

Analyzing ELT discourses in green leadership and language camp of sekolah dasar muhammadiyah bilingual full day al adzkiya

Hamman, Hamman
Universitas Islam Negeri (UIN) Salatiga

Corresponding author: hamman@uinsalatiga.ac.id

Abstract:

This paper aims to explore English Language Teaching (ELT) process in an inspiring program named Green Leadership and Language Camp (GL2C) organized by Sekolah Dasar Muhammadiyah Bilingual Full Day (SDM BFD) Al Adzkiya Wonosobo, Central Java that covers three areas situational context of English learning discourses such as what is the topics talking about (*field*), who are taking a part during learning and teaching process (*tenor*), and how language is constructed to communicate during learning activity (mode). The school has been promoting English for many years as a means of communication used in bilingual schools of Muhammadiyah even it is the first time in Indonesia by employing English as their prominent language employed in its school. In fact, English conversation among students and teachers have not been running very well. It is indicated that some teachers still have make a conversation with their students in Indonesian language. Therefore, the school principal has initiated to organize a program called GL2C that is intended by school in order to have space for its students to practice English conversation with conducive environment without any destructors more intensively. This study is a qualitative approach that means analysis based on text such as word, sentences and discourses. Method of analysis employs discourse analysis especially context of situation as a technical analysis. Result of this research shows that students have expressed their competence and performance in English conversation with series of field (topics) such as green leadership and internalizing *al Fatihah*, people who get involved (tenor) are 3 teachers, 68 students and 6 facilitators. Finally learning and teaching process are carried out into two modes formal (in the classroom) and informal language (outing class) activity. However, they have still some difficulties to develop other topics as well as non-narrative genre.

Keywords: *english language teaching (ELT), green leadership, language camp,*

Abstrak

Paper ini bertujuan mengeksplorasi proses pembelajaran bahasa Inggris yang dikemas dalam program Green Leadership and Language Camp (GL2C) yang diselenggarakan oleh Sekolah Dasar Muhammadiyah Bilingual Full Day (SDM BFD) Al Adzkiya, Wonosobo Jawa Tengah dengan cakupan pembelajaran bahasa Inggris

topik bahasan (field), relasi dan orang-orang yang terlibat (tenor), bagaimana bahasa digunakan dalam pembelajaran (mode). Sekolah ini sangat menekankan kepada para siswa dan gurunya bahkan warga sekolah menggunakan Bahasa Inggris sebagai sarana komunikasi yang digunakan dalam kegiatan belajar mengajar di sekolah bilingual Muhammadiyah. Hal ini dilakukan sebagai komitmen pionir sekolah Muhammadiyah bukan hanya di Jawa Tengah tetapi juga Indonesia yang menggunakan bahasa Inggris sebagai bahasa utama dalam komunikasi sehari-hari di sekolah. Namun, faktanya percakapan antara para siswa dengan guru masih sering menggunakan bahasa Indonesia. Oleh karena itu, kepala sekolah ini menyelenggarakan sebuah program (GL2C) yang diharapkan oleh sekolah para siswa berlatih percakapan bahasa Inggris selama mengikuti program tanpa adanya gangguan. Kajian ini merupakan pendekatan kualitatif yang menyajikan analisis data dengan teks seperti kata, kalimat dan wacana. Hasil penelitian ini menunjukkan bahwa para siswa mampu mengungkapkan percakapan bahasa Inggris dengan serangkaian tema (field) seperti kepemimpinan hijau dan internalisasi surat al Fatimah, orang-orang yang terlibat (tenor) dalam proses kegiatan belajar mengajar terdiri dari 3 guru, 68 murid dan 6 fasilitator. Terakhir hubungan antar peserta (modes) dikonstruksi melalui dua bentuk bahasa formal (di dalam kelas) dan bahasa informal (di luar kelas). Selain itu, para siswa menguasai percakapan dengan genre teks naratif dan mengalami kesulitan melakukan percakapan dengan tema yang lebih kompleks.

