

## **INTEGRATING ISLAMIC VALUES INTO ENGLISH MATERIALS**

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### **ABSTRACT**

This study aims to determine students' needs in learning materials by integrating Islamic values into English. This study used quantitative method. The participants were eighth-grade students, consisting of 29 students. This study employed a close-ended questionnaire divided into three sections: organization of the learning material, learning content, and learners' characteristics. Data were analyzed using quantitative data analysis techniques. The results indicated that there are three characteristics of the students' needs. They were the organization materials, the content materials, and learners' characteristics. In the organization materials, most of the students needed the instructional objectives in English learning materials. Regarding the content materials, the students wanted the virtue of studying, helping parents, and environment as learning topics by integrating them with Islamic values. For the learners' learning characteristics, they preferred the visual learning style.

**Keywords:** Islamic values, English materials

### **INTRODUCTION**

**L**earning English is one of the most significant elements taught to students in schools, from elementary to university. English is becoming a fundamental prerequisite alongside other abilities. Today, English is regarded as a worldwide language, making it a lingua franca for various purposes and regions. Several factors must be present and taken into account to support the efficiency of the learning process. There are three types that support the efficiency of the learning process: students, teachers and materials (Chinoda in Ija and Kamsinah, 2018).

Learning material is necessary for a learning process. Tomlinson (2012) defines materials as everything that may be used to support the study of a language, such as course books, films, graded readers, flashcards, games, websites, and mobile phone interactions. According to Seels and Richey in Setyosari (2010), development refers to translating or describing design standards into physical attributes. Specific development is the process of generating educational resources.

As a predominantly Muslim country, Indonesia has its own culture and values that are quite distinct from those of English speakers. Therefore, in teaching English, it is also necessary to pursue the culture and Islamic values, which also requires the teachers' attention and consideration in teaching English so that there is always the transmission of Islamic values in the learning process. According to Darajat's (1992), from an Islamic viewpoint, value is a collection of ideas or sentiments regarded as an identity that provides a certain pattern to cognitive processes, feelings,

attachments, and implementation. In addition, Rohmah (2012) also stated that the incorporation of Islamic principles into all classes, including foreign language, is crucial due to the significance of Muslims in sustaining religious values through their classroom activities. Therefore, efforts must be made to incorporate Islamic beliefs and culture into the English material.

The religious values presented in English language learning materials reflect or demonstrate Islamic thought patterns, emotions, and behaviors, which are incorporated into the English language learning materials and applied in the classroom. Value is a collection of ideas or emotions seen as an identity that imparts a distinctive style to patterns of thinking, attachment, or conduct (Ahmadi and Salimi, 1996). Consequently, the value system might be a shared standard meant to be absorbed by an objective state or elevation of ideas, sentiments (universal feelings), and identity supplied or revealed by God (Allah SWT). Thus, several considerations are needed to develop English learning material integrated into Islamic values.

Before proceeding with the development of learning material, several factors must be considered to ensure that the resulting product meets expectations and objectives. Yaumi (2016) stated that it needs to determine the learning requirements before proceeding with the design process. This effort is necessary because the material to be developed meets the needs of the students in terms of English material on religious values that had a direct impact on their lives, thereby increasing the students' interest in learning and practicing the material received as a lack of interest in learning English is one factor that contributes to students' disinterest in the subject. According to Azleen (2008), several reasons contribute to students' lack of enthusiasm for studying English: teachers' lack of creativity in teaching, the students' lack of interest in learning English, and the teacher's lack of language materials.

Knowing everything a learner needs in learning a foreign language will help teachers carry out the learning process according to plan. The general and special needs of students, as outlined in the lesson plan, can make learning run smoothly so that the targeted goals will be achieved. What often happens is that students feel they are not getting what they need, so they are reluctant to do the things suggested by the teacher. On the other hand, teachers find it difficult to run the program following the expected results because students are not motivated to do what the learning process has planned. Thus, this study aimed to analyze the students' learning needs of Islamic values integrated into English learning materials.

