THE IMPLEMENTATION OF CONTENT-BASED INSTRUCTION IN ISLAMIC HIGHER EDUCATION

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Abstract:
Together with the development of technology and knowledge in English Language Teaching, teaching model develops variously. There is no single model of teaching meets all the students' needs, especially in Islamic higher education institution. Content-Based Instruction (CBI) offers a teaching model which integrates the teaching of subject matters and language skills in a class. The findings of the present research reveal the benefits of the implementation of CBI cover cognitive and affective aspect. The knowledge of the Islamic contents and foreign languages increases and the behavior gets better. However, the more substantial finding is that the implementation of CBI eases the burden of the lecturers in doing two main tasks, namely, teaching (internalizing) Islamic values and teaching language skills.

Keywords: *Content-Based Instruction, Islamic Higher Education*

The development of language and technology in the global communication requires all the people to take part into it actively. People can get in touch with others in the world easily as long as they master one or more international languages including English and Arabic. Along with the issues of revolution of industry 4.0, people need to master English/Arabic

as all tools are digitized and the language for giving instruction is English/ Arabic. As a result, there is a rapid increase of the need to master English/ Arabic recently. This fact implies that the teaching of English/Arabic should be given serious attention from the government as well as the teachers. The selection of teaching model or strategies should be done in such a way that the students do not only "what is language", but also "how to use language".

As a response to the revolution of industry 4.0, the government especially through the Ministry of Religious Affairs decides that all higher education institutions in Indonesia must carry out the teaching of foreign languages. This decision is taken due to the fact that many professions require the ability of using foreign language. Nevertheless, the teaching of English and Arabic is mandated to any department in Islamic higher education (Direktorat Pendidikan Tinggi Keagamaan Islam, 2018). In fact, to take part in the global communication, the ability of using foreign language(s) is highly required. As the main concern of Islamic higher education is developing Islam and its teaching, integrating language and Islamic content is a must. Therefore, sin practice, the language used is either English or Arabic and the materials are about Islamic teaching. The use of Content-Based Instruction becomes an alternative to accommodate the students' need.

Teaching foreign language is not merely about teaching form and function, but also teaching the culture of the target language. There are two views about the relationship between language and culture. First, culture guides human being in seeing reality and express by using linguistic and non linguistic form. At this point, language functions as a tool for expressing feeling, identifying others, and making experience. So, language is very much influenced by culture. The second view is the theory of Sapir-Whorf which views that culture is influenced by language. It means that the way somebody speaks, behaves, or views reality is affected by the language s/he uses. For example, in an English speaking country, people are more open in respecting elderly people. In English, the way to address any second person is by using the word "you", whoever the person is. However, in Indonesian,

to address second person, the words anda, bapak/ibu are more suitable than kamu. Through learning foreign language, thus, the students will get an understanding across cultures.

In addition to culture, the content of foreign language teaching includes moralities and religious values. In the Islamic higher education, the activities are intended to enhance both students' communicative competence and the materials are about Islam. The students are expected to master the language and the content as well. To do so, some popular models of teaching offer good teaching alternatives. Some of them are cooperative learning, collaborative teaching, and content-based instruction. Content-based instruction is also recognized as Content and Language Integrated Learning/CLIL (Brinton, Snow, & Wesche, 2003, p. 2). This method combines the teaching of language and content in a class. According to Heine (2010, p. 2) CBI is a teaching alternative in which the content is presented by using the foreign language. For example, students learn mathematics by using English. In the current context of the research, the students learn about religion by using English or Arabic.

Previous studies on CBI shows that CBI brings some benefits for the students such as it brings good long term effects on the students' success (Song, 2005), it promotes an alternative model of teaching (Smala, 2013), foster students' listening and speaking skill (Naves & Victori, 2010) and some other benefits. Studies in different fields of education also highlight the advantages on implementing CBI in the classroom. Aripudin (2016) notices that the practice of CBI in Islamic education institution can help the students to find the connection between general knowledge and Islamic teaching. Meanwhile, Muspiroh(2018) notices that the integration of Islamic values in the teaching of science affects the students' attitude and behavior. They become more aware on their responsibility. It can be inferred that CBI may be practiced in any field of education, not limited to second language learning.

CBI is implemented through some ways. One strategy done by Khamdan (2008) is by integrating Islamic values since the process of

developing lesson plan, selecting learning material, and designing learning activities. Amelia (2012) finds that effective ways to implement CBI include 1) the topic of learning reflect Islamic values, 2) the teacher inserts the Islamic names, events related to Islam, and places bound to Islam historically, 3) the teacher inserts verses in Al Quran and Hadith in the teaching process, and 4) mixes Islamic expressions in the class. Muttaqien (2017) suggests the implementation of CBI is done by 1) measuring students' prior knowledge in order to provide suitable material, 2) carrying out teaching and learning that contains Islamic values like using Islamic greeting, and 3) assessing students behavior based on Islamic values.

