

APPENDICES



UNIVERSITAS ISLAM NEGERI SUNAN GUNUNG DJATI BANDUNG
NOMOR : 316/Un.05/PPs./PP.00.9/6/2024

TENTANG PENETAPAN JUDUL DAN PEMBIMBING TESIS DIREKTUR PASCASARJANA UIN SUNAN GUNUNG DJATI BANDUNG

- Menimbang** : a. Bahwa dalam rangka menunjang kelancaran pelaksanaan penyusunan Tesis mahasiswa Pascasarjana UIN Sunan Gunung Djati Bandung perlu ditetapkan judul dan Pembimbing Tesis;
- b. Bahwa saudara yang namanya tercantum dalam surat keputusan ini dipandang mampu dan memenuhi syarat untuk menjadi Pembimbing Tesis mahasiswa Pascasarjana UIN Sunan Gunung Djati Bandung;
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Peraturan Presiden RI Nomor 57 Tahun 2005 tentang Perubahan IAIN ke UIN SGD;
3. Peraturan Menteri Agama RI Nomor 44 Tahun 2017 tentang Organisasi dan Tata Kerja UIN Sunan Gunung Djati Bandung;
4. Keputusan Menteri Keuangan RI, Nomor 251/KMK.05/2008 tentang Penetapan UIN Sunan Gunung Djati Bandung sebagai Instansi Pemerintah yang Menetapkan Pengelolaan Keuangan Badan Layanan Umum;
5. Keputusan Menteri Agama No. 14 Tahun 2015 tentang STATUTA UIN SGD Bandung;
6. Surat Keputusan Dirjen Pendidikan Islam Nomor 2084 Tahun 2013 Tentang Izin Pembukaan Program Studi Pendidikan Bahasa Arab Jenjang S2 Pascasarjana UIN Sunan Gunung Djati Bandung;
7. Keputusan BAN-PT Depdiknas No. 119 Tahun 2015 tentang Hasil dan Peringkat Akreditasi Prodi Program Magister di Perguruan Tinggi;
8. Keputusan Rektor UIN Sunan Gunung Djati Bandung, 136/Un.05/II/PP.00.9/07/2016 tentang Pemberlakuan Pedoman Kurikulum UIN Sunan Gunung Djati Bandung Mengacu pada Kerangka Kualifikasi Nasional Indonesia (KKNI) dan Standar Nasional Pendidikan Tinggi (SNPT);
9. Keputusan Rektor UIN Sunan Gunung Djati Bandung Nomor 325/Un.05/II/PP.00.9/07/2016 tentang Predikat Kehululusan Yudicium Jenjang S2 dan S3;
10. Keputusan Rektor UIN Sunan Gunung Djati Bandung Nomor 325/Un.05/II.2/KP.07.6/08/2023, tentang Pengangkatan dan Pemberhentian Direktur Pascasarjana UIN Sunan Gunung Djati Bandung;
11. Keputusan Direktur Pascasarjana UIN Sunan Gunung Djati Bandung No.443/Un.05/PPs./PP.00.9/08/2022 tentang Pedoman Penulisan Tesis dan Disertasi.

MEMUTUSKAN

- Memperhatikan** : Hasil Seminar Proposal Tesis tanggal **03 Mei 2024** dan perbaikan proposal
- Menetapkan** : Terhitung mulai tanggal **21 Juni 2024** mengangkat:

1. **Muhammad Aminuddin, M.Pd., Ph.D.**
NIP. 197601222009121002
2. **Dr. Andang Saehu, S.Pd., M.Pd.**
NIP. 197907152007101002

Sebagai pembimbing penyusunan tesis mahasiswa tersebut di bawah ini:

Nama : **Nurainingsih**
NIM : 2220150013
Program Pendidikan : Magister (S2)
Program Studi : Tadris Bahasa Inggris (TBI)
Judul Tesis : Integrating National Characters and Islamic Values in English Language Teaching at an Integrated Islamic School: Strategies, Challenges, and Benefits

Dengan ketentuan:

1. Keputusan ini berlaku mulai tanggal ditetapkan hingga lulus ujian munaqasyah;
2. Kepada pembimbing diberikan honorarium sesuai dengan ketentuan yang berlaku;
3. Segala sesuatu akan diubah sebagaimana mestinya apabila dikemudian hari ternyata terdapat kekeliruan dalam penetapan ini;
4. Surat keputusan ini disampaikan kepada pembimbing dan mahasiswa yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Bandung
Pada Tanggal : 21 Juni 2024
Direktur,



