PRACTICE OF CONTENT AND LANGUAGE INTEGRATED LEARNING METHODOLOGY CHARACTERISTICS IN 'DINI' CURRICULUM: STUDENTS' PERSPECTIVE

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ABSTRACT: *This study is to look into the practice of CLIL's methodology in Sirah's teaching & learning, in the subject of Usuluddin, 'Dini' Integrated Curriculum in four Government Relief Religious Schools (SABK) in Sabah and Sarawak. The objective of this study is to identify the features of the CLIL methodology used in the teaching and learning (L&T) of the Sirah from the perspective of the students and the level of Sirah learning content among the students. In addition to exploring the features of the CLIL methodology used by teachers in Sirah's teaching and learning and explore the strengths and weaknesses of teachers in implementing CLIL in teaching and learning. Research methodology through a questionnaire on 196 Form 2 students and evaluation test questions to students and through the interview method of four teachers and observations in the classroom. This study is based on the characteristics of the CLIL methodology adopted by Mehisto et al. (2008). CLIL's methodology features consists of six dimensions involving 34 features in teaching. The CLIL study results according to the perspective of students are at a moderate-high with a min value of 3.63. However, through observations in the classroom, Sirah subject teachers lacked the CLIL methodology features during their teaching in the classroom due to lack of exposure on CLIL's practice that allowed students to master the content and language simultaneously during classroom sessions. This finding is also supported by the assessment score on students indicating that they have not mastered Arabic vocabulary through the Sirah subject effectively.*

Keywords: CLIL, Sirah, 'Dini' Integrated Curriculum, SABK

1. INTRODUCTION

CLIL is the abbreviation for "Content and Language Integrated Learning" which means integration of content and language in teaching and learning (L&T). Studies on content integration and language in teaching and learning (CLIL) have long been discussed in this area of education. In Europe, teaching and learning of non-language subjects are taught using a second language or foreign language has begun for decades.

Among the CLIL studies conducted in Malaysia on the teaching and learning of non-linguistic subjects in a second or foreign language is the subject of Fiqh in primary schools around Selangor which uses the Al Azhar curriculum and Fiqh subject in SABK, Melaka state [1]. However, the study of CLIL in Malaysia is still less specific for the use of Arabic in religious subjects or in schools under the state government and institutions of higher learning. It is therefore imperative that such a study be conducted to see the effectiveness of CLIL's methodology in teaching and learning.

2. RESEARCH BACKGROUND

CLIL has been introduced as one of the approaches in education that uses dual-focus techniques that focus on content and at the same time focus on the second language used in the L&T session. CLIL has been widely used in various language learning contexts over the last decade [2]. There are various challenges and obstacles faced by CLIL practitioners regardless of whether in Europe itself, Japan, Brazil, and any other country using this approach. Most of the problems faced by the teachers or practitioners of CLIL are interconnected and the same is true despite the different language used.

Problems often found in past studies are the lack of skilled teachers and are eligible to use CLIL [3-6]. This is true in Japan, Europe, Taiwan, Thailand, Italy and so on. Taiwan says they find it difficult to find teachers who can master the foreign language and content at a time. The lack of competent teachers in these two areas has had a less positive effect in the implementation of CLIL [7]. In Thailand, the lack of competent teachers in foreign languages is due to the fact that graduates who have a second language are more interested in working in other fields such as flight attendants or working with private companies rather than working as educators. Even previous studies have also noted that most teachers who teach the second language do not have that language background [6]. In addition, in Italy, studies show that teachers are not fluent in the language and are unable to explain or provide information or information relevant to a topic [5].

The problem of this incompetent teacher is not just because the teacher is not proficient in the language but the teacher is not training enough and does not understand the CLIL concept itself [8]. In fact, the lack of expertise in the CLIL field has resulted in a rarity of seminars or workshops explaining techniques and methods for implementing and implementing this approach in the L&T session [6]. One of the main factors failing to implement CLIL is that teachers are not trained and prepared in advance. Teachers can succeed in implementing this CLIL if given sufficient courses, seminars, and workshops [4].

