CHAPTER I
INTRODUCTION

This chapter provides a brief overview of the current research, including the background of the research problem, the research formulation, the research objectives, the significance, and the scope. This section also outlines the conceptual framework and briefly reviews previous research relevant to the current study.

A. Background of Study

This study aims to describe a teacher's strategies in adapting English lesson modules and the Islamic contexts integrated into them at an integrated Islamic primary school. In Indonesia, a country with a Muslim majority, Islamic education has become an integral part of the national education system. As a result, many schools have an Islamic background, known as Sekolah Dasar Islam Terpadu (SDIT) or Integrated Islamic Primary School; according to Jaringan Sekolah Islam Terpadu Indonesia, there are 748 SDIT in total (JSITI, 2025). These institutions integrate Islamic values into a curriculum that also covers general knowledge, including English language teaching (Ma'ruf, 2024). As an international language, English is embedded in culture and values (Dormen, 2016). Therefore, Islamic schools teach English not only as a tool for global communication but also as a medium for strengthening personal identity and instilling religious values through integrated teaching materials. In this context, students need to understand English-language content while also grasping the Islamic context (Wijayati et al., 2025).

However, Learning materials are not merely sources of language input. They serve as a link between the language, learners, and the cultural context in which learning takes place, and they carry cultural values, ideologies, and worldviews that can influence learners' perspectives and beliefs (Maesaroh, Susilo, et al., 2025; Tomlinson & Masuhara, 2012). Commercial English textbooks may present cultural elements and representations that do not always align with an Islamic school's needs, values, and educational context, such as failure to cover the body and unrestricted interaction between men and women (Kusumah et al., 2024). Learners

in non-Western societies often encounter a "cultural mismatch" between the foreign content and their local identities, and irrelevant content or culturally offensive material significantly decreases student motivation (Harmer, 1991). Because textbooks are never perfect for every context, teachers must act as 'practitioner-researchers' who modify content to suit the learners' socio-cultural environment (McGrath, 2013). This mismatch requires material adaptation to keep the learning process pedagogically sound and culturally sensitive, and it highlights the critical role of teachers in bridging the gap between global language requirements and local religious values.

Preliminary research at the research site found that a teacher independently produced English lesson modules over several months. During this process, the teacher applied adaptation strategies such as deleting some content and modifying names, pictures, and dialogues to reflect Islamic values (e.g., figures wearing the hijab, mosques, and the greeting *assalamu'alaikum*). This preliminary finding suggests that teachers play a crucial role in adapting English learning materials to their school context, which makes the topic important to investigate further.

Then, regarding the integration of Islamic values into the teaching and learning process, several studies have been completed with various focuses. Alfian et al. (2021) found that teachers' perceptions of the importance of implementing Islamic values at an integrated Islamic school remained minimal, even though the curriculum mandates integration. Similarly, Gestanti (2017) developed an English coursebook for Islamic junior high schools tailored to both religious and general knowledge needs, highlighting components such as Qur'an verses, religious activities, worksheets, and fun activities. Likewise, Wijayati et al (2025) emphasized that character education can be strengthened through contextual and humanistic learning approaches integrated with Islamic values such as honesty (*sidq*), trustworthiness (*amanah*), tolerance (*tasamuh*), and mutual respect (*ukhuwah*). Therefore, this research contributes to developing an English language learning model rooted in religious values while supporting students' character development.

Based on the previous studies above, the similarity lies in the focus on integrating Islamic values into EFL, the Islamic context, and education. Nevertheless, the current research focuses on EFL teachers' strategies and the English lesson module. However, these previous studies mainly emphasize perceptions, product development, or general integration models. They do not clearly explain how teachers adapt English lesson modules in daily practice. This study addresses that gap by examining a teacher's strategies for adapting English lesson modules to Islamic contexts at an integrated Islamic primary school.

B. Research Questions

Based on the research background, this current research aims to examine how teachers adapt English learning modules to suit Islamic principles applied in integrated Islamic primary schools. This current research answers the following questions:

1. What are the teacher's strategies in material adaptation for English lesson modules for Primary School Students to the Islamic context?
2. What is the Islamic context integrated into the English lesson module for primary school students?

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C. Research Purposes

The purpose of this current research, which looks at the question of this research, seeks to achieve the following objectives in EFL:

1. To describe the teachers' strategies in adapting the English lesson modules for Primary School Students to the Islamic context.
2. To identify the Islamic context integrated into the English lesson module for primary school students.

