CHAPTER IV
RESULT AND DISCUSSION

A. Description of Research Object

1. Identity of Al-Hidayah Islamic Boarding School

Institute Name : Al-Hidayah Islamic Boarding School
Address : St. Getassrabi Village Number 01
Postal Code : 59333
Sub-District : Getassrabi
District : Gebog
Regency : Kudus
Province : Jawa Tengah
Foundation : Manafiul Ulum Islamic Education Foundation
Phone : (0291) 4102417 / +6288802744310

2. A Brief History of Al-Hidayah Islamic Boarding School

Al-Hidayah Islamic Boarding School is one of the Islamic Education Institutions which was planned to be established in 2000 by the management of the Manafiul Ulum Islamic Education Foundation, Getassrabi, Gebog, Kudus. Previously, formal schools were established, namely MTs Al-Hidayah in 1983 and MA Al-Hidayah in 1986. Based on plans that had been initiated, the Al-Hidayah Islamic Boarding School was officially established in 2015. Now, the Manafiul Ulum Education Foundation oversees several educational institutions including: RA Manafiul Ulum, MI Manafiul Ulum 1, MI Manafiul Ulum 2, MTs Al-Hidayah, MA Al-Hidayah, SMK Al-Hidayah, Al-Hidayah Islamic Boarding School (consisting of campus 1 and 2).

As time went by, the development of the Al-Hidayah Islamic boarding school was very rapid. Many new students have registered, and now there are thousands of students. Therefore, the entire Foundation management decided to build a new building for the student dormitory. This new building is located not far from the first building of the Al-Hidayah Islamic boarding school. This became the background for the establishment of Al-Hidayah Islamic Boarding School campus 2. However, all the educational

systems of Al-Hidayah Islamic Boarding School campus 1 and 2 remain on the same pathway.[1]

3. **Geographical Location of Al-Hidayah Islamic Boarding School**

Al-Hidayah Islamic Boarding School is located in Jepanan hamlet, Getassrabi Village, Gebog District, Kudus Regency, Central Java. This Islamic boarding school is in the same area as RA-MI Manafiul Ulum and MTs-MA-SMK Al-Hidayah because it is under the same foundation, namely the Manafiul Ulum Islamic Education Foundation.

4. **Vision and Mission of Al-Hidayah Islamic Boarding School**
   i. **Vision**
      1. Producing Hafidz-Hafidzah who have scientific deeds, have good knowledge, and have the character of Ahlussunnah Waljama'ah Annahdliyah.
   ii. **Mission**
      1) Organizing Tahfidzul Qur'an education.
      2) Implementing Qur'an education and the Ministry of Religion Curriculum.
      3) Providing basic knowledge of Aqidah, Sharia, and Ahlussunnah Waljama'ah morals.
      4) Get used to the Amaliyah Qur'aniyyah and Aswaja Annahdliyyah.[2]

5. **Organizational Structure of Al-Hidayah Islamic Boarding School**

Every educational institution has an organizational management structure to facilitate the process of regulation, supervision, and control. The following is the organizational structure of the Manafiul Ulum Islamic Education Foundation which oversees the Al-Hidayah Islamic Boarding School Getassrabi Gebog Kudus:[3]
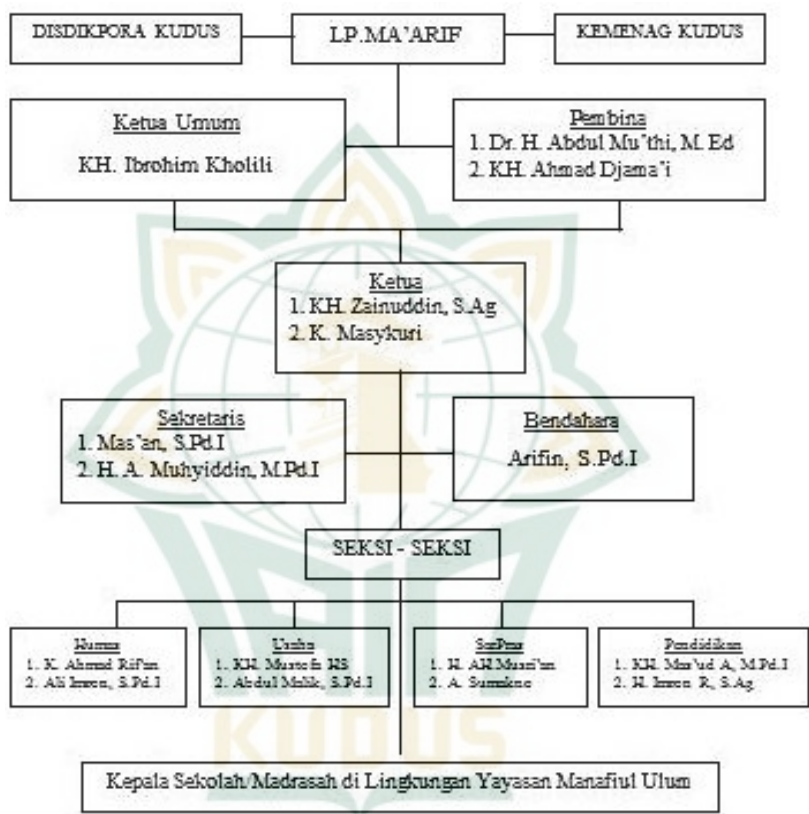
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[1] Zainuddin, Interview with Caretaker of Al-Hidayah Islamic Boarding School Gebog Kudus, March 25, 2024, at 8.00 AM.

