



Students' Perception of Islamic Values Integration in English Language Teaching at an Islamic Junior High School

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Article Info	Abstract
<p>Received: 2026-04-27 Revised: 2026-05-10 Accepted: 2026-06-04</p> <p>Keywords: <i>students' perception;</i> <i>Islamic values;</i> <i>English language teaching;</i> <i>junior high school.</i></p> <p>DOI: 10.24256/ideas.v14i1.10332</p> <p>Corresponding Author: Indawati indawati.2023@student.uny.ac.id Fakultas Bahasa, Seni, dan Budaya, Universitas Negeri Yogyakarta</p>	<p><i>The integration of Islamic values into English language teaching is relevant in the context of education at Islamic schools. This study aims to examine students' perceptions of the integration of Islamic values into English language teaching. This study employed a descriptive quantitative design supported by qualitative data. The participants were 20 eighth-grade students at an Islamic junior high school in Sumenep, Madura. Data were collected through a Likert-scale questionnaire and open-ended questions as supporting data. Quantitative data were analyzed using percentage distribution and mean scores, while the qualitative data were analyzed using simple descriptive method to support the quantitative results. The results of the study indicate that most students have a positive perception of the integration of Islamic values into English language learning. students' perceptions of the integration of Islamic values were categorized as high, with a mean score of 4.04. Similarly, students' interest in learning English was also categorized as high, with a mean score of 4.02. The distribution of responses indicates that most students selected "Agree" and "Strongly Agree" on most items. Further qualitative findings support these results, showing that students consider the integration of Islamic values to be meaningful, beneficial for character development, and helpful in understanding the learning material. However, some students indicated that variations in teaching methods are still needed to enhance engagement. Overall, this study concludes that integrating Islamic values into English language teaching (ELT) positively influences</i></p>

students' perceptions and interest in learning, particularly within the context of Islamic-based education.

1. Introduction

English plays a vital role in the context of English as a Foreign Language (EFL) because it is one of the most widely used international languages in global communication, education, and access to information. Proficiency in English enables students to gain broader knowledge and improve their communication skills in both academic and social contexts (Ilyosovna, 2020). Therefore, English has become one of the core subjects taught starting from the junior high school level, including in Islamic junior high schools.

Several previous studies have discussed the integration of Islamic values into the educational process through various teaching approaches, the development of instructional materials, and the enhancement of teacher competencies. The research by (Dahirin & Rusmin, 2024) emphasizes the importance of relevant and engaging learning resources to support the instillation of Islamic values, including through the use of digital media and educational technology.

Meanwhile, (Supriadi et al., 2024) found that teacher training positively contributes to teachers' ability to integrate Islamic values into daily instruction, although its implementation still faces challenges such as time and resource constraints. Other research also indicates that the development of English language teaching materials grounded in Islamic values and local culture can enhance teachers' pedagogical competencies while making learning content more contextually relevant for students (Arifin et al., 2024). In the context of English language learning, the integration of Islamic values is known to increase student engagement and create learning that is more relevant to their cultural and religious backgrounds (Rohmah, 2012; Sabudu, 2025).

In the learning process, the connection between lesson content and students' cultural and religious backgrounds can influence how students interpret their learning experiences. Learning that is perceived as relevant to daily life tends to increase student engagement, comfort, and participation throughout the learning process. In the context of pesantren-based schools, the integration of Islamic values into English language learning can serve as an approach that helps students feel more connected to the material being studied because it aligns with their social and religious environment. When students view learning as meaningful and consistent with the values they hold, they tend to demonstrate more positive perceptions and higher interest in learning.

Therefore, the integration of Islamic values into English language learning is not only related to character development but also has the potential to influence students' overall learning experience. Therefore, based on the above discussion, integrating Islamic values into English language learning at Islamic junior high schools is a worthwhile step to explore, considering the positive impacts students will gain as a result of the teaching and learning process (Anggraini et al., 2025; Ramadhani et al., 2025; Sakirman, 2025).

However, previous studies have largely focused on the teacher's perspective, instructional design, teaching media, or student learning outcomes. Studies that specifically focus on students' perceptions as the primary research focus remain relatively limited, particularly in the context of English language learning at Islamic junior high schools based on pesantren. However, students' perceptions are a crucial factor that can influence their motivation, engagement, and interest in learning during the instructional process (Kusnarti, 2019; Muharmansyah & Imamuddin, 2023; Nurtika, 2021; Prमितasari et al., n.d.). Students who have positive perceptions of learning tend to demonstrate higher levels of participation and motivation compared to those with negative perceptions.

