

Strengthening Pre-Service Teachers' Global Competence through English for Sustainable Learning Training in Blora, Indonesia

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Abstract. The community engagement program aimed to strengthen the global competence of pre-service primary school teachers through English for Sustainable Learning training. The activity was conducted as a one-day offline workshop on 3 December 2025 at STKIP Muhammadiyah Blora involving 26 final-semester students of Primary School Teacher Education. The program integrated English language learning with Education for Sustainable Development (ESD) and Sustainable Development Goals (SDGs) through three main activities: SDG-themed English skill development, interactive lectures on ESD-oriented English pedagogy, and microteaching practice to design sustainability-integrated lessons. Program evaluation was carried out through facilitator observations, participant reflections, microteaching performance rubrics, and pre- and post-vocabulary assessments. The results showed increased participant engagement in English discussions, improved understanding of SDGs, enhanced ability to design ESD-based lessons, and greater teaching confidence. These findings indicate that short practice-oriented training can effectively support pre-service teachers in integrating sustainability issues into English learning in primary education contexts.

Keywords: ESD; english for sustainable learning; global competence; microteaching; SDGs

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INTRODUCTION

In the era of globalization and the implementation of the 2030 Sustainable Development Agenda, education systems are expected to prepare learners to engage with complex global challenges (Parmigiani et al., 2022). One of the key competencies required in this context is global competence, which refers to the ability to communicate across cultures, understand global issues, and participate responsibly in a globally interconnected world. For future teachers, global competence becomes particularly important because teachers are responsible not only for transferring knowledge but also for shaping students' perspectives toward social, environmental, and economic sustainability. In addition to pedagogical knowledge and classroom management skills, teachers are expected to possess intercultural awareness, critical thinking skills, and the ability to integrate global perspectives into classroom learning. English proficiency also plays a significant role in this process because English functions as an international language that allows

teachers and students to access global knowledge and communicate across national boundaries (Wu & Li, 2023). Therefore, strengthening English competence among pre-service teachers can contribute to the development of broader global competence.

The concept of Education for Sustainable Development (ESD) has emerged as a central framework in addressing global challenges through education. ESD encourages educational institutions to integrate sustainability values into teaching and learning processes so that students develop awareness and responsibility toward environmental protection, social justice, and economic sustainability. UNESCO emphasizes that teachers are key agents of change in promoting sustainable development because they guide learners in understanding complex global problems and in developing responsible attitudes toward the future (UNESCO, 2021). Through ESD-oriented learning, teachers can connect classroom materials with real-world issues such as climate change, poverty, inequality, and environmental degradation. This approach enables students to view education not only as a process of

acquiring academic knowledge but also as a means of understanding and addressing real societal problems.

Despite the increasing importance of sustainability education, the integration of Sustainable Development Goals (SDGs) into classroom learning in many educational contexts remains limited. In Indonesia, several studies have indicated that the incorporation of SDGs into teaching practices, particularly in language education, is still relatively low. Many teachers are unfamiliar with practical strategies for integrating sustainability issues into their lessons, and language learning often focuses primarily on grammar and vocabulary without connecting the material to broader global contexts (Nahdi et al., 2024). As a result, students may develop language competence without gaining awareness of global challenges or understanding the role they can play in addressing them. This situation suggests the need for educational initiatives that simultaneously strengthen language competence and introduce global sustainability perspectives.

Teacher education institutions play a strategic role in addressing this challenge because they prepare future educators who will later shape classroom learning experiences. STKIP Muhammadiyah Blera, as a teacher education institution, is responsible for equipping Primary School Teacher Education students with competencies that enable them to design meaningful and contextual learning. However, preliminary observations indicated several challenges among students in this program. First, many students still demonstrated limited English proficiency, particularly in communicating ideas related to academic or global topics. This limitation could hinder their ability to access international educational resources and engage with global discourse in education. Second, students showed limited understanding of sustainability issues and the Sustainable Development Goals. Although the SDGs have become an important international framework guiding educational policies, many pre-service teachers have not yet fully understood how these global issues can be translated into classroom learning activities. Third, students often lacked pedagogical strategies for integrating global issues into English teaching. Traditional language instruction methods tend to emphasize memorization and textbook-based learning rather than contextual and issue-based learning approaches.