[2] Documentation Data, Al-Hidayah Islamic Boarding School Gebog Kudus, quoted on March 26, 2024.

[3] Documentation Data, Al-Hidayah Islamic Boarding School Gebog Kudus, quoted on April 20, 2024.

Figure 4.1
The Organizational Structure of the Manafiul Ulum Islamic
Education Foundation Getassrabi Gebog Kudus in Academic
Year 2023/2024

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│ DISDIKPORA KUDUS│─────│ LP.MA'ARIF   │─────│ KEMENAG KUDUS    │
└─────────────────┘     └──────────────┘     └──────────────────┘
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Ketua Umum	Pembina
KH. Ibrohim Kholili	1. Dr. H. Abdul Mu'thi, M.Ed 2. KH. Ahmad Djama'i

Ketua
1. KH. Zainuddin, S.Ag
2. K. Masykuri

Sekretaris	Bendahara
1. Mas'an, S.Pd.I 2. H. A. Muhyiddin, M.Pd.I	Arifin, S.Pd.I

SEKSI - SEKSI

Humas	Usaha	SarPras	Pendidikan
1. K. Ahmad Rif'an 2. Ali Imron, S.Pd.I	1. KH. Mustofa HS 2. Abdul Malik, S.Pd.I	1. H. Ali Masri'an 2. A. Sumakno	1. KH. Mas'ud A, M.Pd.I 2. H. Imron R, S.Ag

Kepala Sekolah/Madrasah di Lingkungan Yayasan Manafiul Ulum

B. Description of Research Data

1. Implementation the Use of Realia medium for Integrating Islamic Values in English Classroom at Al-Hidayah Islamic Boarding School Gebog Kudus

This research was carried out in an Islamic boarding school environment. As is known, Islamic boarding schools are closely related to religious values. In fact, the curriculum implements is primarily the study of Salafiyah books. KH. Zainuddin, S.Ag, as the caretaker of the Al-Hidayah Islamic boarding school, Getassrabi, Gebog Kudus, stated that the curriculum implemented is a combination curriculum, namely the ministry of religion curriculum in formal schools, and tahfidzul Qur'an as well as the study of Salaf books outside formal schools, namely on activities at the Islamic boarding school.[4]

In addition, teaching and learning activities in the classroom can be seen as successful or not through student learning outcomes. Apart from the students who must focus on learning, the teaching staff must provide adequate facilities to get good learning results. One way is by providing learning media. The caretaker of the Al-Hidayah Islamic boarding school, KH. Zainuddin, S.Ag stated his opinion as follows:

> *"Every teacher, including English teachers, has a forum such as the Subject Teachers' Conference, better known as MGMP. This forum can be used as a means to develop learning media innovation. For example, by finding, making, or using anything that can be used as a teaching aid."*[5]

The best learning media is media that can attract students' attention so they are able to pay attention to learning. Realia medium are real objects around us that are interesting and fun enough to be used as learning media in

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[4] Zainuddin, Interview with Caretaker of Al-Hidayah Islamic Boarding School Gebog Kudus, March 25, 2024, at 8.00 AM.

[5] Zainuddin, Interview with Caretaker of Al-Hidayah Islamic Boarding School Gebog Kudus, March 25, 2024, at 8.00 AM.

the classroom, including English classes.[6]   Al-Hidayah Islamic Boarding School is one of the educational institutions that applies religious media to English subjects. The material in English subjects that can be taught using realia medium is label text in 9th graders.

This is in accordance with the statement from Mrs. Suningsih, S.Pd as the following:

> *"It's true that I used realia medium in the label text material. The aim is to make it easier for students to understand the material. Apart from that, it also sparks their enthusiasm for learning."*[7]

Based on the interview above, it can be said that not all students will always be enthusiastic in learning English. So, English teachers must find suitable media to support the learning process so that students can receive explanations of the material more efficiently, namely realia medium. However, in the world of education, teachers need to prepare a learning implementation plan before starting class. Each teacher must prepare a learning implementation plan.

