PRACTICE OF CONTENT AND LANGUAGE INTEGRATED LEARNING METHODOLOGY CHARACTERISTICS IN 'DINI' CURRICULUM: TEACHING OBSERVATION

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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 student content in Sirah learning. 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 36 features in teaching. The CLIL study results according to the perspective of students are at a moderate-high with a mean 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 is 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 [6]. 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 [5]. 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 [7].

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 [1]. In fact, the lack of expertise in the CLIL field has resulted in a rarity of conferences or workshops explaining techniques and methods for implementing this approach in the L&T session [7]. 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, conferences, and workshops [4].
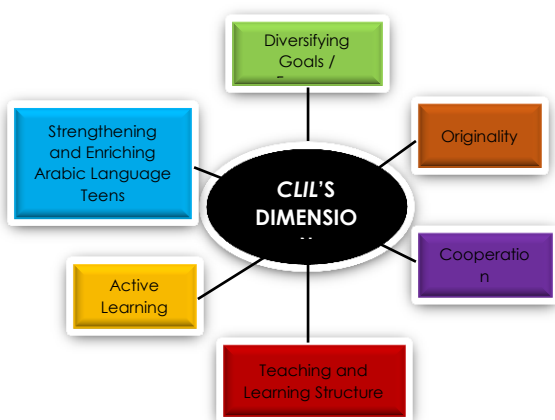
Furthermore, the CLIL problem also involves students. The different backgrounds of the students are also to be taken care of [3]. There are students who cannot afford to use a second language [5]. Not only is it incapable, the student's confidence in using the language is also low resulting in minimal involvement in the L&T session [8]. 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 [5].

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 [3,6]. 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 [7]. 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 [9]. As a result, teachers are more likely to use native language and lack of second language application as a way of understanding students [1,6]. The method of translation is used by teachers when teaching subjects in this second language [3].

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 [3,4,8]. 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 [10]. 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) finds teachers teaching using this CLIL approach using teacher-centered approach [9]. 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 [6-8].

3. CONCEPTUAL FRAMEWORK
4. *RESEARCH QUESTION*

What are the strengths and weaknesses of teachers in Sabah and Sarawak SABK in implementing CLIL in Sirah subject of 'Dini' curriculum from teaching observation?

5. RESEARCH METHODOLOGY

The findings from the observation on the teacher were presented in the form of tables arranged in six dimensions of CLIL. The findings also incorporate four teachers in Sabah and Sarawak SABK and researchers will look closely at the differences in the practices of CLIL methodology by teachers.

6. RESULT

Teacher Strengths and Weaknesses in SABK Sabah and Sarawak in Implementing CLIL in Sirah subject of 'Dini' Curriculum

The following are the findings from the direct observation method conducted on four teachers in selected schools around Sabah and Sarawak. This observation involved four teachers who taught the Sirah subject of Form Two.

Table (1) Observation result on the dimension of focus diversity

	Dimension of Focus Diversity	S1	S2	S3	S4
1	Sirah subject help Arabic learning in the classroom.	√	√	√	√
2	Arabic helps to master the Sirah subject.	√	√	√	√
3	Reflection of learning is done in the subject of Sirah.	√	X	√	√
4	Sirah subject combines several other subjects.	X	X	X	√
5	Sirah subject learning is taught beyond the syllabus's requirement.	X	X	X	X

Based on direct observation of the focus diversity dimension, there are two items that Sirah subject help Arabic learning in Arabic and Arabic classes to help master Sirah subject represented by all participants. Whereas, the reflection of learning subjects in Sirah subject was only represented by S1, S3, and S4. Subsequently, for Sirah subject combines several other subjects, only S4 is seen practicing this item. All participants were able to teach the Sirah subject according to the syllabus. This can be attributed to the declaration of S2 and S3 participants' study who stated the syllabus study was too much to be completed.