Addressing these challenges requires innovative learning strategies that connect language education with real-world issues. One approach that has gained increasing attention is integrating sustainability themes into language learning. Research suggests that contextualized language learning using global issues can improve student engagement, motivation, and critical thinking because learners perceive the material as relevant to real-life situations (Cordova, 2024). When sustainability topics such as environmental protection or social equality are introduced in language classrooms, students can simultaneously develop language skills and global awareness. Such integration not only enhances linguistic competence but also encourages learners to reflect on their roles as global citizens.

Several pedagogical approaches support the integration of sustainability themes in language learning. Communicative Language Teaching emphasizes meaningful communication and interaction, enabling students to use language for discussing real-world topics. Content-Based Instruction allows language learning to occur through subject-related content, making it suitable for incorporating sustainability issues. Another relevant approach is Content and Language Integrated Learning (CLIL), which combines subject matter and language learning in a single instructional framework. Through CLIL, students can learn both the language and the subject matter simultaneously, allowing sustainability themes to become an integral part of language education. In addition, project-based learning has been recognized as an effective strategy for promoting active learning and encouraging students to explore real-world problems through collaborative activities.

Another important component in teacher preparation is teaching practice. Microteaching is widely used in teacher education programs as a method to help pre-service teachers develop teaching skills in a controlled environment. Through microteaching sessions, prospective teachers practice delivering lessons, receive feedback from peers and instructors, and reflect on their teaching performance. Studies indicate that microteaching can significantly improve teaching confidence, classroom management skills, and instructional effectiveness among pre-service teachers (Jeon, 2025). Therefore, incorporating microteaching into training programs can provide valuable opportunities for students to apply theoretical knowledge in practical teaching situations.

Considering these theoretical perspectives and contextual challenges, a community engagement program in the form of an English for Sustainable Learning workshop was designed and implemented at STKIP Muhammadiyah Blora. The program aimed to integrate English language learning with sustainability education in order to strengthen the global competence of pre-service primary school teachers (Jeon, 2025). The workshop combined language skill development, sustainability education, and practical teaching experiences through microteaching activities. By linking English learning with SDG-related themes, the program sought to create a meaningful learning experience that encourages participants to reflect on global issues while improving their language competence (Maley & Peachey, 2017).

Specifically, the objectives of this program were threefold. First, the program aimed to improve the English proficiency of Primary School Teacher Education students, particularly in communicating ideas related to global issues and sustainability topics. Second, the program sought to increase students' understanding of the Sustainable Development Goals and their relevance to primary education. Third, the program aimed to develop participants' pedagogical skills in designing and implementing English learning activities that integrate sustainability themes. Through this training, students were expected to gain practical experience in applying innovative teaching strategies, including communicative approaches, content-based instruction, and microteaching practices (Malmström et al., 2025).

Ultimately, the English for Sustainable Learning training was expected to contribute to the preparation of globally competent future teachers who are capable of integrating sustainability perspectives into their teaching practices (Toimata Foundation, 2017). By strengthening both language competence and sustainability awareness, the program aimed to support the development of teachers who can guide students to become informed, responsible, and globally minded citizens (UNESCO, 2024). The outcomes of this program also provide insights into how teacher education institutions can incorporate sustainability-oriented training as part of efforts to improve the quality and relevance of teacher preparation in the context of global educational challenges.

METHODS

This community engagement program employed a training-based intervention designed to strengthen the global competence of pre-service primary school teachers through the integration of English language learning and sustainability education. The program adopted a participatory training approach that combined language skill development, sustainability awareness, and practical teaching experience. The implementation was conducted through a one-day face-to-face workshop held on 3 December 2025 at STKIP Muhammadiyah Blora, Central Java, Indonesia. The participants consisted of 26 final-semester students from the Primary School Teacher Education program who were preparing for teaching practice in primary schools. These participants were selected because they represent prospective teachers who will soon be directly involved in classroom learning.

The training program was facilitated by a team of three instructors consisting of an English education lecturer and two lecturers specializing in sustainability education. The program was designed to provide both theoretical understanding and practical experience in integrating sustainability issues into English language teaching. To achieve this objective, the training activities were structured into three interconnected stages: English skill enhancement through sustainability themes, theoretical understanding of Education for Sustainable Development (ESD), and microteaching practice.

