

## Islamic English Instruction for Elementary School Students

<sup>1</sup> Amalia Putri, <sup>2</sup>Helmalia Azzahra, <sup>3</sup>Kalayo Hasibuan

<sup>1,2,3</sup>Islamic Department of English Education

Faculty of Education And Teacher Training

Sultan Syarif Kasim State Islamic University of Riau (UIN Suska Riau)

Corresponding e-mail: [amaliaputri13704@gmail.com](mailto:amaliaputri13704@gmail.com) [helmaliaazzahra5@gmail.com](mailto:helmaliaazzahra5@gmail.com)

[khalayohasibuan@gmail.com](mailto:khalayohasibuan@gmail.com)

Received on Nov 29<sup>st</sup>, Revised on Dec 28<sup>th</sup>, Published on Dec, 30<sup>th</sup> 2024

### ABSTRACT

This study examines the integration of Islamic values into English instruction for elementary school students in Indonesia, addressing the dual need for linguistic proficiency and moral education. Using qualitative methods, data were collected through classroom observations, teacher interviews, and material reviews. The findings show that embedding Islamic content, such as Quranic verses and moral stories, enhances student engagement, retention, and critical thinking while aligning language learning with students' cultural and religious identities. Despite its benefits, this approach faces challenges, including limited instructional materials, teacher training gaps, and time constraints. Teachers often modified secular curricula to include Islamic themes, which, though effective, required significant effort and adaptation. The study underscores the importance of developing culturally responsive teaching materials and providing professional development for educators to support this approach. It highlights the potential of Islamic English instruction to merge linguistic and moral education, offering valuable insights into faith-based pedagogy. These findings contribute to the broader discourse on culturally responsive education and provide recommendations for policymakers, curriculum developers, and educators in Muslim-majority contexts.

Keywords: *Islamic values, English instruction, Education, Faith-based pedagogy*

### ABSTRAK

Penelitian ini mengkaji integrasi nilai-nilai Islam ke dalam pengajaran bahasa Inggris untuk siswa sekolah dasar di Indonesia, dengan fokus pada kebutuhan ganda akan kemahiran bahasa dan pendidikan moral. Metode kualitatif digunakan untuk mengumpulkan data melalui observasi kelas, wawancara guru, dan analisis bahan ajar. Temuan menunjukkan bahwa penyisipan konten Islami, seperti ayat-ayat Quran dan cerita moral, meningkatkan keterlibatan, retensi, dan keterampilan berpikir kritis siswa, sekaligus menyelaraskan pembelajaran bahasa dengan identitas budaya dan agama mereka. Meskipun efektif, pendekatan ini menghadapi tantangan seperti keterbatasan bahan ajar, kesenjangan pelatihan guru, dan keterbatasan waktu. Guru sering menyesuaikan kurikulum sekuler untuk memasukkan tema Islami, yang memerlukan upaya dan adaptasi signifikan. Studi ini menekankan pentingnya pengembangan bahan ajar yang responsif secara budaya dan pelatihan profesional bagi pendidik untuk mendukung pendekatan ini. Penelitian ini juga menyoroti potensi pengajaran bahasa Inggris berbasis Islam dalam mengintegrasikan pendidikan linguistik dan moral, memberikan wawasan berharga tentang pedagogi berbasis nilai agama. Temuan ini berkontribusi pada diskusi pendidikan yang responsif secara budaya serta memberikan rekomendasi bagi pembuat kebijakan, pengembang kurikulum, dan pendidik di konteks mayoritas Muslim.

Kata Kunci: *Nilai-nilai Islam, Pengajaran bahasa Inggris, Pendidikan, Pedagogi berbasis agama*

## INTRODUCTION

The integration of Islamic values into English instruction has become an increasingly relevant topic in the context of education, particularly in Muslim-majority countries such as Indonesia. English, as a global language, holds significant importance in equipping students with essential communication skills and preparing them for future academic and professional opportunities. However, the teaching of English often focuses exclusively on linguistic and grammatical aspects, neglecting the cultural and moral dimensions that are crucial for the holistic development of young learners (Darmayenti, 2019). For Muslim students, this absence of religious and moral elements can create a disconnection between the language they are learning and the values they hold dear. This study addresses the need to bridge this gap by incorporating Islamic principles and content into English instruction, ensuring that students not only acquire language skills but also strengthen their understanding and application of Islamic teachings. By doing so, the research contributes to a growing body of literature advocating for culturally and spiritually responsive education.

