

Religious Value, Content Language Integrated Learning and a Model of Students' Character Building in Nutrition Study Program

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Keywords: Critical Awareness, Religious Value, EFL, CLIL, Character Building

Abstract: This article is about the exploration of the university students critical awareness who learn English as well as the concept of Nutrition in their major on the same time. There are some elements of language and culture related to nutrition that are naturally developing in the society that would be explored in building the character expected by the department. To overcome the challenges as well as to foster the development of English as a foreign language (EFL) learning, religious values, Content Language Integrated Learning (CLIL) were be integrated in and utilized. Two classes of the second and the third semester students in Nutrition Study Program who learn English as one of their subject participated in this research. Ten of them involved intensively. Multimedia instruction in the form of video, texts and journals related to nutrition from websites, task based question generated strategies and observation are used to explore and develop a model of the religious value and critical awareness of the students. Field notes from the students presentation and the essays created by the students are part of the data that is reported and discussed in this article. Knowledge, beliefs, values and cultural practices in the society reported in English as the reflection of critical awareness developed by the students and value building are shown as the result.

1 INTRODUCTION

Developing critical awareness through any subjects learned in college is one of the goal of the Public Health Science Faculty in the university in which this study was conducted. In the Nutrition study program, during the study, the second semester students were introduced to the importance of English as global language in their major and in the second and the third semester. This study aimed to explore the implementation of CLIL through English language teaching by integrating religious value. The development of their English mastery as well as the literacy in nutrition as their major related to the society where they apply any theories as well as skills they learnt were reported. Therefore, texts in English related and integrated to the other matters in Nutrition study program were used and introduced to build the awareness.

The teaching learning process of English as a Foreign Language (EFL) was developed based on the institution vision an mission of UHAMKA as

one of Muhammadiyah University in Jakarta. Therefore, Islamic values were integrated in the classroom practices. Various responses were found in form of behavioral, cognitive and emotional aspects of attitudes especially in EFL. This findings is completely essential to be explored since English literacy is one of important factors that is needed to develop the students' skill during their study. Communication skill, would also be used in applying the knowledge in the society. Even more, as Moslem, religious values they have learnt would be beneficial for their future carrier.

Brown 2001 argued one model of learner centered instruction namely Content Based Instruction that contrast with many practices. It is when language becomes the medium to convey informational content of interest and relevance to the learner. Language in this approach, takes on its appropriate roles as vehicles for accomplishing a set of content goals.

Content and Language Integrated Learning (CLIL) is the name given to a kind of teaching (and earning) where the students study a subject such as biology, math or citizenship and at the same time learn the language they need to understand and talk

about the subject in a second language Harmer (2012). He strengthen the argument about CLIL that it's different from general English teaching. The expert of CLIL suggested that it should stress on social interaction,, students' collaboration, scaffolding the students with language experiences, supporting the students to use metacognitive skills and asking them to think creatively in the classroom.

2 SUBJECTS AND METHODS

This study applied qualitative research design. There are two classes of the second and the third semester students in Nutrition Study Program joining English course participated in this research. Ten of the students intensively involved in supporting detail information about the teaching learning process and result. To overcome the challenges as well as to foster the development of English as a foreign language (EFL) learning, the religious value from Al Qur'an reading set in every beginning of the classes and Content Language Integrated Learning (CLIL) were integrated in and utilized. Multimedia instruction in the form of video, texts and journals related to nutrition from websites, task based question generated strategies and observation are used to explore and develop a model of the religious value and critical awareness of the students. Field notes from the students presentation and the essays created by the students are part of the data that is reported and discussed in this article. Knowledge, beliefs, values and cultural practices in the society reported in English as the reflection of critical awareness developed by the students and value building are shown as the result.

3 RESULTS AND DISCUSSION

3.1 Behavioural Aspects of Attitudes

Three sub-variables were investigated related to behavioural aspects were self-confidence, learning environment, and learning experiences. They are self confidence, learning environment, and learning experience. Combination of behavioural aspects developed from learning EFL and Nutrition integrated to Islamic values were introduced as a model to developed supportive attitudes toward their English mastery as well as professional prospect.