D. Research Significance

This section offers a significant theoretical and practical contribution to English language learning in Islamic education. Theoretically, this current research enriches the discussion of material adaptation in teaching English as a foreign language (EFL) by providing an in-depth understanding of the strategic processes teachers use to adapt English lesson modules to Islamic content. This research expands on existing research by showing how adaptation strategies apply not only at the conceptual level but also in the linguistic and visual components of locally developed English lesson modules in integrated Islamic primary schools. Practically, this current research offers reflective insights for EFL teachers, especially those working in Islamic educational institutions, on how to systematically adapt teaching materials while maintaining linguistic objectives and religious values. These findings can serve as a practical reference for teachers to evaluate, modify, and develop English lesson modules aligned with their institutional mission and students' religious contexts.

E. Research Scope

This current research is conducted at an integrated Islamic primary school located in Jatinangor, Sumedang, Indonesia. The school reports that it creates English lesson modules that adapt and integrate Islamic values. This research focuses on the process of integrating and adapting English lesson modules to ensure the learning material aligns with the Islamic context, and on analyzing English lesson modules to identify the Islamic context integrated into the learning content for primary school students. The scope is limited to teachers' pedagogical strategies, through interviews and document analysis of the Islamic context integrated into the English lesson module, and excludes student interviews or the measurement of learning outcomes. The analysis uses Tomlinson's technical tools for identifying specific adaptation techniques, such as addition, deletion, modification, simplification, and reordering (Tomlinson & Masuhara, 2012). This investigation examines several points of the material, visual, and linguistic.

F. Conceptual Framework

This study examines a teacher's strategies in adapting English lesson modules to Islamic contexts at an integrated Islamic primary school. The research focuses on how the teacher selects and adapts existing English learning materials to meet students' needs and the school's Islamic educational context. A module is a learning material designed systematically based on a particular curriculum and studied independently within a specific unit of time that integrates learning objectives, teaching materials, activities, and assessment into a single package, enabling learners to acquire specific competencies independently (Marsyella, 2025; Rahmadaniar et al., 2022). Since general English learning materials may not fully accommodate the school's educational and cultural context, material adaptation is necessary to make the materials more relevant, for example by adding, deleting, modifying, simplifying, or reordering content, so that they are visually and linguistically appropriate for students.

To analyze these adaptations, this research draws on two perspectives. First, material adaptation techniques, namely addition, deletion, modification, simplification, and reordering (McDonough & Shaw, 2003; Tomlinson & Masuhara, 2012), provide the technical tools for identifying how the teacher changes the material. These techniques are used to analyze how the teacher adapts the content and organization of the English lesson module. Second is the Islamic context integration perspective, which considers the quality of learning materials and the integration of Islamic values. In terms of material quality, this research refers to the educational book standards established by the Ministry of Education, Culture, Research, and Technology (2023), which cover content, presentation, design, and graphics. These general standards provide a basis for examining the quality and appropriateness of learning materials. Furthermore, the integration of Islamic contexts is examined through Islamic values, including aqidah (faith), ibadah (worship), and akhlak (morals) (Lubis et al., 2021). Previous studies, such as those by Rahmadany et al. (2021) who demonstrate how these values manifest through Islamic visual illustrations (modest attire covering aurat) and relevant

terminology. These two perspectives guide the exploration of the teacher's decision-making process.

By drawing on these two perspectives, this research examines both the techniques used in adapting English learning materials and the ways Islamic contexts are integrated into the module. Semi-structured interviews and document analysis are used to investigate both research questions. The interviews explore the teacher's strategies, considerations, and experiences, while document analysis identifies the adaptation techniques and forms of Islamic context integration found in the English lesson module. The findings from both sources are then interpreted to provide an understanding of the teacher's strategies in material adaptation for English lesson modules in Islamic contexts.