## **METHOD**

This study used quantitative method. The participants of this research were the eighth-grade students of an Islamic Junior High School in Makassar, consisting of 29 students. This study employed a close-ended questionnaire divided into three sections: organization of the learning material, learning content, and learners' characteristics. The researcher analyzed the data using

quantitative data analysis techniques in this study. In quantitative analysis, there were several stages. Initially, the researcher used a need-analysis questionnaire to collect information from students. Due to the pandemic, the surveys were not distributed directly to students in the classroom; rather, students responded to the questions through Google Forms. Next, the data gained from the questionnaire were analyzed using percentage analysis.

## FINDINGS AND DISCUSSION

The questionnaire had three sections. The first was material organization, the second was material content, and the third was learner characteristics. After distributing the questionnaires, the results were summarized as follows:

### Learning Material Organization

The organizing phase included planning, prediction, and projection of what was done during learning activities and what was expected as a result of the learning process. The following table is the students' response to learning material organization:

**Table 1. Students' Needs for Learning Materials Organization**

Organization of Learning Materials		
No.	Question	Answer
1.	In your opinion, do the instructional objectives need to be put in English learning materials?	<input type="checkbox"/> Yes = 96.7% <input type="checkbox"/> No = 3.3%
2.	What kind of exercise activities do you want in English learning materials?	<input type="checkbox"/> Individual=16.1% <input type="checkbox"/> Pair=41.9% <input type="checkbox"/> Discussion=29.9% <input type="checkbox"/> Project=12.9%
3.	What kinds of task activities do you want in learning process?	<input type="checkbox"/> Making sentences=61.3% <input type="checkbox"/> Reading =38.7%
4.	Does the summary need to be put on English learning materials?	<input type="checkbox"/> Yes=86% <input type="checkbox"/> No=13.3%
5.	What kinds of reflection do you want?	<input type="checkbox"/> Note taking=60% <input type="checkbox"/> Presentation=40%
6.	Does the glossary (words list) need to be put on English learning materials?	<input type="checkbox"/> Yes=90.3% <input type="checkbox"/> No=9.7%

Table 1 illustrates the students' responses to learning material organization. The first question revealed that nearly all students want the teacher to explain the material to be taught. The response rate of 96.7% demonstrated the teacher's knowledge influenced the extent of students' interest in a subject. While the exercise activities, there was 41.9% of students voted for exercise activities to be completed in pairs. In addition to the learning activities, 61.3% of students gave their responses to making sentences in English during the learning process. Students (86.7%) also voted in favor of

including a summary in English lectures. A summary helped them understand the learning materials, and 60% of the students chose presentation as their learning reflection. The last questionnaire question indicated that 90.3% of students think a glossary (words list) should be included to increase their new words.

### Learning Content

Learning content is necessary for teaching and learning activities. This research looked for the students' learning content related to integrating Islamic values and English. The students' responses are as follows:

**Table 2. Students' Needs for Learning Content**

Content of material		
No.	Question	Answer
1.	What topics in English materials combined with Islamic values do you want to learn?	<input type="checkbox"/> The Virtue of Studying=17.9% <input type="checkbox"/> Helping Parents=17.9% <input type="checkbox"/> Caring Environment= 12.8% <input type="checkbox"/> All of them=51.3%
2.	What kind of learning material based on Islam that you want to learn?	<input type="checkbox"/> Conversation=14.7% <input type="checkbox"/> Experiences=32.4% <input type="checkbox"/> Story=29.4% <input type="checkbox"/> Reading=23.5%
3.	What material of Islamic values do you want to put in your English learning materials?	<input type="checkbox"/> The Virtue of Studying and The Verses of Al-Qur'an = 14.3% <input type="checkbox"/> Helping Parents and Al-Hadith=20% <input type="checkbox"/> Caring Environment and The Pearl Words of Mufties=17.1% <input type="checkbox"/> All of them=48.6%

