

## **The Strengthening Of Teachers Ability In Integrating Content and Language Integrated Learning (CLIL) at Bilingual Class, Muhammadiyah 12 Junior High School Gresik**

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### **Abstract**

The implementation of bilingual learning in International Class Programs (ICP) requires teachers to possess adequate competencies in integrating subject content and English language instruction. However, many non-English subject teachers still experience difficulties in applying bilingual teaching effectively. This community service program aimed to strengthen teachers' competence in implementing the Content and Language Integrated Learning (CLIL) approach at SMP Muhammadiyah 12 GKB Gresik. The program involved 15 teachers and employed Focus Group Discussion (FGD) and practical workshop methods. The activities included needs analysis, CLIL training, lesson plan development, classroom practice, and evaluation. The results showed that teachers gained a better understanding of the CLIL framework, particularly the 4C components (Content, Communication, Cognition, and Culture). Furthermore, participants were able to design bilingual lesson plans and demonstrate CLIL-based teaching practices. The program contributed positively to enhancing teachers' professional competence and supporting the implementation of bilingual education in the school.

**Keywords:** Content and Language Integrated Learning (CLIL), bilingual education, Teacher Competence, Language and Content Integration

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### **Introduction**

English has become an essential competency in the 21st century, serving not only as an international language for communication but also as the primary medium for accessing global knowledge, science, technology, and innovation. Consequently, educational institutions are increasingly expected to equip students with English proficiency alongside strong academic competencies to prepare them for participation in a globally interconnected society. In Indonesia, this demand has encouraged many schools to implement bilingual education and International Class Programs (ICPs), where English functions not only as a subject of study but also as the language of instruction for content subjects such as Mathematics, Science, and Social Studies.

One of the most widely recognized approaches to bilingual education is Content and Language Integrated Learning (CLIL). According to Coyle, Hood, and Marsh (2010), CLIL is a dual-focused educational approach in which students learn subject content while simultaneously developing proficiency in a foreign language. The approach is built upon the 4Cs Framework—Content, Communication, Cognition, and Culture—which emphasizes that language learning should occur through meaningful

engagement with academic content while fostering higher-order thinking skills and intercultural awareness. Rather than teaching language in isolation, CLIL integrates language and content learning within authentic classroom contexts.

A growing body of research has demonstrated the effectiveness of CLIL in enhancing students' language proficiency, conceptual understanding, critical thinking, problem-solving abilities, and learning motivation (Coyle et al., 2010; Khoiriyah, 2021). Furthermore, CLIL promotes active learning by encouraging students to use English as a tool for constructing knowledge rather than merely studying the language itself. These advantages make CLIL an appropriate pedagogical approach for schools implementing bilingual education.

Many teachers have limited opportunities to receive formal training in CLIL pedagogy, making it difficult to implement the approach effectively. Preliminary observations and discussions conducted at SMP Muhammadiyah 12 GKB Gresik revealed several challenges faced by teachers in implementing bilingual instruction. Although the school has demonstrated a strong commitment to developing bilingual classrooms, many teachers continue to experience difficulties in selecting appropriate instructional language, designing bilingual lesson plans, integrating content and language objectives, and developing classroom activities aligned with CLIL principles. Without adequate professional support, bilingual instruction may not fully achieve its intended educational outcomes, potentially limiting students' academic achievement as well as their English language development.

Therefore, a community service program focusing on teacher training and mentoring in Content and Language Integrated Learning (CLIL) is both timely and necessary. The proposed program aims to strengthen teachers' conceptual understanding of CLIL while developing their practical skills in designing bilingual lesson plans, integrating the 4Cs Framework into classroom instruction, creating content- and language-based learning activities, and developing assessment strategies that evaluate both academic content and language proficiency. Through workshops, collaborative lesson planning, classroom simulations, and reflective mentoring, teachers will gain practical experience in implementing CLIL-based instruction that is sustainable and contextually appropriate.