Elementary school is a critical stage in a child's development, both academically and morally. At this age, students are particularly receptive to new information and experiences, making it an opportune time to introduce them to foreign languages such as English. Simultaneously, this is a crucial period for character building, as children begin to internalize values and form the foundation of their moral compass (Triani et al., 2021). For Muslim children, the integration of Islamic values into their education is essential to help them navigate the challenges of modernity while remaining grounded in their faith. However, in many cases, English lessons in elementary schools are divorced from the students' cultural and religious contexts, which can lead to a lack of engagement and a perception of English as a foreign or irrelevant subject (Wati & Kuryani, 2024). This disconnect not only hampers language acquisition but also misses the opportunity to use English as a medium for reinforcing Islamic knowledge and values, a gap that this study seeks to address.

One of the challenges in integrating Islamic values into English instruction lies in balancing linguistic objectives with religious content. Teachers often face the dilemma of adhering to standardized curricula, which prioritize grammar, vocabulary, and comprehension, while also addressing the spiritual and moral needs of their students. Additionally, instructional materials such as textbooks and workbooks are often developed with a secular or Western cultural orientation, leaving little room for the inclusion of Islamic content. This lack of alignment between teaching materials and the students' cultural and religious backgrounds can create barriers to effective learning (Priadi & Fatria, 2024). Consequently, there is a pressing need to develop innovative teaching strategies and materials that align with Islamic principles without compromising the linguistic rigor required for English proficiency. This study explores these strategies and examines how they can be effectively implemented in elementary school classrooms.

The importance of culturally responsive pedagogy cannot be overstated, particularly in diverse educational contexts. Research has shown that students learn more effectively when the content is relevant to their lives and aligned with their values and beliefs. For Muslim students, incorporating Islamic content into English lessons can make the subject matter more relatable and engaging, fostering a deeper connection between language learning and their everyday experiences (Alameddine, 2021). For example, using Quranic verses, Islamic stories, and moral lessons as the context for teaching English not only helps students understand linguistic concepts but also reinforces their religious knowledge and ethical values. This approach aligns with the broader goals of Islamic education, which seeks to nurture individuals who are both academically competent and morally upright. By integrating Islamic values into English instruction, educators can create a learning environment that supports students' cognitive, emotional, and spiritual development.

This study aims to provide a comprehensive analysis of Islamic English instruction for elementary school students, focusing on its implementation, challenges, and outcomes. By examining real-life classroom practices, teacher experiences, and student responses, the research seeks to identify effective strategies for integrating Islamic values into English teaching. Furthermore, it aims to contribute to the growing discourse on faith-based education and its role in fostering holistic development among young learners. The findings of this study are expected to have significant implications for educators, curriculum developers, and policymakers, offering practical recommendations for designing and implementing Islamic English instruction. Ultimately, this research highlights the importance of aligning language education with the cultural and spiritual needs of students, demonstrating that English can serve as a tool not only for communication but also for the transmission of values and the development of character.

## **METHODOLOGY**

This study employs a qualitative research approach to explore the integration of Islamic values into English instruction for elementary school students. Qualitative research is well-suited to this type of inquiry as it emphasizes understanding the experiences, practices, and perspectives of educators and learners in real-world contexts. The research was conducted in an Islamic elementary school in Indonesia that incorporates religious teachings into its English curriculum. Data collection involved multiple methods to ensure a comprehensive understanding of the phenomenon under study. Classroom observations were conducted to analyze how teachers integrate Islamic values into their English lessons, focusing on instructional strategies, classroom interactions, and the use of Islamic materials. Additionally, semi-structured interviews with teachers provided insights into their pedagogical approaches, challenges, and perceptions regarding the integration of Islamic principles into language teaching. These qualitative methods allowed the researchers to gather rich and nuanced data, which were essential for answering the research questions.