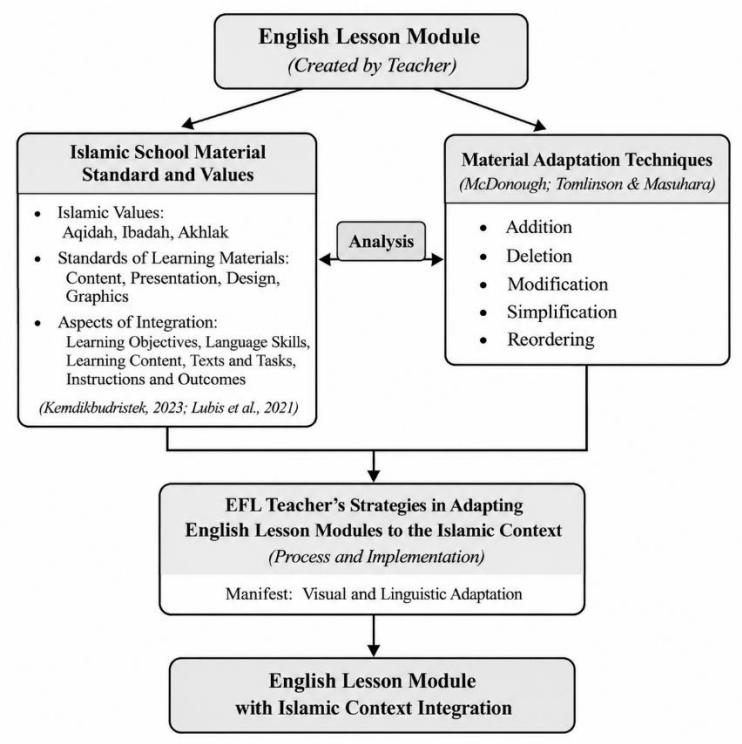

Figure 1. 1 Conceptual Framework

G. Previous Studies

Previous studies have examined in depth the integration of Islamic values into English language teaching materials at various levels of education in Indonesia and other Islamic educational contexts. The following studies that inform this current

study are by Alfian et al. (2021), who discuss the implementation of Islamic values in teaching English at an Integrated Islamic school. This study highlights teachers' perceptions about the importance of the implementation of Islamic values, and it is still minimal, though the school's chosen curriculum mandated that the subject be integrated with Islamic values. The research design uses a case study, collecting data through interviews with seven teachers using a discussion question sheet and conducting a thematic analysis of the lesson plan. Overall, this study recommends practical ways to integrate Islamic values and align teaching practices with curriculum requirements; however, it does not discuss strategies for developing English lesson modules.

Similarly, Gestanti (2017) designs an English coursebook for EFL learners at Islamic junior high schools in Indonesia, tailored to both religious and general knowledge needs, using an R&D approach with a mixed-methods design. The study involved questionnaires for 106 second graders, teacher interviews, and syllabus analysis. The study found that existing textbooks lack religious content relevant to Islamic schools, making it difficult for students to describe their daily religious activities in English. This study highlights the need for teaching materials that integrate Islamic values with general knowledge, resulting in a coursebook developed through systematic procedures and validated through systematic development. The study successfully developed Islamic EFL coursebooks through systematic procedures. In contrast, the current study focuses on analyzing the practical adaptation strategies teachers use with existing modules, using the Tomlinson framework.

In addition, Saber et al. (2022) investigate the extent to which the "Islamic Culture" textbook content adapts to the religious needs of literacy learners by identifying the dimensions and components of those needs. This study uses document and content analysis as the main research method. The findings are based on a conceptual framework of literacy learners' religious needs, classified into three dimensions, namely, cognitive, emotional, and functional, and further divided into several components. Nevertheless, the focus remains on textbook content analysis

rather than on teachers' pedagogical decision-making or adaptation strategies during instruction.

Likewise, Martina et al. (2025) developed an English reading module integrated with Islamic values for Islamic high school students; therefore, language learning focuses not only on linguistic skills but also on Islamic character building. This research used a Research and Development (R&D) approach to evaluate the module's effectiveness. In addition, the instrument includes a questionnaire administered to 67 students and three English teachers from 9 Islamic senior high schools. The results show that the module is appropriate and can help improve student understanding. At the same time, the current study focuses on teachers' pedagogical strategies for adapting the English lesson module.

Similarly, Wijayat et. al (2025) emphasizes integrating Islamic values into English language learning to strengthen character education. This study highlights how Islamic values such as honesty, discipline, tolerance, and mutual respect are harmonized with the Islamic values of sidq, amanah, tasamuh, and ukhuwah through a contextual and humanistic learning approach that has been developed in Indonesia, Malaysia, and Pakistan. This study examines integration through contextual and humanistic learning approaches tailored to learners' needs. They used a qualitative approach to examine how literacy content and classroom activities can be adapted to support students' Muslim identity without neglecting language competence. Although this research acknowledges the importance of contextualization, it generally discusses integration at a conceptual or curricular level rather than examining the concrete strategies teachers use to adapt specific linguistic and visual components of learning modules.

Overall, based on the previous studies above, the researcher observes that this research focuses on integrating Islamic values into learning and teaching, developing module materials, and applying them in the classroom. However, this research focuses on teachers' strategies for adapting the English lesson module to the Islamic Context. Therefore, previous studies leave a gap. In addition, this research analyses the document (English lesson module) to gain a deeper understanding. By examining the processes and forms of adaptation in the linguistic

and visual components, this research aims to understand better how Islamic values are applied in classroom teaching practices, rather than merely incorporated into product design.

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