Table (2) Observation result on the dimension of Enriching Arabic Learning Environment

	Dimension of Enriching Arabic Learning Environment	S1	S2	S3	S4
1	Sirah subject are taught in routine form.	√	√	√	√
2	All students are involved in the teaching and learning of the Sirah subject.	√	√	√	√
3	Sirah subject teaching in Arabic raises student awareness.	√	√	√	√
4	Arabic is used in the teaching and learning of the Sirah subject.	√	√	√	X

5	Learning Sirah subject in Arabic can increase student confidence in the Sirah subject.	√	√	X	X
6	Learning Sirah subject in Arabic can increase the confidence of students to use Arabic.	√	X	√	X
7	Teachers provide guidance for getting learning materials out of the classroom.	√	X	√	X

Based on the direct observation of the dimension of enriching the Arabic learning environment, there are three items that Sirah subjects are taught in routine form, all students are involved in Sirah subject teaching and learning and Sirah subject lesson in Arabic raising student awareness represented by all participants' study.

While the Arabic language items used in the teaching and learning of Sirah subjects were only represented by S1, S2, and S3. This is in line with the interviews conducted on the participants' study who stated they used Arabic in the L&T session.

Furthermore, Sirah's subject learning items in Arabic can enhance the confidence of students to use the Arabic language and teachers to provide guidance on obtaining learning materials outside the classroom is represented by S1 and S3.

In learning the Sirah subject, students' confidence in the Sirah subject was only represented by S1 and S2.

Table (3) Observation result on Dimension of Original

	Dimension of Original	S1	S2	S3	S4
1	Learning the subject of Sirah in Arabic can maximize student's interest.	√	√	√	X
2	There is a connection between the Sirah subject and the life of the student.	√	X	√	√
3	Students are helped to improve their Arabic weaknesses in the classroom.	√	√	X	X
4	Teachers use the latest media materials and resources.	√	X	X	√
5	Students can communicate with teachers using Arabic.	X	X	√	X

Based on direct observation of the original dimension, only S1 and S2 help students improve their Arabic language weaknesses in the classroom. This can be seen when both students and teachers discuss the subject.

All teachers except S4 are seen to be interested in learning the Sirah subject in Arabic. S4 did not succeed in maximizing students' interest in studying Sirah subject due to the limited use of the Arabic language in L&T session and students in class request teachers to use the Malay language.

Items related to Sirah subjects with students' life were represented by S1, S3, and S4.

Furthermore, the majority of students were unable to communicate with Arabic speaking teachers, only S3 only succeeded in ensuring their students used Arabic in the classroom. S2 and S4 acknowledge their students continue to use Malay in communication.

This is the case with the S1 which stated in her interview that she required the students to speak in Arabic but based on the findings of S1 students' observation they could not communicate with her.

"This Sirah's learning greatly enhances the student's vocabulary in Arabic because when the teacher sets the conditions in the student class must speak in Arabic in Sirah studies, would not want students to use the optimal vocabulary they get from LAM (Lughatul Arabiah Muasirah) and they use it in learning Sirah itself."

Teachers who use media materials and other latest sources in class only S1 and S4. While for S2 and S3, their statements during interviews using LCDs, music and so on are not consistent with the findings of the observations which show that both of them do not use media materials and the latest sources.

Table (4) Observation result on Dimension of Active Learning

	Dimension of Active Learning	S1	S2	S3	S4
1	Students help teachers determine Sirah subject learning outcomes.	X	X	√	√
2	Students showed an interest in communicating in Arabic during Sirah subject lesson.	√	X	√	X
3	The purpose of learning Arabic content and language is discussed jointly by teachers and students.	√	√	X	X
4	Sirah subject learning shows the mastery of Arabic language students.	X	X	√	X
5	Students move and react actively in Sirah subject learning.	√	X	X	X
6	Teachers act as facilitators in the Sirah subject.	√	X	X	X
7	Students are creative in class presentations.	X	X	X	X
8	Students are more communicative than teachers.	X	X	X	X
9	Group activities are encouraged in Sirah subject.	X	X	X	X

The conclusion is that the learning method practiced by the participants' study is centered on teachers. This is acknowledged by S1 when asked by researchers whether classroom activity is more focused on teachers or students.

In addition, among the things that can be proved through interview findings are the participants of the study to read and ask the students to repeat their reading, therefore

students are seen to have little communication in the L&T session.

Furthermore, students may find that they are less cooperative and have an interest in learning Sirah's subject. Unless observation finding from S2 is only available, where Arabic content and language is discussed jointly by teachers and students.