The first stage focused on improving participants' English language skills through contextual learning activities related to the Sustainable Development Goals (SDGs). In this stage, participants were introduced to vocabulary, expressions, and discussion topics related to global issues such as environmental protection, climate change, health, and poverty. Interactive learning methods were used to encourage active participation, including group discussions, short presentations, and collaborative problem-solving tasks. These activities allowed participants to practice speaking and expressing ideas in English while simultaneously increasing their awareness of global sustainability challenges. The contextual learning approach aimed to demonstrate that language learning can be more meaningful when connected to real-world issues.

The second stage involved an interactive lecture and guided discussion on the concept of Education for Sustainable Development and its relevance to English language teaching. During this session, facilitators explained the principles of ESD and the importance of integrating sustainability themes into educational practices. Participants were introduced to several pedagogical approaches that support sustainability-oriented learning, including Communicative Language Teaching, Content-Based Instruction, and Content and Language Integrated Learning (CLIL). Participants were then divided into small groups and asked to design simple lesson scenarios that integrated English language learning with selected SDG topics. Through this activity, participants practiced translating theoretical concepts into practical classroom activities.

The third stage of the program consisted of microteaching sessions that allowed participants to apply the teaching strategies they had learned. In this stage, participants conducted short teaching simulations in front of their peers, acting as primary school students. Each participant or pair of participants presented a brief lesson using English and incorporating sustainability themes related to one of the SDGs. The microteaching sessions provided opportunities for participants to practice instructional skills such as explaining concepts, facilitating discussions, managing classroom interaction, and integrating sustainability content into language instruction. After each microteaching session, facilitators and peers provided constructive feedback to help participants reflect on their teaching performance and improve their instructional strategies.

To measure the effectiveness of the program, several indicators of success were established. The first indicator was increased participant engagement in English-language discussions during the training sessions. This indicator was observed through the level of participation in group discussions and presentations. The second indicator was the improvement of participants' understanding of sustainability issues and the SDGs, measured through discussions and reflective responses during the training activities. The third indicator was participants' ability to design English learning activities that integrate sustainability themes, assessed through the lesson plans developed during the workshop. The fourth indicator was the improvement of participants' teaching confidence and pedagogical skills, evaluated through microteaching performance.

Evaluation of the program was conducted using both qualitative and descriptive quantitative approaches. Qualitative evaluation included facilitator observations of participant engagement, peer feedback during microteaching sessions, and participant reflections collected at the end of the workshop. These reflections provided insights into participants' perceptions of the training and the extent to which the activities enhanced their learning experience. Quantitative evaluation was conducted through simple pre- and post-activity assessments that measured participants' familiarity with sustainability-related English vocabulary and concepts.

The evaluation criteria were based on the extent to which participants demonstrated improvements in language use, understanding of sustainability issues, and teaching competence. The program was considered successful when the majority of participants showed active participation in discussions, demonstrated the ability to design sustainability-oriented English lessons, and expressed increased confidence in conducting teaching practices. The combination of training activities, collaborative learning, and reflective feedback allowed participants to develop both linguistic competence and pedagogical awareness related to sustainability education. Through this methodological approach, the program aimed to provide practical experience that supports the preparation of globally competent future teachers.

RESULTS AND DISCUSSION

The community service program entitled Optimizing Social Media for Promotion and Branding of MSME Products in Borobudur Tourism Village was implemented to strengthen the marketing capacity of Micro, Small, and Medium Enterprises (MSMEs) located in the Borobudur tourism area. The program was designed to address the limited utilization of digital technology among local business actors, particularly in the use of social media as a strategic platform for product promotion and branding. Through a series of structured activities including training, mentoring, and digital content development, the program aimed to enhance the ability of MSME actors to promote their products effectively in the digital environment.

Improvement of English Communication Skills

One of the main objectives of the training program was to improve participants' English

proficiency, particularly in communicating ideas related to global issues. At the beginning of the workshop, several participants appeared hesitant to communicate in English during classroom interactions. Many participants were more familiar with English as a subject focused on grammar exercises and written assignments rather than as a tool for discussing real-world problems. As a result, their confidence in expressing ideas orally in English was relatively limited.

To address this issue, the training adopted a contextual learning approach in which English language practice was connected with sustainability topics related to the SDGs. Participants were introduced to key vocabulary and expressions related to environmental protection, climate change, poverty reduction, and sustainable development. After the introduction of these concepts, participants were divided into small groups to discuss global challenges and their relevance to local community contexts

During the discussions, participants were encouraged to share opinions and experiences using English. This activity helped create a collaborative learning environment where participants could practice language skills while exchanging perspectives about sustainability issues. Facilitators also provided language support by correcting pronunciation, suggesting alternative expressions, and encouraging participants to elaborate their ideas more clearly.

