

THE INTEGRATION OF ISLAMIC VALUES IN ENGLISH LANGUAGE TEACHING IN SENIOR HIGH SCHOOL

THESIS

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**FACULTY TARBIYAH AND TEACHER TRAINING
AR-RANIRY STATE ISLAMIC UNIVERSITY**

BANDA ACEH

2025 M / 1447 H

**THE INTEGRATION OF ISLAMIC VALUES IN ENGLISH LANGUAGE
TEACHING IN SENIOR HIGH SCHOOL**

THESIS

Has been Approved and Submitted to the Thesis Munaqasyah Defense
As One of the Requirements to Obtain a Bachelor's Degree
in the Field of English Education

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THESIS

It Has Been Defended in *Sidang Munaqasyah* in Front of The Board of the
Examination for The Working Paper and Has Been Accepted in Partial
Fulfilment of The Requirements for The Bachelor's Degree of Education in
English Language Teaching

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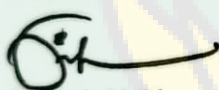
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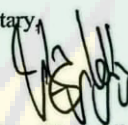
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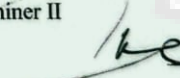
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**The Integration of Islamic Values in English Language Teaching in
Senior High School**

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 15 August 2025

Saya membuat pernyataan




Hafidz Ramadhana Adehaija

ACKNOWLEDGEMENT



In the name of Allah, the Most Gracious, the Most Merciful, I begin by expressing my deepest gratitude to Allah SWT for granting me health, strength, patience, and the opportunity to complete this thesis. Every step of this journey has been made possible by His will. May peace and blessings be upon the Prophet Muhammad SAW, his family, and his companions, who have brought light and wisdom to humanity.

I would like to express my heartfelt thanks to my supervisor and academic advisor, Ms. Fithriyah, S. Ag., M. Pd, for her continuous guidance, patience, and unwavering belief in my abilities. Her insightful feedback, valuable suggestions, and encouragement have been essential in shaping this research. I am deeply grateful for her support and mentorship throughout this process.

My sincere gratitude also goes to the three English language teachers at MAN 1 Aceh Tenggara who generously shared their time, knowledge, and experiences for this study. Their openness and willingness to participate have greatly enriched the depth and quality of this research. May Allah SWT bless them for their kindness and contributions.

To my beloved parents, Agusmi Desky, S.T., and Hadijah S.E., words cannot express how grateful I am for your endless love, support, and

prayers. You have been my greatest source of strength, and your constant encouragement has carried me through every challenge. May Allah SWT grant you both a long and blessed life.

I would also like to thank my family for their constant love and support, particularly during the most challenging times of this journey. Your presence has given me the courage to persevere.

To my friends, thank you for being there during my highs and lows, for offering words of encouragement, and for reminding me that I was never alone on this journey. Special thanks to the friend who always believed in me and gave me that little push when I doubted myself. Your support has meant the world to me.

Finally, I would like to acknowledge myself, Hafidz Ramadhana Adehaija, for not giving up, for continuing despite the doubts, and for having the courage to finish what I started. Alhamdulillah, I have made it through, and I am grateful for Allah SWT's strength and guidance in this process.

Alhamdulillah, I am truly thankful for this journey, and may Allah SWT bless us all with His mercy and guidance.

Banda Aceh, 10 August 2025

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ABSTRACT

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Thesis's Title : The Integration of Islamic Values in English
Language In Senior High School
Supervisor : Fithriyah, S.Ag., M. pd
Keywords : Islamic values, English Language Teaching,
Character Education, Teachers Strategies.

This study investigated the integration of Islamic values in English language teaching at a senior high school in Indonesia. The research aimed to examine how teachers incorporated Islamic principles into classroom activities and the strategies they employed to foster both language proficiency and character development. A qualitative descriptive design was applied, and data were collected through interviews and classroom observations. The participants consisted of English teachers who were purposefully selected based on their involvement in curriculum implementation. The findings indicated that teachers embedded Islamic values through lesson content, classroom interaction, and learning materials. They integrated moral teachings by using texts with Islamic contexts, encouraging ethical communication in English, and modeling Islamic character in classroom practices. Strategies included aligning lesson objectives with both linguistic competence and character education, as well as adapting instructional resources to reflect Islamic perspectives. This study concluded that integrating Islamic values in English teaching enhanced students' moral awareness while supporting language acquisition, providing insights for educators regarding the potential of English education as a medium for instilling spiritual and ethical values while maintaining academic standards.