Furthermore, the CLIL problem also involves students. The different backgrounds of the students are also to be taken care of [3]. There are students who cannot afford to use a second language [7]. Not only is it incapable, the student's confidence in using the language is also low resulting in minimal involvement in the L&T session [9]. It is difficult for teachers to deliver their contents through foreign language mediums, and it is certainly difficult for students who rarely use the second language in their daily lives to understand the contents of the second language smoothly. In addition, no student collaboration in using and practicing foreign languages either inside or outside during the learning session is also a failure factor in implementing CLIL [6].

Learning sessions outside of learning, this also relates to the atmosphere or environment in schools that practice this CLIL. Schools do not create a second language environment or environment [3,7]. It makes students limited to learning the second language only during the L&T session only. A school environment that uses foreign languages can actually help improve student confidence.

In addition, teachers' beliefs towards students are also among the factors of the previous study. The problem faced by instructors teaching this foreign language is not only on the basis of curriculum or language education only, but it is also closely related to the cognitive teacher, which is what teachers think, teachers and teachers believe [4]. Teachers think that students are not able to speak fluently or students are shy to use foreign languages, resulting in activities being conducted in the classroom very easily. In fact, the teachers themselves are unsure of the level of understanding of the topics that have been taught to their students [10]. As a result, teachers are more likely to use native language and lack of second language application as a way of understanding students [7,8]. The method of translation is used by teachers when teaching subjects in this second language [8].

In terms of teaching aids (BBM), there is no doubt that the causes and problems faced by teachers or practitioners of CLIL are the lack of fuel in foreign languages [3,4,9]. This is a dilemma faced by teachers in providing BBM either in traditional or electronic form. In addition to not having BBM fittings, they also need to master the contents of the subject as well [11]. Due to this situation, teachers are more likely to use traditional methods in their L&T processes. This is because they are convinced and believe that the traditional way of learning as they are taught will help the current student to master the subject matter in this second language [4]. The sequence of these, of course, is in line with the study conducted by Bonnet (2012) who found teachers teaching using this CLIL approach using teacher-centered approaches [10]. Lack of mechanisms to encourage students to communicate, no planning modules or task exercises that take into account the level and background of students in the implementation of the CLIL cause the failure factor of this educational method. Teachers also lack collaboration in providing CLIL planning and modules [5,7,9].

3.   CONCEPTUAL FRAMEWORK
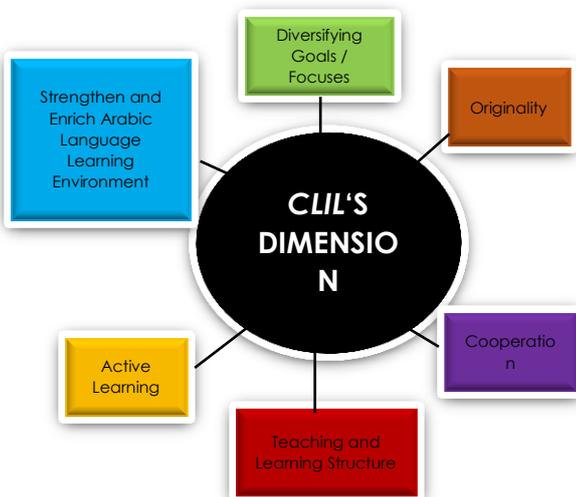
4.   RESEARCH QUESTION

What are the features of the CLIL methodology used in the Sirah subject of 'Dini' curriculum in Sabah and Sarawak SABK from students' perspective?

5.   RESEARCH METHODOLOGY

Questionnaire form to evaluate teacher CLIL practice based on the student perspective. Questionnaires involve respondents among form two students at Sabah and Sarawak SABK schools.

Before starting the data analysis, researchers first isolated the incomplete questionnaire of the student questionnaire. This does not interfere with the actual number of samples because the data taken exceeds the specified number of samples (S: 196).