Kata kunci: *kepemimpinan hijau, kemah Bahasa, pengajaran bahasa inggris.*

1. Introduction

Muhammadiyah as modern Islamic organization that manage thousand schools from primary school to junior and senior high schools even higher education institutions have strong commitment to promote human resources development in Indonesia. Based on data presented by Majelis Pendidikan Dasar Menengah Muhammadiyah dan Pendidikan Nonformal, Muhammadiyah has a number of schools 3334 (three thousand three hundred thirty-four) in 2026. Muhammadiyah believes that education is as one of the most effective ways to eradicate illiterate as well as poverty not only in Indonesia but also in the world. Sekolah Dasar Muhammadiyah (SDM) Bilingual Full Day Al Adzkiya located in Wonosobo, Central Java is one of schools under management by Muhammadiyah organization in Indonesia. As Muhammadiyah, this school also has strongly been serious to enhance its qualification through an excellent school program well known as bilingual full day. As mentioned by Garcia and Wei (2014), bilingual schools or schools that are taught by two languages (L1 as native language and L2 as foreign language) have significantly contributed in strengthening cultural and linguistic sensitivity for their students. Awareness toward local and global content culture since in the primary school will lead its students to be adaptive into a new society. The relation between L1 and L2 seems as combination of problem-solving orientation as well as a sensitivity to both local and global language context (Christopher J. Hall, 2011:79).

In the context of bilingual school, SDM Bilingual Full Day Al Adzkiya fosters its students to realize two things intrinsically; local and global content cultures. First, local content-based culture is begun by comprehending Javanese culture and Indonesian language as national identity. Javanese language as indigenous culture and mother tongue will have impact towards students' character in learning English which is used as a medium in bilingual class. As stated by Yuliantari et al, 92023) in English language learning process culturally relevant content and instructional strategies can be incorporated to enhance learners' external motivation and foster a conducive learning ambiance in the classroom. Second, global issues culture is indicated by teaching English as a medium of learning and teaching processes.

Meanwhile Green Leadership and Language Camp shortened as GL2C is an innovative and fun program in learning English conversation designed by SDM Bilingual Full Day Al Adzkiya in collaboration with Institute for Research and Community Development (Lembaga Penelitian dan Pengabdian Masyarakat) known as LP2M Universitas Islam Negeri (UIN) Salatiga. Adams et al., (2020) states that leadership challenges in today's fast-paced environment is a skill how to be effective in decision-making as well as communication skills amidst uncertainty social life. Leaders with global perspective are urgently needed to answer such condition. One of global competences is English communication skills that should be taught earlier especially for non-English spoken country in order to have better performances both in spoken and written communication. English as an international language has significant contribution to launch global events. To be global world view leaders need communicative skills in English as well as other skills such as analyzing data, anticipate potential outcomes, and make decisions that aligned with crucial organizational goals. Some common issues of leadership are fear of making the wrong decision can paralyze leaders, emphasizing the need for a robust decision-making framework that incorporates agility and adaptability and lack of communicative competence as well (Carter, 2018).

However, in fact teaching English is separated with environmental issues as well as leadership skills. In recent condition, English language teaching should be ideally integrated with other issues that relates with students' circumstances, global challenges and sustainable development goals. Based on the presentation, this paper aims to fulfill an academic gap that English camp or English learning and teaching process neglecting green leadership skills. The word green as an adjective of leadership means that it is sustainable leadership which focuses on preserving environmental in learning and teaching English. Therefore, GL2C program is designed to provide leadership competence. There are three issues in the GL2C program such as leadership, environment and English language learning. In short, this program anticipates how human being have pattern interaction with their environment in future (Robert Sibarani, 2024: v).