Furthermore, research directly connecting the integration of Islamic values with students' perceptions in learning English is still limited. Therefore, empirical research is needed to specifically explore how students view the integration of Islamic values in English language learning and how this integration influences their interest in learning.

Different from public schools, Islamic schools are not only focused on academic achievement but also on character development and instilling Islamic values in students' daily lives. Islamic education emphasizes a balance between intellectual, moral, and spiritual aspects through a holistic learning process. In practice, Islamic values such as ethics, discipline, responsibility, and exemplary behavior are instilled through classroom learning activities as well as religious activities within the school environment (Hidayati et al., 2024; Saiful, 2024). Thus, the learning process in pesantren-based schools serves not only to develop students' academic abilities but also to shape their character in accordance with Islamic teachings.

In the context of English language learning, the integration of Islamic values can be achieved through the use of materials, examples, or learning activities relevant to students' religious lives. Teachers can connect English language content with Islamic stories, the Prophet's role models, or everyday life contexts that reflect Islamic values (Latifah & Irawan, 2024; Zakaria, 2024). This approach makes learning more contextual and closely aligned with students' experiences.

In addition to helping students understand English language material more effectively, the integration of values also has the potential to create a more meaningful learning experience because it aligns with their cultural and religious backgrounds.

Furthermore, research on the integration of Islamic values in English language learning still tends to focus on specific aspects, such as learning motivation, learning outcomes, or learning strategies, without simultaneously examining the relationship between students' perceptions and their learning interests. In fact, these two aspects are interrelated in shaping students' learning experiences throughout the learning process.

Furthermore, most previous studies have employed qualitative or experimental approaches, while quantitative descriptive studies supported by simple qualitative data remain relatively limited, particularly within the context of junior high schools based on Islamic boarding schools. Therefore, more contextual research is needed to understand how the integration of Islamic values is implemented and received by students in English language learning within that environment.

Based on this research gap, this study aims to analyze students' perceptions of the integration of Islamic values in English language learning as well as their interest in learning English through this approach. Specifically, this study seeks to answer two research questions: (1) what are students' perceptions of the integration of Islamic values in English language learning, and (2) how does this integration influence students' interest in learning English.

The uniqueness of this study lies in its focus on simultaneously examining students' perceptions and learning interest within the context of a pesantren-based junior high school. Additionally, this study employs a quantitative descriptive approach supplemented by qualitative data from open-ended questions to provide a more comprehensive picture of students' learning experiences.

2. Method

This study employs a quantitative descriptive approach supported by qualitative data to gain a more comprehensive understanding of students' perceptions and interests regarding the integration of Islamic values into English language learning. This approach was chosen because the study aims to systematically describe the phenomenon based on data obtained from participants without manipulating variables.

Quantitative data were used to identify trends in students' perceptions and interests, while qualitative data from open-ended questions were used to support and strengthen the interpretation of quantitative findings.

The participants in this study were 20 students from an Islamic junior high school based on a pesantren in Sumenep, Madura. The study employed total sampling, in which the entire population served as the research sample. This technique was chosen because the population size is relatively small and allows the researcher to obtain more representative data from all students involved in the research context.

The research instruments consist of a Likert scale questionnaire and open-ended questions. The questionnaire comprises two main variables: students' perceptions of the integration of Islamic values in English language learning and students' interest in learning English. Each variable consists of five statements, resulting in a total of ten closed-ended items. A five-point Likert scale was used in this study: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree.

In addition to the closed-ended statements, this study also used three open-ended questions to obtain more in-depth information regarding students' experiences and views on the integration of Islamic values in English language learning.

Quantitative data were analyzed using percentage distributions and mean scores to identify trends in students' responses to each statement. The average scores were then interpreted to determine the categories of students' perception levels and interest. Meanwhile, qualitative data from open-ended questions were analyzed through several stages: reading all student responses, grouping answers based on common meanings, identifying main themes, and describing the findings to support the interpretation of quantitative data.

This study adhered to research ethics by maintaining the confidentiality of participants' identities. All student data were presented using initials to ensure anonymity. Additionally, student participation in the study was voluntary and conducted after obtaining approval from the school.

