

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Description

1. Implementation of Islamic Learning Materials

a. Definition of Implementation

Implementation comes from English as “implement” which means carry out a plan, idea, and etc.¹. Implementation in the Great Dictionary of the Indonesian Language (KBBI) interpreted as “implementation” or “application”². The definition of implementation according to experts include, Guntur States, the definition of implementation is the expansion of activity which mutually adjust the process of interaction between goals and actions for achieve it and require a network of implementers, an effective bureaucracy³. According to Nurdin Usman, the definition of implementation boils down to activity, action, or mechanism of a system. Implementation is not just an activity, but a planned activity and to achieve activity objectives⁴. Based on these various definitions, the researcher concludes that implementation is an activity carried out by planning and referring to certain rules to achieve the objectives of an activity. According to Oemar Hamalik, there are three stages that must be carried out, namely: planning, Practice, and evaluation⁵.

b. Islamic learning Materials

Islamic education prepares students perfectly physically, mentally, and can play an active a happy life in this world and the hereafter. This illustrates the task of the teacher who is not only teaching but also fulfills the cognitive psychomotor and affective. The teacher not only teaches general knowledge, but also need to teach students

¹ Victoria Bull, English Language Dictionaries, (Oxford, Oxford university press, 2008): 221.

² Dendy Sugono, *Kamus Besar Bahasa Indonesia*, (Jakarta:pusat Bahasa, 2008): 548, <https://www.ptonline.com/articles/how-to-get-better-mfi-results>.

³ Guntur Setiawan, *implementasi dalam birokrasi pembangunan*, (Jakarta: Balai Pustaka, 2004):39.

⁴ Nurdin Usman, *Konteks Implementasi Berbasis Kurikulum*, (Jakarta: Grasindo, 2002): 70.

⁵ Oemar Hamalik, *Dasar-Dasar Pengembangan Kurikulum*, (Bandung: Remaja Rosdakarya, 2011): 248-251.

from practicing values, attitude, and behavior⁶. For teachers, teaching materials development means the creation, selection, or adaptation and control of materials activities to help students reach their goals achieve the course objectives. In this case, the teacher has to decide about it. Real life materials such as textbooks, texts, images, worksheets, videos, etc. Such as students' activities and how to use teaching materials activities are divided into educational units. Developed materials are affected by teacher's beliefs, understandings, and experiences in specific applications courses in specific contexts in language teaching and learning. Developing teaching materials requires creativity and responsibility on the part of teachers. However, flexibility is key to allowing teachers to provide materials. Not only attracts students, but it allows students to use them productively in the class. The product of material development is the lesson plan⁷.

According to Madkur & Albantani it is possible to implement Islamic values in foreign language teaching in the Indonesian context. It is implemented in curriculum, teaching materials and learning activities⁸. However, as this study implements Islamic learning materials in an English classroom, the researcher focuses only on implementation learning materials and activities. In additionally, there are also ways to implement the materials. Another way to implement Islamic learning materials in the classroom that are integrated Islamic values using authentic material.

⁶ Hasni, "The Influence Of Islamic Oriented Material Toward Students ' Interest In Learning English At MA Pesantren Manai' Ilil Ulum Guppi SAMATA English Education Department Tarbiyah and Teaching Science Faculty Alauddin State Islamic University Of Makassar," 2017, 15.

⁷ yeli yestiani, "Itegrating Religious Values In English Teaching Among The Junior High School Students: The Case Study Of The English Teaching Of SMPIT Bina Insani Metro Academic Year 2015/2016," *thesis, The state islamic college of Jurai Siwo Metro* 152, no. 3 (2016): 25, file:///Users/andreaquez/Downloads/guia-plan-de-mejora-institucional.pdf%0Ahttp://salud.tabasco.gob.mx/content/revista%0Ahttp://www.revistaalad.com/pdfs/Guias_ALAD_11_Nov_2013.pdf%0Ahttp://dx.doi.org/10.15446/revfacmed.v66n3.60060.%0Ahttp://www.cenetec.

⁸ Ahmad Madkur and Azkia Muharom, "Instilling Islamic Values in Foreign Language Teaching: An Indonesian Context" 115, no. Icems 2017 (2018): 99–102.

Mazroatul & Mira state that, it is very necessary to develop learning materials that integrate Islamic values using authentic material to build students' character with high Islamic integrity. Currently, It is easier to use the authentic material from newspapers, TV programs, menus, magazines, internet (free websites with various Islamic stories, movies, songs, pamphlets, cartoons, literature (novels, poems, short film stories) and many others⁹. The use of Islamic learning materials in the classroom aims to balance the flow of communication and information¹⁰. Islamic values can be implemented into learning material by coordinating materials on Islamic materials (Al-Qur'an Hadist, Akidah Akhlak, and fikih) with the science and technology materials¹¹. The Characteristics of Islamic learning materials is not the only way to teach students various teachings of Islam, but the most important thing is how students can practice religious teachings in daily life¹².