2. Research method

A qualitative approach is employed in this study to run the process of overall research activity start from method, data collection and technique of analysis done qualitatively. This research is categorized as qualitative descriptive approach which utilizes a method of analysis employs discourse analysis especially context of situation as a technical analysis as genre and register (John Flowerdew2016:138). Halliday states that there are three aspects in the context of situation such as field, tenor, and mode. As mentioned, the Hallidayan theory (1994:128) is believed to be the most comprehensive approach to analyze learning teaching process in GL2C. Context of situation in discourse analysis is described below:

Context of situation	Description
Field	Set of activity sequences oriented to some institutional purpose or it is a semiotics answer of a question what do you do (Martin, 1992: 536)
Tenor	The negotiation of social relationships among participants. It also mediates three dimensions such as status, contact and affect (Martin, 1992:523-535)
Mode	The role of language in realizing social action. It concerned with symbolic reality. (Martin, 1992:508)

Table 1: Context of Situation Discourse Analysis developed by Halliday and J.R Martin

Data of this research are written and spoken texts which are transcribed. The data are categorized as documents taken from two kinds of data sources, primary and secondary. The primary data are oral discourses which are mainly taken from module book delivered during the program. However, to analyze the relationship between discourse maker and its interpretation, the theory of Halliday will be combined with critical discourse analysis developed by Isabela Fairclough (2012), Norman Fairclough (2012), Sara Mills (2013) and Van Dijk. This study integrates two approaches in linguistics study; descriptive linguistics and critical linguistics. This research utilizes a method called critical discourse analysis. Non critical' linguistics, critical linguistics does not just describe discursive structure but also shows how discourse is shaped by relation of power and ideologies, and the construction effects discourse has upon social identities, social relations and system of knowledge and belief, neither of which is normally apparent to discourse participants (Fairclough, 1992: 12). This means that the relation between the speaker and the listener cannot be only explored through text but it must be seen within the power relation, belief and ideology inherent in a society. The texts are just a medium of exercising power, and power is wielded by those who are in capacity to use and interpret the texts. This is important in the context of religions where a

certain section of religious heads or the clergy wield immense power to interpret the texts according to their will and control the audience.

The data are gained through various ways such as interviews with students and teachers of SDM Bilingual Full Day Al Adzkiya, observations during activity of GL2C, and validated documentation both linguistics and non-linguistics (Ahmad Sihabul Millah, 2025:78). In such condition, the writer conveys data inductively according to the facts related to green leadership values in language camp program organised by both SDM Bilingual Full Day Al Adzkiya in collaboration with LP2M Universitas Islam Negeri Salatiga. Respondents in this research were students and teachers of SDM Bilingual Full Day Al Adzkiya selected as participants of GL2C.

The first data collection technique of the research employs structured interviews due to intended questions sheet in order to get specific information related the green leadership and language camp program. For getting further information, the observation method was carried out both in the form of non-participant observation and participants observation. Finally, using the documentation method, he took supporting data implementation of the green leadership and language camp program in Kampoeng Kopi Banaran organized by SDM Bilingual Full Day Al Adzkiya in collaboration with LP2M Universitas Islam Negeri Salatiga. The data were displayed in photos, sentences, discourse and evaluation sheet forms. This program provides series of comprehensive activities from reading al Fatihah, first chapter of the holy Qur'an in English, practice conversation with selected themes and develop green leadership comprehension. LP2M provide professional English teachers during the program.

3. Results and Discussion

Overview of Sekolah Dasar Muhammadiyah Bilingual Full Day Al Adzkia

Sekolah Dasar Muhammadiyah Bilingual Full Day Al Adzkiya recognised as SD MBF AL ADZKIYA, with Nomor Pokok Sekolah Nasional (NPSN) or National School Establishment Number 20341428, is as private school that located in Jl Pasukan Ronggolawe Pagerkukuh, Kecamatan Wonosobo, Regency of Wonosobo, Central Java. This school was established since 2010 accredited with excellent grade based on decree number 147/BAP-SM/X/2015 issued by Ministry of Education on 20 October 2015. SD MBF AL ADZKIYA has been carrying out education system full day school six days in a week. This school under social and religious organisation Muhammadiyah especially Muhammadiyah Regency Board of Wonosobo that has been in area 6.877 meter. As an excellent school, SD MBF AL ADZKIYA provides facilities such as internet, Wi-Fi and electricity supported by the local government. This school has also media for communication between parent and school such as telephone number, email sdmbfaladzkiya@gmail.com and school website <http://www.mbfaladzkiya.sch.id>.