At university level, implementing CBI is believed to bring many benefits for the students. However, not many studies can be found in this realm. In addition, the situation in university where the lecturers enjoy the freedom to develop teaching and learning, often drive them work in an individual teaching atmosphere. Whereas, it is highly recommended that in teaching second language in Islamic higher education, there is integration across some content knowledge. Therefore, how CBI is implemented in Islamic higher education is worth investigating.

METHOD

The current study was conducted through two stages. Firstly, the researcher made a survey to the lecturers of English and Arabic across Islamic higher education institutions in Indonesia. The area covered Islamic Higher Education (Perguruan Tinggi Keagamaan Islam Negeri) in Sumatra, Kalimantan, and Java islands. The purpose of doing survey was to find out the tendency of the lecturers in practicing CBI. The reason for limiting the investigation in Islamic Higher Education was the contents to be learned were Islam and its teachings. The number of the respondents who filled in the survey was 160 lecturers, consisting 120 English lecturers and 40 Arabic lecturers.

Secondly, the researcher went deeper in investigating information

about the implementation of CBI by conducting in-depth-interview with the selected lecturers. The criteria for selecting the subjects were 1) English or Arabic lecturers, 2) implement CBI, 3) experience practicing CBI for more than 5 years, and 4) work near the researcher. There were 10 lecturers were selected to be the subject of interview, 5 English lecturers and 5 Arabic lecturers. In relation to the topic to be investigated, it covered six areas, namely,1) purpose of implementing CBI, 2) Islamic values mostly integrated, 3) types of CBI commonly implemented, 4) the share of instructional task, 5) focus of instructional evaluation, and 6) the development of learning materials.

FINDINGS AND DISCUSSIONS

The Purpose of Implementing CBI

160 respondents answered that they implemented CBI. This means that 100% of them already understood the concept of CBI. All the respondents stated that the purpose for implementing CBI was to help the students understand about Islam better and apply the teachings of Islam in their daily life. Seen from the perspective of second language teaching, the implementation of CBI was directed to expose the students with various language inputs. The students were introduced to various vocabularies related to religious conduct such as ablution, alms levy, and so on. The result of the interview showed that the lecturers implement CBI based on some purposes, for instance, to make the students able to read texts written in English or Arabic. Another subject stated that the implementation of CBI was directed to improving students' skills of foreign language so that they could participate in global communication. In fact, to take part in international competition, students need to be able to use English or other international language. In relation to the teaching of Islamic education, the implementation of CBI was seen important to expose students with text written in foreign languages.

The practice of CBI done by the lecturers in Islamic higher education generally had a purpose of internalizing the Islamic moralities to the students.

The teaching and learning would be more conducive because the students already had prior knowledge about Islam. The students' participation and motivation in the class were also high even though there was anxiety among them. The implementation of CBI, however, brought good effect to the students. It confirmed Huang's (2008) findings that the implementation of CBI could improve students' participation in foreign language classroom and there was a positive correlation between students' participation and motivation.

Another finding from the present research showed that the implementation of CBI was intended to internalize the concept of well behavior to the students. Theoretically, there is a relationship between language and behavior. The present research confirmed Sapir-Whorf's theory that language affects culture. In the context of this research, students' mastery of foreign language was reflected by their behavior to the lecturers and their fellows. After learning foreign language, students were more open-minded and respectful to the lecturers. Although there were always some students who did not behave well, mostly are well-behaved.

Implementing CBI in higher education, within Vygotsky's socio-cultural approach, is an alternative to boost students' spiritual and intellectual potential. According to Vygotsky, a student can reach optimum development of knowledge with the help of adult or the teacher. To help students gain high spirituality, the lecturers should provide assistance or scaffolding. CBI which integrates Islamic values in a foreign language class was proven to be able to push the students to reach higher and be more optimists.

The subjects of the present research stated that the implementation of CBI was intended to make the students participate more actively in the global communication. Viewed from perspective of communicative language teaching, the integration of Islamic values can be considered as an effort to promote students' communicative competence. In such teaching the students are exposed to practices in using language with the content of Islamic teaching. For example, reading various religious texts written in English and Arabic. The students got exposure to Islamic teaching and at the same time

they developed their foreign language competence.

The goal of national education in Indonesia is to develop the learners to be "whole person" who grow up spiritually and intellectually balanced. Therefore, the educators need a teaching model which meets the two needs. Lovat (2011) notes that value-based education is not an option but an obligation in the modern world. It means that in carrying out education, Islamic values should receive serious attention. In the daily practice, such values are to be integrated. As such, CBI is an alternative to meet the goal of national education.