Prof. Dr. H. Ahmad Sarbini, M.Ag.
NIP. 196801121993031003

Interview Questions

1. Could you please provide detailed information about yourself, your educational background, years of experience teaching English, any Pesantren background you may have, and your motivation for pursuing a career in education, particularly within an Integrated Islamic School?
2. Were there any difficulties adjusting to the school's system when you first joined this institution?
3. Can you define what is national character?
4. In what ways does an understanding of national character influence your approach to teaching, and how does it shape the methods and content you use in the classroom?
5. What methodologies do you employ to integrate national character and Islamic values into your classroom teaching, and could you provide specific examples of how these methodologies are applied in practice?
6. How do you ensure that Islamic values and national character are effectively conveyed to the students?
7. How would you personally define Islamic values?
8. What specific values do you consider essential to incorporate into English language teaching, and why are these values important?
9. As an English teacher, how do you introduce the cultures of English-speaking countries to help students understand and become aware of the culture of the target language?
10. How do you integrate Islamic values and national character into routine classroom activities during English learning, and could you share an example of how this was effectively demonstrated?
11. How do you ensure that the integration of both Islamic values and national character is implemented consistently and effectively in the classroom?
12. Do you employ any specific strategies for integrating Islamic values and national character into the English learning process?
13. What are the major challenges you encounter when integrating Islamic values and national character into English language teaching?
14. What solution do you implement to overcome the challenges associated with integrating Islamic values and national character in English language teaching?
15. What are the key benefits of integrating national character and Islamic values into English classes for students' language development and overall character growth?

Classroom Observation Checklist

Research Title: *Integrating National Characters and Islamic Values in English Language Teaching at an Integrated Islamic School: Strategies, Challenges, and Benefits*

Purpose: To observe and record the integration of national character and Islamic values during English language teaching in an Integrated Islamic School.

Observation Details:

- Observer : Nurainingsih
- Date : 27 August 2024
- Teacher : Bu Rina Lestari
- Grade Level : X
- Lesson Topic : Descriptive Text, Giving Opinions & recount text
- Duration of Observation: 35 x 2

1. Teacher's Behaviour and Instruction

No.	Indicator	Yes	No	Comments
1.	Teacher models Islamic values through behaviour (e.g., showing respect, fairness, sincerity).	√		In this classroom, the teacher serves as a strong role model of Islamic values, consistently demonstrating respect, fairness, and sincerity through both words and actions. Each lesson begins with the teacher greeting the class with <i>Assalamu'alaikum</i> , followed by the students reciting the prayer, " <i>Robbisrohli sodri wayasirli amrii wahlul'ukdata millisani yafqohu qoulii.</i> " This opening prayer not only sets a spiritual tone for the class but also reflects the students' hope that their learning process will be guided with clarity and understanding, ensuring that they absorb the knowledge effectively. The teacher further exemplifies respect and patience in their interactions, listening attentively and responding thoughtfully to students' questions or comments. This behavior encourages students to feel valued and understood, which is central to creating a positive, supportive classroom environment rooted in Islamic values.
2.	Teacher emphasizes moral lessons in discussions, stories, or text analysis.	√		The teacher instill some moral lesson briefly, because that day the material is about the stories. And the teacher selected few Islamic stories which is so rich the moral lesson. The teacher checked students' knowledge about history of prophets from Qur'an.
3.	Teacher makes explicit connections between language content and students' daily lives in terms of national and Islamic values.	√		Some connections between language content and students' lives were observed. The teacher explained how these prophets live their life as an example of how human being should d live on earth. It does make connection between language content and students daily lives in term of national character and Islamic values.
4.	Teacher encourages students to apply values such as honesty, discipline, and respect in class participation.	√		Yes the teacher encourage to apply values such as honesty. The teacher said; " <i>The stories from Qur'an is a fact, is not a made up stories, because</i>

No.	Indicator	Yes	No	Comments
				<i>it was written in the Quran</i> ". Later on the teacher add that <i>we are as Muslim not only know about the stories but we must know the stories to learn a lot from that</i> . The teacher explained the good traits that these prophets have as one the good character in building the students character.
5.	Teacher uses questioning techniques to prompt students to reflect on values (national or Islamic).	√		The teacher asked "Why we should learn from history?". Some the students answered it. The teacher later add, " <i>We should learn history because there are many things that we can learn, especially these prophets who had been through various things in life and how they overcome the obstacles</i> ". In short, the teacher used questioning technique to prompt students to reflect on values whether its national or Islamic values. One thing I need to underscore, the teacher told me during the interview, national character and Islamic values has similar meaning, it may only different on names but its share similar meaning.
6.	Teacher handles classroom management with Islamic ethics (e.g., fairness, patience, guidance).	√		The teacher maintained patience and offered gentle guidance in managing the classroom, embodying Islamic ethics. Additionally, the teacher consistency in fairness, such as addressing all student concerns, for example the teacher asked who did not come to class today. The teacher concern, try to know which students who sick and then the teacher asking to all of students, to ask them to participate in the learning activity equally.

