

CHAPTER IV

RESEARCH RESULT AND DISCUSSIONS

A. An overview of the School

1. The history of the establishment of an Indonesian Islamic Junior High School

The history of the establishment of an Indonesian Islamic Junior High School was founded on January 5, 1969¹. The reason and goals for the establishment of MTs was because of the growing awareness of Ulama leaders and the Government in Gebog District to improve the foundations of Islamic religious teachings in general and the teaching of Ahlusunnah Wal Jama'ah and to realize the formation of the religious Mental Development Pilot Project (P3A), which focuses on religious education².

At that time around the Gebog subdistrict there were no MTs and its equivalent secondary schools, so local figures from Besito, Gondosari, Jurang, Padurenan, Karmalang and Kedungsari took the initiative to establish MTs advanced institutions. Based on the interview with the Headmaster said there are many Madrasah Ibtidaiyah, where after graduating from MI, students have to go to the holy city area, which is far away, to continue their secondary school at MTs. Finally, it was the initiative of community leaders and religious leaders to establish this MTs as a continuation institution for children who graduated from MI around the Gebog area³.

2. Geographical location of the school

These MTs is located on Besito Street No. 47 A RT 04 RW 05, Besito Village, Gebog District, Kudus Regency⁴. This school is located in rural areas which are lowlands. This village is located \pm 8 km from downtown Kudus. This area can be said to be the heart and education center in the Besito area. This School is in the middle other good educational institutions are at the lower level like, RA Al-Khurriyah, MI Al-Khurriyah I and III

¹ JU 1, Headmaster, interviewed by researcher, February 20, 2023, interview 1, transcript.

² Documentation of the History of the school by researcher, February 15, 2023.

³JU 1, Headmaster, interviewed by researcher, February 20, 2023, interview 1, transcript.

⁴ Documentation of the Geographical location of the school by researcher, February 15, 2023.

and TK Pertiwi, SD 2 Besito, and MA. NU Nurussalam and SMK Grafika⁵.

As for the boundaries of these MTs: North (Madrasah Ibtidaiyah Al-Khuriyah), South (Residential housing), East (Plantation), and West (Highway)⁶.

3. Vision and mission of the School

1. Vision

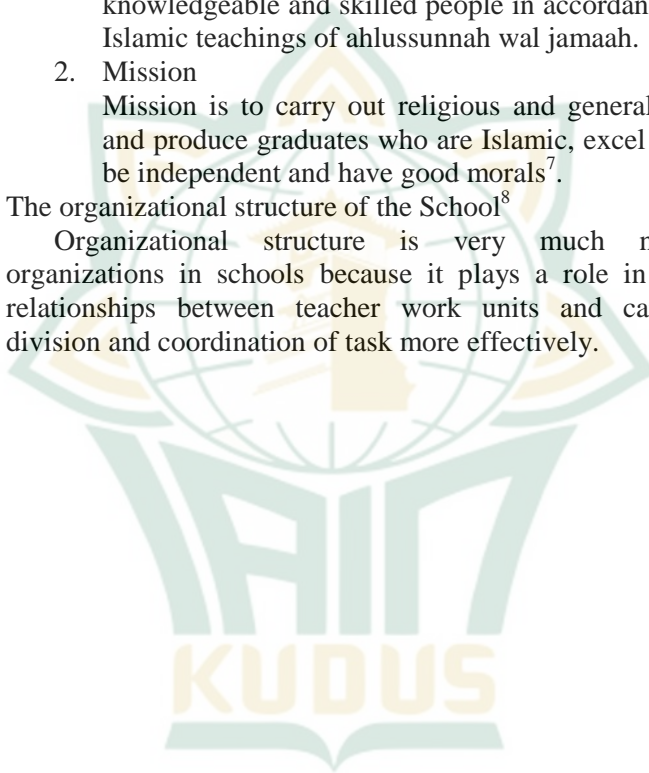
This school has a vision to form faithful, pious, knowledgeable and skilled people in accordance with the Islamic teachings of ahlussunnah wal jamaah.

2. Mission

Mission is to carry out religious and general education and produce graduates who are Islamic, excel in science, be independent and have good morals⁷.

4. The organizational structure of the School⁸

Organizational structure is very much needed in organizations in schools because it plays a role in regulating relationships between teacher work units and carrying out division and coordination of task more effectively.



⁵ Observation of the Geographical Location of the School, February 05,2023.

⁶ Observation of the Geographical Location of the School, February 05,2023.

⁷ Documentation of Vision and Mission of the School by researcher, February 15, 2023.

⁸ Documentation of organizational Structure of the School by researcher, February 15, 2023.