3. Result

The results of this study are presented based on two main aspects: students' perceptions of the integration of Islamic values into English language learning and their interest in learning English through this approach. In addition to quantitative data obtained through a Likert-scale questionnaire, this study also utilizes qualitative data from open-ended questions to strengthen the interpretation of the findings. Thus, the research results not only describe students' response trends numerically but also reveal their experiences and perspectives in a more contextual manner.

Students' Perception toward the Integration of Islamic Values in English Language Teaching

The data in this section is first presented in the form of a percentage distribution. This presentation aims to highlight the trends in students' choices across each category of the Likert scale, allowing response patterns to be observed in greater detail before further analysis using mean values.

Table 1. Distribution of Students' responses toward the Integration of Islamic Values in English Language Teaching

No	Statement	Strongly Disagree %	Disagree %	Neutral %	Agree %	Strongly Agree %
1	My English teacher often relates the material to Islamic teachings.	0%	0%	0%	65%	35%
2	I often learn English vocabulary related to Islamic values.	5%	5%	25%	45%	20%
3	The examples used by the teacher in English class are in line with Islamic life	5%	10%	25%	30%	30%
4	English learning feels more meaningful because it is connected to Islamic values.	0%	15%	30%	35%	20%
5	I feel that Islamic values make English material easier to understand.	5%	0%	5%	40%	50%

Based on Table 1, the research findings indicate that the majority of students responded positively to the integration of Islamic values into English language learning. The "Agree" and "Strongly Agree" categories dominated nearly all

statements, indicating that students generally accepted this learning approach well. This finding suggests that the integration of Islamic values is not viewed as something separate from English language learning, but rather as a component that supports their learning process in a Islamic junior high school environment.

Regarding the first statement on the connection between English language materials and Islamic teachings, all students gave positive responses. Most students chose the “Agree” category, while the rest chose “Strongly Agree.” The absence of negative responses indicates that teachers consistently link learning materials to Islamic values in daily teaching practices. This suggests that the integration of values has become a tangible part of pedagogical practice in the classroom.

Nevertheless, some variations in responses emerged on specific indicators. In the second statement regarding the learning of Islamic vocabulary, there were still students who selected neutral and negative categories. This suggests that the integration of values in linguistic aspects, particularly the development of English vocabulary related to Islamic values, has not yet been optimally experienced by all students. A similar pattern is observed in the third and fourth statements, particularly regarding the meaningfulness of learning. Some students still felt neutral about the statement that learning becomes more meaningful when linked to Islamic values.

However, in the fifth statement regarding the ease of understanding the material through the integration of Islamic values, the majority of students again demonstrated highly positive responses. Most students selected the “Strongly Agree” and “Agree” categories, indicating that the integration of values helps students understand the learning material better. This suggests that a learning approach relevant to students’ religious backgrounds can facilitate the process of understanding the material more effectively.

To clarify the level of students’ perceptions regarding each indicator, the analysis continued using average scores.

Table 2. Mean Scores of Students’ Responses toward the Integration of Islamic Values

No	Statement	Mean	Category
1	My English teacher often relates the material to Islamic teachings.	4.30	High
2	I often learn English vocabulary related to Islamic values.	3.85	High
3	The examples used by the teacher in English class are in line with Islamic life	4.05	High
4	English learning feels more meaningful because it is connected to Islamic values.	3.90	High

5	I feel that Islamic values make English material easier to understand.	4.10	High
	Total Average	4.04 (High)	

Based on Table 2, the overall average score of 4.04 indicates that students' perceptions of the integration of Islamic values fall into the high category. This finding suggests that students hold a positive view of the application of Islamic values in English language learning.

The indicator with the highest score was the relevance of the learning material to Islamic teachings, which received an average score of 4.30. These results indicate that students are highly aware of the integration of values within the material taught by teachers. Teachers appear to have successfully linked English language learning to students' religious lives, making the material more contextual and relevant.

Conversely, the indicator regarding the learning of Islamic vocabulary received the lowest score, although it still falls within the high category. This suggests that the integration of values is more strongly felt in the content of the material and learning examples than in specific linguistic aspects. In other words, students find it easier to recognize the integration of values through learning themes rather than through the specific development of English vocabulary.