Subsequently, the questionnaire was administered using the Statistical Package for Social Sciences (SPSS) version 21 for analysis. The data were then analyzed descriptively to elaborate CLIL practice in Sirah subject study. To interpret CLIL's practice in Sirah's subject learning, the researchers used the min value as in Table 1 with reference to Nunally (1978) to analyze the data.

Table (1) Min value source from Nunally, J.C,(1978)

Min value	Interpretation
1.01 to 2.00	Low
2.01 to 3.00	Medium Low
3.01 to 4.00	Medium-High
4.01 to 5.00	Height

Pilot studies also conducted before going to fieldwork to check the reliability of each item of the questionnaire. A pilot study was conducted at two schools around Selangor. In Table 2, the value of alpha cronbach was shown for each dimension after the items question in pilot studies were removed and modified.

Table (2) Alpha Cronbach Value of Six Dimensions

No	Dimension	Alpha Cronbach Value
1	Diversifying goals/focus	.745
2	Strengthen and enrich the Arabic Language Learning Environment	.684
3	Originality	.687
4	Active Learning	.716
5	Teaching and Learning Structure	.801
6	Cooperation	.603

After pilot studies, two items from six items of cooperation were removed because of the similarity meaning each other and combined with as shown in table 3.

Table (3) Item of Questionnaire in CLIL

Category	Item	Item Total
Six Domain CLIL's Practice	1- Diversifying goals/focus	5
	2- Strengthen and enrich the Arabic Language Learning Environment	7
	3- Originality	5
	4- Active Learning	9
	5- Teaching and Learning Structure	5
	6- Cooperation	3
	Total item	34

To measure this CLIL practice, Likert 5 scale is as follows: 1: Strongly disagree (SD) 2: Disagree (D) 3: Somewhat agree (SD) 4: Agreed (A) 5: Strongly agree (SA).

6.   RESULT
Here are the findings to answer the question of the first study. This questionnaire is the data collected and analyzed to see how well the CLIL methodology features are applied by teachers in Sirah subject through the students' perspective.

Table (4) Min Value of Each CLIL's Dimension based on the Student's Perspective

N: 196	Min	SD	Min Level
Teaching and Learning Structure	3.8357	.78665	Medium-High
Diversifying goals/focus	3.7816	.56684	Medium-High
Strengthen and enrich the Arabic Language Learning Environment	3.7609	.56099	Medium-High
Originality	3.6816	.67198	Medium-High
Active Learning	3.4388	.60007	Medium-High
Cooperation	3.2942	.78020	Medium-High
Min Total	3.6322	.53702	Medium-High

Overall, the CLIL methodology used in the L&T session in Sirah subject based on students' perspective was moderate-high with a min value of 3.63. Among six domain CLIL's practice shows that the highest level of min value is teaching and learning structure that shows teachers are able to teach the student in Sirah subject in a simple form, based on students' learning style, creative, taking students' knowledge, skills, attitudes, interest, and experiences of the student. Also, the way teachers teach Sirah subjects in Arabic challenges the students to solve the problem wisely. Meanwhile, the lowest min value is cooperation that shows community includes teachers, parents and community involvement, authority and school administration work together in L&T of Sirah subject very low. It shows that only teachers who get engagement with the students to the success of L&T Sirah subject in school, although in CLIL's practice need the involvement all parties in making successful L&T Sirah subject in Arabic.

Other dimensions show the lower min value is active learning. Active learning means students able to communicate more than teachers, and the students help the teacher determine Sirah subject learning outcome and the level of Arabic used in Sirah's subject. Students also help the teacher determine the form of learning skills in Sirah's subject. But, the result shows that teachers less practice in kind of active learning.

Diversifying goals and focus, strengthen and enrich Arabic Language Learning Environment and originality, are three dimensions of CLIL show medium-high of student's perspective. It means the strong belief of students that the Arabic language helps students in master Sirah subject and Sirah subject have a positive effect on students' life. And also, learning Sirah subjects in Arabic can increase students' confidence to use Arabic. Sirah's subject lesson in Arabic can raise students' awareness of Arabic.

