

CHAPTER V

CONCLUSIONS AND RECOMMENDATION

This chapter describes the conclusions which are a summary of the research results. Apart from that, this chapter also contains suggestions related to this research topic.

A. Conclusions

English for the Nusantara textbook implicitly represents Islamic values namely value of divinity and values of humanity. These values are also contained in several forms of subject materials in the textbook. The following is the conclusion of the explanation of Islamic Values in the English for Nusantara textbook:

1. Textbook *English for Nusantara* for 7th-Grade Students contains both *Ilahiyyah* values (religious value) and *Insaniyyah* values (humanity value). The religious value consists of value of faith and piety (praying before do something), value of gratitude (saying thank you to others), value of servant (obeying parent's command), value of sincerity (helping other sincerely), value of obedience (obeying and doing rules), and value of *tawakal*. While humanity values consist of value of trust (amanah), value of good deeds (introducing self before socializing and making friendship and calling people using addressee properly), value of responsible (obeying rules to maintain cleanliness, doing and finishing school duty, obeying rules in online learning activity and stay focused during the class), value of honesty (expressing opinion about like something or not), value of fairness (dividing work proportionally).
2. Islamic values in this textbook are implicitly conveyed in the form of pictures, comic strips, table of various expression, text, and general knowledge articles entitled *Did You Know?* in various materials. Islamic values are also contained in reading texts and sample material in table form.

B. Recommendation

Religious and humanitarian values are two important components that *guide* human life, so the two must be in harmony. It is important to instill these two values in students so that they have strong religious teachings and can live in society by upholding norms and ethics. Teachers are also expected to play a role in instilling Islamic religious values in students, outside the subject of Islamic religious education.

