

ABSTRACT

Nurainingsih, Integrating National Characters And Islamic Values In English Language Teaching At An Integrated Islamic School: Strategies, Challenges, And Benefits.

The integration of national character and Islamic values in English language teaching (ELT) within integrated Islamic schools is an emerging area of interest, particularly in Indonesia, where education serves as a vehicle for both academic and character development. This study aims to explore the strategies, challenges, and benefits of integrating these values into ELT practices at an integrated Islamic boarding school. Through a qualitative research approach, data were collected from three English teachers through interviews and class observations. The findings reveal several strategies the teachers employed, including using culturally relevant materials, direct advice repetition, and thematic learning approaches that align with Islamic principles and Indonesian national character, *Profil Pelajar Pancasila*. However, challenges arise in balancing language instruction with value integration. For instance, it is hard to be consistent in integrating both values, students' perceptions of the English subject, and English teachers' creativity in crafting the learning plan process. Despite these challenges, integrating national and Islamic values has notable benefits, such as fostering students' moral character, enhancing their engagement in language learning, promoting cultural sensitivity, and hopefully making a positive contribution to society as an agent of change. This study contributes to the discourse on values-based education in ELT, offering insights into practical approaches and challenges while highlighting the importance of culturally responsive pedagogy in a constantly evolving world.

Keywords: *National characters, Islamic values, English language teaching, Integrated Islamic school.*