One way to build students' Islamic character in accordance with the objectives of Islamic education, namely by incorporating Islamic content into English material taught to students in Islamic education. Islamic character is a goal that can be achieved if teachers care about using Islamic content in school English teaching. Understanding Islamic content is highly recommended to teachers to do it frequently. The Islamic content in these materials will accurately represent Islamic principles¹³. When implementing Islamic learning materials, this can be done by integrating Islamic values into the materials: (a) add exercise

⁹ Mira Sartika Mazroatul Ishlahiyah, "The Integration Of Islamic Values In The Development of Listening Course Materials," *Klause vol.4, No.1* (2020): 49. <https://medium.com/@arifwicaksanaa/pengertian-use-case-a7e576e1b6bf>.

¹⁰ Djamdjuri et al., "Multimodal Approach in Online EFL Class Using Islamic Learning Materials: Students' Perspective," 342.

¹¹ Elis Ratna Wulan et al., "Integration of Science, Technology, and Islamic Values to Enhance Expected Learning Outcomes in French Higher Education," *Jurnal Pendidikan Islam* 7, no. 1 (2021): 97.

¹² Amiruddin Amiruddin, Askar Askar, and Yusra Yusra, "Development of Islamic Religious Education Learning Model Based on Multicultural Values," *International Journal of Contemporary Islamic Education* 1, no. 1 (2019): 8.

¹³ E Elfi, "Inclusive Islam in Education: Utilizing Islamic Content in Teaching English," *PROCEEDING IAIN Batusangkar* (2019): 53, <http://ojs.iainbatusangkar.ac.id/ojs/index.php/proceedings/article/view/1535>.

to training that reflect Islamic values; (b) changing the Islamic name of a person, place or event; (c) embed Qur'an verses in relevant materials; (d) Mix Islamic and English expressions related to the main material¹⁴.

2. Developing Islamic values in English Learning

a) Definition of Values

According to the oxford Dictionary, the definition of values refers to qualities (things) that are important or useful to humanity¹⁵. The value can also be defined as important concepts and themes in religious life. Because these concepts are sacred, they serve as guidelines that affected community members act accordingly¹⁶. Values can be defined as what is worthy, entitled, and useful to human beings' existence¹⁷. Besides that, according to zakiah cited by Tia Puspita Sari, she defines a value as a set of beliefs or feelings that are believed to represent identification give particular patterns to thought and feeling patterns, attachments or behavioral patterns¹⁸.

Other statements come from Wirma Suhud. He states that values are the principles that help us decide what is right and what is wrong and how to act in different situations. In another sense, the value is something useful for a person who sets the standard for behavior and values important to humans. Values are a measure of the standards of people being judged whether a particular element, action, or word is good, helpful, harmful, or to be blamed¹⁹.

¹⁴ Annisa and Hadijah, "The Integration of Islamic Values in English Teaching and Learning Process at MAN Model Palangka Raya," 35.

¹⁵ Victoria Bull, *English Language Dictionaries*, (Oxford, Oxford university press, 2008): 490.

¹⁶ La Adu et al., "The Inculcation of Islamic Values in Preschool Children," *JTurkish Online Journal of Qualitative Inquiry (TOJQI) Vol. 12* 12, no. 4 (2021): 1576.

¹⁷ Uyun Nafiah, "Developing English Modules with Integrated Islamic Values and Jambi Local Wisdom," *Studies in English Language and Education* 7, no. 1 (2020): 98.

¹⁸ Tia Puspita Sari, "The Role of Islamic Rules in Teaching English (A Case Study at SMP IT Khoiru Ummah Curup in Academic Year 2019-2020)," *Thesis , The State Islamic Institue of Curup*, (2019): 24.

¹⁹ Wirma Suhud, "An Analysis of the Integration of the Islamic Values Into The English Language Curriculum," *Thesis, The State Islamic University of Darussalam-Banda Aceh*, (2018): 7.

Based on the definition above, the researcher concludes that value is an abstract reality. We value our individuality to provide guidance in bearing capacity or in principle life. Value therefore takes the most important and strategic place in life²⁰. Values guide every individual on how to make a choice for themselves that is effective and positive action. The importance of values is evident in maintaining social coherence; it emphasizes the meaning of life and confirms principles for maintaining a true social life. Values help all societies overcome challenges and protect against selfishness and contradiction²¹.

In the Islamic view, values are divided into two kinds, namely the value that descends from Allah SWT which is called divine value, and the value that grew and developed from civilization human beings themselves are called human values. These two values then form norms or rules life embraced and institutionalized on society that supports it²². The values of Islamic teachings teach each of his people to be balanced, namely paying attention to the needs of life in the world and the hereafter, physical and spiritual, spiritual and material, be democratic, tolerance, and humane²³.