Ultimately, this program is expected to enhance teachers' professional competence in bilingual education, improve the quality of classroom instruction, strengthen students' English language proficiency alongside their academic achievement, and support SMP Muhammadiyah 12 GKB Gresik in realizing its vision of providing high-quality education that prepares students to become globally competitive learners.

## **Methods**

This community service program was conducted at SMP Muhammadiyah 12 GKB, Gresik Regency, East Java, Indonesia, involving 10–15 non-English subject teachers teaching in the school's International Class Program (ICP). The program aimed to enhance teachers' competence in implementing Content and Language Integrated Learning (CLIL) to support bilingual instruction. A participatory approach was employed, engaging teachers throughout the entire process, from needs assessment to training, classroom implementation, and evaluation.

The program consisted of four sequential stages. The first stage was needs assessment, which aimed to identify teachers' prior knowledge, teaching practices, and challenges related to bilingual instruction. Data were collected through structured group discussions with ICP teachers. The discussions explored teachers' experiences in using English as the medium of instruction, their familiarity with CLIL principles, and

the difficulties they encountered in designing bilingual lesson plans and classroom activities. The findings from this stage served as the basis for developing the training materials and mentoring activities that addressed the participants' specific needs.

The second stage involved training and workshops. Participants were introduced to the theoretical foundations of CLIL, including its principles and the 4Cs Framework—Content, Communication, Cognition, and Culture. Following the theoretical session, teachers participated in hands-on workshops where they designed CLIL-based lesson plans and developed instructional media suitable for bilingual classrooms. The training adopted interactive lectures, demonstrations, and guided practice to ensure that participants not only understood the theoretical concepts but also acquired practical skills for integrating content and language objectives into classroom instruction.



Picture 1 : *Workshop of lesson Plan CLIL based*

The third stage focused on mentoring and classroom implementation. During this phase, participants implemented the CLIL-based lesson plans they had developed in their respective ICP classrooms. The implementation was observed by the community service team using classroom observation to examine lesson delivery, the integration of content and language objectives, classroom interaction, instructional strategies, and the use of learning media. Constructive feedback was provided after each teaching session to support teachers in refining their instructional practices and strengthening their application of CLIL principles.

The final stage was evaluation. Evaluation was conducted through Focus Group Discussions (FGDs), during which participants reflected on their teaching experiences, discussed the challenges encountered during implementation, and shared best practices for improving bilingual instruction. In addition, the lesson plans developed by the participants were reviewed and validated against CLIL principles to assess their quality and appropriateness. The feedback obtained from the evaluation process was used to revise and improve the lesson plans, ensuring that they were pedagogically sound and applicable to bilingual classroom contexts.

Through these four stages, the program was expected to strengthen teachers' understanding of CLIL, improve their ability to design high-quality bilingual lesson plans and instructional materials, and enhance their confidence in implementing CLIL-based teaching practices. Ultimately, the program sought to contribute to the sustainability and quality of bilingual education in the International Class Program at SMP Muhammadiyah 12 GKB.

**Results and Findings**

The community service program resulted in significant improvements in teachers' pedagogical competence and their readiness to implement Content and Language Integrated Learning (CLIL) in bilingual classrooms. The outcomes were identified through classroom observations, lesson plan analysis, and reflective discussions conducted throughout the training and mentoring stages.

**Findings*****A. Teachers Improvement in pedagogical and Language Competence***

Prior to the training, most participants reported limited experience in implementing bilingual instruction systematically. English was generally used in combination with Bahasa Indonesia without a clear pedagogical strategy, and lesson planning primarily focused on subject content without explicitly integrating language learning objectives. In addition, none of the participating teachers had previously developed lesson plans based on the CLIL framework.

Following the workshop and guided practice sessions, substantial improvement was observed in teachers' instructional planning. Approximately 92% of the participants successfully designed CLIL-based lesson plans that incorporated the 4Cs Framework—Content, Communication, Cognition, and Culture. The lesson plans demonstrated clearer alignment between content objectives and language objectives, while learning activities were structured to encourage meaningful language use during subject learning. These findings indicate that the training effectively enhanced teachers' understanding of CLIL principles and their ability to translate theoretical concepts into practical instructional design.