2. Student Participation and Interaction

No.	Indicator	Yes	No	Comments
1.	Students are encouraged to demonstrate values like cooperation, respect, and tolerance in group activities.	√		Students were actively participating in group activities that day they need to discuss certain theme after the students discussed they need to explain what each group's opinion on the matters. The students are respecting each other by listening to their peer when one of the representative of the group speak their opinion.
2.	Students reflect on and discuss national character and Islamic values in language exercises.	√		Students reflect on Islamic values quite a lot, since the material is about stories of prophet in the Quran. They learn how the character of each prophet, or remind of the character because the students has some knowledge about it before the class start. As for national character, think critically was observed. When the teacher asked the student; <i>Why we need to study about history?</i> ". The students begin to think and give out the answer alternately.
3.	Students show understanding of Islamic ethics in communication (e.g., polite speech, listening to others).	√		Most students demonstrated polite communication and attentive listening. I can see from the engagement in the class, how the students listen to teacher questions, and the student participate in answering the questions. The teacher also show how to be the role model by appreciating the students answers by saying thank you and give applause to students who willing to participate in answering the questions asked.

No.	Indicator	Yes	No	Comments
4.	Students are actively engaged in discussions that include moral or character-die lessons.	√		Student engagement was high, moral lessons were highlighted clearly. The teacher emphasized why they need to learn history; “ <i>We need to remember this first, in their stories there is true lesson for people upreason. So why many stories in the quran Allah proved amazing stories, so we can learn.</i> ” Later the teacher add; “ <i>For example Prophet Musa, what we can learn from it is we need to believe in Allah for whatever happen in our life, because Allah will be there and help us.</i> ”. this encouragement not only showing character-based lesson but also both national character and Islamic values (beriman kepada tuhan YME and noble character) .
5.	Students express critical thinking about cultural and ethical issues related to the lesson.	√		I did not see student expressing their critical thinking about the cultural or ethical issues related to the lesson. I think they just not there yet, because the time is up and they need to continue their lesson after they take a break to do dzuhur prayer and eat.

3. Materials and Resources

No.	Indicator	Yes	No	Comments
1.	Teaching materials (texts, videos, activities) include references to national character or Islamic values.	√		The three English teachers that participated in this study are using the same book. It was produced by Assyifa learning centre. One of the author is one of English teacher from the school. The teaching materials used in this lesson contain national character and Islamic values because they use their own book. So for learning material including the texts, the videos, and the activities meet with both values. I have analysed the textbook and the book totally contain national character as the mandate from the government and Islamic values were strongly embedded with so many ayah from Qur’an, presenting some Hadith in a box beside the text or activity.
2.	Visual aids, reading passages, or exercises highlight local cultural and religious contexts.	√		Some visual aids were used, in every class in Assyifa use infocus or projector, so the teacher use this as the tool to help them to deliver the materials. In this class the teacher tailor the material well, with the interactive game in the beginning of the class, there is some quizzes related to the materials. The quiz was about guessing which prophet with description provided in the screen, the student need to choose which prophets. It did help student more engaging with the teacher. It made the class alive because of the active interaction between teacher and students.
3.	Supplementary materials (e.g., worksheets, exercises) contain content that reinforces moral values.	√		The supplementary materials provided reinforcement of moral values. Adding content that explicitly prompts students to practice values, like scenarios involving honesty or respect in worksheets, may enhance moral understanding and application.

No.	Indicator	Yes	No	Comments
4.	The textbook or lesson resources are aligned with the goal of integrating national and Islamic values.	√		Yes absolutely, the primary textbook used aligns somewhat with national and Islamic values, but additional resources tailored to these values could improve alignment. Including activities or sections that directly address these values would strengthen the lesson's impact on character development

This approach focuses on practical insights into how well the materials meet the objectives of integrating values and provides suggestions for enhancing their effectiveness where needed