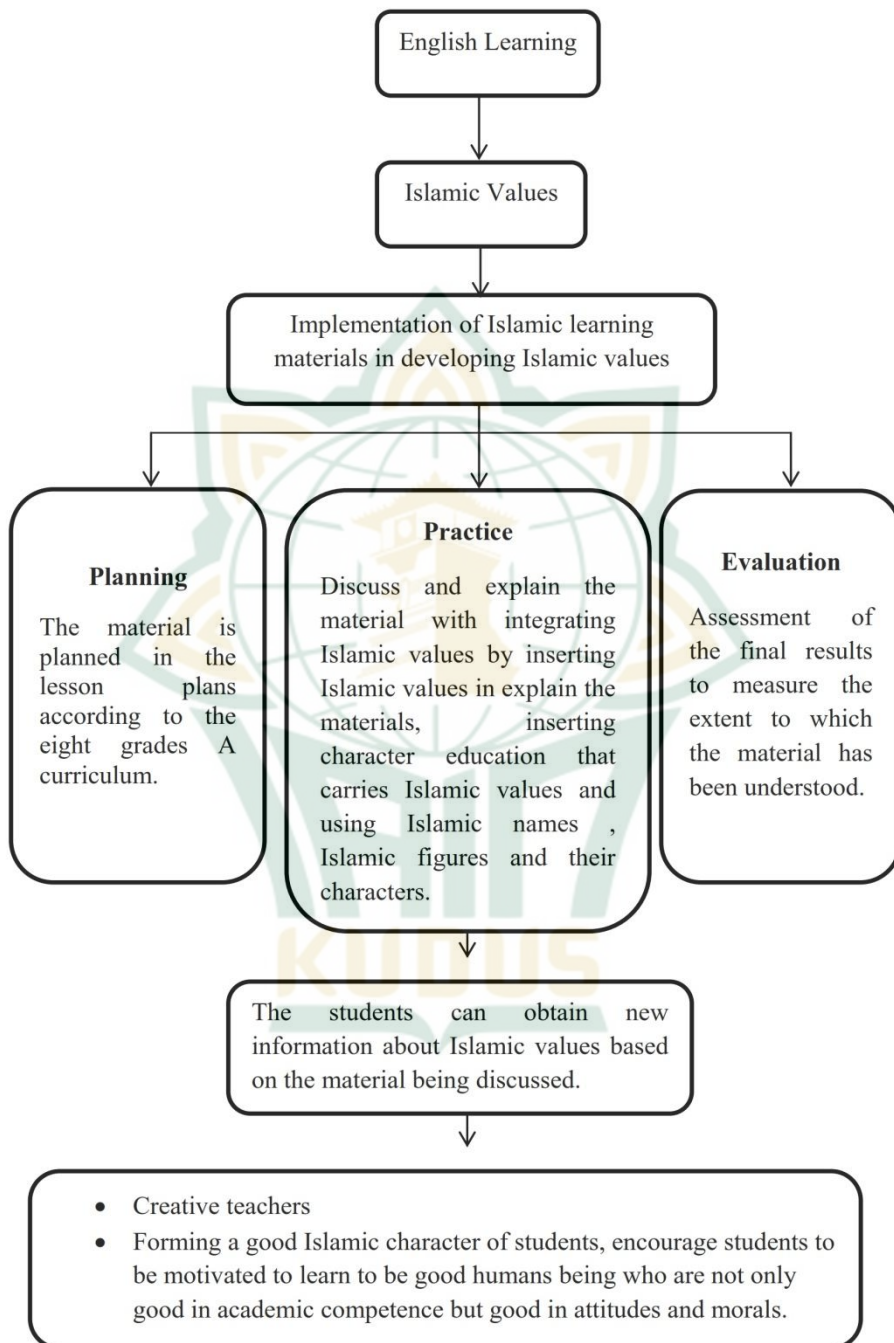


Figure 4.1 Organizational structure charts in MTs

5. List of teachers' names of the School

Teachers and employees are one factor that determines the success of a teaching program. As for the total of MTs teachers namely 33 teachers. Consisting of 1 headmaster and 32 teacher's course. While the total of MTs employees, namely employees which includes: 1 school guard, 1 driver, and 1 cleaning staff⁹.

Table 4.1 List of teacher names of MTs

No.	Name	Position
1.	Julal Umam, S.Pd.I, M.S.I	Hedmaster/ Arabic Teacher
2.	Ali Makmun, S.E.I	Head of administration/ Social science Teacher
3.	Nuriya Husna, S.Pd.	Head of student affairs/ Natural science Teacher
4.	Noor Salim, S.Pd	Management information system/ Physical Education Teacher
5.	Umi Sa'idah, S.Pd	Head of Curriculum/ English Teacher
6.	Dra. Siti Anisah	Head of student affairs/ Social science Teacher
7.	H. Ali Mahfudh, S.Pd.I	Head of Public Relation/ Indonesian Teacher
8.	Nor Zainudin, S.Pd	Head of Infrastructure/ Math Teacher
9.	Moh Jauhar Arifin, S.Pd.I	Student affairs section / Physical Education Teacher
10.	Himmah Wafiroh, S.Th.I.,M.Si	Student affairs section/ Nahwu Teacher
11.	Sri Wuryani, S.Pd. I, S.Pd	Treasurer/ Civic Education Teacher
12.	Fauzul Muna	Administration section/ Cultural arts Teacher
13.	Siti Muysaroh, S.Pd.I	Administration section / Cultural arts Teacher
14.	Nuriyatuddiny, S. Pd.I	Qur'an Hadits Teacher
15.	Izzatul Muna, S.Pd.I	Arabic Teacher
16.	Reno Budi Laksono	Natural science Teacher

⁹ Documentation of List teachers'names of the School by researcher, February 15, 2023

17.	Mustofi'ah, S.Pd.I	Teacher of Islamic cultural history
18.	Nanik Winarni, S.Pd	English Teacher
19.	Moh Fahrudin	Teacher of Islamic cultural history
20.	Mus Setyowati, S.Pd	Teacher of Islamic cultural history
21.	H. Muh. Shonhadji, S.Pd.I	Ke-NU-an Teacher
22.	Noor Wachidah A, S.Pd	Indonesian Teacher
23.	H.A. Muhtarom, BA	Ta'lim Teacher
24.	Eliyya Fathma, S.Ag	Fiqih Teacher
25.	Isti Emawati, S.Ag	Aqidah Akhlaq teacher
26.	Zuyyina Ulfah, S.Pd.I	Regional language Teacher
27.	Drs. H. Noor Hadi	Ke-Nu-an Teacher
28.	Machroni, A.Md.	Math Teacher
29.	Faizin, S.Ag	Ta'lim
30.	Santoso, S. Pd.I	Indonesian Teacher
31.	Arizka Mifta Bahrul Ulum, S.Pd	Ta'lim Teacher
32.	Habibur Rahman, S.Pd	Physical Education Teacher
33.	Abdullah Ridlwan, AH	Math Teacher
34.	Galih	Security guard
35.	Saiful	Cleaning staff
36.	Said	Driver

6. Institutional profile of the school¹⁰

Table 4.2 Institutional profile of MTs

No.	Data	Information
1.	Name	Madrasah Tsanawiyah NU Nurussalam
2.	NSM	121233190038
3.	NPSN	20364157
4.	Status	Swasta
5.	Start	1969

¹⁰ Documentation of Institutional profile of the School by researcher, February 15, 2023.

	Operation	
6.	Accreditation	A
7.	Adress	Jl. Raya Besito No.74 A RT 04 RW 05, Besito Village, Gebog District, Kudus Regency, Cental Java.
8.	Total Teachers and Employees	36
	Teacher	33
	Employess	3
9.	Total Student	420
10.	Contact Person	
	Phone	0291 4253155
	E-mail	mtsnu.nurussalam_gebog@yahoo.co.id

 7. Curriculum data of the school¹¹
Table 4.3 Curriculum data of MTs

MATA PELAJARAN		ALOKASI WAKTU BELAJAR		
		PER MINGGU		
		VII	VIII	IX
Kelompok A				
1	Pendidikan Agama Islam			
	a. Al Qur'an Hadis	2	2	2
	b. Akidah Akhlak	2	2	2
	c. Fiqih	2	2	2
	d. Sejarah Kebudayaan Islam	2	2	2
2	Pendidikan Pancasila dan Kewarganegaraan	3	3	3
3	Bahasa Indonesia	6	6	6
4	Bahasa Arab	3	3	3
5	Matematika	5	5	5
6	Ilmu Pengetahuan Alam	5	5	5
7	Ilmu Pengetahuan Sosial	4	4	4
8	Bahasa Inggris	4	4	4
Kelompok B				

¹¹ Documentation of Curriculum data of MTs.NU Nurussalam Gebog by researcher, February 13, 2023.

