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The Internalization of Islamic Values in English Language Teaching

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A B S T R A C T

The integration of Islamic values into English language teaching has become an important issue in Islamic educational institutions, particularly in contexts where English is taught as a foreign language. English language instruction is often perceived as focusing primarily on linguistic skills, with limited attention to moral and spiritual dimensions. This condition raises concerns regarding the need to balance language competence with character and value education. Therefore, internalizing Islamic values in English language teaching is essential to ensure that students develop not only communicative abilities but also strong moral and spiritual foundations. This study aims to explore the internalization of Islamic values in English language teaching and to examine how these values are implemented in classroom practices. Employing a qualitative research design, the study was conducted in an Islamic-based educational institution where English is taught as a compulsory subject. The participants consisted of English teachers selected through purposive sampling. Data were collected through classroom observations, semi-structured interviews, and document analysis, including lesson plans and teaching materials. The data were analyzed using an interactive model involving data reduction, data display, and conclusion drawing to identify recurring themes related to the integration of Islamic values. The findings reveal that Islamic values are internalized in English language teaching through the integration of moral principles into learning objectives, teaching materials, classroom activities, and teacher–student interactions. Values such as honesty, discipline, responsibility, respect, cooperation, and politeness are consistently emphasized during the learning process. Teachers employ Islamic-contextualized materials, such as reading texts and dialogues containing moral messages, and reinforce values through daily classroom routines, including greetings and reflective practices. Teacher modeling and communicative behavior also play a crucial role in strengthening value internalization. Despite the positive implementation, the study identifies several challenges, including limited availability of English teaching materials that explicitly integrate Islamic values and varying levels of teacher preparedness in applying value-based instruction. Nevertheless, the integration of Islamic values is perceived to enhance students' motivation, engagement, and character development without hindering language acquisition. In conclusion, the internalization of Islamic values in English language teaching contributes to holistic education by combining linguistic competence with moral and spiritual growth. The study recommends greater institutional support, teacher training, and the development of value-based English teaching resources to strengthen the effectiveness of this integrative approach.

INTRODUCTION

English has become a global language that plays a crucial role in education, communication, and access to knowledge in the modern era. In many Muslim-majority countries, including Indonesia, English is taught as a foreign language and is an essential subject in schools and higher education institutions. However, the teaching of English is often perceived as value-neutral or culturally detached, which may lead to concerns about the erosion of local and religious values among students. This condition highlights the importance of integrating moral and religious dimensions into English language teaching.

Islamic education emphasizes the formation of learners who are not only intellectually competent but also morally and spiritually grounded. Islamic values such as honesty, responsibility, respect, discipline, and compassion are fundamental principles that should be internalized in all aspects of education, including language learning. Therefore, English language teaching should not merely focus on linguistic competence but also serve as a medium for character and value development in accordance with Islamic teachings.

The internalization of Islamic values in English language teaching can be achieved through various strategies, including the selection of teaching materials, classroom activities, learning objectives, and teacher–student interactions. By embedding Islamic values into texts, examples, discussions, and learning tasks, English classrooms can become spaces where language skills and moral values are developed simultaneously. This approach supports holistic education and aligns with the goals of Islamic education, which seek to balance cognitive, affective, and spiritual development.

Several studies have suggested that value-based language teaching can positively influence students' attitudes, motivation, and character development. Nevertheless, the practical implementation of Islamic values in English language teaching still faces challenges, such as limited teaching resources, teachers' understanding of value integration, and curriculum constraints. These challenges indicate the need for further exploration of how Islamic values are internalized in English language teaching practices.

Based on these considerations, this article aims to explore the concept and implementation of Islamic values internalization in English language teaching. It seeks to examine the relevance of integrating Islamic values into English learning and to highlight strategies that can be applied by teachers to create meaningful and value-oriented English language instruction.

METHOD

This study employed a qualitative research design to explore the internalization of Islamic values in English language teaching. A qualitative approach was chosen to gain an in-depth understanding of teaching practices, learning activities, and the perspectives of teachers regarding the integration of Islamic values in English classrooms.

The research was conducted in an Islamic-based educational institution where English is taught as a compulsory subject. The participants of this study consisted of English teachers who actively implement value-based instruction in their teaching practices. Participants were selected using purposive sampling to ensure that the data collected were relevant to the research objectives.

Data were collected through classroom observations, semi-structured interviews, and document analysis. Classroom observations were conducted to identify how Islamic values were embedded in teaching materials, classroom interactions, and learning activities. Semi-structured interviews were used to explore teachers' perceptions, strategies, and challenges in internalizing Islamic values in English language teaching. In addition, document analysis was carried out on lesson plans, textbooks, and teaching materials to examine the representation of Islamic values.

