

CHAPTER 1

INTRODUCTION

This section consists of the research background, questions, aims, previous study, theoretical framework, statement of limitations, and closing remarks.

1.1. Background

Learning English is an important part of education in Indonesia. However, it is often found that learning English has some values contradicting Islamic values, such as not covering the *'awrah*, the free association between men and women, and so on. Among the concerns of parents and teachers regarding this matter are values contradictory to Islam (Kusumah, Aminuddin & Sajidin, 2024). Parents are worried about the bad influence of Western culture if their students learn English without being introduced to Islamic values (Lailiyah & Setyaningrum, 2022).

This can also be a challenge for teachers when students study in integrated Islamic schools or *pesantren*, where students are equipped with Islamic values to be upheld and applied in their daily lives. Because most Indonesian Islamic societies still categorize English as a non-religious subject, they put aside interest in learning English. Another reason is that discussing English and Western countries is also connected to globalization. Globalization derives secularism of knowledge, which became a problem in the era of Early Islamic civilization, resulting in a crisis of leadership (Wiryanto, 2016). Baytiyeh points out that globalization has caused some Muslims to be resistant since Islam has been taught as a subject not to be integrated into science (Baytiyeh, 2018). Therefore, it is common for English teachers to experience inner turmoil; some questions also come from students regarding the difference between the values taught in Islam and the values obtained from English lessons.

From this case, the present study believes it requires the integration of Islamic values into English lessons. Cahyo, Muslim, Rahman, and Pratolo (2019) also stated that integrating Islamic values into the subject answers the social education problems of secularism within Islam. Therefore, using a descriptive qualitative method of the study, this project observes and analyzes how the integration of Islamic values in the teaching-learning process of English as a foreign language in a *pesantren* in Jatinangor, West Java.

The research collects interview data from the headmaster, the English teachers, and classroom observations. In response to the challenges of integrating Islamic values into English language teaching in *pesantren* settings, this research proposes a study titled “Integrating Islamic Values in English Language Teaching at an SMA Plus within a Modern *Pesantren* in Jatinangor”

1.2. Research Questions

This section consists of the research problems divided into two issues. This issue arises because there are many problems regarding integrating Islamic values into English language teaching in the classroom. Another issue happened because of the problem in implementing Islamic values into learning, specifically about the strategies that English teachers use to integrate values into their instruction of the language in the classroom. The research questions are:

1. What Islamic values are discovered in English language teaching at SMA Plus Al-Aqsha?
2. How do the teachers at SMA Plus Al-Aqsha integrate Islamic values into the English teaching process?

1.3. Aims of Research

This section addresses the research aims, which are separated into two parts. This suggests that the research aims to:

1. Discover Islamic values in English language teaching at SMA Plus Al-Aqsha.
2. Examine how the teachers at SMA Plus Al-Aqsha integrate Islamic values into their English teaching process in the classrooms.

1.4. Previous Study

The integration of religion, in this case, Islamic values, into all courses at school is desperately needed, according to Rohmana (2020). In her study, she stated that this is because it has to do with developing character, particularly in students raised by themselves. Additionally, an increasing number of students lack morals and values. This essay introduces and examines Islamic ethics and principles, including their origins and manifestations. More information is provided about integrating Islamic ethics and values into , the role of teachers, and the difficulties in integrating Islamic principles into English-language resources.

Alfian, Yusuf, and Nafiah (2022) stated in their paper that studying English is strongly tied to Western culture, which may be at odds with Indonesia's predominant faith of Islam. This study aims to determine how Islamic principles are implemented in English instruction at an integrated Islamic school in Indonesia. Since all of the students attend this school, the curriculum established by the institution requires that the topic be integrated with Islamic values. This case study was conducted in an integrated Islamic school; the information was gathered using teacher interviews and a thematic analysis of the lesson plans.

In their paper, Lailiyah & Setyaningrum (2022) noted that it is a significant study investigating the reflection of Islamic values in English teaching and learning. How English teachers prepare their students and how Islamic principles are reflected in the teaching and learning of English are examples of how Islamic values are reflected. The study discovered five phases of preparation and three procedures for reflecting Islamic principles.

Additionally, research conducted by Ekowijayanto (2020) aims to determine how well students aspiring to teach Islamic Religious education can integrate Islamic values into English language learning is presented in the research conducted by Ekowijayanto (2020). The issue is integrating Islamic principles into English language instruction in the classroom using a religious framework.

While earlier research has focused on the challenges faced by teachers, the implementation examined through lesson plan analysis and observation, the reflection of Islamic values in , and the perspectives of students regarding the integration of Islamic values in English language learning, this study focuses on the Islamic values contained in and the implementation, particularly the strategies used by teachers to integrate Islamic values into in *pesantren*.