Hanik and Faiq suggest three stages for instilling Islamic values. The stages of instilling Islamic values are an implementation process that goes through stages of planning, implementation and evaluation. The planning stage is carried out through the development of learning a design with Islamic values in the unity of science part. Actually, the stages are performed by integrating Qur'an verses into each material

²⁰ Irayanti, "Integrating Islamic Value in Teaching English At Islamic Boarding School AL-Urwatul Wutsqa Sidrao Regency," *Thesis , The State Islamic Institue of Parepare*, no. 8.5.2017 (2022): 19, <https://www.who.int/news-room/fact-sheets/detail/autism-spectrum-disorders>.

²¹ Dr. Mohammad Dayij Suleiman Al.qomoul, "The Islamic Values Implemented in the English Language Syllabuses for the First Three Grades in Jordan," *World Journal of Educational Research* 6, no. 2 (2019): 304.

²² Mardia, "Penerapan Nilai-Nilai Ajaran Islam Dalam Pembelajaran Mata PelajaranUmum Di Madrasah Tsanawiyah Negeri (MTsN) Tinambung Kabupaten Polewali Mandar," *EDISI KHUS* (2017): 60.

²³ Mardia, "Penerapan Nilai-Nilai Ajaran Islam Dalam Pembelajaran Mata PelajaranUmum Di Madrasah Tsanawiyah Negeri (MTsN) Tinambung Kabupaten Polewali Mandar," *Jurnal Pendidikan Islam: Pendekatan Interdisipliner*, *EDISI KHUS* (2017): 61

(divine value) and Islamic teachings/ characteristics such as honesty, discipline, responsibility (human value). The final stage is the evaluation to measure the achievement of the learning objectives founded²⁴.

b) Developing Islamic Values

According to the Indonesian Dictionary, the definition of Islam is a religion taught by the prophet Muhammad, Guided by the Holy Qur'an, a revelation from Allah²⁵. Some scholars have mentioned some definition of Islamic values. As stated by Umar Al Faruq, that Islamic values are values that are written in the Al-Qur'an may the practices of Prophet Muhammad rest upon him. They can be viewed as cultural values like the Muslim community of life. Communication channels, interactions, and interacting with family, friends, neighbors, and young people seniors such as special teachers, employers, and officers designed by Allah to build spiritually healthy individuals and societies recognized when Muslims practice them²⁶. Maisarah contributes that Islamic values reflected the Essence of Al-Qur'an and Al Hadist. A norm or rule about something what people should and shouldn't do is manages the relationship between people and others, people, and Allah refers to Islamic values²⁷.

According to Ali Muhtadi, he states that Islamic values are a god containing rules that govern the relationship between humans and God, the relationship between humans and humans, the relationship between humans and nature. If humans do not follow the rules set by Allah, they will experience discomfort and problems in their life²⁸. Yuliana

²⁴ Hanik Malichatin and Faiq Makhdum Noor, "The Implementation of Islamic Values in Basic Physics Subject Based on Pre-Rules Method," *Thabiea : Journal of Natural Science Teaching* 4, no. 2 (2021): 145.

²⁵ Dendy Sugono, *Kamus Besar Bahasa Indonesia*, (Jakarta:pusat Bahasa, 2008): 565, <https://www.ptonline.com/articles/how-to-get-better-mfi-results>.

²⁶ Umar Alfaruq and A Hasyim, "Restoring Moslem Identity by Integrating Islamic Values in English Speaking Class," *Attarbiyah: Journal of Islamic Culture and Education* 2, no. 1 (2017): 5.

²⁷ Maisarah Maisarah, "Internalization of Islamic Values Into English Teaching Media (Songs)for Teaching English in Pesantren," *Jurnal Smart* 4, no. 2 (2018): 158.

²⁸ Ali Muhtadi, "Penanaman Nilai-Nilai Agama Dalam Pembentukan Sikap Dan Perilaku Siswa Sekolah Dasar Islam Terpadu Luqman Al-Hakim Yogyakarta," *Jurnal Penelitian Dan Evaluasi Pendidikan*, (2006): 4.

states that form of Islamic values are: faith, sharia, and morals. Faith in Islam includes inner faith in Allah, a god to be worshiped, statement of faith there is no god but Allah and Prophet Muhammad is the messenger of Allah as evidenced by his good deeds. Sharia is God's rule. A man's reference point is the organization and regulation of this life, both regarding human relationships with God and other fellow creatures like fellow humans and the natural environment. Moral values in Islamic teachings include various aspects, morality to Allah, morality to fellow creatures' people, animals, and plants²⁹.