This was also done by the English teacher at the Al-Hidayah Islamic boarding school, Gebog, Kudus, Mrs. Suningsih, S.Pd. Before teaching English classes, including label text material, Mrs. Suningsih, S.Pd, prepared the learning implementation plan. During an interview with her, Mrs. Suningsih, S.Pd stated that the plan she prepared for teaching label text material was to provide information at the last meeting by asking students to look for examples of packaging for a product, be it food, drink, or medicine to be brought to the next meeting, namely on the label text material schedule. After students bring examples of the labels, the teacher will explain the material briefly but

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[6] Siti Suharsih and Aisyah Hamidiyah, "Realia: The Effective Media for Teaching English for EYL," in *Proceedings of Teaching English to Young Learners in Indonesia 2*, 2012, 6–14, https://eprints.umk.ac.id/340/3/PROCEEDING_TEYLIN_2.12-20.pdf.
[7] Suningsih, Interview with English Teacher of Al-Hidayah Islamic Boarding School Gebog Kudus, March 28, 2024, at 10.50 AM.

concisely and then ask students to analyze and understand the material that has been taught.[8]

The English teacher fills the class according to the learning plan at the label text meeting. The implementation of realia medium when observing the learning process is by the English teacher's statement during the interview, as follows:

> *"First, I gave an example in the form of food, drink, or medicine labels. Next, I explain the elements contained in these labels. Second, after delivering the material, we move on to the assignment. At the previous meeting, I had given information that at the next meeting, the students had to bring their packaging products, so the next step I asked the students to cut the labels they brought, then stick them on their notebooks. Then show what elements are contained on the labels they carry. Third, I ask students to analyze the label text based on the material provided, then submit individual assignments to me for evaluation."[9]*

This statement regarding the implementation process is in accordance with the confessions of several students in class 9-K, including a student named A.D.R, who said that the English teacher explained first the material to be studied, such as the meaning and function of label text. Then, the English teacher shows an example of label text packaging while explaining the elements of the label text.[10] A similar thing was also conveyed by a student named N.A.H. According to her, the English teacher explained the label text material using realia medium in the elements in the label text. She said that first, the English teacher explained the meaning of label text, and after that, they discussed the

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[8] Suningsih, Interview with English Teacher of Al-Hidayah Islamic Boarding School Gebog Kudus, March 28, 2024, at 10.50 AM.
[9] Suningsih, Interview with English Teacher of Al-Hidayah Islamic Boarding School Gebog Kudus, March 28, 2024, at 10.50 AM.
[10] A.D.R, Interview with Santri of Al-Hidayah Islamic Boarding School Gebog Kudus, March 23, 2024, at 11.05 AM.

elements of label text together by showing them directly through real media.[11]

Uniquely, during the observation process, amidst the teacher's explanation regarding the label text material itself, the English teacher also explained Islamic values , which, of course, was very beneficial for the students, especially if they were in an Islamic boarding school environment.[12] Islamic values are not only necessary but also closely related to the culture of students at Islamic boarding schools.[13] So, integrating Islamic values into English learning is very applicable. Based on an interview with Mrs. Suningsih, S.Pd, she stated that:

> *"Learning English can be combined with the inclusion of Islamic values. I usually explain the halal logo, especially in this label text material. From this logo, we can provide an explanation of Islamic values, including discussing whether food or drink is halal or haram. Next is Arabic in composition; although not all products include composition in Arabic, this language can be linked to Islamic knowledge. I rarely discuss Arabic in composition and almost don't even touch it. I mostly explain the halal logo."*[14]

Several students also confirmed this integration. N.R.A, S.D.N, and others stated that their English teachers inserted information about Islamic values during English learning and significantly label text material.[15] As for examples of Islamic values explained, they have one answer, namely the halal logo on food or beverage product packaging. I.N.A stated that the halal logo is explained as information on whether the food or drink is suitable for

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[11] N.A.H, Interview with Santri of Al-Hidayah Islamic Boarding School Gebog Kudus, March 23, 2024, at 11.13 AM.

[12] Observation at Al-Hidayah Islamic Boarding School Gebog Kudus, March 17, 2024, at 8.45 AM.

[13] Nikmah, "Developing Speaking Material Using Islamic Contents in MA Salafiyah Kajen."

[14] Suningsih, Interview with English Teacher of Al-Hidayah Islamic Boarding School Gebog Kudus, March 28, 2024, at 10.50 AM.

[15] N.R.A and S.D.N, Interview with Santri of Al-Hidayah Islamic Boarding School Gebog Kudus, March 23, 2024, at 11.09 AM.

Muslims' consumption.[16] So, the halal logo plays a crucial role in the label text, making it easier for Muslims to buy products for consumption. The critical role of the halal logo is to show that the product is free from food or drinks containing haram ingredients such as pork or alcohol. So, the product is safe for Muslims to consume.

Even though the learning process is interspersed with religious knowledge, this does not confuse students about the original material. In contrast, in this research, the focus is label text material. On the contrary, it becomes easier for students to understand the material being taught because the media used is very appropriate. Apart from that, there are many other benefits, as stated by Mrs. Suningsih, S.Pd as follows:

> *"First, the benefit obtained is that the learning process becomes more enjoyable. Second, it is easier for students to understand label text material. Third, it can increase student creativity. Fourth, students become happier participating in learning."[17]*

A statement from V.G confirms this as a student in class 9-K. She stated that the benefit she got after the English teacher taught using realia medium was that it became easier for her to understand the material.[18] She and other friends, such as N.M, also expressed that they were pleased because the learning process was not dull.[19] Meanwhile, several other students, such as R.A.N and Q.M.S, revealed that the learning process was a bit boring and felt ordinary. This is because she is not very interested in English. However, R.A.N added that integrating Islamic

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[16] I.N.A, Interview with Santri of Al-Hidayah Islamic Boarding School Gebog Kudus, March 23, 2024, at 11.27 AM.