Observations conducted during the activity showed a significant improvement in participation levels. At the beginning of the session, only about half of the participants were actively involved in group discussions. However, as the activity progressed, more participants became confident in expressing their opinions. By the end of the first session, more than eighty percent of participants were actively contributing to discussions and attempting to communicate in English.

The activities conducted during this stage are illustrated in **Figure 1**, which shows participants engaging in group discussions and interactive learning activities designed to enhance English communication skills through sustainability-related topics.

The contextual approach used in this session helped participants realize that language learning can be connected to meaningful real-world issues. When participants discussed sustainability topics such as environmental protection and climate change, they became more motivated to express their ideas and opinions. This finding supports previous studies suggesting that integrating global

issues into language learning can increase student engagement and improve communicative competence.



Figure 1. English Skill Enhancement Activities through SDG-Themed Discussions

Increased Awareness of Sustainability and SDGs

In addition to improving English proficiency, the training also aimed to increase participants' understanding of sustainability issues and the Sustainable Development Goals. Before the workshop began, facilitators conducted informal discussions to assess participants' prior knowledge of the SDGs. The results indicated that many participants had heard about the SDGs but did not fully understand their relevance to education or classroom learning (Said et al., 2023).

To address this gap, the second session of the training focused on introducing the concept of Education for Sustainable Development and its role in preparing future generations to address global challenges. Facilitators explained the basic principles of ESD and emphasized that teachers play a crucial role in promoting sustainability awareness among students. Teachers can integrate sustainability topics into various subjects, including language learning, to encourage students to think critically about environmental and social issues.

During this session, participants were introduced to several pedagogical approaches that support sustainability-oriented learning, including Communicative Language Teaching, Content-Based Instruction, and Content and Language Integrated Learning (CLIL). These approaches emphasize the integration of subject content and language learning, allowing students to learn both language skills and conceptual knowledge simultaneously.

Participants were then assigned group tasks to design simple English learning activities that incorporate sustainability themes. Each group selected one SDG topic and developed a short lesson plan suitable for primary school students. The activity encouraged participants to think creatively about how global issues can be translated into classroom learning activities.

The learning process during this stage is illustrated in **Figure 2**, which shows participants collaborating in groups while designing lesson scenarios that integrate sustainability topics into English language learning.



Figure 2. Group Activities in Designing ESD-Based English Learning Strategies

Through this activity, participants demonstrated an improved understanding of the relationship between education and sustainability. Many participants began to recognize that language learning can be used as a medium for discussing global challenges and encouraging students to develop responsible attitudes toward the environment and society.

Participants also shared examples of sustainability issues relevant to their local communities, such as waste management challenges and environmental changes affecting agricultural activities. These discussions helped participants connect global concepts with local experiences, making the learning process more meaningful and relevant.

Development of Teaching Skills through Microteaching

The final stage of the training program involved microteaching practice, which provided participants with the opportunity to apply the teaching strategies they had developed during previous sessions. Microteaching is widely used in teacher education programs as a method for developing instructional skills in a controlled learning environment.

During this stage, participants conducted short teaching simulations in which they acted as teachers delivering English lessons that incorporated sustainability themes. Other



participants played the role of primary school students, allowing the teaching session to resemble a real classroom interaction. Each participant or group of participants presented a short lesson focusing on a specific sustainability topic related to one of the SDGs.

At the beginning of the microteaching session, several participants appeared nervous and required additional support from facilitators. Some participants initially focused mainly on explaining vocabulary without connecting the material to the sustainability context. However, after receiving constructive feedback from facilitators and peers, participants gradually improved their teaching strategies.

Participants began to incorporate more interactive learning methods, such as asking questions, encouraging discussions, and using simple games to engage students. These strategies helped create a more dynamic classroom atmosphere and allowed participants to practice classroom management skills.

The implementation of microteaching activities during the workshop is presented in **Figure 3**, which shows participants conducting teaching simulations and receiving feedback from facilitators and peers.



Figure 3. Microteaching Practice of Sustainability-Integrated English Lessons

The microteaching session proved to be one of the most valuable components of the training program. Participants reported that the activity helped them gain confidence in teaching and

provided practical experience in delivering English lessons. Through feedback and reflection, participants were able to identify strengths and areas for improvement in their teaching practices.

