INDEKS PENGARANG

Assisting 10-week CLIL enrichment program for Islamic-affiliated primary school students

K. Khoiriyah [a,1], Rafika Rabba Farah [a,2,*], Puji Sumarsono [b,3]

[a] *English Language Education Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Malang, Jl. Raya Tlogomas No. 246 Malang, East Java 65144, Indonesia*
[b] *Teaching English as a Second Language, Faculty of Language and Communication, Sultan Idris University of Education, 35900 Tanjong Malim, Perak, Malaysia*
[1] *khoiriyah230693@umm.ac.id; [2] rafikarabbafarah@umm.ac.id, [3] p20202001401@siswa.upsi.edu.my*
Corresponding author

ARTICLE INFO

ABSTRACT

Teaching English to Young Learners starts to reach its growth as parents want their children to be competent in one of the 21st century skills, it is being communicative. Having the ability to communicate in one foreign language, particularly English, is considered important for many parents whose children study at Islamic-affiliated schools, other than Arabic skill. However, English teaching at primary school level is still limited in terms of its teaching duration, they learn only for 90 minutes per week. Therefore, this community service aims at providing more opportunities for primary graders at SD Aisyiyah Kota Malang to learn English through Content Language Integrated Learning (CLIL) enrichment program which was done on weekend class that lasted for ten consecutive meetings. The program was conducted in as semester, starting from July up to December 2023. Further, the methods implemented were analyzing students' learning needs, designing science-based topics as teaching material, developing materials, implementing the learning design through 10-week teaching, and evaluating the program. Results show that the content of the subject at the school was taught in English. Some materials designed for this project were about science, thus, in this program students discussed the topic of science in English. Also, the content was designed by integrating Islamic elements, the topics were animals mentioned in the Quran such as camel, whale, bird, donkey, and crow. At the end of the session, this activity has gained a positive response from students, content teacher, homeroom teacher, and also the school principal. This indicates that the community service which was designed in the form of the enrichment program for weekend class was effectively run.

Kata Kunci
CLIL
Pengajaran bahasa Inggris untuk anak-anak
Program pengayaan
Sekolah Dasar Islam

Program pengayaan CLIL selama 10 pekan bagi siswa sekolah dasar Islam. Pengajaran Bahasa Inggris untuk anak-anak mulai mencapai pertumbuhannya karena orang tua ingin anak-anak mereka kompeten dalam salah satu keterampilan abad ke-21, yaitu keterampilan komunikatif. Kemampuan berkomunikasi dalam satu bahasa asing, khususnya bahasa Inggris, dianggap penting bagi banyak orang tua yang anaknya bersekolah di sekolah Islam, selain kemampuan bahasa Arab. Namun pengajaran bahasa Inggris di tingkat sekolah dasar masih terbatas dalam hal durasi pengajarannya, mereka hanya belajar selama 90 menit per minggu. Oleh karena itu, pengabdian pada masyarakat ini bertujuan untuk memberikan kesempatan lebih luas kepada siswa kelas SD SD Aisyiyah Kota Malang untuk belajar bahasa Inggris melalui program pengayaan Content Language Integrated Learning (CLIL) yang dilakukan pada kelas akhir pekan yang berlangsung selama sepuluh pertemuan berturut-turut. Kegiatan program pengabdian ini diselenggarakan selama satu semester dari Bulan Juli 2023 sampai Desember 2023. Terlebih, Metode yang dilakukan adalah menganalisis kebutuhan belajar siswa, merancang topik berbasis sains sebagai bahan ajar, mengembangkan materi, melaksanakan desain pembelajaran melalui pengajaran 10 minggu, dan mengevaluasi program. Hasil menunjukkan bahwa konten atau mata pelajaran di sekolah diajarkan dalam bahasa Inggris. Beberapa materi yang dirancang untuk proyek ini adalah tentang sains, thus, dalam program ini siswa mendiskusikan topik sains dalam bahasa Inggris. Juga, konten dirancang dengan mengintegrasikan elemen Islami, topiknya adalah hewan-hewan yang disebutkan dalam Quran seperti unta, paus, burung, keledai, dan burung gagak. Di akhir sesi, kegiatan ini mendapat respon positif dari siswa, guru materi, dan wali kelas, serta kepala sekolah. Hal ini merupakan indikasi bahwa pengabdian masyarakat yang merancang program pengayaan kelas akhir pekan berjalan efektif.

How to cite: Khoiriyah, K., Farah, R. R., & Sumarsono, P. (2024). Assisting 10-week CLIL enrichment program for Islamic-affiliated primary school students. *Journal of Community Service and Empowerment, 5*(1), 1-12. https://doi.org/10.22219/jcse.v5i1.29991

INTRODUCTION

Teaching English since early age has been done by many researchers. However, little attention is put on how it is integrated to other subjects such as science. Teaching English through science can build young learners' communicative competences—the competence about the knowledge and the context of a language is operated. In such notion, the concept of Content and Language Integrated Learning (CLIL) can be a way to support the belief that young learners will successfully learn a second language (Coyle, 2015; Dalton-Puffer et al., 2021; Farah & Khoiriyah, 2023, Marsh & Langé 2000). Eventhough there is a debate whether or not a second language is appropriately taught to young learners, numerous research results reveal that at least a great attaintment on language learning is proven to be successful in young learners is in the aspect of pronunciation and grammar compared to their counterpart, adult language learners (Ellis, 2008; Heras & Lasagabaster, 2015; Nugroho, 2020; Xanthou, 2011).

