Integrating English Language Materials and Islamic Values: Research and Development in Islamic Higher Education

Ning Setio Wati[1*], Kuryani[2]

[1][2] *Institut Agama Islam Negeri Metro, Indonesia*

✉ ningsetiowati@metrouni.ac.id*

Abstract

Developing English material is an effort to develop and validate English material based on students' characteristics and students' needs. Students of Islamic universities have different characters and needs from general universities. Therefore, this study aims at describing the process of developing English language material for Islamic learners in Islamic higher education based on students' needs. The method of this research was Borg and Gall's research and development model. In this study, the researchers employed the procedures in four steps only such as research and collecting the data, planning, and developing the product. The participants of the study were the second students semester of the Islamic education study program (PAI) of Tarbiyah Faculty of a private Islamic university in Indonesia. The number of participants involved in this model was 30 participants. The researchers collected the data by using questionnaires, and interviews. The product of this study was evaluated by two experts between English language teaching and Islamic materials. The data were analyzed in qualitative and quantitative analysis. The results of this study showed that the developing English materials based on the integration of English language materials and Islamic values for the students of Islamic higher education are developed by the researchers in appropriate quality.

Keywords: English language materials, Islamic higher education, integration of English language materials and Islamic values, research and development, students' needs

INTRODUCTION

In today's globalized world, the teaching of the English language has become a crucial component of educational curricula around the globe. As English continues to dominate as the lingua franca of international communication, business, and technology, proficiency in this language is increasingly seen as a gateway to opportunities and success. It is essential for globalization and internationalization, especially in higher education (Duong & Chua, 2016; Nguyen, 2023). However, the adoption of English language education should not come at the expense of cultural and religious values, particularly in regions where Islamic values play a central role in societal norms and individual identity.

Teaching English as a second or foreign language for students involves two types in General English (GE) and ESP (English for Specific Purposes) contexts (Guihang & Miao, 2019). Teaching English in a general context aims to develop language skills broadly. The primary focus is on fundamental skills such as listening, speaking, reading, and writing (Wu et al.., 2018). Meanwhile, Hyland, (2016) stated that ESP examines how language is used for communication in many sectors of study and professions. ESP targets students with unique academic and professional demands. Understanding both General English (GE) and English for Specific Purposes (ESP) is crucial for English lecturers in the teaching and learning process. These two approaches have distinct goals and cater to the specific needs of students enrolled in the course

Moreover, the integration of English language materials with Islamic values presents a unique challenge and opportunity for educators. This approach aims to create a balanced curriculum that not only enhances language skills but also reinforces the cultural and ethical teachings important to Muslim students. By embedding Islamic principles into English language learning, educators can foster an environment where students see the relevance of their faith in modern, global contexts, thus promoting a more holistic educational experience. The use of English language materials should be prepared as well as the students' needs in developing their cognitive ability. Teaching and learning English should emphasize not just the improvement of language skills and elements, but also the values that underpin the language (Anshari & Widyantoro, 2020). In the context of learning English, teachers need to take into account various cultures and ideologies, choosing those that align with national values and cultures. This consideration is especially important in Islamic schools, where the cultural and ideological contexts differ.

Furthermore, one of the challenges in the teaching process of learning English is preparing effective materials. Creating or selecting appropriate materials that align with the specific purposes of the learners (e.g., business English, medical English) can be time-consuming. ESP instructors often need to customize content to suit the unique requirements of their students. Teaching materials have an important role in supporting success in achieving learning objectives (Losioki & Mdee, 2023). This goal is in line with the demands of the current task of Islamic tertiary institutions, namely the importance of building the concept of scientific integration (Assa'idi1, 2021). Integration is the integration of every existing scientific field because every scientific field cannot stand alone (Amin et al.., 2022). Therefore, learning English is deemed necessary to include an integrative and interconnected scientific paradigm with Islamic religious scholarship.

However, the issue of teaching English in specific purpose (ESP) has been controversial subject in teaching and learning English. There are quite a few English teachers and lecturers on ESP on the development of English for specific purpose materials still used general materials for teaching the students who learn English in perspective ESP. Basturkmen (2014) stated, ESP teachers are still lack of attention to other important issues. Meanwhile, more research on ESP English teachers is necessary for effective instruction (Basturkmen, 2017; Ding & Bruce, 2017). Some researchers have conducted linguistic research, focusing on aspects such as formulaic language, specialized vocabulary, academic discourse, and genres. They need to adapt their findings to the context of learners' needs in the English for Specific Purposes (ESP) learning context. researchers focusing on needs analyses for ESP course development

and curriculum building across various contexts have made significant contributions to mainstream ESP literature (Liu & Hu, 2021).

However, the previous studies of English for Specific Purpose (ESP) have no dealt with the information obtained from the interview data, it is evident that the English learning approach in the Islamic Education Study Program at a private Islamic institution in Metro, Indonesia, has traditionally focused on General English (GE). The current teaching materials predominantly cover topics such as the use of passive voice, adjectives, and comparational degrees. The materials that used on teaching process have no integrated with the value of Islamic study. However, there seems to be a gap as the materials do not currently incorporate content related to Islamic education. There appears to be a noticeable gap, as the current materials lack incorporation of content related to Islamic education. The absence of integration with Islamic values raises questions about the alignment of the curriculum with the program's core focus on Islamic education. It prompts consideration of the impact on students' understanding of the subject matter in relation to Islamic values.