This finding supports Coyle et al. (2010), who argue that effective CLIL implementation requires careful integration of subject content and language objectives rather than treating language merely as a medium of instruction. The improvement also suggests that structured professional development can significantly strengthen teachers' pedagogical competence in bilingual education.

***B. Changes in Classroom Teaching Practice***

The implementation stage demonstrated noticeable changes in teachers' classroom practices. Classroom observations revealed that participants began applying various CLIL strategies to facilitate students' language development while maintaining content learning objectives. One of the most evident changes was the increased use of language scaffolding, including sentence starters, keyword lists, and guided questioning techniques that supported students in expressing ideas in English.

Teachers also incorporated English task instructions to increase classroom interaction and encourage authentic language use throughout the learning process. Rather than relying solely on teacher explanations, students were encouraged to participate in pair discussions, collaborative tasks, and classroom presentations using English as a means of communication. These instructional innovations contributed to greater student participation during classroom activities. Students appeared more willing to respond to questions, engage in discussions, and use English when completing academic tasks. The findings are consistent with previous studies indicating that CLIL promotes meaningful communication and increases learner engagement by embedding language learning within authentic academic contexts.



Picture 2 : *Micro Teaching using CLIL Design*

### ***C. Impact On Teaching and learning***

The overall impact of the program was reflected in both teacher performance and student engagement. Classroom observations indicated increased student participation, particularly in responding to classroom instructions, participating in discussions, and using English for simple academic communication. Although students continued to use Bahasa Indonesia when discussing complex concepts, they demonstrated greater confidence in incorporating English vocabulary and expressions during classroom interaction.

Teachers also reported increased confidence in conducting bilingual instruction. Through the combination of workshops, mentoring, and classroom practice, participants developed a better understanding of how to balance content delivery with language support. The opportunity to receive constructive feedback after classroom implementation enabled teachers to refine their instructional strategies and improve the quality of their lesson plans.

These outcomes highlight the importance of sustained professional development in supporting the successful implementation of CLIL. Training alone may increase teachers' conceptual understanding; however, mentoring and reflective practice provide opportunities for teachers to apply, evaluate, and continuously improve their instructional practices. Therefore, combining workshops with classroom mentoring represents an effective model for strengthening teachers' competence in bilingual education.

Overall, the program achieved its primary objective of improving teachers' capacity to implement CLIL in the International Class Program at SMP Muhammadiyah 12 GKB. The positive changes observed in lesson planning, classroom practice, and teacher confidence suggest that the program has the potential to contribute to the sustainability and quality of bilingual instruction. Future programs are recommended to include longer-term mentoring and follow-up observations to examine the long-term impact of CLIL implementation on both teacher professional

### **Conclusion**

The community service program involving training and mentoring on the implementation of Content and Language Integrated Learning (CLIL) at SMP Muhammadiyah 12 GKB, Gresik, successfully enhanced teachers' understanding and practical skills in integrating English language instruction with academic content in bilingual classrooms. The program equipped teachers with both the theoretical

knowledge and pedagogical competencies required to design and implement CLIL-based instruction.



Picture 3 : After Micro Teaching

The combination of Focus Group Discussions (FGDs), workshops, and classroom implementation proved effective in helping teachers understand CLIL principles and apply them in developing lesson plans and classroom activities. The findings indicate that participating teachers were able to design CLIL-based instructional materials aligned with the 4Cs Framework (Content, Communication, Cognition, and Culture) and demonstrated greater readiness and confidence in delivering bilingual instruction. To ensure the sustainability of the program, continuous professional mentoring is recommended, accompanied by closer collaboration between subject teachers and English teachers. Such collaboration will facilitate the consistent implementation of CLIL across the curriculum and maximize its impact on both teachers' professional development and students' academic achievement and English language proficiency in bilingual classrooms.

This program demonstrates that structured professional development, supported by ongoing mentoring and collaborative practice, can serve as an effective strategy for strengthening the quality of bilingual education and promoting sustainable CLIL implementation in Indonesian schools.

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