climate zones. Through this integration, students not only understand academic concepts but also improve communication skills in an academic context.

Then, the scaffolding technique is explained in the context of CLIL. Scaffolding techniques include providing tools such as vocabulary lists, visualizations (pictures, diagrams, graphs), text models, or example sentences to help students understand the material. Teachers can also use strategies such as chunking (breaking complex information into small parts), interactive dialogue, or guiding questions to help students master concepts and language. In addition, the use of collaborative activities such as group work allows students to support each other in the learning process. With scaffolding, students learning a second language feel more confident and motivated to master Content and language simultaneously.

On the second day of training, a CLIL-based learning plan preparation workshop was held. The teachers were divided into two groups based on subject areas, namely the English teachers group and the non-English teachers group. In their respective groups, teachers discuss and develop learning plans that integrate academic content and language teaching in harmony. This activity provides space for teachers to apply previously learned CLIL theories and principles in a learning context appropriate to their subject.

In the second session, each group presented the lesson plan that had been prepared. Apart from presentations, teachers also conduct teaching practice simulations to show how the CLIL approach is applied in the classroom.

Figure 2 The teacher simulated the use of CLIL in the classroom

This activity ended with a feedback session from facilitator and other participants, which aimed to provide constructive input to improve CLIL implementation. Thus, this workshop not only enriches theoretical understanding, but also equips teachers with practical skills to implement CLIL effectively.

The responses in the training process assessment section indicate that the quality of the training and participants' understanding were positive overall but with room for improvement. For instance, while 15 participants agreed and 10 participants strongly agreed that the training materials met their needs, 5 participants strongly disagreed, highlighting potential gaps in content alignment with participant expectations. The facilitator's clarity in explaining CLIL concepts was well-received, with 10 participants agreeing and 20 strongly agreeing, suggesting effective delivery. Additionally, the training was perceived as interactive and supportive by most participants (7 agreed, 23 strongly agreed). However, the adequacy of the training duration received mixed feedback, with 15 participants disagreeing that the time was sufficient, signalling that extending the duration could enhance comprehension.

The second part of the questionnaire assessed the training's impact on participants' ability to implement CLIL in their teaching practices. A significant number (22 agreed, 8 strongly agreed) expressed confidence in designing CLIL-based lesson plans, indicating that the training successfully built participants' skills in this area. Similarly, 19 participants agreed, and 8 strongly agreed that the training improved their skills in integrating language and content, demonstrating that the practical aspects of the training resonated well. However, resource support was slightly less positively received; 5 participants were neutral, which suggests that while the majority felt supported by the materials, a more robust suite of resources could enhance implementation.

The data suggests that while the training was practical in achieving its goals, there are areas for refinement. The high level of agreement on the facilitator's clarity and interactive approach underscores the importance of skilled facilitation in professional development programs. However, the mixed feedback on training materials and duration suggests a need to customize content further and consider extending the training timeline to cover key aspects comprehensively. Providing supplementary resources, post-training might also address gaps in confidence and support for implementation.

Overall, the training achieved its objectives of improving participants' understanding and readiness to implement CLIL in their teaching. However, addressing feedback on content alignment, duration, and resource provision will ensure that future sessions are even more effective. Continuous support, such as follow-up workshops or online mentoring, could further solidify the training's impact on long-term teaching practices.

4. CONCLUSION

The Content and Language Integrated Learning (CLIL) approach implemented at SMP Progressive Bumi Shalawat has succeeded in increasing teachers' understanding and their readiness to integrate academic content with English language learning. This training also contributes to improving teaching practices with a contextual approach. However, the evaluation shows the need for improvements in training duration and the development of supporting resources. Overall, CLIL has proven to be an effective method for supporting students' academic and linguistic abilities in Islamic boarding school-based schools while maintaining Islamic values. Follow-up efforts and continued support are required to ensure the sustainability of the results achieved.

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