Table 2 reveals the learning materials integrating Islamic values and English that the students want to put in their learning materials. The result indicated that 51.3% of students want to learn English relevant to their daily lives. In addition, the students responded that Islamic values need to be attached to their English learning material of speaking or conversation (14.7%), experience (32.4%), Story (29.4%) and reading (23.5%). The Islamic values that they wanted to be integrated into English learning contents were the virtue of studying and the verses of the Islamic holy Book (14.3%), hadiths relating to the action of helping parents (20%), caring environment and the pearl words of Mufties (17.1%), and 48.6% students agreed to learn all of three Islamic learning materials.

The findings of this research indicated that learning English with Islamic values need by Students. Umam (2014) stated that by incorporating Islamic values in English teaching, the students can maintain their Islamic identity and are not easily contaminated by Western cultures, at the same time, they will have English competence as a means to face their future. In addition, Madya (2018) stated that it is obvious that needs analysis is a very crucial first step on designing

and developing a language course, producing materials for teaching and learning, and developing language test. After getting the students' needs, the developing materials of Islamic values and learning English under the students' expectation, also based on the 2013 curriculum.

**Learners' Characteristics**

Understanding the students' characteristics is essential to provide learning resources appropriate to their requirements and stimulating their interest in learning. Teachers should also realize the growing knowledge of their students, as well as their challenges and learning strategies in the classroom. The following table describes students' learning styles:

**Table 3. Students' Learning Style**

Learners' characteristic		
No.	Question	Answer
1.	What is your learning style?	<input type="checkbox"/> Visual=50% <input type="checkbox"/> Auditory =35% <input type="checkbox"/> Kinesthetic=14%
2.	What learning activity do you like?	<input type="checkbox"/> Playing games=12.9% <input type="checkbox"/> Practicing directly=16.1% <input type="checkbox"/> Listening materials=24% <input type="checkbox"/> All of them=46.9%
3.	What kind of learning material do you like?	<input type="checkbox"/> Texts=20.6% <input type="checkbox"/> Pictures=29.4% <input type="checkbox"/> Dialogues=17.6% <input type="checkbox"/> All of them=32.4%
4.	Do you experience the following problems in learning English?	<input type="checkbox"/> Lack of vocabulary knowledge=48.7% <input type="checkbox"/> Uninteresting topics/bored material=12.8% <input type="checkbox"/> Unfamiliar context=12.8% <input type="checkbox"/> Uncommon word combination=7.7% <input type="checkbox"/> Too many have the same meaning=17.9%

Table 3 show the students' learning characteristic of learning style. Half of the students (50%) chose visuals as their learning style. Related to the learning activity, it is necessary to engage students in learning integrated Islamic values and English materials. The students' responses show that most of them (46.9%) chose all of the activities (playing games, practicing directly, and listening to English materials). They liked their learning materials in the form of texts, pictures and dialogues (32.4%). In addition, most students experienced learning problems because they lacked vocabulary knowledge (48.7%).

The students' learning character is one of the most influential aspects influencing their performance in studying a certain topic. By knowing a student's learning style, teachers and students can choose the most effective method of instruction. In reality, however, most students do

not understand their unique learning styles, leading to many challenges throughout the learning process. Hung (2014) said in his research that teachers must comprehend their students' learning styles to enhance their language skills. With a sufficient understanding of students' learning style preferences, teachers can use appropriate strategies and activities in language classes. In contrast to the findings of this study, Hassani (2012) said that the auditory learning style was the most favored, followed by the kinesthetic learning style and the visual learning style.

## CONCLUSION

The results indicated that there are three characteristics of the students' needs. They were the organization materials, the content materials, and learners' characteristics. In the organization materials, most of the students needed the instructional objectives in English learning materials. Regarding the content materials, the students wanted the virtue of studying, helping parents, and environment as learning topics by integrating them with Islamic values. For the learners' learning characteristics, they preferred the visual learning style.

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