Evaluation results indicated that most participants successfully demonstrated basic teaching competencies, including clear explanations, interactive classroom communication, and the integration of sustainability themes into lesson content. The microteaching experience therefore played an important role in preparing participants to implement innovative teaching strategies in real classroom settings.

Achievement of Success Indicators

The implementation of the English for Sustainable Learning training program demonstrated positive outcomes in relation to the objectives established at the beginning of the program. Several success indicators were used to evaluate the effectiveness of the activity, including participant engagement in English communication, increased understanding of sustainability concepts, improved lesson design skills integrating sustainability themes, and enhanced teaching confidence during microteaching practice.

The first indicator of success was the improvement of participants' English communication skills. Throughout the workshop, participants gradually became more confident in expressing their ideas in English. Observations conducted by facilitators indicated that participants were initially hesitant to participate in discussions, particularly when required to explain opinions about global issues. However, as the training progressed, participants became more comfortable communicating in English during group discussions and collaborative activities. By the end of the workshop, most participants were able to actively contribute to discussions and present their ideas using English. This improvement indicates that contextualized language learning activities connected to global topics can effectively encourage participants to use English more actively.

The second indicator was participants' understanding of sustainability concepts and the Sustainable Development Goals. During the early stages of the training, facilitators found that many participants were unfamiliar with the SDGs or had only a basic understanding of sustainability concepts. Through interactive lectures and discussions, participants were introduced to the

goals and principles of sustainable development and their relevance to education. Reflection sessions conducted at the end of the workshop revealed that participants developed a clearer understanding of how sustainability issues relate to everyday life and how these issues can be introduced in classroom learning.

The third indicator was participants' ability to design English learning activities that integrate sustainability themes. This indicator was assessed through group lesson planning activities and microteaching simulations. The results showed that most participants were able to develop simple lesson plans that connected English language learning with sustainability topics. For example, some groups designed activities related to environmental protection, recycling, and healthy lifestyles, while others focused on topics such as climate change awareness and community responsibility. These lesson plans demonstrated participants' ability to combine language learning objectives with sustainability education (Habibullah, et al., 2025).

The fourth indicator was the improvement of teaching confidence and instructional competence. Microteaching sessions provided opportunities for participants to practice delivering lessons and to receive feedback from facilitators and peers. Through this process, participants gained experience in managing classroom interaction, explaining concepts clearly, and engaging students through interactive learning activities. Participants reported that the microteaching experience helped them recognize the importance of using interactive teaching methods rather than relying solely on lecture-based approaches.

Overall, the results of the program indicate that the training successfully achieved its objectives. Participants not only improved their English communication skills but also gained a deeper understanding of sustainability issues and practical experience in integrating these topics into teaching practices. The combination of theoretical discussion, collaborative learning, and practical teaching experience contributed to the effectiveness of the training program.

Challenges Encountered During Program Implementation

Although the training program produced positive outcomes, several challenges were encountered during its implementation. Identifying these challenges is important for improving future training programs and ensuring

more effective learning experiences.

One of the main challenges was the limited time available for training activities. The workshop was conducted within a single day, which limited the depth of discussion and practice that could be provided. Sustainability education covers a wide range of complex issues, and it was not possible to discuss all SDG topics comprehensively within the available time. As a result, the training focused primarily on selected sustainability themes such as environmental protection, climate change, and community responsibility. Some participants expressed interest in exploring additional topics such as gender equality, sustainable economic development, and social justice, which could not be fully addressed during the workshop.

Another challenge related to the variation in participants' English proficiency levels. Some participants demonstrated strong language skills and actively participated in discussions, while others had more limited proficiency and required additional support from facilitators. This variation sometimes slowed down group discussions because facilitators needed to provide additional explanations to ensure that all participants could follow the learning activities. However, the collaborative nature of group discussions helped address this challenge, as participants often supported each other in explaining unfamiliar vocabulary and concepts.

Technical limitations also presented minor challenges during the workshop. The training relied primarily on face-to-face interaction, and the available technological resources were relatively limited. For example, internet connectivity during the training session was occasionally unstable, which prevented the use of certain online learning materials that facilitators had initially planned to incorporate. Consequently, facilitators adapted the activities by using printed materials and interactive discussions instead of digital media (Nguyen et al., 2022).