1	Seni Budaya	3	3	3
2	Pendidikan Jasmani, Olahraga dan Kesehatan	3	3	3
3	Prakarya/Informatika	2	2	2
Muatan Lokal				
1	Bahasa Jawa	2	2	2
2	Ke NU an	2	2	2
3	Ta'lim Al muta'alim	2	2	2
Pengembangan Diri				
Jumlah Alokasi Waktu Per Minggu		52	52	52

8. Data on facilities and infrastructure of the school¹²

- 1) Total land area : 2.500 M²
- 2) Land status : Owned
- 3) Page Area : 1.200 M²
- 4) Field area : 600 M²
- 5) Area Buildings and Structures : 912 M²
- 6) Building status : Owned
- 7) Total of Headroom : 1 local
- 8) Total of deputy Head rooms : 1 local
- 9) Total of TU rooms : 1 local
- 10) Total of Teacher rooms : 1 local
- 11) Total of BK rooms : 1 local
- 12) Total of UKS rooms : 1 local
- 13) Total of Sports Equipment room : 1 local
- 14) Total of Library Space : 1 local
- 15) Total of Living room : 1 local
- 16) Total of Students Council : 1 local
- 17) Total of Skill Space : 1 Local
- 18) Total of Computer Laboratories : 1 local
- 19) Total of science laboratories : 1 local
- 20) Total of Meeting rooms/ Hall : - local
- 21) Total of Warehouses : 2 local
- 22) Total of School Guard rooms : 1 local
- 23) Total of place of Worship : 1 local
- 24) Total of Bathrooms/WC : 6 local
- 25) Total of Canteens : 3 local

¹² Documentation of Facilities and infrastructure of the School by researcher, February 13, 2023.

B. Research Results

In research data, researcher describe an Indonesian Islamic Junior High School which includes the implementation of Islamic learning materials in developing Islamic values on English learning in eighth grade A of an Indonesian Islamic Junior High School, Obstacles and Solutions for Implementing Islamic Learning materials on English Learning at an Indonesian Islamic Junior High School. The following of the research data:

1. Data on the implementation of Islamic Learning Materials in Developing Islamic Values on English Learning at the eighth grade A of an Indonesian Islamic Junior High School

Based on the Results of Observations, Interviews and Documentations that researcher conducted at MTs obtained data on the Implementation of Islamic learning materials in developing Islamic values on English Learning in eight grade A of an Indonesian Islamic Junior High School. Observations made by researcher in the field of teaching and learning activities in grade eight A of an Indonesian Islamic Junior High School were carried out by teacher with implementing Islamic Learning materials by inserting Islamic learning materials by inserting Islamic names for people, places or events, or Islamic figures added practice and mixes typical Islamic expressions with appropriate English Expressions Degree of Comparison Material, It make students have a good personality, are polite and students experience an increase in English skills¹³. Before teaching in class, the teacher prepares Lesson Plans and teaching materials¹⁴. The lesson plans compiled by the teacher using the 2013 curriculum¹⁵. In teaching English, the teacher uses the book *When English Rings a Bell* and *LKS Wajar*¹⁶.

English is not our native language, there are some children who have difficulty learning English and feel less interested. In fact, learning English is called practice, so if it is not practiced in everyday life, students will experience difficulties, but from these factors there are also students who like certain materials

¹³ Observation of teaching and learning activities by researcher, observation 3, February 15, 2023.

¹⁴ Documentation of the lesson plans and materials by researcher, observation 3, February 15, 2023.

¹⁵ US 4, Curriculum section as an English teacher, interviewed by researcher, February 13, 2023, interview 2, transcript

¹⁶ Documentation of the book used to teach English in lesson plans, observation 3, February 15, 2023.

such as Degree of Comparison material¹⁷. Every teacher meeting is required to be as creative as possible. If at today's meeting there were cases where the children did not pay attention, then at the next meeting the teacher would create the maximum possible class atmosphere that can make children enjoy learning English, maybe with more creative or varied media, or maybe with a different approach¹⁸. Here the teacher creates the main material by implementing Islamic learning materials. Its implementation is done by using inserting Islamic values such as using the names of Islamic figures or Islamic names¹⁹.

Based on interviews with the headmaster on English learning in grade eighth A, Islamic learning materials are applied. As expressed by the headmaster of MTs:

“For the realization or implementation of English learning that contains Islamic values, it is carried out in accordance with existing material, and then Islamic values are inserted into the material.”²⁰

The Implementation of Islamic learning materials in developing Islamic Values on English learning at an Indonesian Islamic Junior High School is very important, because what is called a Madrasah is a place of learning the teacher is a central figure who always instills Islamic values because we are in a Madrasah, which incidentally is an Islamic-based school. At least the teacher carries Islamic Values in every line of life, so the teacher's output must be superior to schools that are not based on Islam²¹.

Several student expressed interest in English learning that implemented Islamic learning materials in developing Islamic values and they found it easier to understand the Degree of Comparison material which was integrated with Islamic values through the image media. As stated by eighth grade A Students, He said that, He interested because the teacher delivering Islamic

¹⁷ US 1, English teacher, interviewed by researcher, February 15, 2023, interview 3, transcript.

¹⁸US 8, English teacher, interviewed by researcher, February 15, 2023, interview 3, transcript.

¹⁹ US 3, English teacher, interviewed by researcher, February 15, 2023, interview 3, transcript.

²⁰ JU 4, Headmaster, interviewed by researcher, February 20, 2023, interview 1, transcript.

²¹ US 7, English teacher, interview by researcher, February 15, 2023, interview 3, transcript.

Learning Materials into English can add insight into Islamic teachings and Islamic figures, and according to his opinions, it's easy to understand, because the teacher is creative in conveying English materials using images media²².

The student of eighth grade A confessed Interested in English learning that implemented Islamic learning materials because the material is easy to understand and she often apply it in everyday life²³. She also revealed that English teacher were creative in implementing Islamic Learning Materials in developing Islamic values on English learning.

“Good, creative in making materials, like to provide solutions to students who have difficulty learning the material²⁴”.

With the teacher implementing Islamic Learning materials in developing Islamic values on English learning in class eighth grade A, Students are motivated to learn to be good people, not only good in academic competence but balanced with good ethics and morals, as expressed eight grade A students, she said that, students can imitate the behavior of Islamic figures that are inserted into English materials²⁵.

The application of Islamic learning materials in the development of Islamic values in English learning has been carried out optimally by teacher, but the results are because teacher also involves students²⁶.