In a similar vein, teaching English to young learners can also be a medium for intercultural communicative competence. Mattson and Norrby (2013) assert that student will gain greater achievement on intercultural communicative competence when enough time is allocated to produce the target language in a communicative context. In this case, teachers in Islamic school context can enrich their students with materials that support the discourse used in that school, i.e Islamic cultures and values. If happens other cultures are infused in the teaching process, the curriculum must be planned very carefully (Byram, 2008;Liao & Li, 2023; Torres-Velasquez et al., 2023). Thus, the idea of integrating science with Islamic content is highly suggested.

This effort supports the implementation of Culturally Responsive Teaching (CRT) that in teaching English, teachers cannot impose the idea of teaching the culture of the center (Western) but they also need to take a serious concern on learners' background and school context. In its implementation, the work of Gay (2018), Gay (2015), and Ladson-Billing (2009) view that English teachers in using the CRT use learners' linguistics and cultural resources to support their learning gain and personal development. CRT teachers value their learners' personal experience and interest to address cultural gap in English learning. The cultural gap in English teaching lies on how Western values can be brought in the textbook and methods. In such a way, teachers in the periphery culture, i.e Asian culture needs to have this awareness.

Some efforts to infuse local cultures into English teaching have been undertaken by number of researchers. Integrating Islamic content into English instruction has become a topic of growing interest, as evidenced by the icreasing number of academic works exploring this research area. For example, Indonesian researchers have tried to inculcate Islamic values through chapters in the Quran, Islamic topics, and framework of instilling Islamic values into English instruction (Anshari & Widyantoro, 2020; Asmawati & Riadi, 2022; Madkur & Albantani, 2017). In a larger area, this attempt has also been initiated in other Muslim countries like Malaysia and Jordan through English teaching need analysis of islamic content for Muslim students (Bataineh et al., 2016; Hassim & Aziz, 2021). The idea of CRT is further highlighted for number of reasons, as it caters inclusive teaching strategy, values students' cultural references, identities, backgrounds, and empowers minority students; thus, CRT can create a meaningful learning environment and help students attain academic success (McKoy et al., 2017; Rhodes, 2017; Villegas & Lucas, 2002).

However, this present study is different from the previous related research in the aspect of its context and methodology. The context where this research takes place is situated in Islamic-affiliated primary school where English is taught for young learners. Secondly, in its method, this study empowers the primary graders with series of simulaneous training on the use of Islamic topics which are derived from students' religious book, the Quran.

To provide more opportunities for students at primary school level with English exposure, enrichment programs need to be conducted. To address this concern, a program of 10-week CLIL enrichment program that infuse Islamic content was done. This community service program was held by involving English teachers, home-room teachers, primary school graders, and pre-service teachers (students of PMM Mitra Dosen program). The program is supported by the Directorate of Community Service and Research Universitas Muhammadiyah Malang (DPPM-UMM). In addition, the program is implemented to support the Sustainable Development Goals (SDGs) number 4 (United Nation, n.d.), it is quality education, mainy to improve students' English competence in receptive and productive skills. The program aims at providing more opportunities for primary graders in operating their English competence so that it prepares them for higher level of education. Thus, this community service can contribute to the improvement on students' English skill acquisition as well as the enrichment of English teaching quality at the school partner.

METHOD

This community services aims to assist student teachers and English teachers in providing an extracurricular for primary school students. The school partner is SD Aisyiyah Kota Malang, located at Jalan Gajayana III D / 570 D Dinoyo, Lowokwaru District, Malang (See Figure 2). This community services are follow-up program from the previous one (Farah & Khoiriyah, 2023; Khoiriyah et al., 2022; Waloyo et al., 2021). Hence, in this year, based on the school's need and demand, the community service program is designed in integrating CLIL (Content and Language Integrating Learning) approach in English classes, named English CLIL program. The students in higher level of primary school, consisting of fourth grade, fifth grade and sixth grade. Further, the total number of students involved in this CLIL program were 45

Commented [J5]: Various community service and empowerment activities must have novelty (have innovation and creativity) so that they do not just replicate the same activities in different places, have measurable results and impacts on society, and support the achievement of the goals set forth in the Sustainable Development Goals (SDGs). SDGs are a global action plan agreed by world leaders, to end poverty, reduce inequality, and protect the environment. The SDGs contain 17 Goals and 169 Targets, so that each article must be linked to these goals and targets (as stated in the contribution statement).

students. To implement weekly program, the project team were collaborated with student teachers of English Language Education Department, Universitas Muhammadiyah Malang for assisting student to learn English. In total, the project team and school partner involved in this community services in Table. 1.

