ABSTRACT

Fauziah, Nurul Hikmah. (2026). Teacher's Strategies in Material Adaptation for an English Lesson Module in Islamic Contexts at an Integrated Islamic Primary School

Integrated Islamic schools in Indonesia provide students with general education while incorporating Islamic values into the learning process, either separately or in an integrated manner. According to Ma'ruf (2024), these institutions integrate Islamic values into a curriculum that also covers general subjects, including English.Therefore, teachers are expected to deliver lesson materials that align with the Islamic context of the school. However, commercial English textbooks may contain cultural elements that do not fully reflect the values and needs of Islamic schools. Consequently, teachers need to adapt these materials to the school context. This study aims to explain teachers' strategies in adapting materials and to identify the Islamic context incorporated into English lesson modules in integrated Islamic elementary schools.

This study employed a qualitative case study design involving one English teacher at SDIT Imam Bukhari. Data were collected through a semi-structured interview and document analysis of a Grade 5 English lesson module consisting of eight Lessons. However, five lessons were analysed. The qualitative data analysis procedure was based on Creswell & Creswell (2024) including data organization, reading the data, coding, categorization, interpretation, and conclusion.

This finding reveals three strategies: selecting materials from various textbooks based on students' needs and abilities, adapting materials to the Islamic culture in schools, and linking English learning with Islamic Religious Education and Character Education (PABP). The first two strategies appear in both interview data and documents, whereas the third strategy appears mainly in interviews and is only limitedly reflected in the modules. Five material adaptation techniques were identified: addition, deletion, modification, simplification, and rearrangement. Modification is the most consistently applied technique, while addition is the least frequently used. The main Islamic context is displayed through illustrations of Muslim identity and Islamic names, with fewer references to Islamic vocabulary, practices, and cultural elements. The values of aqidah, worship, and morality mostly appear implicitly. Among the educational dimensions, they are less explicitly visible.

Overall, adapting the materials helps align the English lesson modules with students' needs and schools' Islamic culture. However, the integration of Islamic values into the content and learning activities remains limited and uneven, while English communication remains the primary learning objective. Therefore, further adaptation is necessary to integrate Islamic values more clearly without diminishing the focus on English learning.

Keywords: *English for Young Learners, Material Adaptation, English Lesson Modules, Islamic Contexts*