

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

This chapter provides the research findings and discussion to answer the research questions. The research shows related to the instilling Islamic moderation values in English teaching at the tenth grade of SMK N 1 Kedung. The research findings provide the implementation of instilling Islamic moderation values in English teaching, the obstacles faced by the English teachers in instilling Islamic moderation values, and its solutions.

The data research was collected by observation in two classes including X AKL 2 (Accounting and Financial Institution) and X APHP 2 (Agricultural Products Processing Agribusiness). To obtain comprehensive data regarding the instilling Islamic moderation values in English teaching the researcher interviewed the English teachers and some students to get information more deeply related to instilling Islamic moderation values.

1. The Implementation of Instilling Islamic Moderation Values in English Teaching at the Tenth Graders of SMK N 1 Kedung

The researcher has interviewed two English teachers which can be identified as teacher A and teacher B. the researcher also has observed two classes which can be identified as A class and B class. Teacher A taught A class and teacher B taught B class. In the research findings, the researcher will present the result from teacher A then teacher B. the result will be presented based on the result interview and data obtained by observation. The result presented as follows:

a. The implementation of instilling Islamic Moderation Values by teacher A in A class.

Teachers not only play a role to build students' academic achievement but also to set up the students' characters. The national education ministry also has strongly urged every educational institution to set up their students' character. Therefore, it will create students who are intellectual in academic life and have noble character. The English teachers of SMK N 1 Kedung realized the importance of shaping the students' character. Mrs. Aries Ariana as one of the

English teachers of SMK N 1 Kedung said that teacher plays a role to build up the students' characters in order to protect the students in facing this era¹. According to her, global development especially technological development gives a big influence on the students' character². Therefore, it becomes the reason behind the implementation of instilling Islamic moderation values in her class. She added that become a smart person without having a good character is not enough, so it is required to develop the students' character through the teaching and learning process³.

Integrating Islamic moderation values in English teaching means that the English teachers integrated the values of Islamic moderation values in the English teaching and learning process. Besides teaching the students about the English material, the teacher also builds the students' character. This is in line with Mrs. Aries's statement that the teacher not only focuses on the students' English competence but they should focus on the students' character as well⁴. English is a part of western culture which is very different from eastern culture especially Indonesia⁵. That matter becomes the teachers' fear if the western culture which does not fit with Indonesian especially Muslim culture will be adapted by the students⁶. Therefore, it is required to integrate Islamic moderation values to the students in order to protect them from negative impact which can lead them to lose their national character or Islamic character. The teacher added that

¹ Aries Ariana, Interview conducted by the researcher, April 15th, 2021, 1st interviewer, transcript

² Aries Ariana, Interview conducted by the researcher, April 15th 2021, 1st interviewer, transcript

³ Aries Ariana, Interview conducted by the researcher, April 15th 2021, 1st interviewer, transcript

⁴ Aries Ariana, Interview conducted by the researcher, April 15th 2021, 1st interviewer, transcript

⁵ Aries Ariana, Interview conducted by the researcher, April 15th 2021, 1st interviewer, transcript

⁶ Aries Ariana, Interview conducted by the researcher, April 15th 2021, 1st interviewer, transcript

even if we learn other languages, especially English, we do not have to adapt to all their culture but select the good things only. Basically, we still to be persistent with our culture and what has been taught in our religion⁷.

The implementation of instilling Islamic moderation values can be implemented starting from the opening, main activity, and closing stage. It does not mean that the implementation should be implemented in all stages, but it might be implemented in one or another. It depends on the teachers as a facilitator in the class. The teacher can cultivate the values through stimulation verbally or nonverbally. The verbal stimulus includes dialogue with the students, reminders, instruction, prohibition, and any others. While non-verbal stimuli can be shown in the form of teachers' behavior because a teacher is a figure whose behavior will be imitated by their students. Therefore, a teacher should behave well. According to the English teacher of A class, she usually internalized the values of Islamic moderation by reminding the students to always be kind to others, respect others, and remind the students about worship activity. For example, about whether they have prayed or not, and any others. The values that can be appeared in those treatments including being kind to others, discipline, tolerance, respect for others, and responsibility⁸.

The teacher also integrated the values of Islamic moderation values through the English material. It is stated by Mrs. Aries Ariana that internalizing Islamic moderation values also can be done through English material. It is done explicitly because there is no specific topic about Islamic moderation values. The English material can be inserted with the values but the teacher should be creative to improve the material because in the English textbook there is no specific

⁷ Aries Ariana, Interview conducted by the researcher, April 15th 2021, 1st interviewer, transcript

⁸ Aries Ariana, Interview conducted by the researcher, April 15th 2021, 1st interviewer, transcript

material about Islamic moderation values. For example in the material discussed about announcement. In that material, the values that can appear are how to deliver an announcement well, respecting others, paying attention to those who are delivering the announcement⁹. The internalization of Islamic moderation values also can be done through the teaching method. This is supported by the teacher's statement that conducting discussion or group activity in learning activity can promote the value of tolerance, respecting each other and the student will be more active and train the student being confident in delivering their perspectives. Moreover, during the discussion session, the teacher does not discriminate against the student because they have the same chances and rights. The teacher gives the same chance to all students then she appreciates the students who have delivered their opinion. In this case, the value that appears is egalitarian. The value of fairness or justice also appears in this class. This is in line with the students' statements. She said that the teacher is fair in the teaching and learning process. For example, the teacher always treated the students equally and the teacher not being partial¹⁰.