In English learning, grade eighth A in Degree of Comparison material is taught on Monday, 13 February 2023, seventh hour at 10.35-11.20 WIB, Wednesday, 15 February 2023 with the first and second hour at 07.00-08.10 WIB, Monday, 20 February 2023 with the seventh hour at 10.35-11.20 WIB. Time allocation 4×40 minutes. In Implementation of Islamic learning materials, there are several stages carried out by the English teacher, including:

²² NS 5&7, Student from grade eight A, interview by researcher, February 15, 2023, interview 7, transcript.

²³ MS 5, Student from grade eight A, interview by researcher, February 15, 2023, interview 4, transcript.

²⁴ VO 6, Student from grade eight A, interview by researcher, February 15, 2023, interview 5, transcript.

²⁵ VO 8, Student from grade eight A, interview by researcher, February 15, 2023, interview 5, transcript.

²⁶ US 6, English teacher, interview by researcher, February 15, 2023, interview 3, transcript.

a. Planning

In the learning process or planning is very important to achieve goals in a lesson. As with learning activities in general. Planning by Implementing Islamic learning materials in developing Islamic values on English learning in eighth grade A of an Indonesian Islamic Junior High School aims to make the implementation of learning run smoothly and these activities can be achieved well. The English teacher said that the planning stage in the implementation of Islamic learning materials in developing Islamic values on English learning is to prepare lesson plans and prepare the required learning media such as images²⁷.

b. Practice

At this practice stage, the English teacher conducts learning activities that refer to the 2013 curriculum, with details of the activities as follows:

1) Opening Activities

The researcher observed that before starting the lesson the English teacher entered the class with the greeting “Assalamu’alaikum”. After that she asked the students how they were doing, followed by the teacher alluding to worship by asking the question “Is there anyone who hasn’t prayed at dawn?” because of English lessons on Wednesday the first hour, so the teacher ask questions like that because the school prioritizes *Akhlakul Karimah*.

Next, the English teacher checks student attendances data and reads “Bismillah” together to start learning and the students are asked to be grateful for being given opportunity to be able to learn English. Before entering into main activities, students of grade eight A do Al-Qur’an muroja’ah together in class because every day the first hour is held Muroja’ah together for grade eighth A, which has the Tahfidz program. Those good habits that can be implemented during the teaching and learning process because of

²⁷ US 2&4, English teacher, interview by researcher, February 15, 2023, interview 3, transcript.

that will form a good Islamic character of students²⁸.

The English teacher revealed:

“In general, before learning there is a prayer activity led by one of the students in the teacher’s room, starting with Al-fatihah, Asmaul Husna, Sholawat Nariyah, Sholawat Rajab (especially in the month of Rajab), so we try to include Islamic values in it. All subject, not only Islamic religion subject (PAI). We need prioritize morals; academics are actually a factor after Akhlakul Karimah. And in KD.1 in the 2013 curriculum there is religion, meaning that students are asked to be grateful because they have been giving opportunity to go to school and be able to learn English, which incidentally is an international language.²⁹”

Here, the Islamic values that emerge in the process of learning English in opening activities are the values of *Faith/ Akidah* and *Syari’ah*.

2) Core Activities

The next activity is the core activity of implementing Islamic learning materials in English learning, the first the teacher carries out *literacy activities*. In this literacy activity the English teacher asks students to observe three pictures of objects (pictures of bags along with prices and Islamic names of possessions) images that have been inserted with Islamic values by using Islamic names such as Aminah, Khadijah and Kulsum.

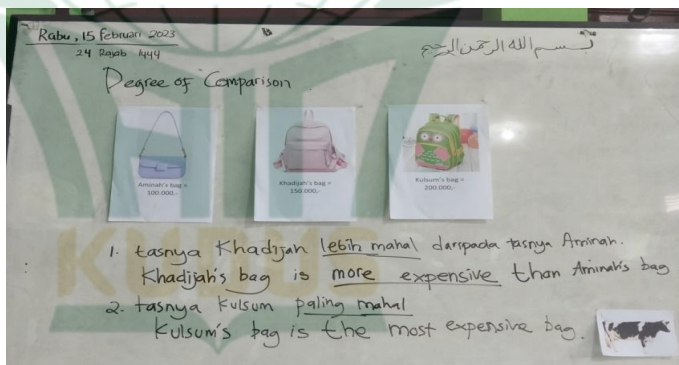
Furthermore *critical thinking*, after observing the three pictures, students are given the opportunity to identify information related to the material, namely comparing which bag is “more expensive” and “the most expensive” among the three bags. Next is *Collaboration*, the teacher asks students to discuss by conveying information that has been identified with the

²⁸ Observation of the implementation of Islamic learning materials in developing Islamic values on English learning in eighth grade A by researcher, observation 3, February 15, 2023.

²⁹ US 2, English teacher, interview by researcher, February 15, 2023, interview 3, transcript.

teacher, such as whose bag is “more expensive” and “the most expensive”.

Next is *Communication*, students are given the opportunity to explain the comparison of the three bags in the form of sentences using Indonesian first, then the teacher helps to translate them into English. Example sentences: “Khadijah's bag is more expensive than Aminah's bag” (Comparative degree), “Kulsum's bag is the most expensive bag” (Superlative Degree). With these examples, the teacher gives corrections and the teacher asks the students "who is Khadijah?" The student answered "the wife of the prophet Muhammad". The teacher asked again "who is Aminah?" Then the students responded by answering "the mother of the prophet Muhammad", after which the teacher inserted a little discourse about the exemplary character of Aminah who was noble, it is hoped that students can emulate piety, good speech, polite behavior like the name that teacher has inserted into the Degree of Comparison material.



Picture 4.1 Using Islamic names in the degree of comparison materials

After that *Creativity*, students and teacher conclude the material that has been learned about important points that arise such as the use of "adjectives" when accompanied by the words "more" and "most", the teacher mixes typical Islamic expressions with appropriate English expressions Degree of comparison material. The teacher mixes typical Islamic expressions such as "Masyaallah" with

English expressions "more amazing" and "the most amazing". By mixing the typical Islamic expression "Mashaallah" into the Degree of comparison material, instilling into students Islamic values in the form of Akhlakul Karimah because by saying "Mashaallah" can help keep students away from jealousy and envy towards fellow friends even by saying "Masyaallah" can show admiration for someone, something or event³⁰.

The English teacher revealed: "Islamic values that are inserted into English learning materials are almost the same as other subjects. Like the value of *worship/ ibadah*, worship has a broad meaning, not only prayer, zakat, fasting, we learn English also has the value of worship if it begins with the intention of seeking knowledge. The second is the value of *syari'ah*. By inserting values through Islamic names or Islamic figures that are not felt by students, they can emulate the attitudes of these figures."³¹

In addition to the names of Islamic figures, the English teacher also used pictures of mosque in the degree of comparison material, namely the teacher compares the two pictures of which mosque is bigger. Teacher can get pictures of mosques, names of Islamic figures from Islamic stories or pictures on the internet. As the English teacher said that she also integrate the subject matter with Islamic values such as, mosque, Al-Qur'an, pray cap, etc. For example of a sentence; the Kubah Emas mosque is the biggest mosque in Bogor³².