Table. 1 the participants of community service program

No.	Details	Number of people involved
1.	Project team from lecturers of English Language Education Department	2 lecturers with expertise in TESOL, material development and CLIL
2.	English teachers and home-room teachers from school partner	4 teachers (two English teachers and three home-room teachers)
3.	Student teachers from English Language Education Department	6 student teachers (students who join *PMM Mitra Dosen*)
4.	Primary school students	45 students
	Total	**57**

The community services were conducted in eight months, starting from March 2023 to October 2023. To implement the community services, there were several stages including analysis, design, development, and implementation. The details are in Figure 1.
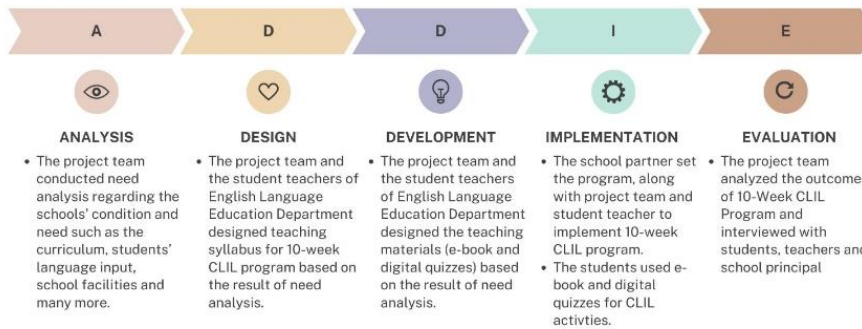

Figure 1. The stages in conducting community service program

As it was illustrated in Figure 1, this community service program was conducted in four stages. Firstly, the project team conducted need analysis regarding the schools' condition and need such as the curriculum, students' language input, school facilities and many more. Secondly, the project team and the student teachers of English Language Education Department designed teaching syllabus for 10-week CLIL program based on the result of need analysis. The project team and the student teachers of English Language Education Department designed the teaching materials (e-book and digital quizzes) based on the result of need analysis. Next, the school partner set the program, along with project team and student teacher to implement 10-week CLIL program. The students used e-book and digital quizzes for CLIL activities. Lastly, after implementing the whole program (10 meetings), the project team conducted evaluation by interviewing the students, the home-room teachers and English teacher, and the school principal of SD Aisyiyah Kota Malang.

RESULTS AND DISCUSSION

Pre-implementation
Analysis
In the pre-implementation phase, the project team conducted three activities namely need analysis, designing, and developing the teaching materials. Based on the result of classroom observation and interview with the school principal, the school partner (SD Aisyiyah Kota Malang, see Figure 2) has encouraged students to learn English by having international collaboration. The international schools that have collaborated with SD Aisyiyah Kota Malang among others are primary schools in India (Lakshya International School Andrapradesh and Vidya Bharati School Ghaziabad) and Korea Selatan (Dajeong Primary School). In the near future, this school is also projected to have collaboration with schools in the US, Japan, and Saudi Arabia. The effort of this international projection is not only aimed at exposing students to improve their English competence but also to increase their Arabic. Thus far, the international collaboration has invited students from 3rd to 6th graders to perform speaking English and storytelling via a virtual platform, zoom.

Figure 2. School visit by the project team to SD 'Aisyiyah Kota Malang

Further, the project team formulated the problems encountered as well as its possible solution in the table 1. The problems encountered were mostly related to the need for international exposure for student, the need for contextual teaching resources based on the school vision and mission (Islamic-affiliated school) and Kurikulum Merdeka, and the need for effective teaching and learning method to improve students' English competence. The project team was in attempt to provide some solutions. One of which is by introducing CLIL program to primary school students in order to enhance their learning process in English and other content subject such as Science, Math and Islamic science (Table 2).

Table 2. The matrix of problems encountered, solutions, indicators, and outcomes

Problems encountered	Solutions	Indicators	Outcomes
The need for international language exposure for students	Mentoring for the implementation of CLIL program as an enrichment program or extracurricular	100 % Mentoring for the implementation of CLIL program as an enrichment program or extracurricular every week (within 10 week)	Teaching syllabus Ready-use teaching materials and worksheet 10-week meeting of CLIL program
The need for contextual teaching resources based on the school vision and mission (Islamic-affiliated school) and Kurikulum Merdeka	Designing student activity book by integrating English, Islamic content and other content lesson	100%In collaboration with students of PMM Mitra Dosen program and English teachers of SD Aisyiyah Kota Malang designing student activity book	Student activity book Digital worksheet
The need for effective teaching and learning method to improve students' English competence	Implementing digital students' workbook and interactive quizzes to enhance students' engagement in learning English	70% English teacher and home-room teachers are able to use and facilitate their students	ready use digital interactive quizzes

Design

Design is the second phase of ADDIE. This phase will begin with the design of digital teaching materials, which will be created in accordance with the findings of earlier needs, curriculum, and student analyses. In the design phase, the project team designed the teaching materials into a digital student workbook. The teaching materials varied based on the result of need analysis. In order to implement CLIL approach, the teaching materials are integration of English, math, science and Islamic value. Since the implementation of CLIL program was divided into 2 phases, based on the school needs, the syllabus also was designed into two parts. The details of the syllabus are presented in Table 3. The syllabus of topic animals stated in the Quran are presented in Table 4, for the second phase of CLIL program. It was implemented starting from meeting 6 to meeting 10.