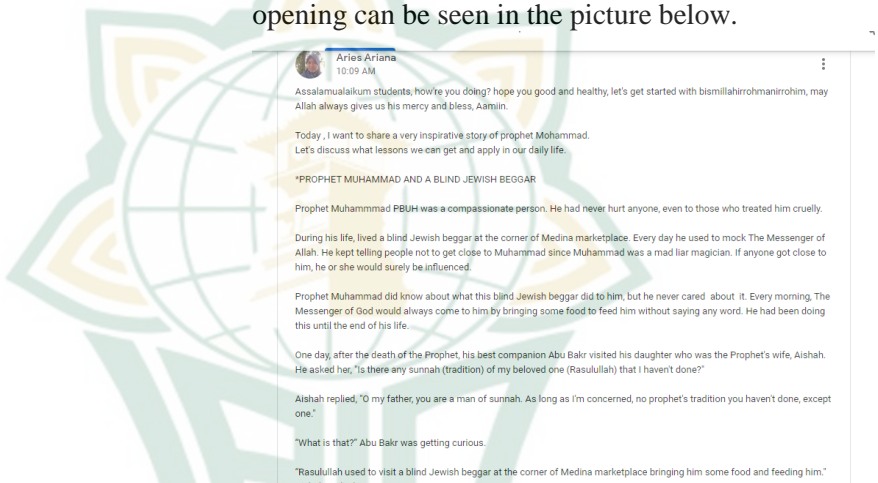
The researcher observed the class start from the opening, main activity, and closing stage. The class was conducted in a distance learning system or as well known as online learning. In this study, the teacher used Google classroom as the learning online platform that supports the learning process. The values of dynamic, creative, and innovative automatically appear in this situation because the teacher and the student can adapt to the new situation which requires them to study remotely. The class activities were presented as follows:

- 1) Opening

⁹ Aries Ariana, Interview conducted by the researcher, April 15th 2021, 1st interviewer, transcript

¹⁰ Nara Silvia, Interview conducted by the researcher, May, 25th 2021, 4th interviewer, transcript

In this section, the teacher opened the class by greeting the students by saying “*Assalamualaikum wr wb*” since all the students are Muslims. Then, the teacher asked the students about their conditions and hoped that all the students were in a good condition. The class started by saying *basmalah* hoping that Allah gives them mercy and blessing. In this stage, the values of Islamic moderation do not appear. The opening can be seen in the picture below.

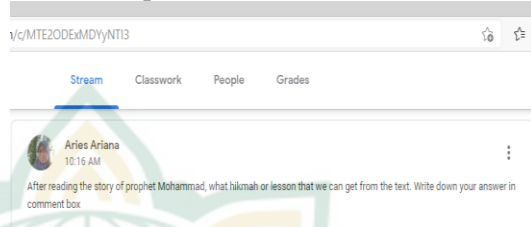


Picture 4.1: The opening stage of the English teaching

2) Main activity

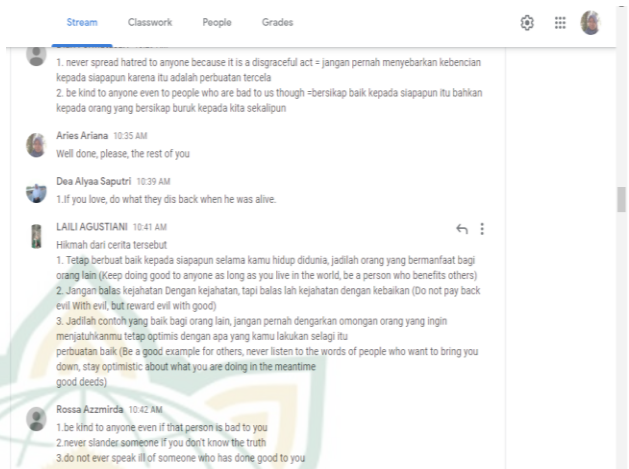
After opening the class, the teacher moves to the main activity. In this stage, the teacher shared an inspirative story about the Prophet Muhammad PBUH. The story entitled “The Prophet Muhammad and a Blind Jewish Beggar”. The teacher asked the students to read the text. After reading the text the students are asked to discuss by commenting in the comment box about what lesson they can get from the story and ask them to apply it in their daily lives. The story of the Prophet Muhammad and the discussion activity conducted by the teacher

promote the values of Islamic moderation. The values of Islamic moderation values that appeared in this stage are tolerance and discussion. The teacher's instruction can be seen in the picture below.



