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The Integration of Islamic and Cultural Values in English Teaching

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Abstract

Teaching English is closely related to learning Western culture; however, it is only sometimes about using the same material. As the country with the largest Muslim population in the world, Indonesia must play a role in integrating Islamic values into learning, mainly English as a foreign language. This study aimed to reveal the integration of Islamic and cultural values in English teaching to Islamic university students. This descriptive qualitative used semi-structured interviews and observation to gather the data. There were 42 students, and one lecturer was chosen using purposive sampling as the participants. The findings showed that integrating Islamic and cultural values helps students understand English more easily. Furthermore, it also supports students with an Islamic background. In addition, the observation result proves that students speaking, listening, translation, reading, and vocabulary achievement is outstanding during the observation. This current research strongly contributes to the literature on research about integrating Islamic values into language teaching. However, the cultural values that showed up are Islamic cultural values. Further research focusing on Local cultural integration in teaching English may be enlightening.

Keywords: Cultural Values; English Teaching; Islamic Values

Introduction

The Qur'an asserts that Allah directly reveals Islam through His prophets through the Angel Jibreel, who come down to earth to deliver the Messengers of Allah. Furthermore, Islam is not only intended for Muslims. Nevertheless, the religion of Islam is intended as a guide to all religions on earth. Not only for human life but Islam is also intended to guide the entire universe. This is in sequence with Allah pronounced in the Al-Qur'an about Islam is Rahmatanlilalamin.

وَمَا أَرْسَلْنَاكَ إِلَّا رَحْمَةً لِلْعَالَمِينَ

"We don't has sent you (Muhammad), except as a Rahmat to Universe"
(Q.S Al-Anbiya:107) as cited in Muhammad Hanafi et al. (2019)

The important thing revealed by the above verse is that the Prophet Muhammad has sent to the universe to deliver the principles of his teaching that led to monotheism and the Messengers of Allah. Likewise, with all aspects of life, the Islamic religion is used in education and is associated with all subjects. Related to language learning, regardless of where the language originated, it can still be associated with Islamic learning. It means that Islam is the source of all aspects of life. Islam was revealed to bring good, peace, and salvation to all the earth's inhabitants. Allah revealed the religion of Islam to The Prophet Muhammad as a complement to previous religions. Allah explained in the Al-Qur'an that whoever seeks a religion other than Islam, that religion will never be accepted because all the perfection of religion is in Islam itself.

Islam considers the perfect religion among other religions. However, it does not mean Islam forbids Muslims from interacting with other people from different religions. In education, this is in line with Permatasari (2019) stated that the teaching-learning process could combine the perspective of Islamic values with the perspective of language teaching. Furthermore, Sholihah et al. (2019) argue that implementing Aqidah values in students can be done by asking the student to discuss essential aspects of the Aqidah, for example, teaching Islamic law, teaching reciting Al-Qur'an, the right of parents, and teaching Islamic characters. In addition, this is also in sequence with Allah pronounced in the Al-Qur'an about the importance of teaching Islamic values.

ومنيْبْتَغَ غَيْرَ ٱلْٕسْلَٰمِدِينَٰاٌفَلَنيُٕٚقبَلِمْنهُۥُ هوفيٱلْٕخِرةِمَنٱلْخَٰاسِرينَ

"And whoever seeks a religion other than Islam, he will not be accepted and in the hereafter, he will be among the losers." (Q.S Al-Imran:85) as cited in Muhammad Hanafi et al. (2019)

The important thing revealed by the above verse is that Allah created the people on earth, then Allah created humans to live on earth. Amongst those people, Allah was pointing to The Prophet Muhammad as a Khalifah (leader) to guide people into the light. Through many years of the practice of Islam and guidance by The Prophet Muhammad, humans can manage Islamic values in many other areas of the earth, such as economics, politics, culture, and education (Nuryantini, 2018). In education, teaching Islam in all aspects and teaching English to others means that we have done our duty as Muslims. Based on the verse of Al-Qur'an and the explanation above, Sudarti & Wasitowati (2021) agreed that everyone is obliged to share knowledge related to Islam with others, especially in education.

In the Indonesian educational sector, English is already introduced through books, articles, and journals. However, English textbooks need more resources for Islam integration (Rohmana, 2020). Meanwhile, Indonesia has the largest Muslim population, where the students taught are primarily students of Islamic background knowledge. For this reason, integrating Islamic values in teaching English is essential to help students understand the English material more efficiently.

Previous studies that discussed Islamic values in Teaching English have been conducted; however, most of the studies are focused on finding out whether the school applied Islamic values in teaching and learning or not (Irawan, 2020; Madkur & Muharom Albantani, 2018; Wijayanto, 2020; Zaitun & Wardani, 2019). On the other hand, the integration of Islamic and cultural values has yet to be done, and a relatively short description was reported in the research papers (Alfian, Yusuf, & Nafiah, 2021; Bonino, 2019; Stimpson & Calvert, 2021). Furthermore, the previous research discussed that the integration of Islamic values and cultural values only partially specified the integration of

Islamic values for teaching English in focusing on English skills.