These are challenges especially in a big class of 25 to 35.

3.1.1 Self-confidence

In the beginning of the course the survey of the first semester students joining English course revealed that 50 % feel embarrassed to speak English in front of the classroom. Also, almost half of the students were not relaxed whenever they had to speak in front of the class. Then, such items represented that the students were not confident enough to perform their English speaking.

To increase the confidence, the students should be convinced that they have potential to convey the message in English better by providing more chances to practice in the class as well as outside the class. Performing in a group as well as personally were encouraged. Joining speaking contest was appreciated and supported.

3.1.2 Learning Environment

Although half of the students tended to be neutral, more than 60% agreed to the statement that their peers' English skills motivated them to be better, and 70 % agreed that they would like to have many English-speaking friends. The students' success of learning is inseparable to their surroundings.

Collaborative learning and Content Language integrated Learning (CLIL) were applied to create more conducive and scientific classroom environment. Some versus from *Al Qur'an* (adopted package of sequence used in UHAMKA Education Faculty) were read aloud in the beginning of every session continuously as the implementation of Islamic values. The translation in English from the same package was also read aloud. The version in *Bahasa* was provided to complete the discussion related to the topics about nutrition developed in the lesson. Integrated explanation about the relation between the *Qur'an* reading and the source of nutritious food and its process in growing the plantation as well as the animal, how it is digested in cell and involved in human metabolism to produce energy and other topics were prepared and discussed.

3.1.3 Learning Experiences

The percentage of 75% revealed that the students paid attention to the lesson while the rests mostly were neutral. Also, 70% of the students asked the homework or lesson taught while missing the class. Due to the importance of learning experiences as a

basic thing that form attitude, the process of teaching and learning should give good impressions. For a non English major classroom practices, variety of prior knowledge and experiences may have a great influence on motivation (Wijirahayu, 2008) Therefore, the classroom activities should be designed to minimize the students' negative experiences in learning.

Presentation about nutritious substances in colourful fruit were assigned in a group as on going assessment as well as final project. Personal task in sharing experience of *Ramadhan* fasting and celebrating *Lebaran* especially relating to food and eating habit were given as the final assignment. Basically telling about that special month for moslem is motivating. Yet, for some students in this study, it is also challenging. It is uniquely exposed since the students came from different parts of Indonesia that culturally different in nature.

In the third semester, the students were assigned in a group to think of different procedures they have learned from the other subject matters in the previous semester. Each of the group is asked to study the terms related to the procedure and find pictures of figures representing their understanding about one it and share their understanding in the form of presentation in the class.

Journal in English related to their subject matters in Nutrition selected by the students themselves in a group of three based on their interest were explored, explained and presented. It is to develop more self-confidence of the students to communicate scientifically in their major. Comprehension were built and increased by completing the presentation with some pictures or figures in power points representing their understanding about the content of the journal.

Task to generate questions from the journal abstract were given to improve the students English mastery as well as to raise the students critical awareness about their subject matters. There are more than eleven different journal titles chosen and discussed in the class in this study. From this activity the students could learn different terms and contents presented and explained in English by their friends from the other groups.

3.2 Speaking and Writing Performance Test Result

To highlight, topics development showed satisfying mean score of overall aspects, revealing that some students is successful in increasing their confidence

and skill in conveying ideas spoken. Yet, some of them seemed to find difficulty in providing relevant information by developing key ideas. Accumulation score revealed that 78% of students demonstrated their communication satisfactorily in overall; however, the rests were categorized at a level indicating that their communication is limited. The general descriptions of speaking rubrics notice that the group of students at that level was actually connected to the task, but some information was missing that obscure the meaning.

All of the task they have learned in the class were also evaluated again in the final exam. In that written exam the students were asked to reveal their understanding about the Islamic values they have learned from *Qur'an* reading related to their subject matters they have studied and discussed in the class.