Alfian et.al defines that Islamic values are the values covered in Al-Qur'an and Hadist source of Islamic values, including ideals how to live as a person, how to help others, sincerity, responsibility, courage, etc., Islamic values contained in the K-13 curriculum namely character and core competency based as stated in minister of education No. 69 of 2013 concerning the basic framework (KD) and curriculum structure (KI). In core competency, the student should practice the teachings that respect the religion you follow and practice it faithfully behavior, discipline, responsibility, compassion (cooperation, tolerant, peaceful), polite, reply, professional activity³⁰.

Based on some of these definitions of Islamic values, developing Islamic values is certainly important in human life. The role of Islamic values in the development of society (1) Religion as motivation, religion as encouragement here for individuals or groups to achieve goals in all aspects of life. (2) Religion as creator and innovator promotes the work of spirit to be creative and productive to build a better world life and a better life in the afterlife. (3) Religion as integrator, here religion as the unifying and harmonizing of all human activities, both as individuals and as members of society. (4) Religion as sublimate, the meaning of religion is to condemn and sanctify all human deeds. (5) Religion as a source of

²⁹ Wahidah Yuliana, "Islamic Values in English Learning (Case Study at Mas Nurul Fata)," *Journal of Academia in English Education Vol 2 No 1 2 No 1 5*, no. 3 (2021):6.

³⁰ Alfian Alfian, Muhammad Yusuf, and Uyun Nafiah, "Integrating Islamic Values in Teaching English: Lessons Learned from an Integrated Islamic School," *Elsya : Journal of English Language Studies* 4, no. 1 (2021): 3.

cultural inspiration countries, especially Indonesia³¹. Students' understanding of Islamic values will give birth to an attitude of faith and piety, meanwhile students' mastery of science and technology in the modernization era is necessary, both must be balanced.

According to the division of the types of Islamic values by Zulkarnain cited by Irayanti, he divides Islamic values into three types based on normative value. These types are Akidah values, moral values and social values. Akidah is faith in the human heart. In this case, we need a human to have faith. It is forbidden to be the pillar of faith to associate Allah with everything, and it is called shirk. Morality is the knowledge that explains the meaning of good and evil, what people should do to others, and the goals that people must strive for, show in their actions what they must do, show what they must do. Value can be divided into three scopes; they are moral towards Allah SWT, own morals and those of others. Social value in Islam is the relationship between man and society³².

c) English Learning in the 2013 curriculum

English in the Indonesian Curriculum has become a very compulsory subject of important existence³³. The national curriculum, developed in late 2013, is the latest curriculum. It should be implemented in formal educational institutions in Indonesia starting from primary school up to high school. The 2013 curriculum changes had an impact on English as a compulsory subject in junior high school. According to Nashruddin cited by Cicih Kurniasih, the 2013 curriculum is a form of integrated between the reconstruction of competencies, suitability and adequacies, expansion,

³¹ Triyo Supriyatno et al., "Philosophy of Islamic Values and Life: A Review of the Methodology of Cultivating Islamic Values Towards Modern Culture," *International Journal of Cultural and Religious Studies* 1, no. 1 (2021): 4.

³² Irayanti, "Integrating Islamic Value in Teaching English At Islamic Boarding School AL-Urwatul Wutsqa Sidrao Regency," *Thesis, The State Islamic Institute of Parepare*, no. 8.5.2017 (2022)19–21. <https://www.who.int/news-room/fact-sheets/detail/autism-spectrum-disorders>

³³ Sri Ratnaningsih, "Scientific Approach of 2013 Curriculum: Teachers Implementation in English Language Teaching," *English Review: Journal of English Education* 6, no. 1 (2017): 33.

advancement of the materials, learning and evaluation reform³⁴.

The issue of implementing the 2013 curriculum in Indonesia is becoming increasingly popular among educators³⁵. The main objective of curriculum 2013 as stated in Permendikbud (Regulation of Indonesia Ministry of Education and Culture) No 68/1/2013, is to prepare Indonesian people to have life skill competence as an individual and citizens who are faithful to God, productive, creative, and contributory society, nation, and mankind's life. As stated in Permendikbud No 68/2/2013, the 2013 curriculum is a learner- centered curriculum. This is standardized by government aim for life competences³⁶. This curriculum uses a scientific approach that includes three competencies: attitudes, skill, and knowledge³⁷. In this curriculum there are three Islamic values: faithfulness, piety, and tolerance³⁸. In the implementation of this curriculum, there are three related dimensions that cannot be separated. They are planning, teaching learning the process, and learning evaluation. Their

³⁴ Cicih Kurniasih, "Islamic-Based English Supplementary Materials (A Developmental Study at The Eighth Grade of SMP Islam Pondok Modern Alghozali) A," *Molecules*, 2020, 20, <http://klik.dva.gov.au/rehabilitation-library/1-introduction-rehabilitation%0Ahttp://www.scirp.org/journal/doi.aspx?DOI=10.4236/as.2017.81005%0Ahttp://www.scirp.org/journal/PaperDownload.aspx?DOI=10.4236/as.2012.34066%0Ahttp://dx.doi.org/10.1016/j.pbi.201>.