This is also acknowledged by the S3 which states that students who are unable to master the language are likely to be less interested in Arabic subjects.

S4 also faces the same problem in this dimension where one item only applied by the teacher when students help her determine Sirah subject learning outcomes.

Based on the statement made by S4, the researcher found that the S4 also faced the same problem with S2 in which students were less interested and less concerned in the classroom.

In addition, among the interview findings were the causes of non-productive students in the L&T session. Among the underprivileged student learning outcomes are activities carried out in unattractive classes causing them to lose focus and sleepiness. In addition, the inconvenient time when studying Sirah subject is also one of the reasons for less productive learning.

However, if traced to the findings of the above observations, the students under the supervision of the S1 are not problematic in providing an active reaction in the study of Sirah subject. They even showed interest in communicating in Arabic during the Sirah subject lesson. Therefore, S1 has suggested that the authorities provide examples of interesting activities to be used in the L&T session.

In the interview findings, researchers found that all study participants conducted group activities in Sirah subjects. However, this is not in line with observation findings that see research participants not encouraging students to engage in group activities. This is clearly different from the findings of student activity interviews conducted by study participants in the L&T session.

The Gallery Walk activity, as informed by the study participants, is a group activity that requires students to move from one place to another.

Table (5) Observation result on Dimension of Teaching and Learning Structure

	Dimension of Teaching and Learning Structure	S1	S2	S3	S4
1	Sirah subject lesson in Arabic takes into account the students' knowledge, skills, attitudes, interests and experiences.	√	X	√	√
2	Information about Sirah subject is restructured in a simpler form.	X	X	√	√
3	Sirah subject lesson in Arabic allows students to solve problems with rationality.	√	X	X	X
4	Sirah subject lesson in Arabic takes into account different learning styles.	X	X	X	X
5	Sirah subject lesson in Arabic encourages creative and critical thinking.	X	X	X	X

Based on observation findings, there are three participants who study the subjects of the Sirah subject in Arabic taking into the knowledge, skills, attitudes, interests, and experiences of the students. The participants' study used language to interact with students and use various teaching methods and techniques.

For weak students, the participants' study will call the student's name and change the position forward as S4 does. The other way S3 uses in the face of weak students is to use listening skills and to mix each student category in a group.

In addition, only two of the four participants' study; S3 and S4 that restructure the Sirah subject in a simpler form.

Furthermore, all participants' study who teach Sirah subject in Arabic do not take into account different learning styles. Therefore, S2 recommends to the authorities to carry out a class handling course according to the student's level.

Among other things that are not practiced are creative and critical thinking incentives. The latter is the ability of students to solve the problem in a rational way. This last item is only practiced by S1, while S2, S3 and S4 are not considered to apply problem-solving rationally.

Table (6) Observation result on Dimension of Cooperation

	Dimension of Cooperation	S1	S2	S3	S4
1	Teachers demonstrate the attitude of working with students throughout the teaching and learning process.	√	√	√	√
2	Students and teachers appear to be very cooperative in Sirah's teaching and learning.	√	√	√	√
3	Teachers managed to control the class so that Sirah and Arabic language were mastered by students.	√	X	√	X
4	Parents help students in studying Sirah subject in Arabic.	X	X	√	√
5	Local communities are involved in directly or indirectly speaking Sirah subject in Arabic.	X	X	X	X
6	Authorities are involved in the teaching of the Sirah subject in Arabic.	X	X	X	X

In terms of dimensions of this collaboration, there are only two items representing all participants' study. Teacher items demonstrate the attitude to work with students throughout the teaching and learning process and students and teachers seem to work together in Sirah's teaching and learning.

Based on interview findings, teachers' tolerance in using simple language makes teachers manage class so that the knowledge of Sirah and Arabic can be mastered by students.

Apart from teachers, parents also help students in learning Sirah subjects in Arabic.

All four participants' study agreed that local communities and authorities are not directly or indirectly involved in the teaching of Sirah subjects in Arabic.

7.   DISCUSSION

Teacher Strengths and Weaknesses in Sabah and Sarawak SABK in Implementing CLIL in Sirah subject of 'Dini' Curriculum

Observation from L&T class Sirah subject found some strengths and weaknesses of teachers during implementing CLIL.