This quantitative data is reinforced by the results of open-ended questions, which show that the majority of students perceive positive benefits from the integration of Islamic values in English language learning. Many students stated that learning becomes more meaningful because they are not only learning the language but also gaining religious understanding and character development.

One student stated:

"It makes learning English more meaningful and helps bring us closer to God." (MU)

This statement indicates that students view English language learning not merely as an academic activity but as part of a spiritual development process. Other statements also suggest that the integration of values helps students improve their attitudes and behavior.

"That we learn better and behave more appropriately." (YQ)

Additionally, some students also mentioned that the lessons became easier to understand because they were related to religious experiences they had previously learned in the pesantren and madrasah diniyah environments. This indicates that the relevance of the material to the students' backgrounds contributes to their understanding during the learning process.

Students' Interest in Learning English through the Integration of Islamic Values

After presenting the analysis results regarding students' perceptions of the integration of Islamic values, the subsequent discussion focuses on students' interest in English language learning integrated with these values.

Table 3. Distribution of Students' responses on Students' Interest in Learning English

No	Statement	Strongly Disagree%	Disagree%	Neutral%	Agree%	Strongly Agree%
1	I feel excited when English class begins.	0%	5%	30%	50%	15%
2	I enjoy English materials that are related to Islamic themes.	0%	0%	25%	50%	25%
3	I become more active in English class because of the presence of Islamic values.	5%	5%	10%	60%	20%
4	I want to keep learning English through an Islamic approach.	0%	5%	10%	45%	40%
5	English class becomes more enjoyable with the integration of Islamic	5%	0%	5%	55%	35%

Based on Table 3, the majority of students responded positively to all indicators of learning interest. Most students selected the "Agree" and "Strongly Agree" categories, indicating that the integration of Islamic values is capable of creating a more engaging and enjoyable learning experience.

Regarding the first indicator on student enthusiasm when the lesson begins, there were still some students who selected the neutral category. This suggests that students' initial level of enthusiasm is still influenced by other factors, such as classroom atmosphere, teaching methods, or students' personal circumstances. Nevertheless, the majority of students still demonstrated positive responses

toward English language learning integrated with Islamic values.

Indicators regarding enjoyment of Islamic materials showed fairly high results. This indicates that students feel more comfortable and interested when learning materials relate to their religious values and experiences. Additionally, most students also stated that the integration of values made them more active during the learning process.

The most positive responses were observed in indicators regarding comfort and enjoyment in learning English through an Islamic approach. These results suggest that learning relevant to students' religious identities can create a more conducive and meaningful learning environment.

Further analysis was conducted using average scores.

Table 4. Mean Scores of Students' Interest in Learning English

No	Statement	Mean	Category
1	I feel excited when English class begins.	3.75	Moderate-High
2	I enjoy English materials that are related to Islamic themes.	4.05	High
3	I become more active in English class because of the presence of Islamic values.	3.95	High
4	I want to keep learning English through an Islamic approach.	4.15	High
5	English class becomes more enjoyable with the integration of Islamic	4.20	High
	Total Average	4.02 (High)	

Based on Table 4, the overall average score of 4.02 indicates that students' interest in learning English falls into the high category. The indicator with the highest score was enjoyment of learning English through the integration of Islamic values. These results suggest that learning connected to students' religious values can enhance their comfort and engagement during the learning process.

Additionally, students also demonstrated high motivation to continue learning English through an Islamic approach. This indicates that the integration of values does not merely provide a temporary impact but also influences the sustainability of students' interest in learning.

These findings are reinforced by qualitative data from open-ended questions. Most students stated that they felt more interested in learning when the material was linked to Islamic values, they were already familiar with.

One student stated:

"I'm enthusiastic because I'm already used to learning Islamic values." (ASR)

Another student also remarked:

"Because I think the stories of Islam are really good and meaningful." (RLI)

These statements indicate that students' familiarity with religious material helps increase their interest in learning English. Additionally, some students also noted that the way teachers present the material influences their interest in learning.

"Because the teacher is cool and explains things so I can understand." (FNS)

This data indicates that the success of value integration is influenced not only by the content of the material but also by pedagogical strategies and the teacher's ability to create an engaging learning environment.

Some students also suggested making lessons more varied and interactive. One student recommended using educational media such as English-language Islamic films to increase students' interest in learning.