Table 3. Syllabus for first phase of CLIL program

Chapter	Topic	Activity	Content materials
1	Introduction	Singing a classroom password Self-introduction	**Islamic value** (starting activity by reciting *bismillah*, and saying *hamdalah* – to be grateful in day-to-day activities)
2	Dream jobs	Presenting the future dream jobs Writing a letter to friends in India	**Islamic value**
3	Gardening	Learning about science (Part of plants) Global warning Gardening	**science** (Part of plants)
4	My favorite animals	Learning about lifecycle of butterfly Learning math	**Science** (lifecycle of butterfly) **Math** (addition and multiplication)
5	Save our earth	Learning about water pollution Presenting a poster	**Science** (water pollution)

Table 4. Syllabus for second phase of CLIL program

Chapter	Topic	Activity	Islamic Value
1	Whale	Reading Text CROWD Concept Interactive Quiz	Prophet Yunus story and the whale (Al-Anbiya: 87)
2	Birds	Reading Text CROWD Concept Interactive Quiz	Birds are symbol of Allah's power. (Al-Mulk: 19)
3	Donkey	Reading Text CROWD Concept Interactive Quiz	Allah's command of not rising voices like donkey. (Luqman: 19)
4	Camel	Reading Text CROWD Concept Interactive Quiz	Camel is one of the amazing creations that people can take benefit from it. (Al-Ghasiyah: 17)
5	Crow	Reading Text CROWD Concept Interactive Quiz	Allah sent a crow searching in the ground to show the son of Adam how to hide the disgrace of his brother. (Al-Maida: 31)

Development

In this phase, the project team developed the syllabus into teaching materials. The teaching materials were integrated in online quiz and digital student workbook as it was illustrated in Figure 3.
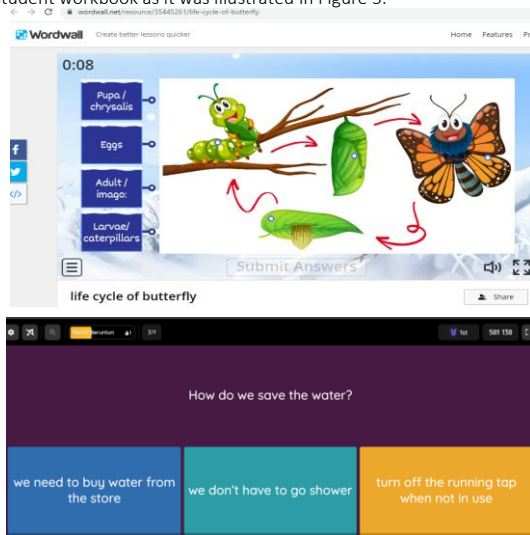

Figure 3. The exemplary of adopted digital learning sources from wordwall.net and quizzes.com

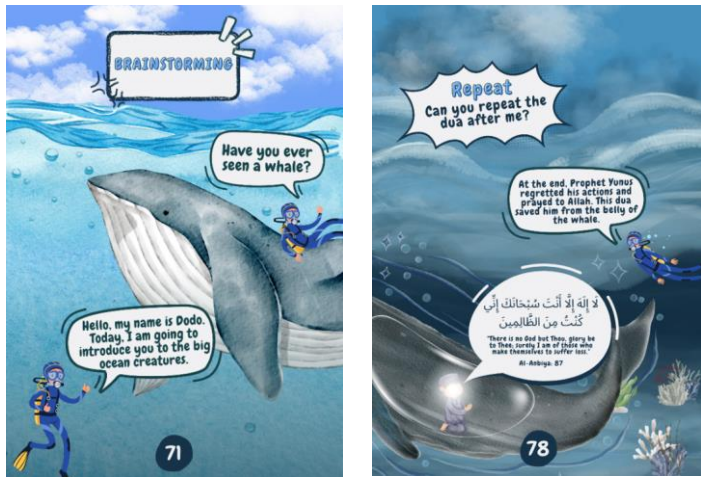Figure 4 is the sample of material that has been developed by the project team.