Method

A qualitative descriptive study was conducted at the Department of Bachelor's Program of Islamic Education at one of the state universities in Indonesia. The qualitative design of this current research is integrated into the descriptive study category because it will be held on a small scale. According to Meriem (1998; as cited in Alwasilah 2015), qualitative research includes specific people, programs, groups, and policies. In line with those statements, this current study will be held in English class subjects for the Islamic students' department, which includes specific people on a small scale. The research methodology used provides the opportunity to investigate several aspects connected to Islamic and cultural values while teaching English.

The research data were obtained and compiled from face-to-face English language courses on 30 November 2022. The researcher put the criteria of the participant that the participant should be a student with an Islamic background. This is in line with Bryman & Bell's (2018) statement that the sampling procedure involves the selection of 'participants,' with a focus on the characteristics of the respondents, who are considered fit for this particular research study according to the predetermined criteria for selection. The participant of this research was 42 students from the first semester of the Islamic Education department and 1 English lecturer. During the English courses for students of the Islamic education department, the researcher observed from the beginning to the end of the class. After the class, the researcher interviewed the lecturer about integrating Islamic and cultural values during the English courses.

The researchers employed triangulation between class observation and lecturer interview. The researchers also used data reduction to make the data analysis easier. This research used an interactional mechanism with the participant to produce a thick description. The thick description means that the research outcome is described in the specified description. This is suitable for Creswell (2012) statement stating that thick description design is suited to illustrate those phenomena, which will be examined to get an in-depth understanding of the process rather than the outcome. In line with the research instrument, a qualitative research design is defined by Creswell (2012) as "By using open-ended interview questions, it could probe further information and elaborate the information." Therefore, the interviews the researchers conducted used an open-ended interview." In addition, Ritchie & Lewis (2003) mention that qualitative research aims to present an in-depth understanding of the research participants' experiences, thoughts, history, and social and significant conditions.

Results

In order to answer the first research question: "How is the integration between Islamic and cultural values in English teaching for Islamic students?" The researcher seeks an in-depth Investigation by asking in more detail about the importance of integration between Islamic and cultural values. The Investigation finds out why integration between Islamic and cultural values in English teaching for Islamic students is essential to be implemented in the classroom.

Table 1. Coding and Themes for the Lecturers' Interview Section

Raw Text/Interview Transcript	Code for Themes

I: How do you apply and integrate Islamic and cultural values in teaching and learning English at the PAI Department of UIN Syarif Hidayatullah Jakarta? R: For the application, we can use the material in the lesson plan. So the material in the RPP must be embedded with Islam and those cultural values or those from the syllabus. Not only is there material in the RPP, then in class the material is also used, but in our interactions, we often discuss many things about Islam including cultural values.	**Create a suitable lesson plan that involves Islamic and cultural values**
I: What is the purpose of implementing and integrating Islamic and cultural values in teaching and learning English? R: The goal is because right now they are majoring in Islamic Education, and more or less their goal in getting to study here is to understand Islam deeper then for us as lecturers even though the English course is in English but there must be a balance/harmony with their goals. This means that even though this is an English subject, because it is Pie, we must support students for this purpose. They enter PAI to study Islam, understand material about Islam, then study to become a religion teacher. This means that learning from the material we support the students with Islam by implementing the Islamic culture too in the classroom and we also apply it to help them achieve their goals because they enter the Islamic Education major to get Islamic knowledge/material.	**Support students with a Islamic Background**
I: Does apply Islamic and cultural values in teaching and learning English affect student learning outcomes and interests? R: There is a lot of influence, because of the process of implementing Islamic and Cultural Values, so if we give text about general they have to think twice, when discussing culture/whatever is general they have to think twice so in terms of language vocabulary they have to think twice about the vocabulary, For example, on economic questions, they have to think twice about the vocabs and their vocabulary. Because this is an English course, so this course tends to be general, but this is the policy of the lecturer to insert Islamic material according to the department, including when I was teaching English at PBSI, I inserted things that smelled of art when teaching at PBSI, so we enter it into the rpp and we adjust the text according to their majors. So it's very influential, if students are given this material, it's like now if we give material about culture they get on quickly, so the curiosity about Islam is high, so it really influences, from learning outcomes, if you use culture and Islamic values that's the result higher, and the motivation/response is really good, because they are used to it.	**Islamic and cultural values help students understand the English material easier**
I: How do students react to providing learning that contains Islamic and cultural values? R: The reaction was enthusiastic, the response was fast, very excited	**Students feels excited**
I: Why do Islamic and cultural values need to be applied in teaching-learning? R: Islamic values and cultural values are especially important in PAI majors because we have to be in accordance with the majors, because when the texts that we present in class are about Islam, they include examples of questions that are about Islamic matters, not about English. It was a way of showing that it was Islam that matter to be involve in the middle of teaching and learning. Because it is important that this is integrated into the teaching and learning process.	**Important, because its match with the students major**

List of Abbreviations:
I= Interviewer
R= Respondent

To answer the second research question: What are the outcomes of integrating Islamic and cultural values in English teaching for Islamic students? The researcher writes notes while doing some observations in class. During the observation, the researchers found that even though the student in this class mostly comes from an Islamic background, not English background, their English speaking is excellent, and most of them are active to answers several questions the teacher asks. The class observation was conducted in English classes, with 42 students from the first semester of the Islamic Education department.