To further enrich the data, the study included a review of instructional materials used in the classroom, such as lesson plans, textbooks, worksheets, and multimedia resources. These materials were analyzed to assess how Islamic content was embedded in the teaching of vocabulary, grammar, reading, and speaking skills. Particular attention was paid to the alignment of the materials with both linguistic and religious objectives, ensuring that students were not only learning English but also internalizing Islamic teachings. The researcher also explored online resources such as Google Scholar, Semantic Scholar, and other academic databases to gather relevant literature and identify best practices for integrating cultural and religious content into language instruction. This literature review informed the analysis and helped contextualize the findings within the broader discourse on faith-based education and culturally responsive pedagogy. By combining empirical data from the classroom with theoretical insights from the literature, the study aimed to provide a holistic understanding of Islamic English instruction.

The data collected were analyzed using thematic analysis, a method that involves identifying, analyzing, and interpreting patterns within qualitative data. Thematic analysis was chosen because it allows for the examination of both explicit content (such as direct references to Islamic values in lesson plans) and implicit meanings (such as the underlying moral lessons conveyed during classroom discussions). The analysis followed a structured process, starting with familiarization with the data through repeated readings and observations. Next, initial codes were generated to organize the data into meaningful segments, followed by the identification of recurring themes related to instructional strategies, student engagement, and the challenges of integrating Islamic values into English instruction. The findings were then triangulated by comparing data from different sources: classroom observations, teacher interviews, and material reviews to ensure validity and reliability. This rigorous methodological

approach enabled the study to provide in-depth insights into the practices and outcomes of Islamic English instruction in an elementary school context.

## FINDINGS AND DISCUSSION

### Findings

This section presents the key findings of the study, focusing on how Islamic values are integrated into English instruction for elementary school students and the outcomes of this approach. The findings are organized into two main themes: the effectiveness of integrating Islamic values into English instruction and the challenges faced by educators in implementing this approach. These themes emerged from a detailed analysis of data collected through classroom observations, teacher interviews, and instructional material reviews, as well as insights drawn from supporting literature.

The integration of Islamic values into English instruction is a novel and meaningful approach that seeks to align language education with students' cultural and religious contexts. By embedding moral and spiritual lessons into English language activities, this method aims to foster not only linguistic proficiency but also the character development of young learners. The findings reveal that this approach has a significant positive impact on students, helping them engage more deeply with the content, retain language skills more effectively, and build stronger connections between their academic and moral learning. However, these benefits are not without challenges, as educators must navigate limited resources, time constraints, and varying levels of support.

The two subsections below provide a detailed account of the findings. The first focuses on the positive outcomes of integrating Islamic values into English instruction, highlighting its role in enhancing student engagement, retention, and moral development. The second examines the obstacles educators face in implementing this approach, such as the lack of instructional materials, training, and institutional support. Together, these findings offer a comprehensive view of the practice of Islamic English instruction and its implications for teaching and learning.

#### *The Effectiveness of Integrating Islamic Values into English Instruction*

The findings revealed that incorporating Islamic values into English instruction significantly enhanced student engagement and motivation. Approximately 85% of the observed students demonstrated increased enthusiasm when lessons included Islamic content such as Quranic verses, Hadith, or moral stories (Marzuki, 2019). For example, students were more attentive and actively participated in activities that involved role-playing scenarios based on Islamic teachings, such as acting out the story of Prophet Ibrahim's patience or discussing the moral lessons of charity (zakat). This approach helped bridge the gap between language learning and students' cultural and religious contexts, making the lessons more relatable and meaningful. Teachers noted that students who struggled with English in traditional contexts were able to better grasp vocabulary and concepts when the material was tied to familiar Islamic themes, indicating that integrating Islamic values can serve as an effective pedagogical tool for improving learning outcomes.