Figure 4. an exemplary of digital workbook developed by the project team

Implementation

1. Students were asked to sing a long opening classroom password in every meeting

Students were given a song to open the class. This song is the opening classroom password. This song is an adaptation of a popular children's song with the lyrics changed to English and given Islamic values. In this CLIL program activity, the song chosen was a song from the famous movie "Spongebob Squarepants". The lyrics of opening classroom password are as follows:

Are you ready students? (Aye, aye Teachers)
I can't hear you (aye, aye Teachers)
Ooh
Who are ready to learn today?
(We are Marvelous)
Intelligent and excited are we
(We are Marvelous)
We learn English with so much fun
(We are Marvelous)
Let's start the class with **basmalah**
(We are Marvelous)
We are Marvelous
We are Marvelous
We are Marvelous
We are Marvelous

Meanwhile, the opening classroom password are as follows:

Goodbye my friend,
goodbye teacher,
Let's go home, let's go home,
Don't forget to say thanks,
don't forget to say thanks,
Thanks teacher,
Thanks my friends, **alhamdulillah**

2. Students learned introducing themselves and their dream jobs

The agenda for the second meeting is about dream jobs. In connection with the material at the first meeting, which was introduction, students were asked to introduce themselves and their dream jobs. Students wrote down the introduction to make it into a letter, which later would be sent to pen pal friends in India. The student-teachers (PMM

Mitra Dosen members) facilitated learning with examples of introductory sentences that students can implement, as well as providing paper with attractive designs to use as letters.

3. *Students learned science and got involved in out-door activity (gardening)*

The agenda for the third meeting was part of plants. The students firstly did online interactive quizzes related to parts of plant. After that, the student-teachers explained and drilled the students some words to describe parts of plan. In this activity, students were encouraged to not only learning English but also learning content subject (science). Further, one by one, students presented their speaking activities by explain part of plants in front if the class. The student-teachers gave some hints as presentation starter such as each plant has six important parts called the root, stem, leaves, flowers, fruits and seeds. The students were formed into five groups, and the student-teacher distributed plant seeds to each group. Students learn to plant using the planting media provided. After the gardening activity, the students were asked to talk about their gardening activities on a paper (Figure 5).

Figure 5. After studying science (Part of Plant), students were asked to plan a flower in their school yard

4. *Students learned about science (life cycle of butterfly) and did some online quizzes*

The agenda for the fourth meeting was to learn about the life cycle of butterflies. The students were divided into four groups, each group guided by one of the members of PMM Mitra Dosen. Each group learned about the butterfly life cycle, followed by quiz time using each member's laptop. After the group discussion, students were learning about multiplication with the same theme, the life cycle of butterflies.

5. *Students learned about water pollution and created a public campaign related to environment*

The agenda for the fifth meeting was to learn about water pollution. Students at SD Aisyiyah learned about the causes, impacts, and types of water pollution. Besides that, students also learned various new vocabulary terms regarding water pollution. At the end of the activity, the students made posters with the theme "Save the environment and save our earth". The aim was for the students to be more aware of their surroundings and maintain a clean environment (Figure 6).

Figure 6. The students presented their work under the theme "Save the environment and save our earth"

6. Students learned some animals mentioned in the Quran

In the sixth until tenth meeting, students learned some animals mentioned in the Quran such as camel, whale, donkey, birds, and crow. In those meeting, students were set to read an e-book about those aforementioned animals using a concept of read aloud activity, CROWD (Completion, Repeat, Open-ended question, Wh-question, and Distancing). In its implementation, students were divided into several groups and assisted by one student-teacher in discussing the content of the book. At the end of every topic, students were assigned to complet an interactive quizz designed using online platform such as quizziz, educandy, and wordwall. This activity was also a form of formative assessment that assess students' comprehension of a topic that recently read (Figure 7).

Figure 7. The students learned some animals mentioned in the Quran

Post-implementation
Evaluation

At the end of program, the project team interviewed the school principal, home-room teacher, student-teacher and students to have feedback on its implementation. The school principal responded positively towards the enrichment program at it gives a new direction of English learning at the school.

> "I asked the students about the program they joined and they are very happy as the activities designed are new for them such as do gardening in English and they seem to enjoy learning English. That's what we want our students to instill in themselves, love learning English. With this, we are positive that we are able to support our international program at the school, also encourage our students to become part of global citizen."

Similarly, the home-room teacher who enthusiastically supervise the enrichment program feel assisted with the program.

> "I observe that the student-teacher from PMM along with the project team have actively and appropriately designed the learning material that is contextualized to our students' English level and importantly the team has also created the content into more specific that is congruent to our school context. I am contended when I see my students were engaged in the activities. I asked them whether they enjoy the class and most of them nodded their head."

In other session, one student-teacher were also invited to share their hands-on experience in teaching English at the school partner.

> "Thanks to the project team who supervised us in designing the material and evaluating our day-to-day teaching so that we learn handling primary graders. Also, we learn a lot how to do classroom management and in fact it is practically not that easy teaching young learners. We need to dedicate our energy to the fullest. The use of the designed materials is also helpful to our teaching." (STR1)

> "I am actually a bit an introvert person, but I cannot really stand with the kids because they are very inquisitive so that I need to respond their every questions. Therefore, I also try my best to find the answers when they raised a question which I do not know the specific term in English." (STR2)

Finally, one of the students were randomly asked to have their impression joining the enrichment program.