Picture 4.2: the teacher's instruction

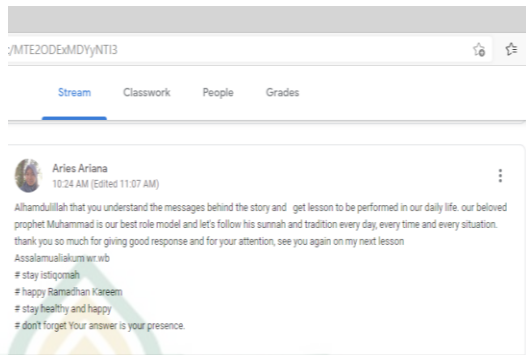
Many students are active in the discussion session on Google Classroom. They deliver their perspective confidently about the lesson from the story of the Prophet Muhammad PBUH. Furthermore, the teacher always respects the students' answers and the students' activeness by saying "good job" or "well done" without discriminating against one another. It is indicated that the teacher cultivates the value of respecting others and being egalitarian. The following are the students' responses and the teacher's appreciation in the discussion session.



Picture 4.3: The students' activeness in learning process

3) Closing

After those activities were done, the teacher closed the class by saying "*Alhamdulillah*". She also reminds the students to follow the character of the Prophet Muhammad PBUH because he is the best role model for all Muslims in the world. At the end of this stage, the teacher respected the students' participation in her class by saying thank you for their good responses and their nice attention. In this stage, the values of Islamic moderation do not appear.



Picture 4.4: The closing stage of the English teaching

b. The implementation of instilling Islamic Moderation Values by teacher B in B class.

According to Mrs. Nurjannah Mardianingsih as the English teacher of SMK N 1 Kedung, the internalization of Islamic moderation values is required. Instead of focusing on the students' English competence the teacher also must focus on the students' character by internalizing Islamic moderation values¹¹. According to her, the existence of intolerance cases became the reason for the internalization of Islamic moderation values. She also added that due to her profession as a teacher, it becomes her role or her mission to educate the student to have good character. Therefore, she cannot teach the students only about English but build up their characters as well.

Based on the interview result, the English teacher internalized the values of Islamic moderation through interaction between the teacher and the student in class or out of class. For example, when the teacher opens the class by greeting them and discussing the current issues or giving advice or reminders to motivate the students to be a better person. The teacher also

¹¹ Nurjannah Mardianingsih, Interview conducted by the researcher, April 15th 2021, 2nd interviewer, transcript

cultivates the Islamic moderation values through the English material. As stated by the English teacher, one of the materials that can be related to the values is biography. In that chapter, the teacher can use the Muslim figures so the students can imitate the character of the figure.¹²

According to the interview result with some students of X APHP 2, one of the students said that the teacher implements the values of Islamic moderation by instilling good habits and giving reminders to students during the teaching and learning process. She added that the teacher also gives a good example by behaving well in front of the students¹³. Another student expressed that the teacher implement the values of Islamic moderation by telling the students about the importance of tolerance toward others, and the teacher also asked to some students who have high motivation in the class to motivate other students who have less motivation in learning¹⁴. The researcher observes the class conducted through Google Classroom. The class activities are presented as follows:

- 1) Opening

In this section, the teacher opened the class by saying “Good morning” and salam “*Assalamualaikum wr wb*”. In this stage, the teacher cultivates the values of tolerance by telling the students who are not fasting to respect others who are fasting. Therefore, the value of Islamic moderation appears in this section is tolerance. After that, the teacher leads to pray together. It is a good habit that can be implemented during the

¹² Nurjannah Mardianingsih, Interview conducted by the researcher, April 15th 2021, 2nd interviewer, transcript

¹³ Intan, Interview conducted by the researcher, May, 25th 2021, 5th interviewer, transcript

¹⁴ Yusuf Alfany, Interview conducted by the researcher, May, 25th 2021, 6th interviewer, transcript

teaching and learning process because it will shape the students' character to be religious.

The teacher also taught the students to have the character of responsibility. It can be seen from the format attendance. The students have to write their name and number then it is ended with the statement that they will finish all the assignments in a week. Below is the documentation of when the teacher opened the class.