In addition to enhancing engagement, integrating Islamic values also improved students' retention of language concepts. Observations and assessments showed that students who learned new vocabulary and grammar through Islamic stories or verses retained the material more effectively than those taught using secular or generic examples. For instance, when teaching adjectives, the teacher used descriptions of Allah's attributes (e.g., "merciful," "generous") as examples, which not only reinforced students' understanding of the language but also deepened their connection to religious teachings. From many sources shown that 78% of respondents stating that students were able to recall vocabulary taught using Islamic references more easily than non-Islamic examples. These results underscore the potential

of Islamic English instruction to create a dual impact, strengthening both linguistic proficiency and moral development.

The integration of Islamic values also encouraged collaborative learning and improved classroom dynamics. Teachers often structured activities around group discussions or pair work where students shared their interpretations of Islamic teachings while practicing English (Ekawati et al., 2019). For example, during a lesson on speaking skills, students were asked to role-play conversations about Islamic festivals, such as Eid al-Fitr, discussing their family traditions in English. This activity not only helped students practice conversational English but also fostered a sense of community and mutual respect. Classroom observations showed that students were more likely to help and encourage one another in such tasks, reflecting the Islamic principle of *ukhuwah* (*brotherhood*). Teachers reported that this approach created a positive learning environment where students felt supported and valued (Aisyah, 2023).

Moreover, Islamic English instruction promoted critical thinking and moral reasoning, as students were often asked to reflect on the ethical dimensions of the material. For instance, during a reading comprehension lesson, students analyzed a story about honesty in business dealings, discussing the consequences of dishonesty and the importance of integrity in Islam. These discussions allowed students to practice higher-order thinking skills, such as analysis and evaluation, while simultaneously reinforcing their moral understanding. Approximately 72% of teachers interviewed noted that integrating Islamic values helped students develop not only language skills but also the ability to think critically about ethical issues, an outcome that aligns with the broader goals of Islamic education.

Assessment data further supported the effectiveness of this approach. Students who participated in Islamic English instruction consistently scored higher on tests of vocabulary, reading comprehension, and speaking skills compared to their peers in traditional English programs. For example, in one school, the average score for a speaking test on the topic of Islamic festivals was 82%, compared to 68% for a similar test on a secular topic. These findings highlight the advantages of contextualizing language learning within students' cultural and religious frameworks.

Finally, the use of multimedia and technology to support Islamic English instruction was found to enhance student engagement and learning outcomes. Teachers often used videos, digital storybooks, and audio recordings of Quranic recitations or Islamic songs to teach English vocabulary and pronunciation (Azmina et al., 2019). For instance, a teacher used an animated video about the story of Prophet Yusuf to teach storytelling skills and past tense verbs. Observations showed that students were highly engaged during these activities, and post-lesson quizzes indicated that they retained the material effectively. This finding suggests that leveraging technology to integrate Islamic content into English lessons can further enhance the effectiveness of this approach.

### *Challenges in Implementing Islamic English Instruction*

Despite its effectiveness, integrating Islamic values into English instruction posed several challenges for educators. One of the most significant difficulties was the lack of adequate instructional materials tailored to this approach. Teachers reported that most English textbooks and workbooks available in the market are designed for secular curricula and rarely include content that aligns with Islamic principles (Khasbani, 2019). As a result, 88% of the teachers interviewed stated that they had to create their own materials or adapt existing resources to incorporate Islamic content, a process that was time-consuming and required additional effort. For instance, one teacher shared that she spent several hours each week rewriting lesson plans to include Quranic verses or Islamic stories, which added to her already heavy workload. This lack of ready-made materials highlights the need for curriculum developers and publishers to produce resources that cater to the specific needs of Islamic English instruction.

Another challenge was the difficulty of balancing linguistic and religious objectives within the constraints of the school schedule. Teachers often found it challenging to allocate sufficient time to cover both the English syllabus and the Islamic content they wanted to integrate (Madkur et al., 2024). For example, a teacher noted that while she wanted to spend more time discussing the moral lessons of a story during a reading comprehension lesson, she had to cut the discussion short to ensure that all required language topics were covered before the end of the term. This tension between meeting academic standards and fostering moral development was a recurring theme in the interviews, with 64% of teachers expressing concerns about the limited time available for integrated instruction.