[17] Suningsih, Interview with English Teacher of Al-Hidayah Islamic Boarding School Gebog Kudus, March 28, 2024, at 10.50 AM.

[18] V.G, Interview with Santri of Al-Hidayah Islamic Boarding School Gebog Kudus, March 23, 2024, at 11.30 AM.

[19] N.M, Interview with Santri of Al-Hidayah Islamic Boarding School Gebog Kudus, March 23, 2024, at 11.24 AM.

values into English subjects is quite good because religious knowledge is essential for a student.[20]

On the other hand, KH. Zainuddin, S.Ag, who was the caretaker of the Islamic boarding school, also gave his opinion regarding integrating Islamic values into English subjects. He stated that even though there was no specific integration, he hoped that Islamic values would always be taught so that wherever the students were in the future, they would always remember and their Islamic values would never fade. This would be helpful in their lives in the future.[21]

In this way, it can be concluded that the implementation of realia medium to integrate Islamic values in English classes is correctly implemented by English teachers at the Al-Hidayah Islamic boarding school. This also received a good response from the students and caretakers of the Islamic boarding school. Hopefully, this application will have a good and beneficial influence on the students.

2. **Supporting Factors and Obstacles Faced in Utilizing Realia medium in English Classroom at Al-Hidayah Islamic Boarding School Gebog Kudus**

Based on interviews with sources, several things are supporting factors in the English learning process. KH. Zainuddin, S.Ag as the caretaker of the Islamic boarding school, provides several facilities to support students' success in studying at the Al-Hidayah Islamic boarding school. Among them are classrooms, computer laboratories, LCD/projectors, textbooks, and others. The facilities provided are provided as best as possible so that students feel comfortable and enthusiastic about learning.[22]

Furthermore, the supporting factors in implementing realia medium in English classes at the Al-Hidayah Islamic boarding school are based on the English teacher, Mrs.

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[20] R.A.N and Q.M.S, Interview with Santri of Al-Hidayah Islamic Boarding School Gebog Kudus, March 23, 2024, at 11.21 AM.

[21] Zainuddin, Interview with Caretaker of Al-Hidayah Islamic Boarding School Gebog Kudus, March 25, 2024, at 8.00 AM.

[22] Zainuddin, Interview with Caretaker of Al-Hidayah Islamic Boarding School Gebog Kudus, March 25, 2024, at 8.00 AM.

Suningsih, S.Pd is perspective that it is easy to find media in the surrounding environment. She said:

"The supporting factor is the ease of searching. So, this media is easier to find because it is found in our surrounding environment. So utilizing this media can increase the creativity of teachers and students."[23]

In this interview, it can be concluded that realia medium is easy to find in the residential environment, and using this medium provides good benefits. One of them is increasing the creativity of teachers and students. Furthermore, from the student's perspective, the results of the interview with A.D.R and V.G also stated that the supporting factors for implementing this media are in line with the English teacher's opinion, namely that it is easy to find realia medium in the form of food or drink product packaging. The language teacher English explained that before the label text material meeting, students are asked to bring product packaging to the next meeting. A.D.R and V.G said finding product packaging at the nearest shop in their neighbourhood was easy.[24]

In contrast to the supporting factors which show relevant data between teachers and students, based on research at the Al-Hidayah Islamic boarding school, English teachers and students provide different opinions regarding the obstacles in implementing realia medium. Mrs. Suningsih, S.Pd stated that she experienced an obstacle during the individual assignment evaluation process. She said:

"The barriers are almost non-existent. Maybe in terms of giving individual assignments, I have to take the

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[23] Suningsih, Interview with English Teacher of Al-Hidayah Islamic Boarding School Gebog Kudus, March 28, 2024, at 10.50 AM.

[24] A.D.R nad V.G, Interview with Santri of Al-Hidayah Islamic Boarding School Gebog Kudus, March 23, 2024, at 11.05 AM.

time to correct them one by one and give the appropriate grades."[25]

From this expression, it can be concluded that evaluating or assessing individual assignments requires more time than group assignments. This is because individual tasks generate personal value and must be checked one by one. Meanwhile, if it is a group assignment, one group consisting of several students shares the same value. The assessment process does not take long because it takes the form of a group, not one student at a time.

