

English Language Education Based on Islamic Values: Examining the Role of the Quran in Teaching Foreign Language Literacy in Islamic Schools in the Pandan and Surrounding Areas of Central Tapanuli Regency

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Abstrak

Penelitian ini bertujuan untuk mengeksplorasi peran Al-Quran dalam pengajaran bahasa Inggris di sekolah-sekolah Islam di daerah Pandan, Kabupaten TapTeng. Dengan pendekatan kualitatif, penelitian ini menggali bagaimana nilai-nilai Islam diintegrasikan dalam kurikulum bahasa Inggris dan dampaknya terhadap literasi siswa. Data dikumpulkan melalui wawancara dengan guru, observasi kelas, dan analisis dokumen. Hasil penelitian menunjukkan bahwa integrasi nilai-nilai Al-Quran tidak hanya meningkatkan keterampilan bahasa Inggris siswa, tetapi juga membangun karakter dan moral yang kuat.

Kata kunci : Integrasi Nilai Al-Quran, Pengajaran Bahasa Inggris, Literasi Siswa, dan Sekolah Islam

Abstract

This study aims to explore the role of the Quran in English teaching in Islamic schools in the Pandan area, TapTeng Regency. Using a qualitative approach, this study explores how Islamic values are integrated into the English curriculum and their impact on student literacy. Data were collected through teacher interviews, classroom observations, and document analysis. The results indicate that the integration of Quranic values not only improves students' English skills but also builds strong character and morals.

Keywords: *Integration of Quranic Values, English Teaching, Student Literacy, and Islamic Schools*

Introduction

English language education in Indonesia, particularly in Islamic schools, faces unique and complex challenges. In an era of increasingly rapid globalization, English language proficiency has become a highly sought-after skill. This is not only crucial for international interaction but also for accessing broader information and knowledge. However, English instruction in Islamic schools must remain aligned with the Islamic values and principles that underpin education in these institutions. Pandan, Central Tapanuli Regency (TapTeng), is home to a number of Islamic schools implementing an English curriculum. According to data from the Central Statistics

Agency (2020), approximately 60% of students in the area show a high interest in learning a foreign language. However, the data also shows that only 30% of students feel confident in their English language skills. This gap between interest and confidence creates challenges that need to be addressed, one way being through the integration of Islamic values into English teaching.

One of the main challenges facing English language education in Islamic schools is how to teach the language without neglecting religious values. For example, when teaching English vocabulary or expressions, teachers can relate them to relevant contexts within Islamic teachings. For example, when teaching vocabulary related to ethics and morals, teachers can use stories from the Quran or hadith that teach good behavior. In this way, students not only learn English but also gain a deeper understanding of Islamic values. The teaching methods used must also be considered. Many Islamic schools still use traditional, one-way teaching methods, where the teacher mostly talks and students only listen. This method often leaves students feeling less engaged and unmotivated to learn. Therefore, it is important for educators to adopt a more interactive and participatory approach. For example, using language games, group discussions, and collaborative projects can increase student engagement and help them feel more confident in using English.

It's also important to create a supportive learning environment. A positive and inclusive environment can help students feel more comfortable practicing English. Islamic schools in Pandan can create programs that encourage the use of English outside of the classroom, such as English clubs, speech competitions, or theater performances. These activities not only provide opportunities for students to practice their English but also build their confidence. One example of the success of integrating English language education and Islamic values can be seen in programs implemented in several Islamic schools in other regions. For example, an Islamic school in Yogyakarta successfully integrated English language learning with religious studies through discussions on moral and ethical themes. In these activities, students were invited to discuss in English the values taught in Islam, such as honesty and cooperation. As a result, students not only improved their English skills but also deepened their understanding of Islamic values.

A thorough analysis of these challenges demonstrates the urgent need to design a curriculum that focuses not only on language acquisition but also on student character development. English language education in Islamic schools should aim not only to produce students who are fluent in the language but also those with strong integrity and morals. Therefore, collaboration between educators, parents, and the community is crucial to creating a holistic education system. Constructivism theory is the main foundation, where students are considered active learners who construct knowledge through experience. This theory emphasizes that learning is not a passive process, but rather a dynamic interaction between students and their environment. In this context, students not only receive information but also interpret and construct meaning from their experiences. For example, when students engage in group projects, they learn not only from the material taught but also from the social interactions and discussions that occur among them. This is in line with Piaget's (1973) opinion, which states that knowledge is constructed through an active process, in which individuals adapt to new information and integrate it into their existing knowledge framework.

The Islamic values contained in the Quran can serve as moral and ethical guidelines in learning. These values not only provide direction for action but also shape students' character and personality. For example, the Islamic concept of honesty can be applied in an academic context, where students are taught to value honesty in exams and schoolwork. This not only

contributes to academic integrity but also builds students' self-confidence. According to Sari (2021), integrating spiritual values into education can increase student motivation and create a more positive learning environment. When students feel that they are learning not only to earn grades but also to develop themselves spiritually and morally, they tend to be more motivated to actively participate in the learning process.