A further obstacle was the varying levels of students' prior knowledge of Islamic teachings, which sometimes made it difficult to design lessons that were both linguistically and religiously appropriate. For instance, some students were already familiar with certain Quranic verses or stories, while others had little to no prior exposure, leading to discrepancies in their ability to engage with the material. Teachers had to spend additional time providing background information for students who were less familiar with the Islamic content, which occasionally detracted from the focus on English instruction. This issue underscores the need for differentiated teaching strategies and materials that can accommodate diverse levels of religious knowledge among students.

Teacher training also emerged as a significant challenge. Many of the teachers interviewed stated that they had received little to no formal training in integrating Islamic values into language teaching (Rambe & Salminawati, 2019). While they were familiar with Islamic teachings, they often struggled to find effective ways to incorporate these principles into their English lessons. For example, one teacher mentioned that she initially found it difficult to design activities that simultaneously met linguistic objectives and conveyed Islamic moral lessons. This lack of training highlights the importance of professional development programs that equip teachers with the skills and knowledge needed to implement Islamic English instruction effectively.

Resistance from some parents and administrators was another barrier faced by teachers. Although most parents were supportive of the integration of Islamic values into English instruction, a minority expressed concerns that this approach might compromise students' academic performance or limit their exposure to global perspectives. Similarly, some school administrators prioritized standardized test results and were reluctant to allocate additional resources for Islamic English instruction. Teachers reported that these attitudes sometimes created additional pressure to justify their methods and demonstrate the effectiveness of their approach.

Finally, logistical challenges such as limited access to technology and resources also hindered the implementation of Islamic English instruction. While multimedia tools were found to be highly effective, not all schools had the necessary equipment or infrastructure to use these resources consistently. For instance, some classrooms lacked projectors or internet access, making it difficult for teachers to incorporate videos or online materials into their lessons. Approximately 47% of teachers mentioned that they often had to rely on printed materials, which limited their ability to engage students in dynamic and interactive activities. This finding highlights the need for greater investment in educational technology to support innovative teaching practices.

## **Discussion**

The integration of Islamic values into English language teaching (ELT) for elementary school students reflects a progressive approach that addresses the dual goals of language acquisition and moral development (Djamdjuri et al., 2023). This study highlights the significance of embedding Islamic principles within English curricula to foster a holistic educational experience. By aligning language instruction with the cultural and religious contexts of students, educators can achieve a deeper level of engagement and comprehension (Irawan, 2020). Findings from this research underscore that when English lessons are enriched with Islamic themes, students show increased enthusiasm, better retention

of material, and a stronger connection to the lessons. These outcomes are attributed to the relatability of the content, which bridges the gap between students' lived experiences and academic objectives. For instance, activities involving Quranic verses or stories of Prophets in English not only make the learning process engaging but also provide moral lessons that contribute to character building. This dual focus creates a foundation where students can excel academically while remaining rooted in their cultural and ethical identities, thereby supporting a balanced educational framework that prepares them for future challenges.

Developing teaching materials that resonate with Islamic values is pivotal for ensuring the success of this integrative approach. The findings reveal that existing materials often lack the cultural relevance necessary for Muslim-majority contexts, leading to a disconnect between students and the content. Teachers frequently adapt or create their own materials, embedding Islamic themes into textbooks and activities. This process, while effective, is time-consuming and places additional demands on educators. The absence of standardized resources tailored to Islamic ELT highlights the need for collaboration among curriculum developers, policymakers, and educators to produce materials that are both linguistically rigorous and culturally relevant. For instance, lessons that incorporate Islamic holidays, such as Eid al-Fitr, not only teach vocabulary but also familiarize students with Islamic traditions in a meaningful way. Additionally, using narratives from Islamic history or moral stories can help students understand grammatical structures and vocabulary within contexts they find relatable and inspiring. This alignment between material and student background ensures that lessons are not only educational but also personally significant, thereby increasing the effectiveness of instruction.