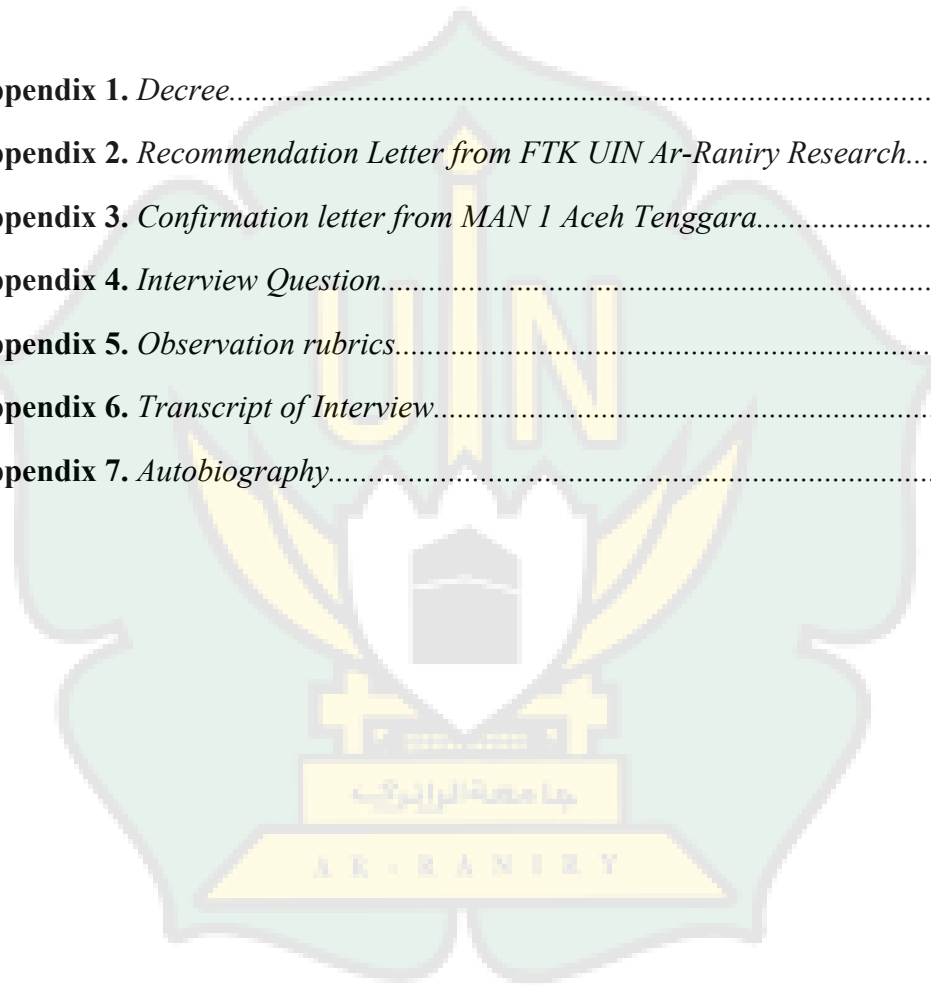
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CHAPTER I

INTRODUCTION

This chapter presents the background of the study, research questions, research aims, significance of the study, and relevant terminologies.

A. Background of The Study

Education plays a crucial role in shaping the character of both learners and society. In Indonesia, where the majority of the population is Muslim, integrating Islamic values into teaching is a common effort to build students' character, whether consciously or not. It serves as a key pillar in promoting tolerance, moderation, respect, and empathy while fostering a non-violent attitude (Hidayatulloh, Ali, & Ekaningrum, 2023). Additionally, enhancing skills and knowledge is essential, and educators must be technologically literate to adapt to advancements and integrate them into their teaching.

Madkur and Albantani (2017) emphasize the importance of integrating Islamic values into all subjects, including foreign languages, as Muslim teachers can preserve religious values through classroom activities. Moreover, Fansury (2017) found that English is widely used as a communication tool across various aspects of life. In Indonesia, English is classified as a foreign language. Consequently, it is a subject that students are required to learn from junior high school to university. Thus, the students are able to survive and compete with their skills in both national and international level.