Here, the Islamic values that emerge in the process of learning English in the core activities are *syari'ah* values and *akhlak/moral* values.

³⁰ Observation of the implementation of Islamic learning materials in developing Islamic values on English learning in eighth grade A by researcher, observation 3, February 15, 2023.

³¹ US 3, English teacher, interview by researcher, February 15, 2023, interview 3, transcript.

³² US 5, English teacher, interview by researcher, February 15, 2023, interview 3, transcript.

3) Closing

Closing in learning activities at an Indonesian Islamic Junior High School, namely the teacher conveys little about the activities that will be carried out tomorrow and ends by praying together “Alhamdulillahirobbil’alamin” and greeting “Assalamu’alaikum”.

Here, the Islamic values that appear in the process of English learning at the end are the values of *Akidah/fair*³³.

c. Evaluation

Evaluation is carried out at the last stage after the teaching and learning activities are completed. In conducting the assessment, the English teacher used a summative assessment. Summative is done at the end of learning by doing daily tests to find out students achievement. This evaluation helps to see the extent to which the success rate of applying Islamic learning materials in developing Islamic values in English learning. During the process of carrying out daily repetition, students are prohibited from opening books but are allowed to open dictionaries. Students do the test honestly without opening the book, only opening the dictionary, they obey the rules of their English teacher and their daily test results are above the KKM and only a few students get an average score with the KKM.

Here, the Islamic values that appear in the English learning evaluation activities are *akhlak/moral* values³⁴.

Apart from the degree of comparison material, the English teacher also integrates Islamic values in the daily activity material.

“In daily activity materials, I replace western name and Islamic activities, for example; Mr. Gazali goes to mosque

³³ Observation of the implementation of Islamic learning materials in developing Islamic values on English learning in eighth grade A by researcher, observation 3, February 15, 2023.

³⁴ Observation of the implementation of Islamic learning materials in developing Islamic values on English learning in eighth grade A by researcher, observation 4, February 20, 2023.

for jum'at pray every Friday, so students can know what event if they go to the mosque”³⁵.

2. Data about the obstacles of the Implementation of Islamic Learning Materials in developing Islamic values on English Learning at the eighth grade A of an Indonesian Islamic Junior High School

Based on observations, the conditions of the school building is good and clean. The location is in the heart and education center in the Besito area. The infrastructure is also quite adequate³⁶. However, the researcher also conducted interviews with the English teacher, the Headmaster and several eighth grades A students based on their free time.

According to interview results, there are some obstacles or difficulties in applying Islamic learning materials in developing Islamic values on English learning. Obstacles the first is that students have different characters. Even though Islamic learning materials have been applied in English learning materials, there are still students who have not applied them in everyday life. As stated by the English teacher:

“Because students have different characters, sometimes they are often reminded, for example greetings, there are still students who have not applied in everyday life³⁷”.

There are also other obstacles, based on interview with the English teacher, she said that the teacher sometimes experience a saturation point. Because the teacher have made the lesson plans to the maximum by creating them by inserting Islamic values, but the conditions in the class are sometimes not in accordance with the lesson plans that have been made by the teacher, because most of the contents of

³⁵ US 8 English teacher, interview by researcher, February 15, 2023, interview 3, transcript.

³⁶ Observation of the physical condition by researcher, observation 1, February 5, 2023.

³⁷ US 12, English teacher, interview by researcher, February 15, 2023, interview 3, transcript.

English teaching materials are more western³⁸



Picture 4.2 the lack of Islamic learning materials used in English text book.

³⁸ Us 12, English teacher, interview by researcher, February 15, 2023, interview 3, transcript.



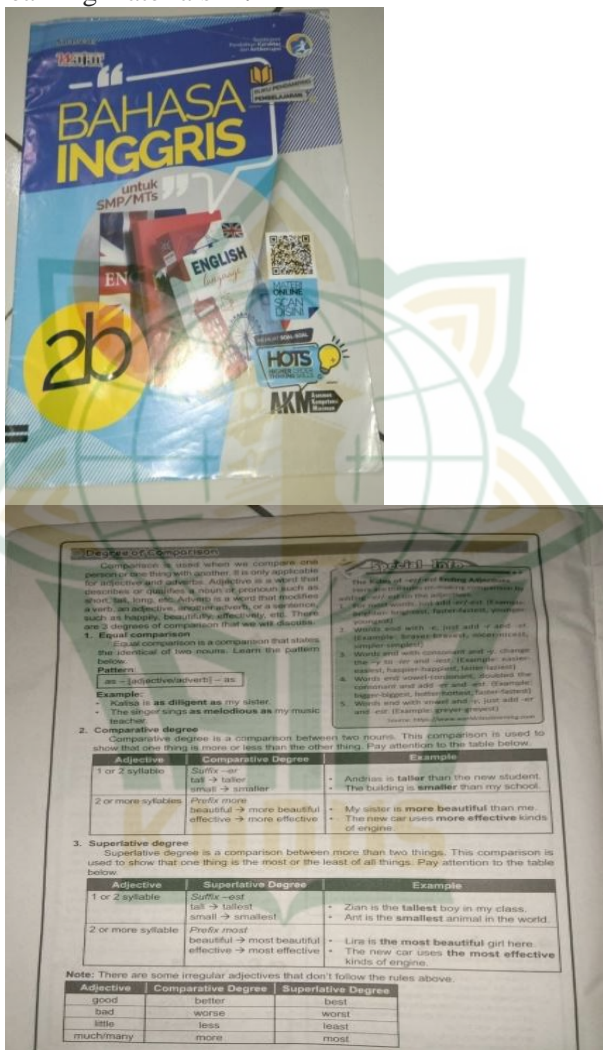
Picture 4.3 Using westernized names in English text books

The Islamic values contained in the book “When English Rings a Bell” in the degree of comparison material used by English teacher can be seen from the picture of Muslim woman wearing a headscarf and Islamic name” Zulfikar”. Besides that, the books used by teachers in teaching English still lack Islamic learning materials, the names used in conversations still have western names such as” Max”. Therefore, the teacher must be creative in inserting Islamic values in English learning material in the class³⁹.

There were also other obstacles mentioned by Headmaster in the interview, namely:
 “The problem is that there are very few teaching materials in displaying things that are religious nature, so that it can bring

³⁹ Siti Wachidah et.al, Bahasa Inggris” When English Rings a Bell”, (Jakarta: Kementerian Pendidikan dan Kebudayaan, 2017): 120-133.

out the Islamic characteristics that are displayed to students. Islamic material is not in the book, so teachers must have their own initiative to display Islamic values in English learning materials⁴⁰”.