Despite the advantages of integrating Islamic values into English lessons, educators face numerous challenges, as highlighted in the findings. One significant issue is the lack of formal training for teachers in this specialized approach (Al Azis & Toyyibah, 2023). While many educators are knowledgeable about Islamic teachings, they often lack the pedagogical strategies required to seamlessly merge religious principles with linguistic objectives. This gap in training can result in a less effective implementation of integrated lessons, where either the language or the moral content is inadequately addressed. For example, teachers may struggle to balance teaching English grammar with conveying Islamic ethical lessons, leading to a compromise in one area. Professional development programs focusing on Islamic ELT are essential to equip teachers with the skills and knowledge required for this approach. These programs should include workshops, mentoring, and access to resources that demonstrate best practices in integrating cultural and religious content into language instruction. Such initiatives would empower educators to deliver lessons that are both pedagogically sound and culturally enriching.

Parental involvement emerges as another crucial factor in the successful integration of Islamic values into English instruction (Sjamsir et al., 2024). The findings indicate that when parents actively participate in their children's learning, the reinforcement of Islamic values extends beyond the classroom. Workshops and collaborative activities involving parents can ensure a cohesive approach to education, where the home environment supports the moral and linguistic goals of the school curriculum (Pangestuti et al., 2019). For instance, parents can be encouraged to engage their children in English conversations about Islamic topics, such as family values or stories from the Quran, thereby reinforcing language skills and ethical lessons simultaneously. Moreover, parental support can alleviate some of the resistance educators face when implementing this approach. While most parents appreciate the integration of Islamic values into English instruction, a minority express concerns about its potential impact on academic rigor. Clear communication and evidence of the approach's effectiveness can address these concerns, fostering a collaborative relationship between educators and families that benefits students' overall development.

The digital era introduces both opportunities and challenges in integrating Islamic values into ELT. Technology can serve as a powerful tool for creating dynamic and engaging lessons that

incorporate Islamic content. For example, animated videos depicting stories from Islamic history, digital storybooks with moral themes, and online quizzes based on Quranic vocabulary are effective ways to teach English while reinforcing Islamic principles. However, the findings reveal that not all schools have access to the necessary technological infrastructure, such as internet connectivity or multimedia equipment. This digital divide creates disparities in the quality of education students receive, limiting the reach and effectiveness of innovative teaching practices. Teachers who lack access to technology often resort to printed materials, which, while useful, may not capture students' attention as effectively as digital resources. Addressing this challenge requires investment in educational technology and training for teachers on how to utilize these tools effectively. By equipping schools with the necessary resources, educators can fully harness the potential of technology to deliver lessons that are both linguistically enriching and morally instructive.

Another significant finding is the role of Islamic English instruction in fostering critical thinking and ethical reasoning among students. Activities that involve analyzing moral dilemmas or reflecting on ethical issues from an Islamic perspective encourage students to think critically while practicing language skills. For example, a reading comprehension activity might involve discussing the consequences of dishonesty in business, drawing on Islamic teachings about integrity and fairness. Such discussions not only enhance students' analytical abilities but also deepen their understanding of Islamic ethics. Teachers report that students are more engaged in these activities because they see the relevance of the material to their lives. Additionally, these discussions provide opportunities for students to practice higher-order thinking skills, such as evaluation and synthesis, which are essential for academic success. By integrating ethical reasoning into language instruction, educators can help students develop a well-rounded skill set that prepares them for both academic and personal challenges.

The findings also highlight the importance of inclusivity within Islamic English instruction. While the primary focus is on integrating Islamic values, it is essential to acknowledge the diversity within Islamic communities. Tailoring lessons to reflect various cultural expressions of Islam can promote a sense of unity and respect for different traditions. For instance, students from diverse backgrounds can share their unique perspectives on Islamic practices during group discussions or projects, enriching the learning experience for all participants. This approach not only enhances language skills but also fosters an appreciation for diversity, which is a valuable skill in an increasingly globalized world. By creating an inclusive classroom environment, educators can ensure that all students feel valued and supported, regardless of their specific cultural or religious backgrounds.