³⁵ Dwi Bayu Saputra, "Linguists: Journal of Linguistics and Language Teaching The Implementation of Curriculum 2013: English Teachers' Perceptions on Developing Lesson Plan and Teaching Materials," *54 Linguist: J. Linguist. Lang. Teach* 5, no. 2 (2019): 56, <http://ejournal.iainbengkulu.ac.id/index.php/linguists>.

³⁶ Didi Suherdi and Absharini Kardena, "Scientific Approach: An English Learning-Teaching (Elt) Approach in the 2013 Curriculum Anshari Syafar T He Difficult Ies in Implement Ing Scient Ific Approach Based on 2013 Curriculum: A Case St Udy on One ...," (2017): 4, <http://ejournal.upi.edu/index.php/LE/article/view/9941>.

³⁷ Abdullah Hasan, "The Correlation Between Students' Islamic Moral Values and Their English Achievement In The Implementation of The Scientific Approach Through ICT of Curriculum 2013 at Junior High Schools In Kampar Regency of Riau Province," 2017, 46.

³⁸ Ahmad Sakrani, "Integrating Islamic Values In English Classes At MTS AL- Islamiyah Bebidas," *International Research Journal of Human Resources and Social Sciences* 5, no. 11 (2018): 66.

lesson plan can help teacher selections of suitable materials, methods, their teaching strategies and evaluation methods are used to know a product of the teaching and learning process and achievements of students³⁹.

In this teaching and learning process of curriculum, English is taught as a foreign language in Indonesia. An Indonesian learns English because that language is used as an international language. Due to demands of the globalization era, Indonesian students must be ready to compete in this world⁴⁰. It plays an important role for students' intellectual and knowledge development. It connects languages to understand the outside world through reading English text or direct communication with people around the world⁴¹. Learning is a combination of elements consisting of human, material, facilities, equipment, and processes that interact to achieve this learning objective. In the learning process, there is an interaction between the student and their environment. Therefore, the learning process is not just between teachers and students, it also includes other sources of information such as materials. Material is given to core as a student in the learning process, the material is systematically designed for easy acceptance by students⁴². Besides that, Savitri Ramadany states, students also need to master four skills when learning English; they are listening, speaking, reading, and writing. They are important and interrelated⁴³.

³⁹ Naelatut Thoyyibah, Rudi Hartono, and Dwi Anggani L. Bharati, "The Implementation of Character Education in the English Teaching Learning Using 2013 Curriculum," *English Education Journal* 9, no. 2 (2019): 256.

⁴⁰ Siska Kusuma Wardani Zaitun, "Islamic Values in the Context of English Learning and Teaching," *English Language in Focus (ELIF)* 1, no. 1 (2018): 74. <https://jurnal.umj.ac.id/index.php/ELIF>.

⁴¹ Chubbi Millatina Rokhuma and Rayinda Eva Rahmah, "Moderate Values Internalization in English Learning at Madrasah Aliyah Level: A Means to Prevent Radicalism," *Islamic Studies Journal for Social Transformation* 4, no. 1 (2020): 15, <http://e-journal.iainpekalongan.ac.id/index.php/isjoust/article/view/3329>.

⁴² Yuliana, "Islamic Values in English Learning (Case Study at Mas Nurul Fata)," 19.

⁴³ Savitri . Rahmadany, Rahmad . Husein, and Masitowarni . Siregar, "Developing English Teaching Materials for Young Learners Based on Islamic Values of Integrated Language Skills for Islamic Elementary School," *Linguistik Terapan*, Vol.18, No. 2 (2021): 150.

Here is a section of the English learning process. There are three stages of the learning process: opening, main activity, and closing. (1) Opening is an action that must be performed by teachers in preparatory activities. This section expects students to prepare both psychologically and physically. Therefore, they can follow the learning process well. (2) Main activities, teachers should guide the learning process in an interactive, fun and motivating way students become active as information seekers. (3) Closing is the section where the instructor concludes the learning and teaching process. The teacher also conducts assessment or reflection on the activities that have been carried out, and gives feedback on actions taken about the learning process and delivery of learning planning for the next meeting⁴⁴.