Table 1. Coding and Themes for the Lecturers' Interview Section

No	Aspect	Indicators	Yes	No	Notes
1	Students' Speaking Ability	Students able to express their idea in English orally	✔		Very Good
		The students able to respond their friends by asking and answering a question.	✔		Very Good
		The students able to give feedback related to their friend's performance.	✔		Enough
2	Students' Writing Ability	Students able to write their idea in English	✔		Quite Good
		Students able to express their idea structurally	✔		Quite Good
3	Students' Listening Ability	Students are easily to understand what they listen related to the material that contain Islamic and cultural values	✔		Very Good
4	Students'Translation Ability	Students able to translate from English to Bahasa Indonesia contextually as well	✔		Very Good
5	Students' Reading Ability	Students are familiar with the words that make them able to read the text as well	✔		Very Good
6	Students' Vocabulary Achievement	Material that contain Islamic and Cultural values will improve the students vocabulary mastery and will use the vocabulary almost in their daily life	✔		Very Good

Based on the lecturer interview, integrating Islamic and cultural values in teaching

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English is essential because Islamic and cultural values help students understand the English material easier. Furthermore, it also supports students with an Islamic background. The observation result proves that students speaking, listening, translation, reading, and vocabulary achievement is outstanding during the observation. Therefore, integrating Islamic and cultural values in teaching English is essential to make students more active and make it easier to understand the material.

Discussion

The lecturers' interview results clearly showed that it is essential to integrate Islamic and cultural values into English language teaching, specifically for university students with Islamic education backgrounds. Considering students' Islamic background, where they already learned about Islam in their university education, it should be easy to get stimulated with Islamic integrated English learning material (Rohmah, 2012). However, before the lecturer integrates the English language learning material in class, the lecturer should ensure that the material is checked and matched with the lesson plan in the university. In line with Alfian et al., (2021) and Semadi (2019) research, incorporating Islamic and cultural values into the English lesson could not be overstated, especially with Indonesia's lesson plan. Indonesia's lesson plan did not depict substantial integration of Islamic values (Sholihah et al., 2019). Therefore, it is better to develop the curriculum and teaching materials that incorporate Islamic and cultural values, because in line with the result of this study, the integration of Islamic values could help students with an Islamic background.

In teaching and learning a language, it is important to not only support students from Islamic backgrounds but also to integrate Islamic and cultural values (Durori, 2017; Thresia, 2015). However, this integration of Islamic and cultural values also enables the lecturer to design and enforce Islamic values based on the learning media that the lecturer already possesses or that they have created themselves (Permatasari, 2019). This can be done regardless of whether the lecturer is teaching an existing or new course in accordance with the findings of the research carried out by Marhamah et al., (2020) that found that before educators design and compile Islamic and cultural value-based videos, books, audio or other materials, educators should be get trained first by the educational minster or the school principles program. Therefore at the end of the day, the English learning material based on Islamic and cultural Values was successfully designed and could be practiced not only in one area in Indonesia but in many other areas in Indonesia.

This research also concluded that incorporating Islamic and cultural values demonstrated several benefits for the students and lecturers. They make learning English without ignoring Islamic culture entertaining, and they need to respect its importance. Furthermore, please take pleasure in the company of those students who have successfully integrated the morals and ethics of Islamic tradition into their day-to-day lives (Permatasari, 2019). According to the results of this study, English classes have been held in religious settings where Islam is practiced. Nevertheless, not all of the lecturers in this class could give an Islamic and cultural value as a reference to teaching materials appropriate for the student's respective study programs or departments of study. Therefore, according to (Irawan, 2020; Sulaiman, 2019), Islamic principles may be included in language learning by incorporating content and subjects into the curriculum, teaching materials, and learning activities. This can be accomplished in several different ways. It is anticipated that, as a result of the implementation of this, students will be aware of the Islamic values in their day-to-day lives in society, be able to filter out cultures that are not relevant to them, and at the same time be able to acquire skills in foreign languages appropriately.

Conclusion

The lecturer interview showed that one of the ways to integrate Islamic values and

culture in English teaching is by creating a suitable lesson plan that involves Islamic and cultural values because the lecturer has a significant role in guiding the students during the class. Suppose the lecturer wants to support students with Islamic backgrounds by integrating Islamic and cultural values. In that case, the first important thing the lecturer can do is create a suitable lesson plan with both aspects. Furthermore, the interview result also showed that integrating Islamic and cultural values help students understand English more quickly. This happens because students can think only once about English. After all, the Islamic values and culture make them straightly understand the material because they already understand the context of it.

This current research strongly contributes to the literature on research about integrating Islamic values into language teaching. However, the cultural values that showed up are Islamic cultural values. Further research on many participants possibly inspired exploring other local cultures from each area. Furthermore, as mentioned before, the study did not specify the culture. Future studies focusing on Local cultural integration in teaching English may be enlightening.

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