3.3 Cognitive Aspects of Attitudes

All of the task based activities were assigned to create cognitive aspect of attitude that shaped the character of the students. Integrating Islamic values to the learning content of the students in their major through English as a tool of communication created scientific atmosphere that developed their critical awareness about the topics discussed. Question generating strategies and performance task based applied in learning EFL in this study led the students to creative thinking classroom practices (Wijirahayu & Ayundhari, 2019)

3.3.1 Beliefs and Thought

More than half of the students believed that they had more knowledge and more understanding when studying English. The items revealed the majority believed that English is important for their lives, and found to have clear objectives of learning English. In fact, beliefs about language learning and language learning strategies influence not only learners but also lecturers in the EFL classroom practices (Wijirahayu, 2017).

Some values reflecting their beliefs and reported by the students in the final task were about the importance of reading (*Al Alaq*), the values gain in reading *Al Qur'an* especially in Ramadhan (*Al Qadr*), the civilization of one generation (*Al Mujjadilah 11*), about living creatures and inorganic ones on earth (*Ali Imran 11-19*) and the universe created by Allah (*Al Baqarah*). Some of the expressions are in *Bahasa*, for example: “ ...

seseorang harus banyak membaca karena dengan membaca kita akan tahu dan paham, sehingga kita sadar bahwa Allah sang Maha Pencipta. ” Nevertheless one of the scientific goal of education from Islamic beliefs was achieved since the education process encouraged the learners closer to Allah.

3.3.2 Skills, Knowledge Or Abilities

The study revealed that the students were in doubtless that they could summarize the important points in English lessons since almost all agreed to it. As a matter of fact, 65% of the students found it was not hard to apply English lessons in their real lives. It is argued that the behavioral aspects showed the lowest mean score since the participants did not feel relaxed when they had to speak English. In the aspects of emotional, the participants preferred using their mother tongue to English language. The students had negative attitudes towards their learning experiences were reported by Lin and Warden (1998). Still in the same negative dimension of attitudes, the study conducted by Paker and Devrim (2012) entitled “*Attitudes and Perceptions of the Students and Instructors towards Testing Speaking communicatively*” showed negative result towards their speaking performance that was mostly caused by the lack of preparation and speaking test experiences. The attitude could be affected by bad experiences in EFL learning and increase the anxiety (Irawan, Warni, Wijirahayu, 2018)

3.4 Emotional Aspects of Attitudes

Two sub variables elicited were, feeling-involved learning and learning preferences. Related to feeling-involved learning, majority showed that they were enjoyable at studying English. Interestingly, 75 % stated that they were looking forward to English speaking activities. Related to language learning preferences, the survey revealed that 80 % like studying English better than other foreign languages. Sharing similar study result that the respondents have positive attitudes in overall aspects, Wijirahayu & Dorand (2018) argued that such condition should be at the advantages as the students who engage in learning activities emotionally would grow the other attitude aspects. Soleimani and Hanafi (2013) also confirmed that the key to obtaining target language can be achieved if the teachers successfully define the importance of each

activity and motivate the students to have learning responsibilities. The students had a positive emotional aspect of attitudes as they felt excited to have speaking activities; yet, the students showed negative behavioral aspect, as they did not feel relaxed whenever they had to speak in front of the classroom. Furthermore, the other item showed that most of the students felt embarrassed to speak that represented low mean score and negative behavioral aspect towards speaking.

4 CONCLUSION

A model of university students' character building that is promoted in this study by integrating Islamic religious value with CLIL majoring in Nutrition Study Program in EFL learning context has shown prospective results. English mastery in form of spoken and written English performance of the students were increasing in line with the behavioral as well as cognitive aspects of the students attitude. Islamic values learned from the application of the model shown in the result of their final exam were promising. Literacy and awareness from their scientific performances in English and Islamic values were reflecting in their work. Nevertheless, some difficulties experienced by the students in communicating the ideas in English should be observed further intensively for providing more significant solution in applying CLIL in this field of study.

ACKNOWLEDGMENTS

First, the writer would like to thank to the chief of UHAMKA Research Institution and the staffs who support this research. Second, appreciation is delivered to the Dean and the Vice Dean of Public Health and Sciences Faculty in UHAMKA as well as to the Head of Nutrition Study Program who involved in the study. Appreciation is also delivered to the ICSDH committees that provide forum for the publications. Last but not least, appreciation is for the Director of UHAMKA Graduate School and its English Education Study Program who are part of the supporters in this study.

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