Islamic Values mostly Integrated

Education is not designed to teach concrete(observable) things, but also abstract thing like values. Values becomes important because it is the parameter of deciding right or wrong. According to Kohlberg (1963:11-13), the development of morality is as importance as the development of intelectuality and to develop them education is the only way. Values include morality, religiousness, and spirituality. Students in Islamic schools must get these values in their learning process so that they can grow up well with those values.

In general, Islamic values are classified into three aspects, namely, divinity(akidah), humanity(akhlak), and law(fiqh). Divinity deals with the relationship between human being and God, humanity deals with the relationship among human beings, and law deals with what is right and what is wrong. The answers of the respondents showed that honesty was the most frequently taught to the students. The reason for doing so was that the standard of morality in the society in honesty. In the academic field, honesty is emphasized over the others. It is sinful for the students and lecturers to plagiate others' work.

Other humanity values such tolerance, responsible, etc. were also integrated in the teaching of foreign language. The subjects of the present research state that the way they integrated such values were by using the values as the topic in reading/writing or other activities. These facts confirm

Hawanti's (2016) research findings that in the daily practice, the values mostly integrated are humanities and worship.

Types of CBI commonly Implemented

Based on the questionnaires, 87.5% of the respondents implemented theme-based CBI. In a class that used theme-based CBI, the main structure of curriculum was developed on the basis of themes like honesty, hard work, discipline, and so on. In the teaching reading, the lecturers would select the texts under the abovementioned topics. Meanwhile in teaching speaking, the lecturers usually implemented guided speaking. For example, the students were given topic and a list of vocabularies related to the topic. After that, they were guided to make presentation based on the topic and the vocabularies given previously. Using theme-based CBI was easy and teacher-friendly. According to Brinton et al. (2003:15) theme-based CBI is different from traditional instruction because in the theme-based CBI, the lecturers are free in selecting the topic and made adjustment as needed. However, Islamic teachings should be internalized in the teaching of all skills.

The second type of CBI commonly implemented was sheltered CBI. 10% of the respondents chose sheltered CBI. In the class, there were two lecturers, the content courses lecturers and language lecturers. The main lecturer was the content courses lecturer, in this case Islamic teaching. The main lecturer did the teaching of the material. Meanwhile, the language lecturers played a role as the mediator between the students and the main lecturers. This type of CBI was rarely implemented because it required higher level of language proficiency. This situation confirms Davis's (2003) statement that sheltered CBI is suitable for a class which uses English as first language. As a matter of fact, not many content courses lecturers had good foreign language proficiency. Many of the students also had low proficiency level. It was supported by the data that the average scores in English and Arabic proficiency test were categorized as low.

The Share of Instructional Tasks.

Various models of teaching were practiced by the lecturers. The most popular one was individual teaching. It means that any process of teaching and learning is under control of one teacher. The lecturer prepares, carries out, assesses, and evaluates the students independently. For experienced lecturer, conducting individual teaching is not a big problem. However, for the newbie, such responsibility is burdensome. Therefore, teaching in group or popularly recognized as team teaching is an alternative. Radigan, Park, & Lin (2003) stated through team teaching the teachers learn from each others.

The findings of the present research showed that the lecturers shared the instructional tasks or did team teaching when they taught general English/ Arabic. General English/Arabic, or whatever the name, are foreign language courses must be taught in Islamic higher educations all over the country. Since it is taught in all department, the teaching is more or less the same. Therefore, to optimize the teaching and learning process, the lecturers often did team teaching. The lecturers made a group consisting of several people teaching English/ Arabic. They prepare the lesson plan, selected the material, taught in the classroom, and evaluated the program together. When they could not come to teach, their counterpart lecturer would substitute. Doing team teaching this way was very effective since there would not be any free class because of the absence of the lecturers.

Despite the benefits of conducting team teaching, some of the respondents stated that they taught the language and the content individually. At this model, the lecturers enjoyed the freedom to develop the teaching and learning optimally. In addition, they had more control on what is going on this class. The findings of the present research confirmed Stronge, Tucker, & Hindman's (2004: 75) statement that effective teacher is the one who has control over everything in the classroom. In short, both teacm teaching and individual teaching had their own benefitss. The selection of the model, of course, depends on the lecturers and the situation.

Focus of Instructional Evaluation

Evaluation has some functions in education. It gives information about students' progress in learning. The result of evaluation is also used as reference for making betterment in the future teaching and learning. In the implementation CBI, the integration between language and content courses required particular way of evaluation. In the present research, 70% of the respondents answered that they conducted the evaluation integratedly. In this context, the integration was on the whole domains of human being, namely, cognitive, affective, and pscyhomotor. The students were evaluated not only on their academic achievement but also on their behavior such as honesty, responsibility, and respect. The purpose was to get complete information about students' development wholly.