3. Implementation of Islamic Learning Materials In developing Islamic values on English learning

Values, education, and morals are an awareness effort to help students obtain that science, skills, attitudes and values of it help to a more personally fulfilling and socially constructive life. Especially in teaching English, teachers build students' character with Islamic values related to the material in learning English that is taught by the teacher to students⁴⁵. In English materials, there are often conversations that contain snippets of daily interaction between men and women. The attitude of Muslim men and women is strictly arranged in Islamic teachings, which are often contrary to western culture. English learners may then argue that the western concept of social interaction is worth emulating, even though the Islamic concept of keeping veil between men and women is obligatory to implement. These are some of the reasons why it is so important to integrate Islamic values into English learning⁴⁶.

⁴⁴ Nuril Hudi Habibi, "Islamic Value Internalization in Teaching English at the Eighth Grade of SMP Al-Islam 1 Surakarta in the 2018/2019 Academic Year" (Thesis, The State Islamic Institute of Surakarta, 2019): 18, http://eprints.iain-surakarta.ac.id/3742/1/skripsi_full.pdf

⁴⁵ Sari, "The Role of Islamic Rules in Teaching English (A Case Study at SMP IT Khoiru Ummah Curup in Academic Year 2019-2020)," (Thesis , The State Islamic Institue of curup),(2019):25.

⁴⁶ Wahyu Indah Mala Rohmana, "Immersing Islamic Value in English Language Teaching: A Challenge for English Teachers," *Scope : Journal of English Language Teaching* 5, no. 1 (2020): 48.

Awareness and knowledge of the material to be made integrated into learning can extremely affect success learning English itself and the values that must be integrated⁴⁷. Islamic values are very important in Islamic education. Islamic values in education are attribute or thing which exists in Islamic education used by humans to achieve the goals of human life faithful to Allah SWT⁴⁸. Knowing the importance of this, a language teacher English in Islamic based schools already should teach English to students using nuanced teaching materials Islam or by inserting Islamic values into the material being taught to shape good Islamic character to students.

B. Theoretical Framework

Learning English is a bit of a culture. English, as an international language, has a pretty different culture than Indonesia. This is certainly a concern for students who attend Islamic education institutions that they lack the cultural filtering of English materials to create conflict and understanding for learners who have differences in religious and cultural beliefs in the Indonesian context of English learning that the majority are Muslims. Therefore, teachers are expected to be more creative in delivering English lessons to fortify students against western cultural influences. According to Alfian, to address such concerns, teachers must enrich lessons by integrating Islamic values into the subject taught⁴⁹. Therefore, in English, subject need to integrate Islamic values into English materials at Islam-based schools⁵⁰.

In addition to language teachers, Indonesian English teachers should consider the cultural background of students. Hasyim

⁴⁷ Alfian, Yusuf, and Nafiah, "Integrating Islamic Values in Teaching English: Lessons Learned from an Integrated Islamic School," *Elsya : Journal of English Language Studies*, Vol.4, No.1,(2021):8. <https://doi.org/10.31849/elsya.v4i1.7322>

⁴⁸ Wirma Sujud, "An Analysis of the Integration of the Islamic Values Into The English Language Curriculum," Thesis, The State Islamic University of Darussalam-Banda Aceh,(2018):43.

⁴⁹ Alfian, Yusuf, and Nafiah, "Integrating Islamic Values in Teaching English: Lessons Learned from an Integrated Islamic School," *Elsya : Journal of English Language Studies*, Vol.4, No.1,(2021): 4. <https://doi.org/10.31849/elsya.v4i1.7322>

⁵⁰ Khoiriyah Khoiriyah, Rafika Rabba Farah, and Luciana Anggraeni, "Integrating Islamic Values in CLIL Materials: A Syllabus Design for Islamic Primary School," *Journal of English Language Studies* 7, no. 1 (2022): 22.