The solution to overcome these obstacles is scoring. Mrs. Suningsih, S.Pd, explained that she determined a specific score for each element in the label text. So, when students submit the "Cut and Stick" assignments, the teacher can immediately give a score based on what elements the students have stuck in their books. The final step is to add up the scores obtained to determine a final grade for the assignment.[26]

On the other hand, N.M.N, a student in class 9-K, said that a few obstacles could be experienced. Here's the statement:

"The problem might be if you are late looking for media, and tomorrow you are asked to bring it, and the shop is closed, so it will be a little more difficult to find the media."[27]

Even though realia medium for label text material is easy to find in the surrounding environment, it turns out there are still problems that can occur as above. So the solution is to immediately look for the media after coming from school on the day they are asked to bring the media. So it can be anticipated that the nearest shop will close soon.

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[25] Suningsih, Interview with English Teacher of Al-Hidayah Islamic Boarding School Gebog Kudus, March 28, 2024, at 10.50 AM.

[26] Suningsih, Interview with English Teacher of Al-Hidayah Islamic Boarding School Gebog Kudus, March 28, 2024, at 10.50 AM.

[27] N.M.N, Interview with Santri of Al-Hidayah Islamic Boarding School Gebog Kudus, March 23, 2024, at 11.35 AM.

Another solution is to look for product packaging in the school cafeteria in the morning before lessons start on the day the label text material is taught. This obstacle is the only obstacle that researchers found based on the student's point of view. Several other students stated that they encountered no obstacles during the English learning process, especially the label text material.

Meanwhile, from the perspective of the Islamic boarding school caretaker, there were specific problems in the English learning process at the Al-Hidayah Islamic boarding school. KH. Zainuddin, S.Ag said:

> *"The students here come from outlying elementary schools, which means their command of English is still lacking. This is a problem in itself so we will always fix it later."*[28]

These problems are a challenge for students learning English. It does not rule out the possibility that this problem is also an obstacle for students when learning label text material. So, to solve this problem, the Islamic boarding school decided to establish a policy that students were given an additional 2 hours of English class in the afternoon. This was conveyed by KH. Zainuddin, S.Ag with the aim of increasing students' understanding of English material, including label texts.

C. Research Data Analysis
1. Analysis Implementation of the Use of Realia medium for Integrating Islamic Values in English Classroom at Al-Hidayah Islamic Boarding School Gebog Kudus

As a professional teacher with extensive experience, preparing a lesson plan is crucial before teaching. Mrs. Suningsih, S.Pd, prepared the lesson plan before teaching label text material in line with the lesson plan designed by Shari Nezhad in Sayed. The design lesson begins with a survey of students' needs, determining targets, determining

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[28] Zainuddin, Interview with Caretaker of Al-Hidayah Islamic Boarding School Gebog Kudus, March 25, 2024, at 8.00 AM.

methods, including the use of learning media, applying the selected methods and media, carrying out an evaluation process, and ending with determining learning outcomes.[29]

Surveys of student needs influence the methods and media that will be chosen. After finding students' needs, teachers will find the proper methods and media for the learning and teaching process. The use of realia medium by English teachers at the Al-Hidayah Islamic Boarding School Getassrabi Gebog Kudus is undoubtedly based on the needs of the students. One of them is to make it easier for students to understand the material presented. The use of realia medium provides a direct experience to students. This is supported by a statement from Sumarsih, who stated that there are several advantages to using realia medium, including the fact that realia medium provides a memorable experience for students. Realia medium can also stimulate students' minds, thereby increasing their creativity.[30] Mrs. Suningsih, S.Pd., an English teacher, stated the same thing: that realia medium can increase the creativity of students, even teachers.

In the process of implementing realia medium, it can be done based on the creativity of each teacher. The process carried out by Mrs. Suningsih, S.Pd in teaching label text material in class 9-K consists of two stages. The first stage is an explanation of the material, followed by showing examples of label packaging and then explaining each element in the label text material. The second stage is assignment, namely "Cut and Stick". Students are asked to cut the elements in the packaging brought by each child. After cutting it, then stick it in the notebook. The assignment

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[29] Qassem Farhang, Sayed Shir Aqa Hashemi, and Sakhi Murad Ghorianfar, "Lesson Plan and Its Importance in Teaching Process," *International Journal of Current Science Research and Review* 06, no. 08 (2023): 5901–13, https://doi.org/10.47191/ijcsrr/v6-i8-57.

[30] Sumarsih Sumarsih, "Realia as a Media to Improve the EFL Learners' Achievements in Descriptive Writing," *SALTeL Journal (Southeast Asia Language Teaching and Learning)* 2, no. 2 (2019): 63–71, https://doi.org/10.35307/saltel.v2i2.33.

is analyzed, and a description of the cut and stuck elements is given. Then, the assignments are submitted for grading.[31]

A journal shows the application of realia medium in almost the same way. The journal from Alfiah Santi Saputri, Iskandar, and Muhlis shows that the application of realia medium in the vocational school where they conducted their research also consists of 2 cycles. The first cycle consists of an explanation of the material. Then, show examples of label texts and complete the analysis table together. In the second cycle, students are divided into several groups. Next, the teacher gives a project assignment. Students must create a particular product label according to the group's creativity through an editing application. The labels created must consist of the elements that have been studied and use appropriate language and vocabulary. After the time given to create the project is up, each group must present the project in front of the other groups. The assessment of the PjBL task is taken from 3 aspects consisting of planning, implementation, and percentage of results.[32]