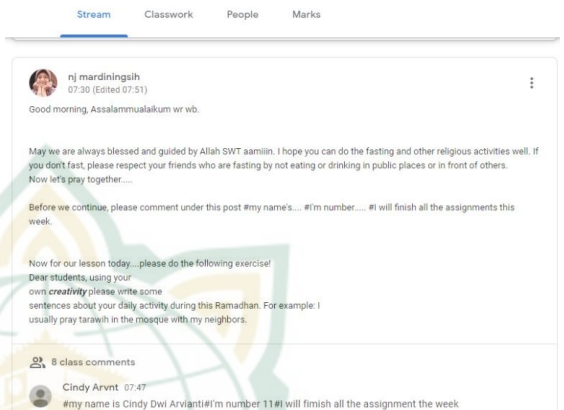


Picture 4.5: The opening stage of the English teaching

2) Main activity

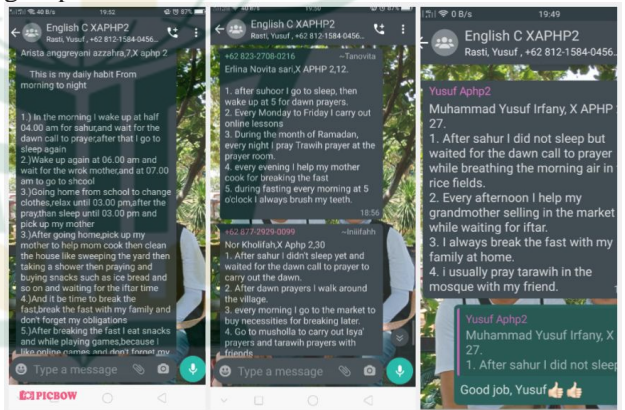
In this meeting, the teacher gives a task to the students to write some sentences about their daily activity during Ramadhan month. The teacher emphasized to the students to use their creativity. So, it can encourage the character of honesty. The teacher gives a deadline for a week and the task is submitted through the WhatsApp group. Here, the values of Islamic moderation that appeared are dynamic, creative, and innovative. It can be seen from the teaching method used by the teacher. The teacher used an online learning method and Google Classroom as a learning platform that supports the teaching and learning process. So it can be concluded that unconsciously the values of creative, dynamic and innovative have appeared because they can be adaptive and innovative

in using technology in facing today's situation. The teacher's instruction can be seen in the picture below.



Picture 4.6: Teacher's instruction

The following are some of the students' tasks submitted through the WhatsApp group.



Picture 4.7: the students' task

3) Closing

The teacher does not close the class. She just opened the class and gave the task to students. After that, she leaves the chat room of Google Classroom. It is supported by the statement of student 4 that in every Mrs. Nurjannah's class there is no closing stage because in her class, she only texts

once at the beginning to open the class while giving the material or task.

2. **The Obstacles Faced by the English Teachers in Instilling Islamic Moderation Values in English Teaching at the Tenth Graders of SMK N 1 Kedung.**

The researcher conducted interviews with the English teachers based on the teachers' free time. According to the interview result, there are some obstacles or difficulties in internalizing the value of Islamic moderation values. According to Mrs. Aries Ariana is in internalizing Islamic moderation values it must be obstacles or difficulties. She stated that the students' condition might be one of the obstacles in internalizing the values. For example, when the students have less motivation during the learning process, they are not responsive during the learning process, and they do not pay attention when the teacher delivers the material¹⁵. The second teacher said the same that the students' condition might be one of the difficulties in internalizing the values of Islam moderation because the students have less motivation and passive during the teaching and learning process¹⁶.

Another obstacle comes from the English material. The obstacle faced by the teacher is that the English material that contains the values of Islamic moderation is quite hard to find. The first teacher said that she felt a little bit difficult to internalize the values of Islamic moderation value through the English material since the English textbook does not provide the material about Islamic moderation values. It is also felt by the second teacher. She said that the material that can be used to cultivate the values is limited.

From the statement above, it can be concluded that the teachers have the same obstacles or difficulties in cultivating the values of Islamic moderation in English teaching. The first teachers' obstacle deals with the students' characters. So it can be concluded that students' characters play a role in the internalization of Islamic values. The teachers also have difficulty dealing with the material. According to the English teacher, in the English textbook, the material which contains

¹⁵ Aries Ariana, Interview conducted by the researcher, April 15th 2021, 1st interviewer, transcript

¹⁶ Nurjannah Mardianingsih, Interview conducted by the researcher, April 15th 2021, 2nd interviewer, transcript

the values of Islamic moderation is limited. Those become the obstacles for both English teachers.

3. The Solutions to Solve the Obstacles in Instilling Islamic Moderation Values in English Teaching at the Tenth Graders of SMK N 1 Kedung

The obstacles faced by the teacher have been presented in the previous section. In this section, the researcher will present the solution to solve the obstacles faced by the English teachers. For the first obstacles related to the students' character, both English teachers gave the same solution. The solution from the first teacher is to treat the students with a special approach and give special treatment to the students who have less motivation. The teacher added that the students' character is the teachers' responsibility so the teacher should be patient in guiding the students¹⁷. The second teacher solves the solution related to the students' character by keep motivating the students to be more serious and active during the teaching and learning process¹⁸.

Another obstacle faced by the English teachers is related to the lack of the English material used to internalize the values of Islamic moderation. The solution to deal with the second obstacle related to the lack of English material that contains the values of Islamic moderation is that the teacher should be creative and innovative in relating the material with the values. The teacher cannot just rely on the English textbook. However, the teacher can explore the material through internet considering that in today's era internet access is easier¹⁹. Another English teacher said the same thing. The teacher stated that she can explore learning material on the internet. She added that teachers should be creative to conduct a class that can build the students' character as well.