For example, Surah Al-Alaq, which emphasizes the importance of reading and learning, can serve as a foundation for encouraging students to improve their English literacy. In this Surah, Allah SWT says, "Read in the name of your Lord who created." This message can be interpreted as an encouragement to not only read but also understand and apply the knowledge gained. In practice, teachers can use texts from the Quran as relevant teaching materials, so that students not only learn English but also gain spiritual insight. For example, in English classes, students can be asked to analyze translations of Quranic verses and discuss their meaning in the context of everyday life. In this way, students not only improve their English skills but also deepen their understanding of Islamic values.

Research by Rahman (2022) shows that teaching based on religious values can foster better character in students, which in turn can improve their academic achievement. This study revealed that students taught using an approach that integrates religious values tend to have more positive attitudes toward learning. They are more disciplined, have a stronger sense of responsibility, and are better able to collaborate with their classmates. This demonstrates that education is not only about transferring knowledge but also about building strong character. By developing good character, students will be better prepared to face future academic and social challenges. Transitions between these ideas are crucial to maintaining a coherent flow of discussion. For example, after discussing the importance of constructivism in learning, we can move on to how Islamic values can strengthen this approach. By linking these two concepts, we can see that effective learning involves not only cognitive aspects but also moral and spiritual ones. This creates a holistic learning environment, where students develop not only academically but also as ethical and responsible individuals.

In this context, it is important to consider how teachers can implement constructivist theory and Islamic values in everyday classroom practice. Teachers can design activities that encourage students to collaborate, discuss, and share knowledge. For example, in group projects, students can be asked to explore themes related to Islamic values, such as justice, tolerance, and compassion. In this way, students learn not only from the textbook but also from the experiences and perspectives of their peers. Furthermore, it's important to acknowledge that integrating spiritual values into education isn't always smooth sailing. Challenges arise, such as differing perspectives among students and teachers regarding what values are important. Therefore, an inclusive and dialogical approach is needed, where all parties can share their perspectives and learn from each other. In this regard, the role of teachers as facilitators is crucial, as they must be able to create an atmosphere that supports open discussion and mutual respect.

Research methods

This research employed a qualitative approach with a case study method. The research location was selected based on the presence of several Islamic schools in the Pandan area that offer English language programs. Data were collected through in-depth interviews with 10 English teachers and 20 students from various grade levels. In addition, direct observations were conducted in English classes to understand the teaching practices implemented. Document

analysis was also conducted on the curriculum and teaching materials used. The data obtained were then analyzed using thematic analysis techniques to identify patterns and themes relevant to the research objectives.

Results and Discussion

The research findings indicate that English language teaching in Islamic schools in Pandan has effectively integrated Quranic values. In an educational context, integrating spiritual and moral values into the academic curriculum can create a more holistic and in-depth learning environment. In this context, English language teaching is seen not only as a process of transferring linguistic knowledge but also as a means of character building and enhancing students' faith. This is crucial given the challenges faced by today's young generation, who are often caught up in the currents of globalization that can erode cultural and religious values.

Most teachers admitted to using Quranic quotations to motivate students in learning English. For example, in class, teachers often quote Surah Al-Mujadila, verse 11, which states that Allah will elevate those who have knowledge. This quotation serves not only as motivation but also as a reminder that education is an integral part of Islamic teachings. In this way, students are taught to value knowledge and understand that learning is a form of worship that can bring them closer to Allah. The use of Quranic quotations in this educational context also demonstrates that education in Islamic schools is not separate from religious values, but rather complements them.

Integrating Islamic values into English learning creates a more conducive classroom atmosphere. Observations show that students are more active in English discussions when Islamic values are connected to the subject matter. For example, in discussions about global topics like the environment, teachers can relate Islamic teachings about preserving the earth and loving nature. This not only makes the lesson more relevant but also helps students develop a deeper understanding of their responsibilities as Muslims in a global context. According to the data obtained, 75% of students felt that learning that integrated Islamic values made them more motivated to learn English. This figure indicates that this approach is not only effective in improving students' language skills but also in building a sense of identity and pride as Muslims. When students feel that what they are learning is relevant to their beliefs and values, they tend to be more committed and engaged in the learning process. However, it's important to note that integrating Quranic values into English language teaching isn't always smooth sailing. Some teachers may struggle to find appropriate ways to link subject matter to religious values without compromising the academic essence of the learning itself. Therefore, training and professional development for teachers are crucial to ensure they have the skills and knowledge necessary to implement this approach effectively.

Furthermore, collaboration between English and religious education teachers can be an effective strategy. By working together, they can design a curriculum that not only meets academic standards but also integrates moral and spiritual values important to students. For example, in a group project, students could be asked to create presentations on themes related to Islamic values and how they can be applied in an English context. This will not only improve their language skills but also strengthen their understanding of religious teachings. From a psychological perspective, this approach can also help students cope with the stress and anxiety that often accompany the learning process. When students perceive that they are learning for a larger, more meaningful purpose, they tend to be more resilient and able to face emerging challenges. This aligns with motivational theory, which states that individuals are more

motivated to learn when they perceive that what they are learning has a clear meaning and purpose.

Conclusion

This research shows that the integration of Islamic values through the Quran in English teaching in Islamic schools in Pandan has a positive impact on student literacy. This approach not only improves English language skills but also shapes students' character. Therefore, it is important for educators to continue developing teaching methods that integrate religious values with academic needs, so that students are not only proficient in a foreign language but also possess strong morals.

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Fawaid: Journal of Islamic Studies, FJIS

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