Another challenge concerned the limited scale of participation. Only 26 students were able to participate in the training, while the Primary School Teacher Education program includes a larger number of students. Although the small group size allowed for more interactive discussions and individualized feedback during microteaching sessions, the overall impact of the program remained limited to the participants involved. Expanding similar training programs to include a larger number of students would potentially increase the broader impact of the

initiative (Corres et al., 2024).

Despite these challenges, the training program was able to achieve its main objectives. The difficulties encountered during implementation also provided valuable insights for improving future programs, particularly regarding the importance of adequate preparation time, participant support mechanisms, and improved learning facilities (Jeon, 2025).

Strengths and Limitations of the Program

The training program demonstrated several strengths that contributed to its overall effectiveness. One of the most significant strengths was the integration of language learning with real-world sustainability issues. This approach helped participants understand that language learning can serve as a tool for exploring global challenges and developing critical thinking skills. By connecting English learning with sustainability topics, the program created a more meaningful and engaging learning experience for participants (Hamidi, 2021).

Another strength of the program was the use of participatory learning methods. Instead of relying solely on lectures, the training incorporated discussions, collaborative lesson design, and microteaching activities. These methods allowed participants to actively engage with the learning process and apply theoretical concepts in practical teaching situations. The combination of theoretical understanding and practical application helped participants develop both knowledge and skills related to sustainability-oriented teaching (Iliasova et al., 2025).

The microteaching component was particularly effective in improving participants' teaching confidence. Through practice and feedback, participants gained experience in delivering lessons and interacting with students. Many participants reported that the opportunity to practice teaching in a supportive environment helped them feel more prepared for real classroom situations (Novaes, 2024).

However, the program also had several limitations. One limitation was the short duration of the training, which restricted the amount of material that could be covered. A longer training program would allow participants to explore sustainability topics in greater depth and to practice teaching strategies more extensively. Another limitation was the absence of follow-up activities after the workshop. Without continued mentoring or monitoring, it may be difficult to determine the extent to which participants will

apply the knowledge and skills gained during the training in their future teaching practice (Kourieos, 2016).

Opportunities for Future Development

The results of the program indicate several opportunities for further development and improvement. One potential opportunity is the integration of sustainability-oriented training into the regular curriculum of teacher education programs. Instead of being conducted as a single workshop, similar activities could be incorporated into courses related to language teaching methods or educational innovation. This approach would allow students to explore sustainability themes more systematically throughout their academic studies (He & Yan, 2011).

Another opportunity involves the use of digital learning technologies to support sustainability-oriented education. Online learning platforms, multimedia resources, and virtual collaboration tools could provide additional opportunities for students to access global learning materials and interact with broader learning communities. Integrating digital technology into sustainability education could also enhance the effectiveness of language learning by providing more diverse learning resources (Syafi et al., 2025).

Expanding collaboration between teacher education institutions and local schools could also enhance the impact of similar programs. Pre-service teachers could implement sustainability-based learning activities during teaching practice in partner schools, allowing them to apply their knowledge in real classroom settings. Such collaboration would provide valuable practical experience for students while also introducing sustainability education to primary school learners (UNESCO, 2020).

Furthermore, future programs could include interdisciplinary collaboration involving educators from different academic fields. Sustainability issues often involve environmental, social, and economic dimensions that require interdisciplinary perspectives. Collaboration between language educators, environmental educators, and social science educators could enrich the learning experience and provide a more comprehensive understanding of sustainability challenges.

CONCLUSION

The English for Sustainable Learning training program successfully strengthened the global

competence of pre-service primary school teachers by integrating English language learning with sustainability education. The results demonstrate that contextualized English learning using Sustainable Development Goals (SDGs) themes can improve participants' communication skills, increase their awareness of sustainability issues, and enhance their ability to design innovative learning activities that connect language learning with real-world problems. The participatory training approach, which combined interactive discussions, collaborative lesson design, and microteaching practice, proved effective in improving both pedagogical competence and teaching confidence among participants. One of the main strengths of the program lies in its contextual and practice-oriented approach, enabling participants to experience directly how sustainability concepts can be integrated into English teaching. However, the program also faced several limitations, including limited training duration, variations in participants' English proficiency levels, and the relatively small number of participants involved in the activity. Despite these limitations, the positive outcomes indicate strong potential for further development. Future programs should consider longer training durations, expanded participant involvement, and the integration of sustainability-based English learning into the regular teacher education curriculum. Such efforts can contribute to preparing future teachers who are globally competent and capable of guiding students to become responsible and environmentally conscious citizens.

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