The two steps in implementing realia medium above are carried out based on each teacher's lesson plan. The differences in the tasks given by the two prove that the implementation of realia medium shows different creativity between teachers and students. As for other creativity shown by Mrs. Suningsih, S.Pd when teaching label text material at the Al-Hidayah Getassrabi Gebog Kudus Islamic Boarding School, it is to integrate Islamic values in the process of learning label text material. This integration is in accordance with the needs of students in the Islamic boarding school environment. The teacher explains the elements in the label

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[31] Observation at Al-Hidayah Islamic Boarding School Gebog Kudus, March 17, 2024, at 8.45 AM.

[32] Alfiah Santi Saputri, Iskandar, and Muhlis, "Penggunaan Teks Label Sebagai Materi Otentik Dalam Pembelajaran Bahasa Inggris Di Kelas IX MTSN 41 Jakarta," *Jurnal Pemikiran Dan Pengembangan Pembelajaran* 3, no. 2 (2021): 107–15, https://www.google.com/url?sa=t&source=web&rct=j&opi=89978449&url=https://www.ejournal-jp3.com/index.php/Pendidikan/article/download/146/128/&ved=2ahUKEwiSiZiKws6FAxWU1jgGHZWXB6oQFnoECBoQAQ&usg=AOvVaw0_TgyL33wTd0ZSHiNm-j67.

text consisting of product brand, product name, contents or net weight, description, composition, how to use or how to serve, how to store, expiration date, nutritional value information, and even the halal logo on certain products. The Islamic values explained by Mrs. Suningsih, S.Pd include a halal logo and Arabic language in the composition.[33]

Muslims must be aware of halal products, especially when buying packaged food or drinks. Consumers determine whether a product is halal or haram based on information from the seller or the halal logo on the packaging.[34] Thus, the halal logo has become an important label for Muslims. As we know, some foods or drinks contain haram ingredients, and some do not. On the other hand, Muslims are strictly prohibited by religion from consuming haram food or drinks.

In Islam, pig is an example of a forbidden food.[35] This is confirmed in the Qur'an Surah Al-Baqarah verse 173 regarding haram food, as follows:

اِنَّمَا حَرَّمَ عَلَيْكُمُ الْمَيْتَةَ وَالدَّمَ وَلَحْمَ الْخِنْزِيْرِ وَمَا اُهِلَّ بِهِ لِغَيْرِ اللّٰهِ فَمَنِ اضْطُرَّ غَيْرَ بَاغٍ وَّلَا عَادٍ فَلَا اِثْمَ عَلَيْهِ اِنَّ اللّٰهَ غَفُوْرٌ رَّحِيْمٌ. (البقرة: ١٧٣)

Translation:

"He hath only forbidden you dead meat and blood, and the flesh of swine, and that on which any other name hath been invoked besides that of Allah SWT, but if one is forced by necessity, without willful disobedience, nor transgressing due limits, then he is guiltless. For Allah is Oft-forgiving Most Merciful." (QS. Al-Baqarah : 173)[36]

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[33] Suningsih, Interview with English Teacher of Al-Hidayah Islamic Boarding School Gebog Kudus, March 28, 2024, at 10.50 AM.

[34] Afifah Nur Millatina et al., "The Impact of Halal Label in Halal Food Buying Decisions," *Journal of Islamic Economic Laws* 5, no. 1 (2022): 159–76, https://doi.org/10.23917/jisel.v5i1.17139.

[35] Nurrulhidayah A Fadzlillah et al., "Halal Food Issues from Islamic and Modern Science Perspectives" 17 (2011): 159–63.

[36] Maulawi Sher Ali, *The Holy Qur'an: Arabic Text and English Translation* (Sheephatch Lane: Islam International Publications, 2021), 35.

In Tafsir Al-Mishbah by M. Quraish Shihab, the verse above explains that haram food includes carrion, consisting of animals that died through illegal means, for example, strangling, beating, shooting, etc. All of these are included in the carrion type, except for two animals: grasshoppers and water animals such as fish. Furthermore, what is meant by blood is the type of blood that flows. All blood is considered haram except for 2, namely the liver and spleen. Meanwhile, regarding the flesh of swine, M. Quraish Shihab interprets that the pig's entire body is haram, not only the meat but also the bones, fat and skin. Lastly, animals that, when slaughtered, were called names other than Allah SWT.[37]

Muslims who consume haram food or drink have an impact on whether their prayers are answered. This is because the condition for granting prayers is to avoid haram food and drinks.[38] Apart from the arguments from the Al-Qur'an, many Hadiths of the Prophet also explain haram food and drinks. One of the Hadiths of the Prophet that explains haram drinks is as follows:

كُلُّ مُسْكِرٍ خَمْرٌ وَكُلُّ خَمْرٍ حَرَامٌ.