"The activity I like the most were gardening, doing some quizzes and games, and participating in group work. I enjoy reading the animals stated in the Quran. I know that birds are toothless, they do not chew their food, they just swallow it right away, that is interesting." (ST-AMR)

"I feel enthusiastic learning English with the student-teachers, they are very kind and helpful. With that, I am keen on completing the activities assigned to me." (ST-ASH)

The enrichment program has attracted school partner's attention. Teachers were all assisted with the material designs and teaching practices, students' enthusiasm in practicing their oral skills by interacting with their peers and teachers is also observed. This community service aims to promote CLIL approach in primary school partner. The educational approach known as Content and Language Integrated Learning (CLIL) facilitates the simultaneous development of content and language (Coyle et al., 2010; Dalton-Puffer, 2011; Meyer et al., 2015). Through implementing CLIL program as an enrichment program for the school partner, the students were expected to gain more language and content knowledge input. This finding is consistent with previous research as well (Agustín-Llach & Canga Alonso, 2016; Castellano-Risco et al., 2020; Fernández-Sanjurjo et al., 2019; Gierlinger & Wagner, 2016; Jafarigohar et al., 2022; Tragant et al., 2016), positing that implementing CLIL approach enabled learners to enrich their vocabulary in target language. Therefore, the framework of 4C CLIL was integrated into the teaching and learning process. This 4C framework consists of Content, Cognition, Communication and Culture. In this CLIL program, take an example, for *Content* and *Cognition*, students were stimulated to improve their higher order thinking skills. By solving some math questions, teachers encouraged students to have more cognitive load. Students also asked to comprehend Science knowledge such as part of plant, ecosystem, water pollution. It was expected that students learned both language and content materials. Meanwhile, for *Communication*, group work and presentation were a mandatory of learning activity in every meeting. By participating in group work and classroom presentation, students were facilitated to improve their speaking skills so that they had more effective communication skills in English. Lastly, regarding *Culture*, the teaching materials were adapted related to the school context. The integration Islamic values in learning materials such as animal named in the Qur'an, was projected to promote more-relevant and contextualized foreign language learning.

Further, teachers use games and CLIL activities to engage students' interests and improve their skills. Using games for young learners were strongly suggested to create stress-free learning environment (Behnamnia et al., 2020; Liu et al., 2021; Sun et al., 2021). This learning activity is relevant to the context of CLIL in primary schools as CLIL centers on using language *with* and *through* content, rather than treating language *as* content (Anderson et al., 2015). Using digital quizzes, the students were more engaged in learning process. They enjoyed to learn the language as well as the content materials unconsciously. According to Prensky (2011), young learners have an innate need to play games. Effectively designed educational games facilitate learning by offering pupils amusement, fervent engagement, inspiration, inventiveness, and interpersonal engagement. Those, in this 10-week CLIL program, the project team provides students with various educational games using quizzes, worlwall.net, canva and other relevant digital learning sources. The provided games were also designed in a group-work. Playing games makes students more willing to communicate both within and outside of the classroom. This is consistent with work of (Liu et al., 2021), asserting that games are very effective and powerful instruments that promote collaborative learning. In a nutshell, this collaborative learning supports the effectiveness of CLIL approach in relation to *Communication* (4C framework).

Lastly, CLIL concept is applicable to be integrated in English teaching at primary school level for two main reasons that CLIL is combining subject and language learning in one go, so learning a language will be more efficient and meaningful; second, another CLIL element is culture, that in English teaching, teachers are supposed to accommodate students' culture. Cultural element is what matters in language learning. Using students' cultural background is highly suggested in language classroom as it becomes a hook for students' brain in associating their background knowledge to the new ones. This idea is supported by Culturally Responsive Pedagogy proponents who assert that English language teachers are encouraged to design their teaching by taking a serious concern on students' cultural and linguistic background which includes their life experiences (Gay, 2018; Ladson-Billing, 2009; Villegas & Lucas, 2007; Ladson-Billing, 2006). Another urgency of infusing students' culture in Islamic-affiliated school is mainly because English teaching has an association to 'other values and ideologies' which is different to Islamic worldview. English teaching is ideology-sensitive as it is not free from political and social condition (Makoni & Pennycook, 2005), it is also linked to Western discourse (Varghese & Johnston, 2007; Pennycook & Makoni, 2005; Pennycook & Coutand-Marin, 2003); whereas students' culture at Islamic school upholds Islamic value and Eastern culture. Thus, this community service implies that teachers at Islamic-affiliated school should be aware of such issues, their main jobs are not only teaching students to be proficient in English but also to teach English in appropriately designed activities.

CONCLUSION

By providing science and Islamic value in learning materials of English enrichment program to primary graders at SD Aisyiyah Kota Malang, this community service highlights the implementation of CLIL approach for young learners. The 10-week CLIL program was implemented well, according to the results, which also shows that both the students and the school partner provided positive remarks. This study also emphasizes the fact that an enrichment program for English exposure such as CLIL program in primary schools, serves a variety of purposes, such as fostering language acquisition, content learning, and cultural awareness. This cultural awareness is crucial to provide more relevant teaching and learning activities at Islamic-affiliated school. Additionally, digital games are also used to encourage entertaining learning and increase student involvement during class sessions. The findings of this study may offer pedagogical guidance to EFL instructors—more especially, primary school teachers at Islamic school context and CLIL practitioners.