According to the theory of unitary trait hypothesis, there are some factors composing language skills but it cannot be measured discretely (Brown, 2004, p. 9). The findings of the present research showed that discrete evaluation could only be used to measure students' language development but not their behavior (affection). The lecturers had to conduct another evaluation when they needed to evaluate students' behavior. It was a waste of time, indeed. Therefore, they chose to integrate the evaluation.Viewed from the perspective of Communicative Language Teaching (CLT), the integration of evaluation done by the lecturers met the requirement that evaluation should portrait the students' ability during and outside the evaluation process. Therefore, the evaluation must be authentic and integrated.

Another finding of the present research is that the lecturers also conducted discrete test or individual evaluation. The lecturers who implemented theme-based CBI usually used discrete test. The evaluation was focused on the students' language development, not Islamic content. For the lecturers who implemented theme-based CBI, the main focus was language skill. Meanwhile, Islamic contents worked as learning material.

The Development of Learning Materials

For learning materials, the lecturers selected to use authentic materials like newspaper and magazine. The consideration for using authentic materials was to draw the students closer to the real use of foreign language, English and Arabic. The strategy was in line with the principle of CBI that suggest the use of realia, poster, brochure, and soon. Richards & Rogers (2001, p.65) state that the use of authentic materials provide real experience of using second language. In other words, using authentic materials is beneficial. The findings of the present research proved that students got some benefits from using English / Arabic magazine and newspaper, for example, their improvement of vocabularies was boosted. In the field of curriculum design, the selection of learning materials should be the one that can raise students' curriosity of particular issue and thus, lead them to conduct a research on such issue. Aripudin (2016, p. 175) suggests that the curriculum foster the students to integrate knowledge and religion well. Through this, the students would see the conection between general knowledge and religious knowledge.

The findings of the research found that in developing the learning materials, the lecturers employed three strategies. The first strategy was simplifying. The lecturers simplified the materials by making them shorter. For example, when the duration of a video was too long, the lecturers cut it without omitting the substance of the video. Another simplification was done by cutting the length of a text. Since the lecturers enjoyed the freedom to develop their own learning materials, cutting or modifying text was not problem for them. Indeed, it improved their creativity.

The benefit of simplified learning materials was it can improve students' confidence. Tomlinson (2011, p. 78), eventhough disagreed with simplification, states that making simple sentences or doing clozed test can increase students' confidence. Further, he suggested that the teacher use real example, not simplified ones, as to attract students' attention. To make the simplification effective, it is important for the lecturers to take regard on students' interest, real life task, and students' need. In the context of the

present research, the students were heterogenous. In terms of their interest, many students learned foreign languages just because it is compulsory subjects. It affects their effort in learning, of course. Learning became something burdening for them. To the lecturers' perspective, simplification was a suitable strategy to make learning foreign language fun.

Another strategy to develop learning materials was adaptation. Adaptation was suitable for the lecturers who applied theme-based CBI. The subjects of the research stated that they mostly used adaptation technique because they focused on teaching language. Meanwhile, the contents were developed based on themes. A well adapted materials were developed through some steps, namely, determining the graduate competence standard, students' need of foreign language, and students' proficiency level. Afterwards, the lecturers select the materials that meet the requirements. The adaptation process took place at all the stages of development of learning materials. The findings of the research confirmed Krashen's (2009, pp. 20-22) comprehensible input theory that the process of acquiring second language is easy when the learners are exposed to any language inputs comprehensible to them. Adaptation is an effort to make the language easier to be understood.

The practical strategy regarding the selection of learning material is adoption. Such strategy was done by the lecturers with a purpose of familiarizing the students with learning materials originally designed for native speakers. The benefit was the students will acquire the foreign language faster. Moreover, many authentic learning materials are avalaible nowadays. The findings of the present study confirmed Tomlinson's (2011) survey that found out whatever the quality of the books cannot meet all the students' needs because they come from different background. Some students may have low motivation and low proficiency and some others are highly proficient and highly motivation. The adoption, however, should take regard on such differences.

CONCLUSION

The implementation of CBI in Islamic higher education is highly urged due to the language need of the students. The students come from different background and have different language need. To meet all the the needs the lecturer must be creative in developing learning materials. Some alternative like simplification, adaptation and adoption offers convenience to the lecturers and the students. However, the lecturers need to be wise in selecting which alternative is the most suitable. In the context of integrating Islamic values in language class, the lecturers have a job to insert in their class a moral teaching especially Islamic moral teaching. To sum up, the implementation CBI in Islamic higher education emerges in the form of the integration of Islamic values in the teaching of English or Arabic.

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