The vision of SD MBF AL ADZKIYA becoming excellent school that builds students' character of high moral value (akhlak al karimah) and high achievement

both in academic and non-academic field. This school also has various innovative programs such as religious character building, English conversation and art that develop students' creativity. By having comprehensive facilities that consists of excellent school accreditation (grade A) and offering extraordinary program, SD MBF AL ADZKIYA will be better choice for parents who serve a good quality of education for their children especially living in Wonosobo Central Java. Religious character building is the most dominant character as basis for developing other skills during learning and teaching process to prepare gold generation the future 2045 which has different challenge as well as opportunities compare to their parents era.

Green Leadership

GL2C was designed to develop students' potency during the program for four days. The participants consisted 70 students and 3 teachers in 2024 and 66 student and 3 teachers in 2025 but this study highlights merely on 2025. In a country like Malaysia, green leadership can support to enhance a sustainability of education to control climate in rural areas (Rahim et al., 2024). This program engages students in rural area and have interaction with a new environment. They are trained to manage garbage, waste, save energy by turning off lamp if it is not used. Meanwhile, in Kenya, school leadership have a significant contribution in school-based environmental management even though it has limited support system (Kariuki et al., 2023). Students and stakeholders are getting along together employ limited facilities running learning and teaching processes. Limited access also has positive meaning save energy as well as environment. So, a green leadership approach, nature-based schools can serve as centers for learning any subject including English Language Teaching and other innovative learning teaching processes as best practice for sustainability development goals. Green leadership aims to analyze the role of school principals and English teacher in particular in implementing green leadership to develop a nature-based school, with a case study at Sekolah Insan Rabbani in Sungai Penuh City. The study focuses on uncovering the application of sustainability principles in curriculum, instruction, and environmental activities, as well as exploring the role of the principal in inspiring the school community to participate actively in environmental conservation. The results are expected to provide in-depth insights into green leadership and offer practical recommendations for school leaders to integrate sustainability values, enabling schools to foster environmentally conscious generations. In short, green leadership promote awareness among students, teachers as well as stakeholders toward environment condition around them and its problems at present to the future while they are learning English.

Language camp

This program strongly focuses on giving opportunity for learners (students and teachers) to practice English conversation both inside and outside classrooms.

GL2C provides multiple competences for students to combine three materials integrated in one program. Those are leadership, environmental issues and English skills. Currently they are very important to be priority topics (issues) for sustainable development goals. There are series of topics that should be learnt within four days. All activities during the program can be presented in the following:

ACTIVITY DAY 1

TIME	ACTIVITY	Notes
07.30 – 08.00	Internalizing Al Fatihah	
08.00 – 09.30	Lesson 1 (Express Yourself)	
09.30 – 10.00	Break time: snacking	
10.00 – 11.30	Lesson 2 (Future Me)	
11.30 – 12.30	Break time: Lunch & Prayer	
12.30 – 13.00	Storytelling 1	
13.00 – 15.00	Nap time	
15.00 – 15.30	Tea Break & Prayer	
15.30 – 17.00	Drama 1	
17.00 – 19.00	Break time: Prayer, Shower, Rest, & Meal	
19.00 – 20.00	Green Leadership	
20.00 – 20.30	Reflection	

ACTIVITY DAY 2

TIME	ACTIVITY	NOTES
07.30 – 08.00	Internalizing Al Fatihah	
08.00 – 09.30	Lesson 3 (Kindness, Gratitude, Team Bonding)	
09.30 – 10.00	Break time: snacking	
10.00 – 11.30	Lesson 4 (Shapes, Colors & Sizes)	
11.30 – 12.30	Break time: Lunch & Prayer	
12.30 – 13.00	Story telling 2	
13.00 – 15.00	Nap time	
15.00 – 15.30	Tea Break & Prayer	
15.30 – 17.00	Drama 2	
17.00 – 19.00	Break time: Prayer, Shower, Rest, & Meal	
19.00 – 20.00	Songs Lyric Appreciation	
20.00 – 20.30	Reflection	