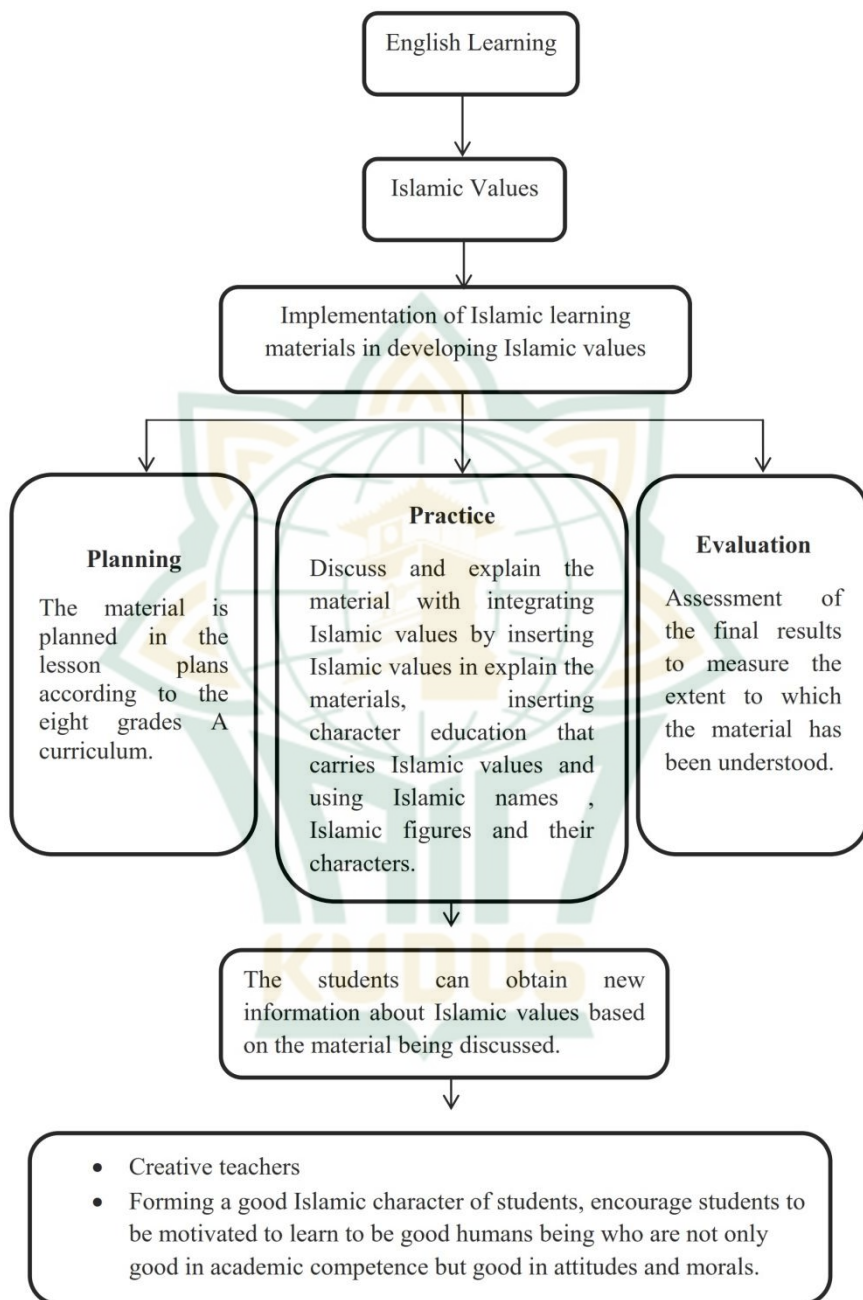
and Suhono held that language and culture are inseparable like two sides of a coin⁵¹. As for another opinion, Annisa reveals to solve the question of western cultural differences and religious values face by Islamic education is that there should be separation between religion and Non-religious education in Islamic education. Both must become one and integrate. Therefore, integrating Islamic values is suggested to be the best solution to the problem of dualism in Islamic education⁵². Implementing the Islamic learning materials by integrating Islamic values in English learning is essential because teachers play a role in creating their students' character, so that students are not only good at academic, but can also shape good Islamic character and morality for the students.

This study focuses on the process of implementing Islamic learning materials in developing Islamic values on learning English in eighth grade A of an Indonesian Islamic Junior High School, and then finds the teacher's obstacles in implementing Islamic learning materials in developing Islamic values on English learning and the solutions. The results of this study are expected to be a reference for English teachers in teaching English at the same time shapes the good student's Islamic character and that expected to encourage students to be motivated to learn to be a good human being who is not only good in academic competence but also in attitudes and morals.

Based on this description, the theoretical framework in this study is as follow:

⁵¹ Alfaruq and Hasyim, "Restoring Moslem Identity by Integrating Islamic Values in English Speaking Class," vol.2 No.1, (2017):1. DOI: 10.18326/attarbiyah.v2i1.1-27.

⁵² Annisa and Hadijah, "The Integration of Islamic Values in English Teaching and Learning Process at MAN Model Palangka Raya", (2017): 37.



C. Review of Previous Studies

There are some studies discussing the related topic with this research conducted by other researchers. The previous studies below are to give gap and differentiation with the upcoming research. The researcher would like to present a summary of previous studies to briefly explain the concept.