¹⁷ Ariès Ariana, Interview conducted by the researcher, April 15th 2021, 1st interviewer, transcript

¹⁸ Nurjannah Mardianingsih, Interview conducted by the researcher, April 15th 2021, 2nd interviewer, transcript

¹⁹ Nurjannah Mardianingsih, Interview conducted by the researcher, April 15th 2021, 2nd interviewer, transcript

B. Discussion

1. Data Analysis of the Implementation of Instilling Islamic moderation values in English Teaching at the Tenth Graders of SMK N 1 Kedung

Everyone in the world wants to live peacefully including the Indonesian people. As we know that Indonesia is a plural country which consist of diverse cultures, religions, tribes, and languages that can be easy to conflict if those diversities are not managed well. However, there were some tragedies of radical action and even terrorism in Indonesia currently. There are also some groups that bring radicalism in understanding and practicing religious teaching. Actually, it is dangerous for the unity of this country. Therefore, it should be seriously overcome. One of the efforts that can be used to overcome that matter is instilling Islamic moderation values to our generation. It can be done through the education sector. In this case, instilling Islamic moderation values is done through the teaching and learning process. To eliminate radicalism, educational institutions, particularly higher education institutions, must play a strategic role. The values of Islamic moderation must be incorporated into the teaching and learning process so that the students have moderate understanding and behavior. The internalization of Islamic moderation values can be done through all subjects including English.

The English teachers of SMK N 1 Kedung have incorporated the values of Islamic moderation. It is aimed to strengthen the students' character with Islamic moderation so they will have moderate understanding and behavior. Based on the observation and research findings, the teacher promotes the values of Islamic moderation through the teaching and learning process in the opening, main, and closing stages. Furthermore, the results of observations and interviews showed some values appear from the internalization of Islamic moderation in English class. The details will be presented as follows:

a. Tolerance

The term of *Wassathiyyah* always put forward tolerance and mutual respect.²⁰ It is in line with the

²⁰ Ahmad Fauzi, "Moderasi Islam, Untuk Peradaban Dan Kemanusiaan," *Jurnal Islam Nusantara* 2, no. 2 (2018): 234, <https://doi.org/10.33852/jurnalin.v2i2.101>.

statement of Abdurrahman Kasdi that tolerance is one of the principles of Islamic moderation. Islamic moderation is tolerant and accepting of other points of view.²¹ Tolerance is an attitude that respects differences both in religious aspects and various other aspects of life including a tolerant attitude to different views.²² In the A class, the English teacher inserted the values of tolerance through the English material. Fahri Ali stated that the English teacher should integrate Islamic values, particularly Islamic moderation values in teaching English to the students who have Islamic backgrounds²³. It is due that the English language teaching may bring English which represents the western culture into conflict with Islamic values-upheld by the students. Integrating the Islamic values particularly Islamic moderation values can be done by enriching the learning materials with Islamic moderation values²⁴. Based on the research findings, the teacher used an inspirational story entitled “The Prophet Muhammad and a blind Jewish Beggar”. The teacher shared the story and asked the student to read then discuss what lesson that the students can get from the story. This story reflected the values of tolerance. The value of tolerance in this story can be seen by the Prophet Muhammad’s behavior that He always being kind to everyone he meets. Here, He treated the beggar well even the beggar is Jewish and treated The Prophet Muhammad badly. Therefore, from this story the students can learn to respect and accept diversity in religion.

²¹ Abdurrohman Kasdi, “Wasathiyah Islam as the Road to Moderatism in Indonesia,” *Al-Albab* 8, no. 2 (2019): 183, <https://doi.org/10.24260/alalbab.v8i2.1356>.

²² Nisa Islami and Safrudin Aziz, “Strengthening of Islamic Moderation in Kindergarten Darul Qur’an Al-Karim Karangtengah Baturraden Banyumas 2017-2018,” *Cendekia* 16, no. 1 (2018): 69, <http://jurnal.iainponorogo.ac.id/index.php/cendekia/article/view/1177/908>.

²³ Fachri Ali, “Incorporating Values of Moderate Islam for the 21st Century Learners in an English as a Foreign Language Class,” *Edukasia Islamika* 3, no. 2 (2018): 27, <https://doi.org/10.28918/jei.v3i1.1676>.

²⁴ Fachri Ali, “Incorporating Values of Moderate Islam for the 21st Century Learners in an English as a Foreign Language Class,” *Edukasia Islamika* 3, no. 2 (2018): 27, <https://doi.org/10.28918/jei.v3i1.1676>.

The English teacher also inserted the value of tolerance through the teaching method. The English teacher of A class conducted class discussions through Google Classroom. The teacher shares an inspirational story then the students are asked to understand the story and after that they discuss the lesson they can get from the story. The students deliver their opinion through the comment section on Google Classroom. Discussion is one of the teaching methods which can lead the students to think critically. By conducting discussion in learning activities, it can develop the students' character to become more tolerant. It is in line with the statement by Vera Idaresit Akpan and friends that the discussion method helps the students to improve their communication skills and improve them to be more tolerant as they learn to tolerate and respect other people's view.²⁵ In discussion activity, the students will face diversity in thinking and having different opinions with others. Furthermore, the student is trained to be respectful toward diversity of view.

The value of tolerance was also internalized in B class. Based on the observation result, the English teacher internalized the value in the opening stage through verbal stimulation in the form of reminder or advice. The teacher reminded the students who are not fasting to respect others by not eating in front of people who are fasting. Because teachers are agents of reform and play a major role in learning, they play an essential role in building the students' character. Therefore, the teacher must be a positive role model for students²⁶.