ACKNOWLEDGEMENT

> **Commented [J6]:** Information regarding funding must be written (if any), complete with contract number or assignment letter

REFERENCES

> **Commented [J7]:** The minimum number of references is 35, 80% must be from journals, most must be from reputable international journals, articles cited must be up to date (2014-2024).

Anderson, C. E., McDougald, J. S., & Cuesta Medina, L. (2015). CLIL for young learners. *Children Learning English: From Research to Practice*, *2000*, 137–151. https://doi.org/10.4324/9781003173151-19

Anshari, M. Z., & Widyantoro, A. (2020). Inculcating Islamic values contented in Qs. Luqman through english speaking materials. *Journal of Education and Learning (EduLearn), 14*(1), Article 1. https://doi.org/10.11591/edulearn.v14i1.14285

Asmawati, A., & Riadi, A. (2022). Integrating Islamic values into english materials. *English Language, Linguistics, and Culture International Journal, 2*(3), Article 3. https://doi.org/10.24252/elstic-ij.v2i3.34684

Agustín-Llach, M. P., & Canga Alonso, A. (2016). Vocabulary growth in young CLIL and traditional EFL learners: evidence from research and implications for education. *International Journal of Applied Linguistics (United Kingdom), 26*(2), 211–227. https://doi.org/10.1111/ijal.12090

Behnamnia, N., Kamsin, A., Ismail, M. A. B., & Hayati, A. (2020). The effective components of creativity in digital game-based learning among young children: A case study. *Children and Youth Services Review*, *116*(March), 105227. https://doi.org/10.1016/j.childyouth.2020.105227

Bataineh, R., Jaber, E., & Bataineh, R. (2016). The Compatibility of total English with the Arab Islamic culture as Revealed by content analysis and Jordanian EFL instructors' and students' views. *International Journal of Language and Applied Linguistics, 2,* 19–43.

Byram, M. (2008). From foreign language education to education for intercultural citizenship essays and reflections. Great Britain: The Cromwell Press Ltd.

Castellano-Risco, I., Alejo-González, R., & Piquer-Píriz, A. M. (2020). The development of receptive vocabulary in CLIL vs EFL: Is the learning context the main variable? *System, 91*. https://doi.org/10.1016/j.system.2020.102263

Coyle, D. (2015). Strengthening integrated learning: Towards a new era for pluriliteracies and intercultural learning. *Latin American Journal of Content and Language Integrated Learning, 8*(2), 84–103. https://doi.org/10.5294/laclil.2015.8.2.2

Coyle, D., Hood, P., & Marsh, D. (2010). *Content and language integrated learning*. Cambridge.

Dalton-Puffer, C. (2011). Content-and-language integrated learning: From practice to principles? *Annual Review of Applied Linguistics, 31,* 182–204). https://doi.org/10.1017/S0267190511000092

Ellis, R. (1994). The study of second language acquisition. Oxford: University Press.

Farah, R. R., & Khoiriyah. (2023). Implementation of CLIL program in Islamic affiliated primary school: Teaching assistants project. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature, 10*(1), 92–103. https://doi.org/10.24256/ideas.v11i1.3691

Fernández-Sanjurjo, J., Fernández-Costales, A., & Arias Blanco, J. M. (2019). Analysing students' content-learning in science in CLIL vs. non-CLIL programmes: empirical evidence from Spain. *International Journal of Bilingual Education and Bilingualism, 22*(6), 661–674. https://doi.org/10.1080/13670050.2017.1294142

Gay, G. (2018). *Culturally responsive teaching: Theory, research, and practice*. Teachers College Press.

Gay, G. (2015). The what, why, and how of culturally responsive teaching: International mandates, challenges, and opportunities. *Multicultural education review*, *7*(3), 123-139. 10.1080/2005615X.2015.1072079

Gierlinger, E. M., & Wagner, T. A. (2016). The more the merrier – revisiting CLIL-based vocabulary growth in secondary education. *Latin American Journal of Content & Language Integrated Learning, 9*(1), 37–63. https://doi.org/10.5294/laclil.2016.9.1.3

Hassim, S. H., & Aziz, A. A. (2021). Using Soleh English (SE) teaching materials with the integration of cultural and Islamic values: Islamic preschool teachers' voices. *Malaysian Journal of Social Sciences and Humanities (MJSSH), 6*(4), Article 4. https://doi.org/10.47405/mjssh.v6i4.733

Heras, A., & Lasagabaster, D. (2015). The impact of CLIL on affective factors and vocabulary learning. *Language Teaching Research, 19*(1), 70–88. https://doi.org/10.1177/1362168814541736

Jafarigohar, M., Divsar, H., & Etemad, P. (2022). The effect of CLIL context on the primary education EFL receptive and productive lexical growth. *Language Teaching Research, 00*(0), 1–25. https://doi.org/10.1177/13621688221078997

Ladson-Billings, G. (2006). Yes, but how do we do it? Practicing cultural relevant pedagogy. *ESED 5234 - Master List*. 37.https://digitalcommons.georgiasouthern.edu/esed5234-master/37

