

ABSTRACT

Alyaa Hilmianti Randa, Teachers' Challenges of Integrating Islamic Values in The English Teaching Process at A Primary Islamic School in Bekasi.

The integration of Islamic values in education is an important aspect of shaping the ethical and spiritual foundation of students, especially in Muslim-majority countries such as Indonesia. However, integrating Islamic values into non-religious subjects such as English language teaching poses challenges. At Quba Islamic School, which implements the Cambridge international curriculum and an Islamic framework, English teachers are tasked with harmonizing language teaching with Islamic teachings. This study aims to explore how English teachers integrate Islamic values such as faith, worship, and moral values into English teaching, examine the challenges they encounter during the process, and identify strategies and solutions they implement to address these challenges. Thus, this study provides insight into effective approaches for aligning language instruction with Islamic principles while addressing practical classrooms.

This research employed a qualitative case study design. Two English teachers from Quba Islamic School participated in the study. The data was collected through classroom observations, interviews, and documents. Thematic analysis was conducted to identify strategies, challenges, and solutions related to this integration. It provides a comprehensive insight into the teaching practices and their alignment with Islamic principles.

The result of this study revealed three points based on the research questions. First, English teachers use various strategies in integrating Islamic values, faith, worship, and morals into teaching with a holistic approach, such as using elements of Islamic culture, contextualizing teachings with real-life examples, and incorporating Qur'anic verses into lessons. Second, the result shows four main challenges in integrating Islamic values into English language learning: Language barriers in integration, limited resources and guidelines, Students' passive responses, and Balancing Islamic values and academic content. Third, teachers employ creative strategies to address these challenges, such as Tailoring approaches to address language barriers, Strategic planning and resource utilization, Behavioral and linguistic integration, Interactive and engaging activities, and Content-based and reflective learning. In addition, the lessons learned from this research highlight the significance of creative and meaningful learning and the need for supportive resources to enhance the integration of Islamic values into the English teaching process. This insight can guide future educational practices in similar contexts.

Keywords: EFL teaching-learning, Islamic Values, International curriculum