Translation:
"Everything that is intoxicating is called khamr (wine). And all khamr is haram." (HR. Muslim)[39]

Dr. Yusuf Qardhawi explained that the hadith above was the answer of the Prophet Muhammad SAW when asked by a friend about drinks made from honey or grains and wheat that were fermented to become liquor. The Prophet Muhammad SAW did not look at the ingredients used but at the effects caused after drinking the drink. So he answered briefly and concisely through the hadith above that

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[37] M. Quraish Shihab, *Tafsir Al-Mishbah (Pesan, Kesan, Dan Keserasian Al-Qur'an)* (Jakarta: Lentera Hati, 2010), 462.

[38] Joko Roby Prasetiyo, "The Role of Religion on Food Consuming Issue Developing Theological-Philosophy Concept of Food Through Al Qur'an," *SHAHIH: Journal of Islamicate Multidisciplinary* 5, no. 1 (2020): 1–14, https://doi.org/10.22515/shahih.v5i1.2450.

[39] Hamidullah Mahmud, "Khamr Law in an Islamic Perspective," *Journal of Islamic Family Law* 01, no. 01 (2020): 28–47, http://ejournal.iainpalopo.ac.id/index.php/maddika.

everything that is intoxicating is Khamr, and every Khamr is haram.[40]

The Qur'an and Hadith, as the first and second sources of Islamic law, have emphasized that food containing pork and drinks containing khamr or alcohol are haram. Therefore, the halal logo is crucial in allowing Muslims to buy halal food for consumption.

Next is Arabic in the composition of a product label. Not all food or drink products have their composition written in Arabic, especially products from Indonesia. Most compositions are written in Indonesian and English. However, several products also add Arabic. Arabic is one of the Islamic contents that can be taught to students by implementing realia medium in label text material in English classes, especially for students in Islamic boarding school environments. This is because Arabic has an important position for Muslims. Arabic plays a central role in various daily worship practices, including reading the Quran, performing the five daily prayers, and other religious activities.[41]

As confirmed in the Qur'an, Surah Yusuf verse 2 regarding the position of the Arabic language, as follows:

إِنَّا أَنزَلْنَٰهُ قُرْءٰنًا عَرَبِيًّا لَّعَلَّكُمْ تَعْقِلُون. (يوسف : ٢)

Translation:

"Indeed, We have sent it down as an Arabic Qur'an that you might understand." (QS. Yusuf : 2)[42]

In Tafsir Al-Azhar, Prof. Dr. HAMKA explained that this verse is a command for all Muslims to learn Arabic. Prof. Dr. HAMKA explained that the *Qur'anan 'Arabiyyan* means reading to be read in Arabic. The Qur'an was revealed to the Prophet Muhammad SAW who came from an Arab nation and spoke Arabic, so the Qur'an was also revealed in

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[40] Yusuf Qardhawi, *Halal Haram Dalam Islam* (Surakarta: Intermedia, 2003), 111-112.

[41] Nadia Selim, "Muslim Societies' Ambivalence to Arabic: Reasons, Manifestations and Consequences," *International Journal of Islamic Thought* 11, no. 1 (2017): 30–42, https://doi.org/10.24035/ijit.11.2017.004.

[42] Ali, *The Holy Qur'an: Arabic Text and English Translation, 326*.

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Arabic. However, the Prophet Muhammad was sent not only to Arabs but to all Muslims in the world. Therefore, the command to read and understand the Koran also applies to all Muslims, not only in Arabia but worldwide. In order to be able to read and understand the Al-Qur'an properly and correctly and its meaning, Muslims must learn Arabic first. This is where Arabic plays an important role for Muslims.[43]

From this verse, it can be concluded that as Muslims, we are required to learn and understand Arabic because Arabic is the language of the Qur'an. Apart from that, based on research conducted by Yuanngga Kurnia Yahya et al., it was stated that there are several reasons why Muslims should learn Arabic. Among them are Arabic, which is the Islamic Sharia language. Arabic is the language of Muslims in prayer and worship, makes humans into figures of noble character like the companions of the Prophet, and helps Muslims understand religion; Arabic is the language of the Islamic religion.[44]

Several previous studies that are similar to this discussion include journals by Sitti Nurpahmi and friends, which say that Islamic values can be integrated into English classes. They integrate Islamic values through learning media in the form of modules. In certain materials, a module that shows Islamic images is prepared, such as a picture of breaking the fast. This journal shows that Islamic values can be integrated by changing the names, places, or activities in the module which are related to Islamic contents. This journal focuses on improving mastery of English vocabulary and integrating Islamic values through learning media in the form of modules.[45]

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[43] HAMKA, *Tafsir Al-Azhar (Juz 10, 11, 12)* (Depok: Gema Insani, 2015), 636.