1.5. Theoretical Framework

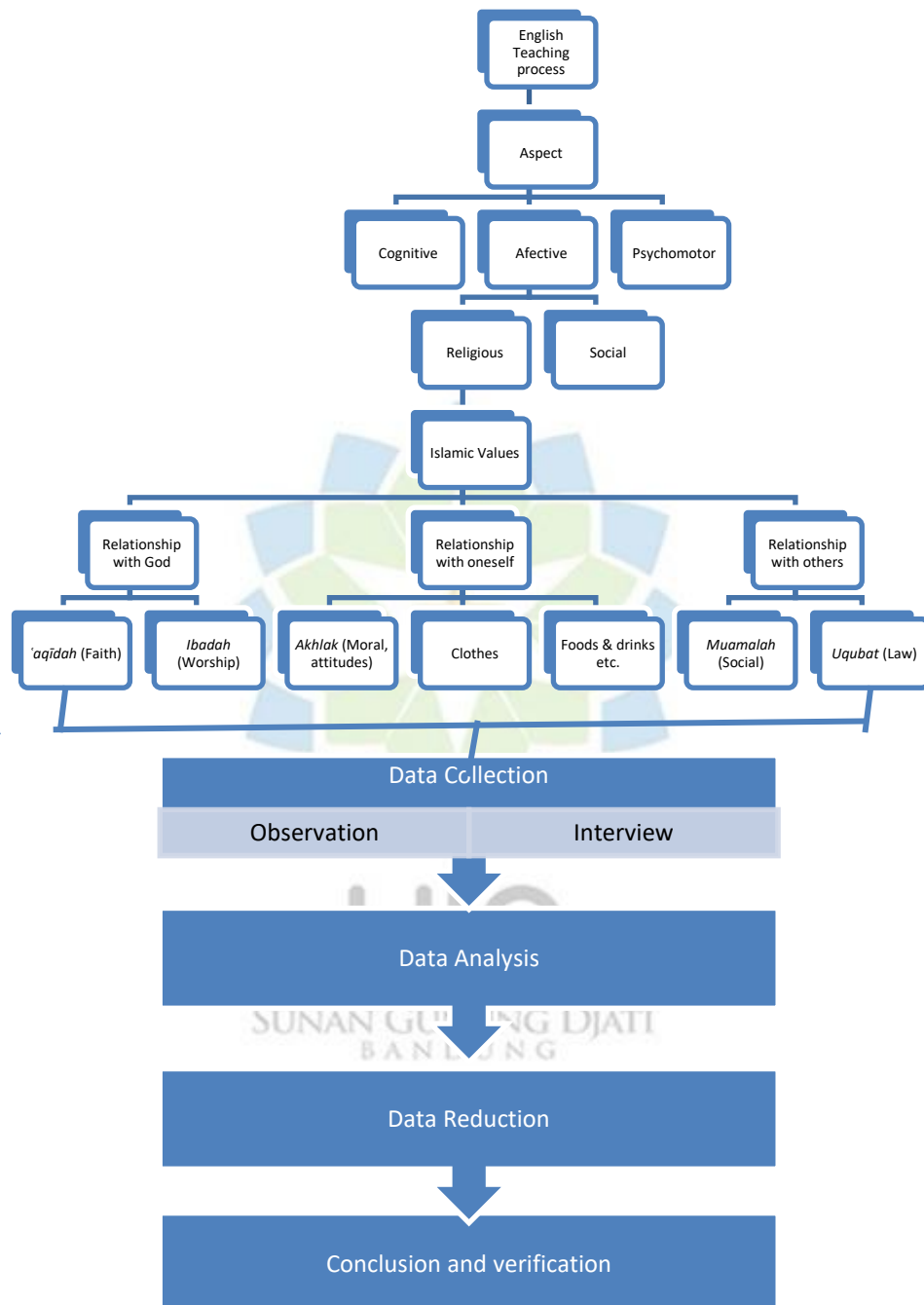
This research aims to analyze the integration of Islamic values in English language teaching and materials in *pesantren* (A case study in SMA Plus Al-Aqsha). The data collection techniques are through observation and interviews with English teachers and students. Those data were analyzed to discover and explore the Islamic values integrated into the English language teaching in *pesantren* Al-Aqsha at the High School level.

Teaching is a crucial component of education. The cognitive, emotional, and psychomotor elements are frequently employed in education to evaluate and enhance learning. Religious and social dimensions are separated in terms of emotive aspects. Islamic principles can be integrated into the religious component in this situation. Thus, it is possible to include Islamic beliefs in the teaching of English. Iskandar's (2014) idea of Islam is employed in this investigation. It is stated that Islamic law governs and resolves issues about a person's relationship with God (worship), with himself (morality, etc.), and with other people (*mu'āmalah* to *'uqūbāt*) (Iskandar, 2014, p. 6).

After clarifying all ideas, the data is processed through data collection, analysis, and display before conclusion and verification are reached. The image below displays the theoretical framework diagram.



Figure 1.1. Theoretical Framework



1.6. Statements of limitation

This study aims to analyze the integration of Islamic values in English language teaching in *pesantren*. The study is limited to teaching English and integrating Islamic values conducted in the SMA Plus Al-Aqsha classroom in *Pondok* Modern Al-Aqsha. This study did not analyse the integration of Islamic values in KMMI toward

implementing Islamic values integration in English language teaching. Thus, future researchers can conduct that research to complete this project.

1.7. Closing Remark

This study is aimed at helping English teachers acquire good examples of the integration of Islamic values in English language teaching and teaching process to be implemented in their classes. The research is expected to contribute to the following educational stakeholders. Secondly, this analysis is expected to help the students get valuable Islamic English lessons that enrich both their Islamic values and English knowledge and motivate them to implement the Islamic values delivered in class into their daily lives.

Hopefully, this analysis of the integration of Islamic values in English language teaching can be useful at school. The principal can strengthen and improve the integration of Islamic values in ELT. The headmaster can also improve the quality of the integration to produce higher-quality learning. Furthermore, this analysis can also be used as an example of integrating Islamic values in English language teaching. It can also help them improve the teaching process by integrating Islamic values into their schools/*pesantren*.