Picture 4.4 the lack of English language textbooks from government that inserts Islamic values⁴¹.

⁴⁰ JU 5, Headmaster, interviewed by researcher, February 20, 2023. Interview 1, transcript.

⁴¹ Saraswati, Bahasa Inggris Wajar untuk SMP/MTs 2b K-13, (Jakarta Selatan: Graha Pustaka, 2023): 18.

The lack of English language textbooks from government that inserts Islamic values means that teacher must take their own initiative to form good Islamic characters in students who learn English.

The next obstacles were mentioned by students in the interview, eighth grade A student said that, he feel difficulty in translating English is due to the lack of vocabulary that his mastery⁴². The minimal vocabulary mastered by eight grades A students make it difficult for them to translate English, especially for adjectives, because they are the core of teaching the degree of comparison.

From the results of observations and interviews, there are several obstacles to the application of Islamic learning materials on English learning in developing Islamic values in grade eighth A of an Indonesian Islamic Junior High School, namely first students have different characters. There are still students who have not been able to apply Islamic learning materials in English learning in everyday life. Second, most English books as teaching materials are more westernized in content. Third, the lack of English books as teaching materials that apply Islamic learning materials or insert Islamic values. Fourth, the lack of vocabulary mastered by students, especially adjectives, which is the core of teaching the Degree of Comparison.

3. Data about the Solutions to overcome obstacles of the Implementation of Islamic Learning Materials in developing Islamic values on English Learning at the eighth grade A of an Indonesian Islamic Junior High School

Obstacles faced by teacher and students have been presented in the previous section. In this section, the research will present solutions to solve the problems faced by English teacher and students. For the first obstacles related to different characters of students. The teacher's solution is to carry out character education assisted by guidance and

⁴² SM 3, Students of eight grades A, interviewed by researcher, February 15, 2023, interview 6, transcript.

counseling teachers. As English teacher mentioned in the interview:

“The general solution is to hold character education every Thursday by the counseling teacher, so that this character education answers the problems that exist in class⁴³”.

Another obstacles faced by English teacher is that most English books as teaching materials have more westernized content. Solution to overcome this second obstacle is related to most English books as teaching materials whose contents are more westernized, namely that English teacher can exploit related materials that can incorporate Islamic values into English material. This solution was mentioned by the Headmaster in the interview, He said that, he asked English teacher to exploit related materials that can incorporate Islamic values into English learning⁴⁴.

The next solution to overcome the constraints of the lack of English books as teaching materials that apply Islamic learning materials was mentioned by the English teacher in the interview, namely:

“For the material, because the book is minimal, I made it by incorporating Islamic values, such as using the names of Islamic figures⁴⁵”.

Based on the results of the researchers’ observations, in overcoming this obstacle, of course, the teacher is required to be creative in interpreting Islamic values in English learning materials, namely the teacher uses Islamic names in making example sentences on the Degree of comparison material and the teacher mixes typical Islamic expressions with adjectives expression in the degree of comparison material.

Another obstacle faced by some eight grades A students is the lack of vocabulary mastered by students, especially adjective vocabulary, which is the core of teaching the degree of comparison. Solution to overcome this, mentioned by an eighth grade A student, He said that When he don’t know the meaning, he asked the teacher or open the

⁴³ US 13, English teacher, interview by researcher, February 15, 2023, interview 3, transcript.

⁴⁴ JU 6, Headmaster, interviewed by researcher, February 20, 2023, interview 1, transcript.

⁴⁵ US 13, English teacher, interview by researcher, February 15, 2023, interview 3, transcript.

dictionary⁴⁶. Based on the observations of researcher, students who lack vocabulary, the teacher helps students to translate into English and allows students to open a dictionary. That makes students memorize English vocabulary, especially adjectives, because the teacher uses the same adjectives as has been taught in giving daily tests. The solution us evidenced by the student's test scores.

C. Discussions

1. Analysis of the implementation of Islamic Learning Materials in Developing Islamic Values on English Learning at the eighth grade A of an Indonesian Islamic Junior High School

In the teaching and learning process in the 2013 curriculum, English is taught as a foreign language in Indonesia. Indonesians learn English because it is used as an international language⁴⁷. In this curriculum, English is one of the compulsory subjects that must be learned by SMP/MTs and SMA/MA students. MTs students who study English will indirectly learn English/Western culture. In order for students to filter English culture, the role of the teacher is needed, especially in the field of education, which incidentally is an Islamic school.

Islamic education prepares students perfectly physically, spiritually, and can play an active role in living happily in the world and hereafter. This illustrates the task of the teacher who not only teaches but also fulfills the cognitive, psychomotor and affective aspects. Teachers not only teach general knowledge, but also need to teach students starting from practicing values, attitudes, and behavior⁴⁸. Teacher spirituality can help students feel inspired, motivated, and called to perform a good job, link their beliefs to what they do, and help their understanding of how their Islamic values developed⁴⁹.

⁴⁶ SM 4, Students of eight grade A, interviewed by researcher, February 15, 2023, interview 6, transcript.

⁴⁷ Zaitun, "Islamic Values in the Context of English Learning and Teaching," 74.

⁴⁸ 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," 15.

⁴⁹ T Z Amalia et al., "Integrating Spirituality in Teaching English to Young Learners Based on the Independent Curriculum in Elementary Schools," ... on

Problems those are rife in Indonesia such as juvenile delinquency, bullying, violence, intolerance, corruption, and so on. requires educational institutions to participate in solving these problems by applying Islamic values that are included in all subjects in schools, including English, and need to instill Islamic values to build religious character and spirituality for students as well as adaptive behavior guidelines and flexible⁵⁰.

Islamic values in teaching foreign languages can be implemented in the curriculum, teaching materials, and learning activities⁵¹. Through the Implementation of Islamic values in English Learning can be done through the integration of teaching materials, it is 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 properly⁵². Islamic values can be implemented into learning material by coordinating material on Islamic material (Al-Qur'an Hadith, Aqidah Akhlak, and Fikih) with science and technology material⁵³. In implementing Islamic learning material, this can be done by integrating Islamic values into the material: (a) adding exercises that reflect Islamic values; (b) change the Islamic name of a person, place or event; (c) embedding Qur'an verses in relevant material; (d) Mix Islamic and English expressions related to the main material⁵⁴.

Rohmah states that Islamic values can be integrated into English materials in three ways: compiling Islamic based English books, using authentic materials, and use books

Science, Education ... (2022): 1173,
<https://proceeding.unnes.ac.id/index.php/ISET/article/view/1909%0Ahttps://proceeding.unnes.ac.id/index.php/ISET/article/download/1909/1382>.