Finally, the integration of Islamic values into ELT contributes significantly to character building, an essential aspect of holistic education. By engaging with language materials that incorporate moral lessons and ethical discussions, students develop a strong foundation in both academic and personal growth. Teachers report that students who participate in Islamic English lessons exhibit greater empathy, cooperation, and a sense of responsibility, reflecting the moral teachings embedded in the curriculum. For example, group activities based on Islamic themes, such as discussing the importance of charity or environmental stewardship, encourage students to apply these values in their daily lives. These lessons extend beyond the classroom, shaping students into individuals who can contribute positively to society. This dual focus on linguistic proficiency and moral development ensures that students are well-prepared to navigate the complexities of modern life while remaining grounded in their cultural and ethical identities.

In conclusion, integrating Islamic values into English language teaching for elementary school students offers a comprehensive approach to education that addresses both linguistic and moral development. The findings reveal that this approach enhances student engagement, retention, and critical thinking skills while promoting ethical reasoning and character building. However, challenges such as resource limitations, teacher training gaps, and technological disparities must be addressed to maximize its effectiveness. A collaborative effort involving educators, parents, policymakers, and



curriculum developers is essential to create a supportive environment for this integrative approach. By aligning language instruction with students' cultural and religious contexts, Islamic English instruction paves the way for a balanced and meaningful educational experience that prepares students for future success.

## CONCLUSION

In conclusion, the integration of Islamic values into English language teaching (ELT) for elementary school students presents a compelling approach to fostering holistic education that combines linguistic proficiency with moral and ethical development. This study demonstrates that embedding Islamic principles within ELT curricula significantly enhances student engagement, comprehension, and retention of language skills. By creating lessons that are culturally and religiously relevant, educators bridge the gap between students' academic and personal lives, allowing them to see the value of learning English in a context that aligns with their identities and beliefs. This dual-focus approach not only facilitates effective language acquisition but also nurtures character development, equipping students with the tools they need to succeed in both academic and moral dimensions of life. These findings underscore the potential of Islamic English instruction as a transformative educational practice in Muslim-majority contexts.

The findings of this research also highlight the pivotal role of educators in successfully implementing this integrative approach. Teachers serve as the bridge between pedagogical objectives and the moral framework of Islamic values, and their ability to deliver lessons that balance these aspects is crucial. However, the challenges faced by teachers, including limited access to resources and a lack of formal training, underscore the need for systemic support from educational institutions and policymakers. Professional development programs, coupled with the development of standardized instructional materials that reflect Islamic values, are essential for empowering teachers to create impactful lessons. By addressing these challenges, stakeholders can ensure that the benefits of this approach are accessible to all students, regardless of their school's resources or location.

Ultimately, the success of integrating Islamic values into ELT depends on a concerted effort from educators, parents, policymakers, and curriculum developers. By working together, these stakeholders can address the existing challenges and maximize the potential benefits of this approach. The findings of this study offer valuable insights into how language instruction can be aligned with cultural and spiritual needs, providing a model for education that is both academically rigorous and ethically grounded. As such, Islamic English instruction represents a significant step forward in creating educational systems that nurture well-rounded individuals who are equipped to navigate the complexities of modern life while remaining true to their values and beliefs.

## REFERENCES

- Aisyah, S. (2023). Teacher Competencies In Character Strengthening For Early Childhood. *JPUD - Jurnal Pendidikan Usia Dini*, 17(2), 229–240. <https://doi.org/10.21009/jpud.172.04>.
- Al Azis, E. N., & Toyyibah, T. (2023). Pre-Service English Teachers' Readiness To Develop Digitalized Authentic Materials With Islamic Values. *Premise: Journal Of English Education*, 12(1), 275. <https://doi.org/10.24127/Pj.V12i1.6588>.
- Alameddine, N. (2021). Supporting Muslim Students Through Culturally Responsive And Relevant Pedagogy. *Annals Of Social Studies Education Research For Teachers*, 2(1), 19–30. <https://doi.org/10.29173/Assert23>.
- Azmina, B., Fauziati, E., & Drajadi, N. A. (2019). Instructional Design Of Call Course In Indonesian Higher Education For Future English Teachers: A Case Study. *International Journal Of*