The radical action and conflict that frequently occur in our society could be due to the lack of tolerance among others. Different worldviews and beliefs coexist in the same society. Tolerance makes it possible for

²⁵ Vera Idaresit Akpan et al., "Social Constructivism: Implication on Teaching and Learning," *British Journal of Education* 8, no. 8 (2020): 52, <https://www.eajournals.org/wp-content/uploads/Social-Constructivism.pdf>.

²⁶ Giri Prasetyo et al., "Strengthening Students' Character Through Multimedia Learning in Primary Schools Education: Systematic Literature Reviews," *Humanities & Social Sciences Reviews* 8, no. 3 (2020): 272, <https://doi.org/10.18510/hssr.2020.8328>.

individuals with various values and beliefs to live peacefully together²⁷. Therefore, it is very important to internalize the value of tolerance to the next generations so that it will create a peaceful life.

b. Discussion

The next value of Islamic moderation that appears in the English teaching is discussion. Discussion (*Syura*) is one of the principles of Islamic moderation. It is in line with the previous study conducted by Ahmad Baidawi and friend that one of Islamic moderation value namely discussion (*Syura*) was implemented through group work activity in teaching English speaking²⁸. This idea is also in line with Hashim Kamali's explanation that moderate Islam encourages participation and discussion²⁹. The discussion contributes to a better understanding of the diversity gap and conflict. As a result, it may be able to bring together at least two opposing parties in order to maintain peace.

Based on the observation result, this value appears in A class. The English teacher internalized the value of discussion through teaching methods. Teaching method is a strategy or ways used by the teacher to achieve the teaching and learning goals. According to Patel and Jain, method is systematic and scientific way of teaching any subject³⁰. It instructs teachers on how to teach and how to make the teaching effective. It is crucial for English teachers to be familiar with a variety of teaching approaches and techniques. As a result, teachers

²⁷ Reza Alexander Antonius Wattimena and Anak Agung Perwita Perwita, "Tolerance and Education : Developing Tolerance as a Way of Life in Indonesia," *Ary Suta Center Series on Strategic Management* 38, no. 1 (2017): 5, https://www.researchgate.net/publication/323077717_Tolerance_and_Education_Developing_Tolerance_as_a_Way_of_Life_in_Indonesia.

²⁸ Achmad Baidawi, Wahab Syakhirul Alim, and Rabi'ah, "Integrating Islamic Moderation Values in Teaching Speaking through Group Activity," *PANYONARA: Journal of English Education* 2, no. 2 (2020): 145, <https://doi.org/10.19105/panyonara.v2i2.3667>.

²⁹ Kamali, *The Middle Path of Moderation in Islam: The Qur'anic Principle of Wasatiyyah*.

³⁰ M.F. Patel and Praveen M. Jain, *English Language Teaching* (Jaipur: Sunrise Publisher & Distributors, 2008): 71, <https://doi.org/10.1093/acprof:oso/9780199574797.003.0018>.

should utilize an appropriate method in order to increase students' comprehension, willingness, and knowledge. One of the teaching methods is Discussion.

Discussion is a method in which the teacher leads or helps the students in expressing their idea or opinion in order to collectively identify and solve obstacles³¹. This method can help the students to develop their communication skills, critical thinking and evaluating diverse opinion³². Based on the observation result in the A class, the teacher asked the students to discuss what lesson they can get from the text that has been shared on the Google Classroom. Even though they have different opinions, but they respect one and another.

c. Justice

Islamic moderation in Arabic terms is called *wassathiyah*. According to Rida in Tazul Islam and Amina Khatun, *wassathiyah* derived from the word of *wassath* which means justice and best opinion³³. According to Kamal Hassan in Tazul Islam and Amina Khatun, the essence of Islamic moderation is to achieve justice and moral excellence while avoiding extremism and injustices. It is in line with the statement of Ahmad Hermawan that justice is one of the characters of Islamic moderation³⁴.

Justice is a basic concept for almost all religions and serves as a standard of virtue that is taught to its adherents. Generally, the definition of just includes:

³¹ Hanna Onyi Yusuf, Ayuba Guga, and Adamu Ibrahim, "Discussion Method and Its Effect on the Performance of Students in Reading Comprehension in Secondary Schools in Plateau State, Nigeria," *European Journal of Open Education and E-Learning Studies* 1, no. 1 (2016): 131, <http://repository.unmas.ac.id/medias/journal/EBK-00130.pdf>.

³² Vera Idaresit Akpan et al., "Social Constructivism: Implication on Teaching and Learning," *British Journal of Education* 8, no. 8 (2020): 52, <https://www.eajournals.org/wp-content/uploads/Social-Constructivism.pdf>.

³³ Tazul Islam and Amina Khatun, "Islamic Moderation' in Perspectives: A Comparison Between Oriental and Occidental Scholarships," *International Journal of Nusantara Islam* 3, no. 2 (2015): 72, <https://doi.org/10.15575/ijni.v3i2.1414>.

