

## ABSTRACT

### **Raden Medina Kusumah Pramadi, Analysis of the Integration of Islamic Values in English Language Teaching at a Modern *Pesantren* (A Case Study at SMA Plus Al-Aqsha Jatinangor)**

This study examines the integration of Islamic values in English language teaching at SMA Plus Al-Aqsha, addressing two research questions: (1) What Islamic values are discovered in English language teaching? and (2) How do English teachers integrate Islamic values into the English teaching process?

The method used in this study is a qualitative method with a case study design. Techniques of collecting data used in this study include observations, document analysis, and interviews. The participants of this research are two English teachers who teach English in SMA Plus Al-Aqsha for six lessons.

The results show that the three areas of *ḥablun min Allāh* (relationship with Allah), *ḥablun min al-naḥs* (relationship with oneself) and *ḥablun min al-nās* (relationship with others) all systematically include Islamic values. *Ḥablun min Allāh* places a moderate emphasis on faith (*'aqīdah*), emphasizes worship activities including reciting the Qur'an, praying, and *dhikr*. In *ḥablun min al-naḥs*, *akhlāq* and moral character are paramount, clothing modesty is mild, and nutritional advice is rarely discussed. *Ḥablun min al-nās* prioritize social virtues, place a moderate amount of emphasis on Islamic education, and keep economic and legal considerations at the sidelines. Teachers also promote intellectual, moral, and spiritual development by integrating ten values aligned with national curriculum education.

Moreover, integration takes place in every step of the classroom. Opening activities foster spiritual awareness and cultural respect; initial stages foster reflection and accountability; core courses connect language learning to Qur'anic concepts, ethical values, and Islamic role models; while course materials reveals a decline in the integration of Islamic values as students progress; and closing activities reaffirm thankfulness and responsibility. While written materials show less integration, spoken classroom interactions purposefully use Arabic (most frequent), Indonesian and Islamic activities (moderately frequent), and English, Islamic names, and Islamic places (least frequent). This emphasizes the pedagogical importance of oral engagement for internalizing Islamic values. The findings further show a dual approach: formal routines such as prayers and Qur'anic recitations ensure consistency, while teacher initiative embeds values like *wuḍū'*, *ṣalāt*, *tawakkul* and etiquette, though broader moral and socio-political aspects remain less standardized.

SMA Plus Al-Aqsha integrates Islamic values into English teaching by implementing a dual curriculum alongside the *pesantren*'s cultural atmosphere. Teachers adapt general educational materials and draw on institutional support as well as their own spontaneous efforts to nurture the growth of Islamic character and

principles. Despite challenges like limited time, fatigue, and bureaucracy, they remain committed to balancing spirituality and language learning, advocating for better resources and curriculum alignment. This study concludes that ELT at SMA Plus Al-Aqsha is an example of a holistic approach in which moral growth, spiritual awareness, and linguistic competency reinforce one another to create students who are intellectually capable, morally sound, and spiritually aware.

**Keywords:** English language teaching, Islamic values, SMA Plus, *pesantren*