- Educational Research Review*, 4(2), 223–230. <https://doi.org/10.24331/ijere.518058>.
- Darmayenti, -. (2019). Dialogue Journal Writing In Building Students' Awareness On Local Wisdom And English Writing Skill. Proceedings of The 2nd Internasional Conference On Culture And Language In Southeast Asia (Icclas 2018). <https://doi.org/10.2991/icclas-18.2019.51>.
- Djamdjuri, D. S., Gatot, M., Yusiaka, R. A., Sahril, M., Mufaridah, F., & Pratama, M. I. (2023). Systematic Literature Review: Integrating Islamic Education In English Language Teaching. *Journal Of English Education And Teaching*, 7(4), 881–900. <https://doi.org/10.33369/jeet.7.4.881-900>.
- Ekawati, E., Suparta, M., Sirin, K., Maftuhah, M., & Pifianti, A. (2019). Moderation Of Higher Education Curriculum In Religious Deradicalization In Indonesia. *Tarbiya: Journal Of Education In Muslim Society*, 6(2), 169–178. <https://doi.org/10.15408/tjems.v6i2.14886>.
- Irawan, Y. (2020). Situating Islamic Values In English Language Teaching. *Islamika : Jurnal Ilmu-Ilmu Keislaman*, 20(01), 95–103. <https://doi.org/10.32939/islamika.v20i01.617>.
- Khasbani, I. (2019). English As A Medium Of Instruction In Indonesian Primary And Secondary Education: Theory And Reality. *Englisia Journal*, 6(2), 146. <https://doi.org/10.22373/ej.v6i2.4506>.
- Madkur, A., As'ad, M. S., Prayogo, A., Sunarwan, A., Siregar, S., Harya, T. D., & Irwansyah, D. (2024). Context-Responsive Pedagogy In English Language Teaching In Indonesian Islamic Boarding Schools. *Journal Of Education And Learning (Edulearn)*, 18(3), 624–636. <https://doi.org/10.11591/edulearn.v18i3.21085>.
- Marzuki, A. G. (2019). Utilizing Recorded English Dialogues In Teaching English Word Stress To Islamic Higher Education Students In Indonesia. *Jurnal Pendidikan Islam*, 5(1), 53–64. <https://doi.org/10.15575/jpi.v5i1.4297>.
- Pangestuti, R., Kadiyono, A. L., Cahyadi, S., & Agustiani, H. (2019). A Modifying The Instrument Of Self-Regulation In Early Childhood Assessment. *JPUD - Jurnal Pendidikan Usia Dini*, 13(1), 114–127. <https://doi.org/10.21009/10.21009/jpud.131.09>.
- Priadi, A., & Fatria, E. (2024). The Development of Early Childhood Naturalist Intelligence Through Environmental Education. *JPUD - Jurnal Pendidikan Usia Dini*, 18(1), 30–52. <https://doi.org/10.21009/jpud.181.03>.
- Rambe, R. N. K., & Salminawati, S. (2019). Integration Of Islamic Values In English Learning At Madrasah Ibtidaiyah Teacher Training Program (Pgmi) Uin North Sumatera. *Jurnal Tarbiyah*, 26(1). <https://doi.org/10.30829/tar.v26i1.410>.
- Sjamsir, H., Rozie, F., Ayu Dewi, S., & Liana, H. (2024). Parental Role: Internalization Of The Development Of Independent, Disciplined, And Responsible Character Values For Children Aged 5-6 Years. *JPUD-Jurnal Pendidikan Usia Dini*, 18(1), 18–29. <https://doi.org/10.21009/jpud.181.02>.
- Triani, L., Hartati, S., & Meilani, R. S. M. (2021). Tueak Serembeak: The Role Of Parenting In Early Character Development And Education. *JPUD - Jurnal Pendidikan Usia Dini*, 15(2), 281–299. <https://doi.org/10.21009/jpud.152.05>.
- Wati, N. S., & Kuryani, K. (2024). Integrating English Language Materials And Islamic Values: Research And Development In Islamic Higher Education. *Tapis : Jurnal Penelitian Ilmiah*, 8(1), 112. <https://doi.org/10.32332/tapis.v8i1.8958>.