Among the strengths of teachers is the teacher is able to help students to understand Sirah subject in Arabic. The teacher used many verses of the Qur'an and Hadith as an example to understand Sirah's content as the example of Surah al-Masad was associated with the story of Abu Lahab in the contempt of the Prophet SAW during his preaching to the inhabitants of Mecca.

In enriching the Arabic language learning environment, teachers are taught to teach students to learn Arabic in routine forms. Arabic is very helpful to understand Sirah subject because vocabulary that is almost identical to Malay. Students are also convinced to understand the Sirah subject using Arabic as the medium of instruction. Similarly, when the L&T session is conducted, all students are involved in learning activities in the classroom. Sirah's subject lesson in Arabic can also increase student awareness of the importance of the Arabic language.

From the point of origin, Sirah's subject learning in Arabic can maximize the student's interest in getting to know Arabic more closely.

Cooperation between teachers and students can also be seen during the L&T session because teachers are busy helping students to understand the subject of Sirah subject through Arabic, so students are very cooperative in the efforts given by their teachers while in the classroom.

While the teacher's weaknesses are in the aspect of focus diversity, teachers do not combine Sirah subjects with some other subjects, while teachers are able to relate Sirah subject to subjects such as Nahw and Sarf's knowledge when introducing vocabulary in the subject. Sirah subject is also not taught beyond the syllabus and focus on textbooks only, while Sirah subject can be taught to more than measure as it relates to the current situation with the history of the Prophet Muhammad SAW to help students understand the subject effectively. This is the same situation with Swedish language teachers who rely solely on textbooks. The teaching method that relies solely on textbooks cannot motivate students and cannot encourage them in language learning However, teachers who teach in CLIL's approach may be able to change their thinking about teaching if they are aware that there is a difference in the methodology of teaching methodology in the implementation of CLIL, though it is difficult to change the way approaches and techniques of teaching because of their own uncertainty and believe in their ability to implement L&T session. This does not apply only in Malaysia, even in Japan itself, their teachers face problems teaching English due to their own thinking, beliefs and knowledge, not because of the curriculum problem and language education policy [4].

In active learning, teachers do not help students to communicate with them in Arabic. Teachers also did not use the opportunity to use the Arabic language used as the medium of instruction in the study of Sirah subject through the language itself, but rather comfortable to translate the word into Malay. Students are also not given the opportunity for teachers to determine the outcome of Sirah subject learning that can be practiced in their life practice. Taking the example of the Prophet SAW faced great opposition from the Quraish, students could help the teacher by giving the results obtained if they were patient in learning. Group activities are also not carried out during the L&T session but are more centered on current teacher activities in the classroom. Students are also less creative during the presentation activities in the classroom.

In the structure of teaching and learning, information on the Sirah subject is not restructured in a simple form. For example, teachers need to replace a simpler language than the complex language used in textbooks. Teachers need to choose the appropriate vocabulary of the students. Sirah subject teaching also does not take into the learning style of students who prefer visuals rather than the texts they read. In addition, the lack of creative and critical thinking encourages students to understand the vocabulary introduced through thinking methods first before understanding the vocabulary introduced, while in Kumar *et.al.* states that CLIL's practice is a tool for maximizing thinking skills [11].

In the context of cooperation between parents and teachers, there is a huge gap between the two because parents are not involved at all in learning Sirah subjects in schools using Arabic. Similarly, the gap between the local community and the school. The authorities also did not provide the necessary cooperation, whereas the successful CLIL features were the involvement of all members of the community comprising teachers, parents, schools, and authorities.

8.   CONCLUSION

Authorities should create a module that introduces the practice of effective CLIL methodology to ensure the success of the 'Dini' curriculum aims to make Arabic as the medium of instruction and able to provide added value to students in the mastery of languages other than Bahasa Malaysia and English (Dual-language skills). Courses or workshops are needed to train teachers so they can deliver the content and language simultaneously. The failure factor of applying foreign language medium in a subject is because teachers do not have enough training. Teachers need to attend courses run by the government later to fill the gap between CLIL theory and how to practice it as stated by Serragiotto, 2017[7].

9.   REFERENCES

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