4. Classroom Environment

No.	Indicator	Yes	No	Comments
1.	Classroom atmosphere encourages respect, cooperation, and positive character development.	√		The classroom atmosphere was generally positive, with instances of cooperation observed during group activities. Overall classroom situation encourage positive character development. For instance there are some poster about akhlakul karimah, honesty, etc.
2.	Islamic values such as modesty, humility, and patience are evident in student interactions.	√		Islamic values such as modesty, humility, and patience were observed during the teaching learning activity. They are live in boarding school, so I believe the students not only get the Islamic values inside of the classroom but also from outside of the classroom because boarding school system was already built with Islamic teachings. The exposure the students get about it is abundance.
3.	The physical environment (e.g., displays, posters) reflects the integration of national character and Islamic values.	√		The classroom that I visited has limited visual representation of national and Islamic values. Assyifa using moving class, unfortunately that day I got the class with minimum display and poster to reflect the national character and Islamic values. However, later on in another class, display and poster are there hanging out on the wall. To emphasize the school is boarding school, there are many posters and display that reflect Islamic values all over the place in the school, canteen, and dormitory.

5. Overall Integration of Values

No.	Indicator	Yes	No	Comments
1.	The integration of national character and Islamic values is consistently emphasized throughout the lesson.	√		Yes, the integration of national character and Islamic values is consistently throughout the teaching learning activity.
2.	The lesson helps students connect language learning with their moral and ethical development.	√		Yes, totally. The selection of materials it does help students to connect language learning with their moral and character development. The students not only learn about English language but also the values in each stories of the prophets has its own moral lesson that the students can grasp from it.
3.	The teacher and students both actively participate in discussions or activities related to values.	√		The teacher led value-related discussions, and student involvement was very active. The teacher encourage the students successfully to

No.	Indicator	Yes	No	Comments
				participate in discussion, and the activities related to moral lesson as the values that the students can apply in their daily life. For example, some of the students actively involved in giving their own moral stories of one of the prophet.
4.	Islamic and national values are clearly connected to the students' real-world experiences.	√		Yes, the Islamic and national values are clearly connected to the students real-world experience. When the teacher explain Prophet Musa, to be believe in Allah fully (Tawakal) for everything that happened in life, the teacher make a connection the students has to be believe in Allah as well for the exam's result if the students has already given the best effort.
5.	The lesson reflects a balance between language skills development and character education.	√		During the lesson, there was a clear effort to balance both language skill development and character education. Although the focus was primarily on English language learning, the material selected for the lesson also contributed significantly to the students' character development. The use of texts about the prophets from the Quran, highlighting their good character traits, provided students with moral lessons that extended beyond language learning. The historical examples of the prophets' virtues, such as patience, honesty, and integrity, were discussed in a way that made them relevant to students' lives today. This integration of religious and moral values allowed students to see the impact of the lesson not just on their language skills but also on their personal growth and ethical development.

General Observations and Recommendations:

Strengths:

- ⇒ The teacher demonstrated a strong commitment to modelling values like respect and patience, setting a positive example for students.
- ⇒ Group activities encouraged cooperation among students, promoting teamwork and respectful communication.
- ⇒ The classroom atmosphere was generally inclusive and positive, which supports a respectful and open learning environment.
- ⇒ The selection material contributes significantly to integrating the national character and Islamic values. The teacher does not have to find a way to instil both aspects because they have been explicitly delivered to the students.
- ⇒ The interactive learning tools, using the projector, prepare the interactive questions and quizzes to attract students' curiosity and to get involved in the learning activities. The engagement between the teacher and the students was successfully done to give an impactful learning experience for both teacher and students because when teaching and learning activities work well, the teacher feels rewarded, and the students will have a positive impact. For instance, the students are happy to learn English, but at the same time, they get something as well, such as the values that are applicable in their lives.

Areas for Improvement:

I did not find any areas for improvement; as I observed the class, I felt I would feel happy if I were the student. The teacher prepares the material so well, with the interactive questions, with all the colourful quizzes on the screen, e

BIOGRAPHY



Nurainingsih was born in Bandung on 11 March 1987. She is married to Ridwan Farid and blessed with one son. As a full-time mother, Nurainingsih decided to pursue her master's degree in English education to cultivate her personal and professional growth. Juggling life, learning, and everything in between. She loves how new challenges push her to discover what she is capable of. Each time "She can solve this challenges moment" feels rewarding and has shaped an entirely new version of herself. She once attended a conference and became a speaker to present the article she wrote at the 12th ELITE International Conference.

She does not know what the future brings, but she has faith that good things will come to her in several ways. She believes, "Manifest what you want in life; let Allah and the universe make it come true." Maya Angelou once said, "*I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.*" She may not have had remarkable achievements during her education in this master's program, but She has learned so much about things that matter and opened her perspective to a whole new level of thinking.