



**STUDENT TEACHERS' SELF-ASSESSMENT OF UNDERSTANDING AND
IMPLEMENTATION OF CLIL: A CASE STUDY AT PRESIDENT UNIVERSITY**

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ABSTRACT

Nadia Sutami, 019202000003. Student Teachers' Self-Assessment Of Understanding And Implementation Of Clil: A Case Study At President University

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Content Language Integrated Learning (CLIL) has emerged as a significant methodology in bilingual education, integrating content instruction with foreign or second language learning. This study explores the implementation of CLIL in Indonesian primary education, focusing on the knowledge and understanding of pre-service and in-service teachers from the Study Program of Elementary Teacher Education at President University. Despite the increasing integration of English into early education, research on CLIL in Indonesia remains limited, particularly regarding teachers' perspectives and preparedness for CLIL. This qualitative case study, utilizing purposive sampling, aims to address this gap by examining teachers' familiarity with CLIL principles and their readiness to apply them in English-medium classrooms. Data were collected through a questionnaire adopted from Mcdougal's (2015) study assessing teachers' knowledge and understanding of CLIL. Findings reveal a general lack of in-depth understanding among participants, with difficulties in balancing content and language instruction being prevalent. Teachers exhibited mixed attitudes towards CLIL, influenced by concerns over language proficiency, confidence, and the challenges of teaching content in English. The study underscores the need for targeted professional development to enhance teachers' competence in CLIL, which could, in turn, improve educational outcomes for students. The research can contribute valuable insights for educators, students, policymakers, and future researchers, suggesting further investigation into CLIL's effectiveness and broader application in Indonesia.

keywords: bilingual education, CLIL, teachers' comprehension, teachers' attitudes

ABSTRAK

Content Language Integrated Learning (CLIL) telah muncul sebagai metodologi yang signifikan dalam pendidikan bilingual, mengintegrasikan pengajaran konten dengan pembelajaran bahasa asing atau kedua. Penelitian ini mengeksplorasi implementasi CLIL dalam pendidikan dasar di Indonesia, dengan fokus pada pengetahuan dan pemahaman guru pra-jabatan dan dalam-jabatan dari Fakultas Pendidikan Guru Sekolah Dasar di Universitas Presiden. Meskipun integrasi bahasa Inggris dalam pendidikan dini semakin meningkat, penelitian tentang CLIL di Indonesia masih terbatas, terutama mengenai perspektif dan kesiapan guru terhadap CLIL. Studi kasus kualitatif ini, dengan menggunakan purposive sampling, bertujuan untuk mengatasi kesenjangan ini dengan memeriksa familiaritas guru dengan prinsip-prinsip CLIL dan kesiapan mereka untuk menerapkannya di kelas-kelas yang menggunakan bahasa Inggris sebagai medium. Data dikumpulkan melalui kuesioner yang diadopsi dari studi McDougal (2015) yang menilai pengetahuan dan pemahaman guru terhadap CLIL. Hasil analisis data mengungkapkan kurangnya pemahaman mendalam di antara peserta, dengan kesulitan dalam menyeimbangkan pengajaran konten dan bahasa yang banyak ditemui. Guru menunjukkan sikap yang beragam terhadap CLIL, dipengaruhi oleh kekhawatiran tentang kemampuan berbahasa, kepercayaan diri, dan tantangan dalam mengajar konten dalam bahasa Inggris. Studi ini menekankan perlunya pengembangan profesional yang ditargetkan untuk meningkatkan kompetensi guru dalam CLIL, yang pada gilirannya dapat meningkatkan hasil pendidikan bagi siswa. Penelitian ini memberikan wawasan berharga bagi para pendidik, siswa, pembuat kebijakan, dan peneliti di masa depan, serta menyarankan arah penelitian lebih lanjut mengenai efektivitas CLIL dan penerapannya yang lebih luas di Indonesia.

Kata kunci: CLIL, pendidikan bilingual, pemahaman guru, sikap guru

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(Nadia Sutami)

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