Table 2.1 Previous Studies

No.	Name	Title	Research Result	Similarities	Differences
1.	Annisa, Siti Hadijah	The Integration of Islamic values in English teaching and Learning Process at MAN Model Palangka Raya	Describing English teaching and learning which integrated Islamic values in English teaching and learning process by an English teacher through four techniques that teacher implemented to integrate Islamic values in teaching and learning process specifically in the lesson plan, the material, the process, and in the evaluation.	Implementation of Islamic learning materials through integrating Islamic values with inserting the names of people, Islamic places into the material.	The study by Annisa and Siti Hadijah took place in tenth grade at MAN Model Palangka Raya, the subject of this research are English teacher and tenth grade students of MAN Palangka Raya. Materials that integrate Islamic values include, recount text, announcement, and argumentative. The data collection used observations, questionnaire, interview and documentation. ⁵³
2.	Yoki Irawan	Situating Islamic Values in English language teaching: Documenting the Best Practices in Indonesia.	Discuss comprehensively the urgency and strategies in integrating Islamic values in English Language learning in Indonesia.	Through the implementation of Islamic values in English Learning can be done through the integration of teaching materials, it is	The difference between the studies is the focus of the study. The study conducted by Yoki Irawan focuses on integrating Islamic values in English

⁵³Annisa and Hadijah, "The Integration of Islamic Values in English Teaching and Learning Process at MAN Model Palangka Raya", (International Conference on English Language Teaching) , (2017):35.

				expected that students will be aware of the Islamic values in their daily lives in society to filter out irrelevant cultures and at the same time be able to acquire foreign language skills properly.	language learning in Indonesia, while the upcoming study focuses on the integration of Islamic values in English class ⁵⁴ .
3.	Dewi Suriyani Djamdjuri, Endin Mujahidin, Nanik Retnowati, Abdul Karim Halim	Incorporating character education in ELT through Islamic Teaching Materials	That Islamic material in English learning can contribute much more to students' achievements. Furthermore, the student's understanding of integrated character values is primarily concerned with some characteristics: religion, honesty, independence, curiosity, friendliness, and responsibility. Students not only comprehended but could also implement the character	Inserting character education in English learning through Islamic education teaching materials.	The study by Dewi Suriyani et al., took place in one of the Islamic universities in Bogor, Indonesia. This study was undertaken in the English education program and this research employed a quasi-experimental method, and the instruments used were a test an interview ⁵⁵ .

⁵⁴ Yoki Irawan, "Situating Islamic Values in English Language Teaching : Documenting the Best Practices in Indonesia" , Jurnal Islamika: Jurnal Ilmu-Ilmu Keislaman, Vol.20, No. 01, (2020): 95.

⁵⁵ Djamdjuri et al., "Multimodal Approach in Online EFL Class Using Islamic Learning Materials: Students' Perspective", International Journal of Language Education, Vol. 5, No.4,(2021): 611. Doi: <https://doi.org/10.26858/ijole.v5i4.22495>

			qualities in actual life.		
4.	Yuliana and Wahidah	Islamic Values in English Learning (case study at MAS Nurul Fata)	The English learning materials provided by teachers to the tenth-grade students at MAS Nurul Fata are narrative text, announcement text, and expressing an invitation. The moral values contained in narrative text material are morals toward Allah in the form of resignation, patience, and sincerity. The moral values contained in an announcement text material are moral toward the environment in the form of always cleaning and beautifying the environment. The moral value contained in expressing an invitation is moral toward fellow humans in the form of hospitality.	The researcher used a qualitative approach.	The study by Yuliana and Wahidah took place in tenth grade at MAS Nurul Fata and the English learning materials provided narrative text, announcement text, and expressing an invitation while upcoming study transactional expression material ⁵⁶ .
5.	Tia Puspita Sari	The Role of Islamic Rules In Teaching English (A	The English teachers implemented Islamic rules in teaching English	The research used qualitative case study, and integration of Islamic values	This research there is no obstacles and solutions in implementing

⁵⁶ Yuliana, "Islamic Values in English Learning (Case Study at Mas Nurul Fata)," *Journal of Academia in English Education* Volume 2 No 1,(2021):1.

		<p>case study at SMP IT Khoiru Ummah Curup in academic Year 2019-2020)</p>	<p>based on Al-Qur'an and Hadist. It means that teachers relate topic of teaching to verse of Al-Qur'an or the related to Hadst. Here are ten points that related the teachers derived to students in teaching English. There are Taqwa, Tawakal, Social, Brotherhood, Innovative, Productive, Creative, Gratitude, Independent, and Honesty. Teachers implemented Islamic rules is teaching English at the beginning of lessons and at the end of the lessons by explain directly and indirectly to student about Islamic values that are related to the topic and based on rules of verse on Al-Qur'an or Hadist.</p>	<p>in teaching English.</p>	<p>Islamic rules and Islamic values in teaching English. This research only formulates the problem of rules applied by teachers and Islamic values passed down by teachers in teaching English and how to implement the Islamic rules and Islamic values in teaching English. The study by Tia Puspita Sari took place at SMP IT Khairu Ummah⁵⁷.</p>
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⁵⁷ Sari, "The Role of Islamic Rules in Teaching English (A Case Study at SMP IT Khoiru Ummah Curup in Academic Year 2019-2020)," (Thesis, The state Islamic Institue of Curup,2020):68.