[44] Yuangga Kurnia Yahya, Umi Mahmudah, and Siti Nikmatul Rochma, "Arabic Language as Representation of Muslim Identity in Indonesia," *Lakhomi Journal Scientific Journal of Culture* 2, no. 2 (2021): 82–88, https://doi.org/10.33258/lakhomi.v2i2.473.

[45] Sitti Nurpahmi et al., "Building Meaningful Education: Integrating Islamic Values in English Language Teaching at Mts Ash-Shalihin," *IJCE: International Journal of Community Engagement* 2, no. 1 (2023): 10–13, https://doi.org/10.24252/ijce.v2i01.38881.

On the other hand, research conducted by Annisa shows that the integration of Islamic values in English classes can be done in the "Recount Text" material by limiting the stories to only Islamic stories. For example, there is a story from the time of the Prophet Muhammad SAW. Apart from that, Annisa also stated that the integration of Islamic values could be carried out through "Announcement" material by limiting the theme to Islamic events such as celebrating the Prophet's birthday (Maulid), Isra' Mi'raj, etc. Through this material, the teacher can explain Islamic values , and students can learn and practice these values.[46]

The integration of Islamic values in the English class at the Al-Hidayah Islamic boarding school received a positive response from KH. Zainuddin, S.Ag as caretaker. He stated that English classes would be very useful if someday graduates of the Al-Hidayah Islamic boarding school want to continue to higher education abroad. Meanwhile, it is hoped that the Islamic values applied will not fade and will benefit them wherever they are, even abroad.[47]

2. **Analysis Supporting Factors and Obstacles Faced in Utilizing Realia medium in English Classroom at Al-Hidayah Islamic Boarding School Gebog Kudus**

The enthusiasm of students during the learning and teaching process in English classes regarding label text material is said by English teachers to be one of the impacts of using realia medium. In this case, the use of realia medium plays a role as a supporting factor for successful learning in the classroom from the aspect of developing learning media innovation. This is proven by statements from teachers and students that the material taught becomes easier to understand through realia medium. This also impacts student learning outcomes, showing that they get good results. Apart from that, through this realia medium,

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[46] Annisa Annisa, "The Integration of Islamic Values in English Teaching and Learning Process at MAN Model Palangka Raya," *Doctoral Dissertation* (IAIN Palangka Raya, 2017).

[47] Zainuddin, Interview with Caretaker of Al-Hidayah Islamic Boarding School Gebog Kudus, March 25, 2024, at 8.00 AM

learning English in class becomes more fun and reduces the anxiety of students who feel that school is boring. Andi Kristanto, in his book entitled "Learning Media", states that there are several benefits to using learning media (one of which is realia medium), including clarifying the explanation of the material through real objects so that you are not too focused on the written or spoken form of the material, increasing interaction between teachers and students, and increases students' enthusiasm for learning in class because the atmosphere becomes more lively, provides real experiences, and overcomes time limitations in the teaching and learning process in class.[48]

Learning and teaching activities using the lecture method tend to be boring. Students become busy themselves, chatting with their friends, or even daydreaming and sleepy. Meanwhile, if utilizing media, students become more interested in listening to the lesson.[49] Especially if the media used is very easy to obtain. As for the supporting factors in applying realia medium, the English teacher said that this media is straightforward to find. The realia medium in the label text material is in the form of food or drink packaging products or even medicines. This media can be found in the environment around where teachers and students live, namely in nearby shops. The ease of finding media to help the teaching and learning process is a supporting factor recognized by teachers and students.

In the process of implementing realia medium in English classes, not many obstacles were found. During interviews, students stated in unison that they encountered no obstacles. Meanwhile, English teachers only encountered one obstacle, namely when conducting the evaluation process for individual student assignments. Individual assignments require more time for proofreading. So, the teacher must manage the right time so that she can take the time to carry out the assessment process on student assignments.

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[48] Kristanto, *Media Pembelajaran*.
[49] Puspitarini and Hanif, "Using Learning Media to Increase Learning Motivation in Elementary School."

Regarding supporting factors and obstacles in implementing realia medium, Lia Indriyani stated several things in her research. The first is the supporting factor, namely the availability of realia medium. The availability of realia medium is the most important supporting factor. This is because apart from textbooks, realia medium can help achieve learning objectives in accordance with the learning plan. Without realia medium, the learning process will not run as it should. Apart from that, student activity is also a supporting factor in the implementation of the English learning process using realia medium. Next are the obstacles; several are mentioned, including the classroom situation, which is quite noisy, the size of the realia medium that varies, and safety.[50]

Some of these obstacles were also encountered when researchers conducted research at the Al-Hidayah Islamic boarding school. Even though the English teacher and students did not mention these obstacles, when conducting observations, the researchers saw that the class felt noisier during the assignment stage. Apart from that, safety is also an obstacle due to the use of sharp objects (scissors/cutters) to complete the "Cut and Stick" task.

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[50] Lia Indriyani, "The Use of Realia medium on Students' Vocabulary Mastery at Seventh Grade of SMPN 4 Pamekasan" (IAIN Madura, 2021).