Overall, the research findings indicate that students' positive perceptions of the integration of Islamic values tend to be accompanied by a high level of interest in learning English. Students who felt that the learning materials were relevant to Islamic values also demonstrated greater enthusiasm, comfort, and engagement during the learning process. These findings suggest that the integration of Islamic values is not only viewed positively in theory but also contributes to a more meaningful learning experience for students.

These quantitative findings are supported by qualitative data from open-ended questions. Most students stated that learning English became easier to understand because it was linked to values already familiar to them in their daily lives within the pesantren environment. Additionally, students also felt that learning became more engaging because the material did not focus solely on linguistic aspects but also contained moral and religious messages. Thus, the integration of Islamic values can help create a learning environment that is more contextual, relevant, and supportive of student engagement in English language learning.

4. Discussion

This study shows that the integration of Islamic values into English language learning is not only positively received by students but also fosters a learning experience that is more meaningful both academically and spiritually. These findings suggest that English language learning in an Islamic school setting is not perceived by students as a process separate from their religious identity. Instead, students see a connection between English language material and the life values they hold dear in their daily lives. This suggests that the integration of values fosters an emotional connection between students and the learning material, thereby making the learning process more contextual.

Theoretically, these findings can be explained through perception theory in educational psychology, which states that individuals tend to respond positively to stimuli that align with their experiences, beliefs, and value backgrounds (Walgito, 2010). In the context of this study, the students come from a pesantren environment where they are accustomed to Islamic practices and culture in their daily lives. Therefore, when English language material is linked to Islamic values, students feel that the learning is more closely aligned with their reality. This contextual closeness then influences how students understand, accept, and evaluate the learning process as a whole.

The findings of this study also reinforce the concept of Contextual Teaching and Learning (CTL) proposed by (Johnson, 2002), which states that learning is more effective when the material is linked to students' real-life experiences. The integration of Islamic values ensures that English language learning is no longer viewed as a foreign subject distant from their lives but becomes a relevant part of students' social and spiritual identities. This relevance contributes to increased student engagement in the learning process because students feel that the material being studied has a function and meaning in their lives.

Furthermore, this study indicates that the primary mechanism making the integration of values effective lies in the formation of meaningful learning. When students discover a connection between the lesson material and their personal beliefs, the learning process occurs not only at the cognitive level but also touches upon affective and spiritual aspects. This is important because language learning is fundamentally not merely a process of memorizing linguistic structures but also a process of constructing meaning through social and cultural experiences. Thus, the integration of Islamic values can serve as a bridge connecting linguistic aspects with students' life experiences.

In addition to influencing perceptions, the integration of values also contributes to increased student interest in learning. However, this increase in interest does not occur automatically simply because there is a religious element in the learning process. Research data indicates that student interest increases when the integration of values is implemented through relevant, engaging, and easily understandable learning strategies. In other words, Islamic values function

as a motivational support factor, but their effectiveness remains influenced by the quality of the teacher's pedagogy. This finding aligns with (Harmer, 1998) perspective, which emphasizes that the success of English language learning is heavily influenced by the teaching strategies teachers implement in the classroom.

In this study, students demonstrated greater interest when teachers used examples close to their lives, such as Islamic stories, moral values, or daily religious experiences. This indicates that students' learning motivation is influenced not only by the content of the material but also by the representation of their identity within the learning process. When students feel that their religious identity is accommodated in the English language classroom, they become more comfortable and confident in engaging in the learning process. Thus, the integration of values serves as a means to foster psychological safety in learning.

On the other hand, this study also found that the integration of Islamic values has not yet been fully optimized in certain linguistic aspects, particularly vocabulary development. This finding suggests that some teachers still tend to integrate values at the conceptual or content level but have not yet integrated them extensively into technical language practices. For example, the integration of values appears more frequently in the form of moral messages or reading topics, while the development of vocabulary, grammar, or language functions based on values remains limited. This situation indicates that the integration of values in English language learning requires more systematic planning so that it is not merely symbolic.

These findings are significant because they indicate that the integration of values is not merely about adding religious elements to learning materials but requires a structured pedagogical design. Teachers need the competence to simultaneously link linguistic objectives with character-building objectives. In this regard, research by (Nurfatimah, 2026; Yana et al., 2026) is relevant because it emphasizes that values-based education must be able to integrate cognitive, affective, and spiritual aspects in a balanced manner. Therefore, the success of values integration depends heavily on teachers' ability to design learning activities that develop language skills while instilling values.