⁵⁰ Irawan, "Situating Islamic Values in English Language Teaching: Documenting the Best Practices in Indonesia," 97.

⁵¹ Madkur and Muharom, "Instilling Islamic Values in Foreign Language Teaching: An Indonesian Context," 99–102.

⁵² Irawan, "Situating Islamic Values in English Language Teaching: Documenting the Best Practices in Indonesia," 95.

⁵³ Elfi Elfi, "Integrating Islamic Messages in the English Teaching for Moeslem Students in Indonesia," *Integration and Interconnection of Sciences "The Reflection of Islam Kaffah,"* no. 1(1) (2017): 53.

⁵⁴ Annisa and Siti Hadijah, "The Integration of Islamic Values in English Teaching and Learning Process at MAN Model Palangka Raya," *Proceedings of the 1st INACELT (International Conference on English Language Teaching)*, no. 15-16 (2017): 35.

compiled by ELTIS Islamic Life Resource pack⁵⁵. Umam also do similar studies by recommending the authentic materials about Islam can be used in English learning⁵⁶. Mazroatul and Mira stated that easier to use the authentic material from newspapers, TV programs, internet (free websites with various Islamic stories, movie, song, etc.), and it necessary to develop learning materials that integrate Islamic values using authentic materials to build students character with high Islamic integrity⁵⁷. In this research, the researcher observed that the teacher got pictures of mosque, names of Islamic figures from Islamic stories or pictures on the internet, which material is included in authentic material.

By applying Islamic learning materials in developing Islamic values on English learning, a teacher's creativity in teaching is needed. This creativity will make students interested and get new information about Islamic values, which makes students motivated to learn to be good people, not only good in academic competence but balanced with good Islamic character. Interesting learning involves teacher creativity. Creativity in inserting Islamic values in English material is carried out by using Islamic names and mixing Islamic-specific expressions into English material. The application of Islamic learning materials in developing Islamic values on English learning has been carried out by the teacher optimally supported by the use of media images in conveying material in inserting Islamic values. Islamic learning material in developing Islamic values is applied to learning English in eight grades A of an Indonesian Islamic Junior High School. There are three stages in learning namely, planning, practice and evaluation. The planning stage aims to develop the learning objectives to be achieved by considering the method, media or topic to be used. The implementation stage aims to carry out the lesson plan that has been prepared. Evaluation aims to find out or assess whether the final results are in accordance with the objectives achieved or not⁵⁸.

⁵⁵ Rohmah, "Incorporating Islamic messages in the english teaching in the Indonesian context", *Internatioanl J.soc.Sci.&Education*, 2(20), (2012): 157-165.

⁵⁶ Umam, C. "Maintaining Islamic values in English Language teaching in Indonesian pesantren". *Didaktika Religia*, 2(1), (2014): 227-242.

⁵⁷ Mazroatul Ishlahiyah, "The Integration Of Islamic Values In The Development of Listening Course Materials," 49.

⁵⁸ Oemar Hamalik, *Dasar-Dasar Pengembangan Kurikulum*, (Bandung: Remaja Rosdakarya, 2011): 248-251.

Based on the results of observations and interviews that have been conducted by researcher, there are three stages in the application of Islamic learning materials in learning to develop Islamic values in learning English in eight grades A of an Indonesian Islamic Junior High School, including:

a. Planning

In the learning process, preparation or planning is very important to achieve goals in a lesson. As with learning activities in general, planning by implementing Islamic learning materials in developing Islamic values of learning English in eighth grade A of an Indonesian Islamic Junior High School aims to make the implementation of learning run smoothly and these activities can be achieved properly. The preparatory stage in the application of Islamic learning materials in developing Islamic values in learning English is to prepare lesson plans and prepare the required learning media such as pictures.

b. Practice

At this practice stage, the learning activities carried out refer to the 2013 curriculum, namely opening activities, core activities, and closing activities. With details of activities as follows:

1) Opening activity

Before starting the lesson, the teacher enters the class with the greeting "Assalamualaikum". After that asks the news and asks the students if there are students who have not prayed at dawn, then checks the student attendance data and reads "Bismillah" together to start learning, not forgetting the children asked to be grateful for being given the opportunity to be able to learn English. Before entering into the core activities, students of class VIII A do Al-Qur'an muroja'ah together in class because every first hour a joint Muroja'ah is held for class eight A, which has the Tahfidz program. After that, prepare the media to be used.

Here, the Islamic values that emerge in the process of learning English in the opening activities are the values of faith/akidah and syari'ah.

2) Core activities

The implementation of Islamic learning materials in developing Islamic values on English learning is done by inserting Islamic values by using Islamic names and mixing

typical Islamic expressions into English learning materials⁵⁹. The implementation starts with *literacy activities* Students are asked to observe three pictures of objects that have been inserted with Islamic values by using Islamic names such as Aminah, Khadijah and Kulsum. Furthermore *critical thinking*, after observing the three pictures, students are given the opportunity to identify information related to the material, namely to compare which is "more expensive" and "most expensive" among the three objects.

Next *Collaboration*, the teacher asks students to discuss by conveying information that has been identified, such as whose bag is "more expensive" and "most expensive". Next *Communication*, students are given the opportunity to explain the comparison of the three objects in the form of sentences using language Indonesian first, then the teacher helps translate it into English. After making an example sentence, the teacher gives a correction and the teacher asks the students "who is Khadijah?" The disciple replied "the wife of the prophet Muhammad". The teacher asked again "who is Aminah?" Then the students respond by answering "the mother of the prophet Muhammad", after that the teacher inserts a little lecture about Aminah's noble character, here students get new information and it is hoped that students can emulate piety, good speech, polite behavior such as the names of figures Islamic teachings that the teacher has included in the Degree of Comparison material.

After that *Creativity*, students and teachers conclude the material that has been learned about important points that arise such as the use of adjectives when accompanied by the words more and most. The teacher combines typical Islamic expressions with English expressions that are in accordance with the Degree of Comparison material. The teacher mixes typical Islamic expressions such as "Masyaallah" with the English expressions "more amazing" and "most amazing". By mixing the typical Islamic expression "Mashaallah" into the Degree of Comparison material, the teacher instills Islamic values in students in the form of Akhlakul Karimah because saying "Mashaallah" can help keep students away

⁵⁹ Annisa and Hadijah, "The Integration of Islamic Values in English Teaching and Learning Process at MAN Model Palangka Raya," 35.

From envy towards fellow friends and can show admiration for a person, thing or event.

Giving an Islamic name help students to always remember they are Muslims. Even better when someone gave an example of the names of friends A prominent prophet or imams/leader in Islam. This also can help students get to know akhlak in Islam so that they admire and follow their akhlak and their struggle Islamic leader⁶⁰.