ACTIVITY DAY 3

TIME	ACTIVITY	NOTES
07.30 – 08.00	Internalizing Al Fatihah	
08.00 – 09.30	Lesson 5 (Parts of the House)	
09.30 – 13.30	Break time: swimming and nap time	
13.30 – 15.00	Lesson 6 (Daily Routines)	
15.00 – 15.30	Tea Break & Prayer	
15.30 – 17.00	Drama 3	
17.00 – 19.00	Break time: Prayer, Shower, Rest, & Meal	
19.00 – 20.00	Film	
20.00 – 20.30	Reflection	

ACTIVITY DAY 4

TIME	ACTIVITY	
07.30 – 08.00	Internalizing Al Fatihah	
08.00 – 09.30	Outdoor activity (Games)	
09.30 – 10.00	Break time: snacking	
10.00 – 11.30	Lesson 7 (Confession)	
11.30 – 12.30	Break time: Lunch & Prayer	
12.30 – 13.00	Story telling	
13.00 – 15.00	Nap time	
15.00 – 15.30	Tea Break & Prayer	
15.30 – 17.00	Drama Preparation	
17.00 – 19.00	Break time: Prayer, Shower, Rest, & Meal	
19.00 – 20.00	Drama Performance	
20.00 – 20.30	Reflection	

Table 2. English Camp Schedule for Sekolah Dasar Muhammadiyah Bilingual Full Day Al-Azkiya Wonosobo at Kampoeng Kopi Banaran *Date: 22-25 Des 2025*

Based on the above table, then it will be explained into three dimensions of situational context of discourse analysis such as field, tenor and mode. *First*, field of the discourse shows that students learn and practice two aspects during GL2C program; green leadership and speaking skills. The topic of green leadership is begun by reading as well as internalizing the chapter of Al Fatihah every morning before they started with other topics. This part of learning and teaching process is begun by reading Al Fatihah (1-7) together then it is translated into English:

In the name of Allah, the Entirely Merciful, the Especially Merciful. All praises be to Allah. Lord of the Worlds. The beneficent. The Merciful. Master of the Judgement Day. You alone do we worship and You alone we ask for help. Show us the straight path. The path of those whom you have favored. Not the path of those who earned Your anger nor the path of those who went astray.

Teacher reads its' translation word by word loudly in order to students repeat after him or her. Then teacher explains its message in al-Fatihah where every Muslim (prayer) always reads it seventeen times in a day. By reading it on and on, it is expected students realized their position before Allah (God Almighty) as the creator of human being. Besides al-Fatihah, During the program, English facilitator also introduces another chapter of Qur'an, Ar-Rum as stated below:

And of His signs is the creation of the heavens and the earth and the diversity of your languages and your colors. Indeed, in that are signs for those with knowledge (Chapter Ar-Rum: 22).

This chapter provides a global world view that every language is equal before Allah Almighty including English. This is not only as a means of international communication but also teaching belief to Him because there is one of students' parent who assumes that English is of *Kafir* (no believer). Therefore, in the moment students have experience pronouncing God's words in the Qur'an to eliminate wrong perception about English in order to enjoy learning it.

Meanwhile English skills are demonstrated by conversation with sequence topics classified into seven lessons such as express yourself, future me, kindness gratitude team bonding, shapes colors and sizes, parts of the house, daily routines and confession. Second, *tenor* refers to people who are getting involved in Green Leadership and Language Camp such as 3 teachers, 66 students and 6 facilitators. In the program teachers and students are learning English conversation. However, teachers learn English conversation and how to teach it to their students at their school after they have completed running the program. Students are also learning English conversation as well as green leadership implicitly. The camp is located in Kampoeng Kopi Banaran due to understanding green environment that makes students remember such condition. Kampoeng Kopi Banaran is a coffee plantation like jungle or forest which is rare to find due to deforestation. Finally, *mode* shows two types formal and informal language during the program. *First*, formal language is employed when learning and teaching process by using module book. They have to follow what has been written in it. The writing skills strongly develop very well with three criteria, excellent, very good and good. Second, informal language is more frequently utilized by students in daily conversation which is stimulated with several topics such as storytelling, movie appreciation and drama. Criteria of assessment

for conversation is more qualitative one such as self-confidence, team bonding, collaboration and fluency.