Qualitative data from open-ended questions further reinforce the quantitative findings of this study. Most students stated that Islamic value-based English language learning helped them grow closer to God, improve their moral character, and enhance their motivation to learn. These statements indicate that students not only experienced academic improvement but also felt personal and spiritual impacts from the learning process. Thus, the integration of values serves a broader function than conventional English language learning.

This finding aligns with the research by (Eryandi, 2023; Rosita & Prabowo, 2025; Wahyuni et al., 2025), which states that values-based education can support the development of students' character, including discipline, responsibility, empathy, and tolerance. In the context of this study, English language learning serves as a medium that functions not only for mastering a foreign language but

also as a means for internalizing moral and spiritual values. This indicates that language learning holds significant potential as a space for character development when designed in a contextual and humanistic manner.

However, this study also highlights several limitations in the implementation of value integration. Some students still gave neutral responses to several indicators, suggesting that their learning experiences have not been entirely consistent. Additionally, some students suggested the use of more varied media and methods, such as Islamic films, educational games, or interactive value-based stories. These findings suggest that value integration conducted in a monotonous manner has the potential to reduce student engagement in the long term.

Thus, this study offers a critical perspective that value integration should not be carried out merely as a formality or merely as a supplement to the material. If integration is conducted in an overly normative manner without pedagogical innovation, learning may become less engaging for students. Therefore, teachers need to develop creative learning strategies so that Islamic values can be presented naturally within English language activities. Approaches such as project-based learning, storytelling, role-play, collaborative learning, and the use of value-based digital media can serve as alternatives to enhance the quality of value integration in the classroom.

From a theoretical contribution perspective, this study expands the literature on value-based English language learning by demonstrating that students' perceptions, learning interest, and engagement are interrelated aspects. Previous research generally addressed value integration from the teacher's perspective or the development of teaching materials, whereas this study places students at the center of the analysis. Thus, this study provides empirical insights into how value integration is directly received and interpreted by students within the context of an Islamic boarding school.

In addition to theoretical contributions, this study also offers pedagogical insights. The research findings indicate that English language instruction in Islamic schools needs to be designed more holistically by integrating linguistic, pedagogical, and spiritual aspects in a balanced manner. Teachers must not merely deliver English language content technically but also create learning experiences relevant to students' identities and experiences. Such an approach has the potential to enhance student engagement, motivation, and the meaning of learning in a more sustainable manner.

Based on these findings, future research is recommended to explore the integration of Islamic values using broader research designs, such as mixed-methods studies with a larger number of participants or longitudinal approaches to examine the long-term impact on students' language proficiency and character development. Additionally, future research could develop more specific English learning models or instructional materials grounded in Islamic values, focusing on

particular skills such as speaking, writing, or vocabulary development. Experimental research on the effectiveness of digital media, Islamic storytelling, or value-based project-based learning is also important to enrich implementation strategies for integrating values into English language learning in Islamic schools.

5. Conclusion

Based on the research findings, it can be concluded that the integration of Islamic values into English language teaching shows a positive trend in terms of both student perception and interest. This is evidenced by the predominance of responses in the “Agree” and “Strongly Agree” categories, as well as average scores falling within the high range. Students perceive that the integration of Islamic values helps them understand the material, enhances the meaningfulness of learning, and contributes to character development and religious values. Furthermore, this integration also influences the affective aspect, particularly in enhancing students’ comfort and interest in learning. However, variations in certain indicators, such as initial enthusiasm and vocabulary aspects, suggest that the effectiveness of learning is also influenced by the teaching strategies and methods employed.

Nevertheless, the findings of this study are contextual and cannot be broadly generalized. This study has limitations in the relatively small number of participants and the use of a descriptive approach that does not allow for an in-depth analysis of cause-and-effect relationships. Furthermore, the qualitative data used is still limited and serves only as supporting evidence.

Based on this, it is recommended that teachers develop the integration of Islamic values in a more systematic manner, supported by varied and interactive teaching methods. Future research is recommended to involve a larger sample size and employ a more comprehensive approach, such as mixed-methods or experimental designs, to gain a deeper understanding. Additionally, research in different educational contexts and levels is also needed to expand findings regarding the effectiveness of integrating values into English language learning.

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