While the significance of integrating Islamic values into English Language Teaching (ELT) is broadly acknowledged, a key issue persists: a lack of clarity regarding how teachers effectively implement these values in the classroom. This gap between theory and practice undermines the development of culturally-relevant pedagogical strategies. In the absence of a comprehensive understanding of teachers' experiences, challenges, and successful approaches, educators are left without practical guidance, which may result in inconsistent or ineffective integration of Islamic values into ELT.

This integration is essential not only for improving students' English skills but also for shaping their character, nurturing empathy, and supporting moral development (Rezky & Qamariah, 2025). The challenge is to strike a balance between teaching English effectively and upholding religious and cultural values, especially in a globalized world where Western educational approaches may sometimes conflict with local traditions, Randa (2025).

Research indicates that incorporating cultural and moral values into language teaching can enhance both linguistic proficiency and personal development. Madhkur & Albantani (2018) underscores the significance of embedding Islamic values in English language teaching (ELT), asserting that these values contribute to students' ethical and emotional growth alongside their academic achievements. Likewise, Rezky and Qamariah (2025) emphasize that integrating concepts such as justice, kindness, and honesty from Islamic teachings into the curriculum enables students to connect language learning with their cultural and religious backgrounds, making education more meaningful.

Additionally, Hasibuan (2025) found that incorporating Islamic stories and examples in English lessons enhances student engagement and moral development. These narratives often present ethical dilemmas that encourage critical thinking while aligning with Islamic principles. Similarly, Safitri (2018) argues that fostering values like respect, responsibility, and empathy in ELT not only strengthens language proficiency but also prepares students for real-world interactions by reinforcing moral behavior in both academic and personal contexts. Collectively, these studies suggest that integrating Islamic values into ELT supports holistic student development; however, there remains a need for further exploration of teachers' practical experiences with this approach.

Previous research on integrating Islamic values into English language teaching has primarily concentrated on theoretical frameworks and curriculum recommendations. For instance, Hasibuan (2025) and Safitri (2018) had highlighted the importance of incorporating Islamic principles such as respect, empathy, and honesty into English language lessons, contending that such integration not only enhances linguistic proficiency but also fosters moral development. However, these studies remain largely theoretical, offering limited insight into the practical implementation of these values in classroom settings. This gap in the literature indicates a need for research that explores the real-world experiences, strategies, and challenges faced by educators in aligning their teaching practices with Islamic ethical principles.

While theoretical discussions offer valuable perspectives on the potential benefits of integrating Islamic values into education, they often fail to address the

practical realities that teachers encounter. Specifically, there is insufficient documentation regarding how educators navigate the dual objectives of enhancing language proficiency while promoting moral values within diverse classroom contexts. Understanding these practical aspects is crucial for developing actionable frameworks that can guide teachers in effectively incorporating Islamic values into English language instruction. This study aims to fill this gap by examining teachers' perspectives and experiences, providing insights that bridge the divide between theoretical concepts and classroom practices.

The motivation behind this study stems from the belief that understanding how Islamic values can be integrated into English language teaching will provide valuable insights for both educators and curriculum developers. By examining the specific strategies and approaches that teachers use to align their instruction with Islamic ethical principles, this research aims to contribute to the development of more culturally and religiously sensitive language teaching practices. Gathering data directly from teachers will help identify practical solutions to the challenges of balancing language proficiency with cultural and religious values.

This study holds significant importance for several reasons. First, it seeks to establish a practical framework that teachers can utilize to incorporate Islamic values into English lessons, enhancing the learning experience for students in Muslim-majority settings. As global interactions expand, the need for culturally relevant education becomes increasingly essential, particularly in regions where Islamic values play a central role in students' identities (Alfian, Yusuf, & Nafiah, 2022). Second, the findings will contribute to the broader discussion on intercultural

education by demonstrating how Islamic ethical principles can coexist with foreign language instruction without compromising either aspect.

Finally, by focusing on teachers' experiences, this study will underscore the importance of professional development and training in equipping educators with the necessary tools for implementing values-based education effectively (Hasibuan, 2025). Ultimately, this research aims to enhance the pedagogical practices of English language teachers while fostering an educational environment that upholds Islamic moral values alongside linguistic development.