Here, the Islamic values that emerge in the process of learning English in the core activities are syari'ah values and akhlak/moral values.

3) Closing activities

Closing in learning activities, namely the teacher conveys a little about the activities that will be carried out tomorrow and ends by praying together "Alhamdulillahirobbil'alamin" and greeting "Assalamualaikum".

Here, the Islamic values that appear in the process of learning English at the end is akidah/faith values.

c. Evaluation

Evaluation activities are carried out at the last stage after the teaching and learning activities are completed. Evaluation activities aim to determine the quality of something, especially regarding value. The assessment process must have consideration based on certain criteria. Without considering the criteria, an activity is not included in the evaluation category⁶¹. This stage is carried out to see the extent to which the success rate of implementing an Islamic learning material system in developing Islamic values in learning English. In this stage, the teacher conducts daily tests. During the process of carrying out daily repetition, students are prohibited from opening books but are allowed to open dictionaries. Students do the tests honestly without opening the book, only opening the dictionary, they obey the rules of their English teacher and their daily test results are above the KKM and only a few students get an average score with the KKM.

⁶⁰ Alfian, Yusuf, and Nafiah, "Integrating Islamic Values in Teaching English: Lessons Learned from an Integrated Islamic School," 6.

⁶¹ Asrul, and friends, Learning Evaluation (Medan: Citapusaka Media, 2014), 4-5.

Here, the Islamic values that appear in the English learning evaluation activities are moral/akhlak values.

2. **Analysis of the obstacles of the Implementation of Islamic Learning Materials in developing Islamic values on English Learning at the eighth grade A of an Indonesian Islamic Junior High School**

English teacher certainly have some difficulties in implementation of Islamic learning materials in developing Islamic values on learning English learning. According to the results of interviews with English teacher, there are several obstacles to facing English teacher in implementation of Islamic learning materials in developing Islamic values in learning English. The first obstacle came from different characters of students. Based on interviews with English teacher, even though Islamic learning materials have been applied in English learning materials, there are still students who have not applied them in everyday life. This is in line with the statement of Hanifah et.al that every student has different characteristics; the learning styles are also different. Therefore, every implementation of education must be able to understand all the characteristic traits⁶².

The English teacher also added that sometimes teachers experience a saturation point. The teacher has made the lesson plans to the maximum by being creative by inserting Islamic values, but the conditions in the class are sometimes not in accordance with the lesson plans that have been made by the teacher, because most of the contents of English teaching materials are more western. Like Elfi's statement that the fact is that teachers only focus on using material from books contains general material that is closer to western culture. The material does not manage to make much of a contribution to building student character⁶³.

The Headmaster of an Indonesian Islamic Junior High School adds to the obstacle of implementing Islamic learning materials in developing Islamic values on English learning, namely the lack of English books as teaching materials that apply Islamic

⁶² Hani Hanifah, Susi Susanti, and Aris Setiawan Adji, "Perilaku Dan Karakteristik Peserta Didik Berdasarkan Tujuan Pembelajaran," *Manazhim* 2, no. 1 (2020): 117.

⁶³ Elfi, "Integrating Islamic Messages in the English Teaching for Moeslem Students in Indonesia," *Integration and Interconnection of Sciences "The Reflection of Islam Kaffah,"* (2016): 222.

learning materials or insert Islamic values. This is the same as the statement of Wahyu Indah that in some areas the material may be in English where Islamic content is still very limited. The textbook content of Islamic integration is almost non-existent. In this case, teachers are required to be creative⁶⁴. As for the results of interviews with eighth grade A students at an Indonesian Islamic Junior High School, they had the problem of the lack of vocabulary mastered by students. Without adequate vocabulary mastery, students not only have difficulty communicating, they cannot even communicate at all⁶⁵.

It can be concluded that English teacher have four obstacles or difficulties in implementing Islamic learning materials in developing Islamic values in learning English. The first is because students have different characters. The second difficulty comes from the later use of English books as teaching materials, most of which contain more westernized content. The third difficulty is the lack of English books as teaching materials that apply Islamic learning materials or insert Islamic values. The fourth difficulty comes from students who have minimal mastery of English vocabulary.

3. Analysis of the Solutions to overcome obstacles of the Implementation of Islamic Learning Materials in developing Islamic values on English Learning at the eighth grade A of an Indonesian Islamic Junior High School

Several obstacles arose in the process of implementing Islamic learning materials in developing Islamic values on English learning. Even though every obstacle must exist a solution to overcome them. Based on the results of these studies, English teacher provides several solutions. For the first obstacle related to different characters of students. The teacher's solution is to carry out character education assisted by guidance and counseling teachers. According to Meriyati, teachers can educate and guide participants properly educate, motivate and give the right suggestions, and provide a complete solution to solve the problem taking into account the character of the participants he

⁶⁴ Rohmana, "Immersing Islamic Value in English Language Teaching: A Challenge for English Teachers," 49.

⁶⁵ Nurlaila Amalia, "Meningkatkan Penguasaan Vocabulary Siswa Menggunakan Vocabulary Self-Collection Strategy," *Science and Education Journal (SICEDU)* 2 No.2 (2018): 173.

taught⁶⁶. According to the Headmaster, the solution for overcoming the second obstacle is related to most English books as teaching materials whose contents are more westernized, namely that English teacher can exploit related materials that can incorporate Islamic values into English material. The teacher must be creative to integrate Islamic messages into their English teaching to build students with Islamic character and minimize the negative impact of western culture⁶⁷.

Based on the results of interviews with English teacher, to overcome the constraints of the lack of English books as teaching materials that apply Islamic learning materials, of course teacher is required to be creative in interpreting Islamic values in English learning materials, namely teachers using Islamic names in making example sentences in the Degree of Comparison material and the teacher mixes typical Islamic expressions with adjective expressions in the Degree of Comparison material. This is in line with Wahyu Indah's opinion that the Master can also insert practice with Islamic values such as using Islamic names for people. Teacher can mix and match English expressions with typical Islamic expressions as part of learning activities⁶⁸. To overcome the problems of students whose vocabulary mastery is lacking, the teacher helps students to translate into English and allows students to open dictionaries, and the teacher uses the same adjectives as they have been taught in giving daily tests, making it easier for students to remember the vocabulary they have learned.

⁶⁶ Meriyati, *Memahami Karakteristik Anak Didik*, (Bandar Lampung: Fakta Press IAIN Raden Intan Lampung 2015), 10.

⁶⁷ Elfi, "Integrating Islamic Messages in the English Teaching for Moeslem Students in Indonesia," 229.

⁶⁸ Rohmana, "Immersing Islamic Value in English Language Teaching: A Challenge for English Teachers," 49.