The data analysis followed an interactive model consisting of data reduction, data display, and conclusion drawing. The collected data were systematically coded and categorized to identify recurring themes related to the internalization of Islamic values. To ensure the trustworthiness of the data, triangulation of data sources and methods was applied.

RESULTS AND DISCUSSION

The internalization of Islamic values in English language teaching is reflected in the deliberate integration of moral and spiritual principles within classroom practices. English lessons are no longer viewed solely as a means of developing linguistic competence, but also as a medium for instilling values that shape students' character. This approach supports the broader educational goal of nurturing learners who are intellectually capable and morally grounded.

One of the key findings shows that teachers embed Islamic values into the learning objectives of English lessons. These objectives do not only focus on language skills such as reading, writing, listening, and speaking, but also emphasize values like honesty, discipline, and responsibility. As a result, students are guided to understand that language learning is closely connected to ethical behavior and daily conduct.

The use of Islamic-contextualized teaching materials is another important aspect of value internalization. Teachers adapt reading passages, dialogues, and examples to include Islamic themes, moral messages, and situations familiar to students' religious and cultural backgrounds. This strategy helps students relate English language content to their lived experiences, making learning more meaningful and engaging.

Classroom activities also serve as effective tools for internalizing Islamic values. Group discussions, role plays, and collaborative tasks are designed to encourage cooperation, mutual respect, and fairness among students. Through these activities, students not only practice their English skills but also learn to apply Islamic values in social interactions.

Teacher–student interaction plays a crucial role in reinforcing Islamic values during English lessons. Teachers model positive behavior by using polite language, demonstrating patience, and showing respect to students. Such behavior provides students with real examples of how Islamic values can be practiced in everyday communication.

The integration of Islamic values is further supported through routine classroom practices. Opening lessons with Islamic greetings and closing them with short moral

reflections create a learning atmosphere that aligns with Islamic principles. These simple practices help reinforce values consistently without disrupting the flow of English instruction.

Students' engagement in value-based English learning indicates that integrating Islamic values does not hinder language acquisition. On the contrary, it enhances students' motivation and participation in the learning process. When students feel that the content reflects their beliefs and values, they tend to show greater interest and confidence in using the language.

Teachers perceive the internalization of Islamic values as an essential component of holistic education. They believe that English language teaching should contribute to students' moral and spiritual development alongside academic achievement. This perception encourages teachers to be more reflective and intentional in designing value-oriented learning experiences.

Despite its positive impact, the implementation of Islamic values in English language teaching faces several challenges. Limited availability of teaching materials that explicitly integrate Islamic values requires teachers to invest additional time and effort in adapting resources. This challenge highlights the need for more structured support and material development.

Another challenge relates to teachers' preparedness and training. Not all English teachers have sufficient background in integrating religious values into language instruction. Professional development programs focusing on value-based teaching strategies could help address this issue and improve instructional quality.

The discussion also reveals that the internalization of Islamic values aligns with the principles of character education in language learning. Values such as respect, responsibility, and cooperation are universal and support effective communication. Therefore, integrating Islamic values strengthens rather than contradicts the goals of English language teaching.

Overall, the findings suggest that the internalization of Islamic values in English language teaching contributes to a balanced and meaningful educational experience. By integrating moral and spiritual dimensions into English learning, teachers can support students' language development while fostering ethical character, which is essential for their personal and social growth.

CONCLUSION

The internalization of Islamic values in English language teaching demonstrates that language instruction can function not only as a means of developing linguistic competence but also as a medium for character and moral education. Integrating Islamic values into English lessons allows educators to align language learning with the broader goals of Islamic education, which emphasize the balance between intellectual, moral, and spiritual development.

This study concludes that Islamic values such as honesty, discipline, responsibility, respect, and cooperation can be effectively internalized through learning objectives, teaching materials, classroom activities, and teacher–student interactions. The use of Islamic-contextualized materials and consistent modeling of positive behavior by teachers contributes significantly to creating a meaningful and value-oriented learning environment.

Despite challenges related to limited resources and teacher preparedness, the integration of Islamic values in English language teaching has a positive impact on

students' engagement, motivation, and character development. Therefore, it is recommended that educational institutions support teachers through professional development and the provision of value-based teaching materials. By doing so, English language teaching can become a holistic educational practice that fosters both academic achievement and ethical growth among students.

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