³⁴ A.Hermawan, "Nilai Moderasi Islam Dan Internalisasinya Di Sekolah," *Insania* 25, no. 1 (2020): 34, <http://ejournal.iainpurwokerto.ac.id/index.php/insania/article/view/3365>.

impartial, stand in the truth, objective, and not arbitrary³⁵. Based on the interview result, the value of justice appears in A class when the teacher treats the student in a fair way. The teacher is fair without favoritism. If there are students who do not understand the material presented, the teacher will pay more attention to those students because fair does not mean getting the same portion but getting treatment according to their need and rights. It is in line with the statement of Ibn Khaldun in *Ista Maharsi* that fair is putting everything in its place. In other words, someone carries out his obligations and gets the rights and functions and uses in society. By referring to Ibn Khaldun's concept of justice, doing justice is a must for every individual so that social life is maintained.³⁶

The value of Justice was also internalized in B class. The English teacher of B class also gives the special treatment for those who have less motivation in learning English. The teacher will motivate, give help and guidance to those who really need learning assistance. Based on the interview result with one of the students of B class who has high motivation in learning English stated that the English teacher also invited him to motivate and help other students who need learning assistance. Based on the case above, the teacher cultivated the value of justice and caring to each other. Because actually humans will never be able to live alone since human are social creatures who need other humans. In this human relationship, it takes mutual benefit, mutual giving, and mutual acceptance. Therefore, justice becomes the most important and main value in this social life.

³⁵ A.Hermawan, "Nilai Moderasi Islam Dan Internalisasinya Di Sekolah," *Insania* 25, no. 1 (2020): 34, <http://ejournal.iainpurwokerto.ac.id/index.php/insania/article/view/3365>.

³⁶ *Ista Maharsi*, "Sebuah Refleksi Penerapan Sikap Adil Guru-Siswa," Fakultas Psikologi dan Ilmu Sosial Budaya, May 05th, 2020, <https://fpscs.uii.ac.id/blog/2020/05/06/sebuah-refleksi-penerapan-sikap-adil-guru-siswa/>.

d. Dynamic, creative, and innovative

According to Afrizal and mukhlis in Muhammad Hasan, one of the character of muslim moderate is Dynamic and innovative³⁷. It is strengthen by Ahmad Baidawi in his study that highlight four Islamic moderation values, one of them is creative, dynamic and innovative³⁸. Living in an era that develops over time requires us to be dynamic, creative and innovative individuals. Creative, dynamic and innovative means always willing to adapt to the situation and produce new things for the benefit and progress of humanity.³⁹

The value of creative, dynamic and innovative could be noticed in both classes. It can be noticed by the teaching model used by the English teachers. Online learning has becomes teaching model that is adopted during today's situation where people around the world are faced with a pandemic that forces people to minimize crowding activities. According to the English teachers, the class is conducted online using an educational platform namely Google classroom. Based on the observation result, the English teacher of B class also promotes the value of creative and innovative through giving a task. It can be noticed when the English teacher gives a task to the students to write a text about the students' experience during Ramadhan month. The teacher also emphasizes to the students that they must be creative in doing the task. The students are not allowed to copy other students' tasks or copy through the internet. Therefore, this learning activity promotes the value of creative and innovative

³⁷ Mohammad Hasan, "Wasatiyyah Islam in The Pesantren Islamic Education Tradition Framework," *KARSA: Journal of Social and Islamic Culture* 26, no. 2 (2018): 187, <https://doi.org/10.19105/karsa.v26i2.2047>.

³⁸ Achmad Baidawi, Wahab Syakhirul Alim, and Rabi'ah, "Integrating Islamic Moderation Values in Teaching Speaking through Group Activity," *PANYONARA: Journal of English Education* 2, no. 2 (2020): 145, <https://doi.org/10.19105/panyonara.v2i2.3667>.

³⁹ Nisa Islami and Safrudin Aziz, "Strengthening of Islamic Moderation in Kindergarten Darul Qur'an Al-Karim Karangtengah Baturraden Banyumas 2017-2018," *Cendekia* 16, no. 1 (2018): 70, <http://jurnal.iainponorogo.ac.id/index.php/cendekia/article/view/1177/908>.

e. Egalitarian

The value of equality also appears in the English class of SMK N 1 Kedung. As described in the theoretical review in chapter II, equality means the right of different groups of people to be in a similar social position and to be treated equally. It is line with the statement by M.A.Hermawan that Islam considers that all human are equal, there is no difference one another because of race, color, language or any other-socio cultural because the only qualitative difference in human beings is his piety to Allah⁴⁰.

Based on the observation result, the English teacher of A class internalized this value through teaching and learning material. Text that has been shared by the English teacher about the story of the Prophet Muhammad and a Blind Jewish Beggar reflected the value of egalitarianism. As we know that Prophet Muhammad PBUH is a prominent figure who is respected by all the society of Makkah due to his personality and his noble character, but he was still being kind to a beggar. The English teacher also internalized the value of egalitarian through teachers' behavior. It can be seen when the teacher respects and appreciates to the students when delivering their opinions. The teacher respects and appreciates all the students without discriminating against them.