Students also believed that they are helped to improve the weakness of the Arabic language in the classroom and learning Sirah subject in Arabic maximizes students' interest in this subject. Rather than that, they agreed that teachers had used the latest media materials and other resources in Sirah subject teaching.

7.   DISCUSSION
CLIL Methodology Features Used in Sirah subject of 'Dini' Curriculum at Sabah and Sarawak SABK from Student Perspectives
Based on the study findings, all of the CLIL methodology features used by teachers in the L&T session are at moderately high levels. The methodological characteristics of the Teaching and Learning Structure dimensions have the highest min value of 3.83 and the methodological characteristics of the dimension of cooperation have the lowest min value of 3.29.

The Teaching and Learning Structure is linked to the approach used by teachers in teaching this subject. Students state that the teacher delivers Sirah subject information in a simple form. This is not in line with the observation findings conducted on teachers. The fact that, in view of the findings of teachers, almost all items in this dimension are not used by teachers in the L&T session especially in delivering teaching in Arabic. This finding is consistent with Kamarulzaman et. al (2014) shows the teacher's teaching in Fiqh subject learning emphasizes more on content delivery, more in-one, less student involvement in learning and less fortunate language enrichment activities [8]. In fact, when viewed from teacher interviews, all teachers do not run away from using the translation techniques in their teaching. Based on interviews, there are some teachers who say that students are more comfortable using the Malay language in the L&T session. This is to make students tended to appreciate this methodology in parallel with the approach used by their teachers as teachers use the method of translation and emphasize the interest of students who prefer to use the Malay language in the L&T session. In fact, the teacher also acknowledges the use of Arabic as a whole cannot be held because students are less interested and do not understand when teachers use Arabic. Therefore, teachers do not take 100% of Arabic language use in the L&T session. This sort of thing according to Sasajima is the assumption and belief of the teacher alone and it is difficult to change [4]. If the teacher always gives a reason like this, certainly and surely the CLIL approach will not work. No, the use of Arabic in 'Dini' subjects should be practiced and practice of translation should be kept away and stopped. The method of translation is not a foreign matter, but this method is often used when studying the subject in Arabic [8]. Regardless of whether it is the subject of 'Dini' Curriculum or Al-Azhar's own curriculum, teachers will resort to translating one word of the Arabic word into Malay. This method is the easiest and fastest way to understand students. It is true that the study carried out by Lortie (1975) in writing Sasajima (2013) stated that a teacher was inclined to use the teaching techniques taught by their previous teachers [9]. This is because teachers have long been exposed since they are in school again with the method of translation when studying the subject in Arabic. This has become the norm of custom in the L&T session.

The dimensions of cooperation get the lowest min value in the methodology characteristics practiced by teachers. Based on the items contained in this dimension, cooperation involves teachers, parents, school administration, authorities, and community. Teachers are found to provide excellent cooperation to students. This is in line with the observations made on teachers who demonstrate that teachers have the attitude of working with students throughout the L&T session. This collaboration is necessary to ensure that learning is organized in a good and orderly manner. In fact, according to [5], in the approach of using CLIL as an education medium, there must be cooperation between teachers and students as well as co-operation among teachers. Community involvement items, authorities and school administration received the second-highest value. The cooperation of the authorities and the community is necessary to create a culture and language environment. Parents are also no exception in making this CLIL successful. According to Ioannou-Georgiou (2011) to get the best results and comprehensive implementation for this CLIL, parents need to provide full cooperation to teachers and support this education approach in general [1].

8.   CONCLUSION

According to students' perspectives, they still need to be guided to understand the importance of learning Sirah or other 'Dini' subjects with the Arabic language to master both the content and the language in the classroom. They need to know the importance of Arabic learning can help improve the understanding of the subject with the mastery of the Arabic language. Teachers need to guide students to master Arabic in 'Dini' subjects based on the Teaching and Learning Structure dimensions have the highest min value from students' perspectives because they believe on the capability of their teachers to make successful in teaching Sirah with their interests. Therefore, the teacher should be used the right methods of teaching continuously in the classroom to get the right practice of CLIL methodology characteristics.

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