4. Conclusion

This study concludes that English Language Teaching formatted in the program of Green Leadership and Language Camp (GL2C) indicates that students have expressed their competence and performance in English conversation with series of field (topics) such as green leadership and internalizing al-Fatihah and Chapter Ar-Rum: 22 that enhance rule of human being as one of God's creations at the same time as a leader to preserve the world (green leadership). Meanwhile people who get involved (tenor) are 3 teachers, 66 students and 6 facilitators. They have equal and unequal relation among them. When they have interaction in the classroom, they are unequal relation but they have equal relation when they have fun game outside the classroom. Finally learning and teaching process are carried out into two modes formal (in the classroom) and informal language (outing class) activity. In contrary, they have still some difficulties to develop other topics as well as non-narrative genre. Students have expressed their competence and performance in English conversation in certain topics such as personal introduction, daily activities, short narrative text. In contrary, they have still some difficulties to develop other topics as well as non-narrative genre. This research also recommends for further researcher to study more complex discourses, various genre more than one types and integrated skills in a similar program.

References

- Fairclough, Norman. (2025). Analisis Wacana dan Perubahan Sosial (Discourse and Social Change): Aneka Pendekatan terhadap Analisis Wacana Kritis. Yogyakarta. IRCHISOd.
- Flowerdew, John. (2016). Discourse in English Language Education. New York. Routledge
- Hall, Christopher J., Patrick H. Smith and Rachel Wicaksono. (2011). Mapping Applied Linguistics: A Guide for Students and Practitioners. New York. Routledge.
- Halliday, M.A.K and Ruqaiya Hasan. (1985). Language, context, and text: Aspects of language in a social-semiotic perspective. Victoria. Deakin University.
- Hammam, et al. (2025). Modul for Green Leadership and Language Camp. Institute for Research and Community Development. Universitas Islam Negeri (UIN) Salatiga.
- Hasrina, Noliza, Lola Adres Yanti and Kamarullah. Integrating Environmental Themes into English Language Teaching: Current Practices and Future Strategies. Journal on Education.
- Volume 07, No. 02, Januari-Februari (2025), pp. 9455-9465 E-ISSN: 2654-5497, P-ISSN: 2655-1365 Website: <http://jonedu.org/index.php/joe>.
- <https://data-sekolah.zekolah.id/sekolah/sd-mbf-al-adzkiya-265608> diakses hari Jum'at, 15 Mei (2025) pukul 09.25 wib.

- Kependidikan Islam. Vol. 6, No. 1, April (2025), pp. 27-38 E-ISSN: 2807-386X | P-ISSN: 2807-4289, DOI: 10.54150.
- Martin, J.R. (1992). *English Text: System and Structure*. Philadelphia. John Benjamins Publishing Company.
- Millah, Ahmad Sihabul. (2025). *Green Islam: Counter Discourse Terhadap Konsep Ekologi Kapitalisme Lanjut*. Yogyakarta. Istana Agency.
- Murtini, Adrian and Adrian Rasyki. Teachers's Perception on Bilingual Language in English Language Teaching (ELT). *Prosiding Temu Ilmiah Nasional Guru XVI Fakultas Keguruan dan Ilmu Pendidikan – Universitas Terbuka UTCC, Tangerang Selatan, Banten, 23 November (2024)* Vol. 16, No. 1, hal. 563 – 570.
- Patanduk, Sushy Teko, et al. Incorporating Local Culture Values in English Teaching Materials: A Lecturers' Perception. *Jurnal Studi Guru dan Pembelajaran*, Vol. 8, No. 2, May - August (2025)
- Sibarani, Robert. (2024). *Antropolinguistik: Sebuah Pendekatan*. Yogyakarta. Buku Obor.
- Sulaiman, Muhammad Airib, Eka Putra and Ali Marzuki Zanuba. The Implementation of Green Leadership by the School Principal in Developing a Nature-Based School. *Thawalib: Jurnal*