Based on the background of the study, the researcher conducted this research titled “The integration of Islamic Values in English Language Teaching in Senior High School”. This research was conducted for active English teacher in MAN 1 Aceh Tenggara and used semi-structured interviews to collect data.

B. Research Questions

According to the background of the study, the research question of this study are :

1. How do teachers perceive the integration of Islamic values to ELT
2. How do the teachers integrate Islamic Values in teaching English in MAN 1 Aceh Tenggara ?

C. Research Purposes

The objective of this study are as follows:

1. To Explore how English language teachers at MAN 1 Aceh Tenggara perceive the integration of Islamic values to ELT

2. To Explore how English language teachers at MAN 1 Aceh tenggara integrate Islamic values into their teaching practices

D. Significance of the Study

This study will be useful for English Language teachers, This study will provide practical insights and strategies for integrating Islamic values into their teaching, enabling them to create a more culturally relevant and values-driven learning environment. By exploring the experiences and approaches of teachers at MAN 1 Aceh Tenggara, the study will offer valuable guidance on balancing language proficiency with the promotion of moral and ethical values in the classroom.

E. Research Terminologies

1. Integration

According to Richards and Rodgers (2014), integration refers to the process of combining different elements into a unified whole, ensuring that they function together seamlessly. It involves the blending of components in a way that enhances their overall effectiveness and coherence. Richards and Rodgers (2014) further explains that integration is not merely about placing different parts together but about ensuring they interact meaningfully to create a more efficient or harmonious system. This concept is widely applied in various fields, including technology, business, and social systems, where different elements are merged to improve functionality and achieve common goals.

In this study, integration refers to the process of embedding Islamic values into English language instruction in a way that aligns with both educational objectives and the cultural-religious beliefs of students. The focus is on observing how teachers perceive and integrate Islamic values into their lesson design, classroom interactions, and selection of instructional resources. Through an examination of classroom practices, pedagogical strategies, and teacher-student dynamics, this research seeks to determine the degree to which Islamic values are being incorporated into English language instruction (Madhkur & Albantani, 2017).

2. Islamic Values

According to Al-Attas (1991) Islamic values constitute a foundational ethical and moral system rooted in the Quran and Hadith, directing individuals' conduct across personal, social, and professional spheres. Values like honesty, justice, compassion, patience, and respect, which collectively foster ethical decision-making and harmonious interpersonal relations. Islamic values emphasize the dual importance of individual character development and the promotion of societal welfare, thereby cultivating a balanced approach to life that integrates spiritual, intellectual, and moral dimensions. These principles extend beyond religious contexts to influence social structures, educational practices, and governance systems, with the aim of ensuring fairness, responsibility, and communal advancement. Fundamentally, Islamic values offer a holistic ethical framework that encourages accountability to both divine and human standards.

3. Integrating Islamic Values in English Language Teaching

English Language Teaching (ELT) refers to the process of teaching the English language to learners whose first language is not English. It encompasses the development of four core skills—listening, speaking, reading, and writing along with supporting elements such as grammar, vocabulary, and pronunciation. ELT aims not only to equip students with linguistic competence but also to foster communicative ability so they can use English effectively in academic, professional, and social contexts (Richards & Rodgers, 2014).

In this study, the term integration of Islamic values refers to the process of incorporating moral, spiritual, and ethical principles derived from Islamic teachings into English language teaching. This integration is not limited to delivering religious content but includes shaping attitudes, behaviors, and classroom culture in line with Islamic teachings. For example, teachers may embed values explicitly through lesson content such as using Islamic-themed texts or Qur'anic references and implicitly through their conduct, language use, and classroom routines, such as greeting students with *Assalamu'alaikum* or beginning lessons with a prayer.

Integration in this research covers three main domains of Islamic values: *aqidah* (faith), *ibadah* (worship), and *akhlaq* (morals). *Aqidah* values include reminding students of their faith and intention when studying. *Ibadah* values involve practicing and encouraging worship-related activities, such as starting lessons with prayer or linking tasks to acts of worship. *Akhlaq* values refer to developing character, including honesty, respect, and responsibility, as part of language learning. These values are integrated both explicitly, through direct

teaching and materials, and implicitly, through teacher role modeling and classroom practices (Fajri et al., 2023).