Ladson-Billings, G. (2009). The dreamkeepers: Successful teachers of African American students. San Francisco, CA: Jossey-Bass. https://eric.ed.gov/?id=ED373128

Liao, H., & Li, L. (2023). Facilitating EFL learners' intercultural competence through culturally responsive teaching in oral English classrooms. *System, 115*. https://doi.org/10.1016/j.system.2023.103070

Liu, F., Vadivel, B., Rezvani, E., & Namaziandost, E. (2021). Using games to promote English as a foreign language learners' willingness to communicate: Potential effects and teachers' attitude in focus. *Frontiers in Psychology*, *12*(October), 1–10. https://doi.org/10.3389/fpsyg.2021.762447

Madkur, A., & Albantani, A. M. (2017). Instilling Islamic values in foreign language teaching: An Indonesian context. *ICEMS,* 97–103. https://doi.org/10.2991/icems-17.2018.20

Makoni, S., & Pennycook, A. (2005). Disinventing and (re) constituting languages. *Critical Inquiry in Language Studies: An International Journal, 2*(3), 137-156. https://doi.org/10.1207/s15427595cils0203_1

Marsh, D., & Langé, G. (2000). Using languages to learn and learning to use languages. Finland: University of Jyväskylä, 88, 36-39. http://clilcompendium.com/1uk.pdf

Mattsson, A. F., & Norrby, C. (2013). Language acquisition and use in multilingual contexts. *Theory and Practice Language Policy in Practice View project Grammar in interaction View project*. https://lucris.lub.lu.se/ws/portalfiles/portal/5329199/4075031.pdf

McKoy, C. L., MacLeod, R. B., Walter, J. S., & Nolker, D. B. (2017). The Impact of an In-Service Workshop on Cooperating Teachers' Perceptions of Culturally Responsive Teaching. *Journal of Music Teacher Education, 26*(2), 50–63. https://doi.org/10.1177/1057083716629392

Meyer, O., Coyle, D., Halbach, A., Schuck, K., & Ting, T. (2015). A pluriliteracies approach to content and language integrated learning – Mapping learner progressions in knowledge construction and meaning-making. *Language, Culture and Curriculum*, *28*(1), 41–57. https://doi.org/10.1080/07908318.2014.1000924

Nugroho, A. (2020). Content and Language Integrated Learning practice in English for Accounting course. *IJET (Indonesian Journal of English Teaching), 9*(2), 172–181. https://doi.org/10.15642/ijet2.2020.9.2.172-181

Pennycook, A., & Makoni, S. (2005). The modern mission: The language effects of Christianity. *Journal of Language, Identity & Education, 4*(2), 137-155. https://doi.org/10.1207/s15327701jlie0402_5

Pennycook, A., & Coutand-Marin, S. (2003). Teaching English as a missionary language. *Discourse: Studies in the cultural politics of education, 24*(3), 337-353. https://doi.org/10.1080/0159630032000172524

Prensky, M. (2011). Fun, play and games: What makes games engaging. New York: Digital Game-Based Learning. McGraw-Hill.

Rhodes, C. M. (2017). A validation study of the culturally responsive teaching survey. *Universal Journal of Educational Research*, *5*(1), 45–53. https://doi.org/10.13189/ujer.2017.050106

Sun, L., Ruokamo, H., Siklander, P., Li, B., & Devlin, K. (2021). Primary school students' perceptions of scaffolding in digital game-based learning in mathematics. *Learning, Culture and Social Interaction*, *28*(August 2020), 100457. https://doi.org/10.1016/j.lcsi.2020.100457

Torres-Velasquez, D., Lobo, G., Parker, I. MeCaskey, R., & Robichaux-Davis, R. R. (2023). "Culturally responsive mathematics teaching and English language learners." Mathematics Teacher: Learning and Teaching PK-12, 115(9). https://doi.org/10.5951/mtlt.2022.0171

Tragant, E., Marsol, A., Serrano, R., & Llanes, À. (2016). Vocabulary learning at primary school: a comparison of EFL and CLIL. *International Journal of Bilingual Education and Bilingualism, 19*(5), 579–591. https://doi.org/10.1080/13670050.2015.1035227

United Nation. (n.d). *The 17 goals*. Retrieved October 30, 2023, from https://sdgs.un.org/goals. at 13.29

Varghese, M. M., & Johnston, B. (2007). Evangelical Christians and English language teaching. *TESOL Quarterly, 41*(1), 5-31. http://www.jstor.org/stable/40264329

Villegas, A. M., & Lucas, T. (2002). Preparing culturally responsive teachers: Rethinking the curriculum. *Journal of Teacher Education*, *53*(1), 20–32. https://doi.org/10.1177/0022487102053001003

Villegas, A. M., & Lucas, T. (2007). The culturally responsive teacher. *Educational leadership*, *64*(6), 28. https://eric.ed.gov/?id=EJ766361

Xanthou, M. (2011). The impact of CLIL on L2 vocabulary development and content knowledge. *English Teaching: Practice and Critique, 10*(4), 116–126.