2. Data Analysis of the Obstacles faced by the Teacher in Instilling Islamic moderation values in English Teaching at the Tenth Graders of SMK N 1 Kedung

The English teacher certainly has some difficulties in Instilling Islamic moderation values in English teaching. According to the interview result with the English teachers of SMK N 1 Kedung, there are some obstacles faced by the English teacher in instilling Islamic moderation values in English teaching. The first obstacle comes from the students' characters. Based on the interview with the English teachers, some students have less motivation during the learning process,

⁴⁰ A.Hermawan, "Nilai Moderasi Islam Dan Internalisasinya Di Sekolah," *Insania* 25, no. 1 (2020): 35, <http://ejournal.iainpurwokerto.ac.id/index.php/insania/article/view/3365>.

they are not responsive during the learning process, and they do not pay attention when the teacher delivers the material. The English teacher added that the character differences between students also become the obstacles in internalizing the Islamic value in English teaching. These affect the process of instilling Islamic values to the students. If students do not pay attention to the teacher during the learning process so the value that the teacher wants to instill cannot be conveyed properly.

The English teachers mentioned that English teaching material which contains the Islamic moderation also become the obstacles. It is due to that English material which can be used to internalize the values of Islamic moderation is limited. It is in line with the statement of Wahyu Indah that in some regions maybe English material with Islamic content is limited⁴¹. She added that it is difficult to find textbooks that integrate Islamic values.

It can be concluded that the English teachers have 2 obstacles or difficulties in internalizing Islamic moderation values in English teaching. The first is due to the students' character such as they have less motivation in the learning process, they do not pay attention when the teacher delivers the materials, and the character differences between the students. The second difficulties come from the English material will be used to integrate the Islamic moderation value. This is due to the limited English textbook which integrates Islamic moderation.

3. Data Analysis of the Solutions to overcome the obstacles faced by the Teacher in Instilling Islamic moderation values in English Teaching at the Tenth Graders of SMK N 1 Kedung

Several obstacles appear in the process of instilling Islamic values in English teaching. Yet every obstacle there must be a solution to overcome it. Based on the research findings the English teachers of SMK N 1 Kedung provide some solutions. For the first obstacle related to the students' character, the teacher solves the obstacles by keeping motivating the students

⁴¹ Wahyu Indah Mala Rohmana, "Immersing Islamic Value in English Language Teaching: A Challenge for English Teachers," *Scope: Journal of English Language Teaching* 5, no. 1 (2020): 49, <https://journal.lppmunindra.ac.id/index.php/SCOPE/article/view/6404>.

to be more serious and active during the teaching and learning process. Besides that, the English teacher added that the teacher should be patient in guiding the students because the teacher has a role in building the students' character. In other words, building the students' characters becomes the teacher's responsibility. As mentioned by Nurlaela Sari that teachers also play an essential role in instilling moral values and building the students' character⁴². Meanwhile, the English teachers' solution for overcoming the character difference between the students is by giving special treatment or a special approach for each student. Every student has a different personality from one another. Therefore, understanding the students' character well will affect the success in instilling character value⁴³.

The obstacles in instilling Islamic moderation values do not only come from the students' character, but also from the English material that will be used to instill the Islamic moderation values is limited. To deal with this obstacle, The English teacher should be creative and innovative in conducting a class which can build the students' character as well. The teacher cannot rely on an English textbook. However, the English teacher can explore the material through the internet considering that in today's era, the internet is easier to access. It is in line with the statement by Wahyu Indah Mala Rohmana. She stated that in integrating Islamic values in English teaching, the teacher is demanded to be creative considering that textbook which contain Islamic value is hardly found⁴⁴. She added that teachers can adapt the English material from the internet since in this era, technology is easy to grasp. There are many Islamic English books, songs, videos, mp3 that may be freely accessed and utilized as teaching material. This

⁴² Nurlaela Sari, "The Importance of Teaching Moral Values to The Students," *Journal of English and Education* 1, no. 1 (2013): 156, <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.1020.9006&rep=rep1&type=pdf>.

⁴³ Sofia Intan Rachmayanti and Moh Gufron, "Analisis Faktor Yang Menghambat Dalam Penanaman Pendidikan Karakter Disiplin Pada Siswa Di SDN 02 Serut," *Inspirasi: Jurnal Ilmu-Ilmu Sosial* 16, no. 12 (2019): 130, <https://doi.org/10.21831/socia.v13i1.9904>.

⁴⁴ Wahyu Indah Mala Rohmana, "Immersing Islamic Value in English Language Teaching: A Challenge for English Teachers," *Scope: Journal of English Language Teaching* 5, no. 1 (2020): 49, <https://journal.lppmunindra.ac.id/index.php/SCOPE/article/view/6404>.

can be authentic materials which are available and commonly utilized in everyday life. According to Rohmah, using authentic materials in the classroom has several advantages, including increasing student motivation, providing authentic cultural information about the target culture, providing exposure to real language, suitable for students' needs, and supporting more creative approach to teaching⁴⁵.



⁴⁵ Zuliati Rohmah, "Incorporating Islamic Messages in the English Teaching in the Indonesian Context," *International J. Soc. Sci. & Education* 2, no. 2 (2012): 2223–4934.