Therefore, alternatives are needed related to English teaching materials in English for Islamic Studies courses that can be used in the learning process in the Islamic education study program. Therefore, it is necessary to conduct research and development of teaching materials based on moral education that can be used for the needs of English language lecturers and students of the Islamic education study program. Regarding the statements above, the researchers posed the research question as follows: "How to develop English language materials for learners of the Islamic education study program?"

METHOD

This study used research and development, referring to the Borg and Gall models. This research methodology combines quantitative and qualitative methods. Development research is the process of designing and validating products (Brog & Gall, 1996). This research developed English language teaching materials based on the basics of Islamic values in the form of modules in the English for Islamic Studies course for students of the Islamic Education Study Program at private Islamic university at Lampung, Indonesia.

In March 2019, we carefully selected 55 second-year students from the Islamic Education Study Program at a private university in Lampung, Indonesia, all of whom were enrolled in an English course as participants. Utilizing a stratified random selection method, 32 students enthusiastically embraced our research, while 23 opted not to participate following extensive discussions. The 32 students who actively engaged in our research experiment and subsequent data processing provided explicit and voluntary consent, emphasizing their freedom to withdraw at any point without impacting their academic standing. Throughout the research, the researchers adeptly juggled multiple roles, serving as instructors, assessors, and reflectors. Their diverse responsibilities encompassed delivering insightful lectures, providing comprehensive instructions, addressing student queries, meticulously evaluating test responses, and conducting a thorough analysis of the overall research outcomes.

In collecting the data, the researchers used two techniques namely, interviews and instruments. Interviews were conducted with English lecturers about English language learning and teaching materials that have been used in the Islamic Education Study Program at private Islamic university at Lampung, Indonesia. Moreover, the

questionnaire instrument in this research was used to collect information regarding the analysis of student needs which includes the level of students studying English for Islamic Studies and the goals to be achieved. Furthermore, an evaluation questionnaire was aimed at English language experts and Islamic religious material experts to assess the suitability of English language products or modules. The questionnaire is in the form of a Likert scale with 4 assessment categories, namely strongly agree (score 4), agree (score 3), disagree (score 2), strongly disagree (score 1).

The steps in this research and development adopted from the Brog and Gall model. Several stages that must be passed in this research include: (1) research and data collection, (2) planning, (3) product development, (4) small sample trials, (5) revision of trial results, (6) testing try large samples, (7) revise operational products, (8) operational field tests, (9) refine final products, (10) carry out product dissemination and implementation (Brog & Gall, 1996). Based on the ten steps above, this research focus on three main steps namely (1) preparation of the model, (2) the model development, and (3) the model evaluation.

This study analyzed data at three stages: (1) preparation for model design, (2) The design of English materials development, and (3) validation. In the first phase, a descriptive method was utilized to analyze data acquired through a questionnaire from students and English lecturers at private Islamic university of Lampung, Indonesia. Interview data was evaluated to support and expand on questionnaire data. Data collected from the experts in teaching materials, media, English lecturers, and students via questionnaire were analyzed using descriptive percentages.

RESULT AND DISCUSSION
Preparation for Model Design

The preparation for model design in this research involved analyzing the needs of students in the Islamic Education Study Program and English lecturers. Needs analysis serves as the initial stage in designing learning structures, syllabi, and educational materials for various types of educational activities (Ulum, 2016). The primary objective is to collect the information related to the essential requirements for creating teaching materials. Additionally, needs analysis functions as a set of procedures for determining parameters within the study program (Juan, 2014). These parameters encompass criteria and rationale for grouping students, selecting materials, determining methodology, and establishing the time span for learning. Consequently, needs analysis forms the foundation for the development of teaching materials.

In the needs analysis stage for students and lecturers, a questionnaire was administered to second-semester students majoring in Islamic education study program and lecturers teaching English courses at the private Islamic university of Lampung, Indonesia . Before distributing the questionnaire to respondents, it underwent validation by lecturers who are experts in both material and language. This validation aimed to assess the suitability of English language materials for Islamic Education Study Program students. It is acknowledged that effective teaching materials play a crucial role in achieving positive learning outcomes. The results of the expert validation are conveyed through a questionnaire comprising several elements, including students' communication competency needs, the selection of language skills, required language knowledge, and communication competency specifications. The description of these elements is outlined below:

115

Table 1. Student Needs Analysis

No	Element	Explanation
1	Students	The second semester students of Islamic education study program.
2	The need for student communication competence	As Islamic education study program students, they need several supporting competencies in using English in daily communication (speaking).
3	Selection of language skills	Selecting language skills that are in line with general language skills, such as listening, speaking, reading and writing.
4	Language knowledge required	The competency to communicate in English is designed precisely based on the competency targets that the students want to achieve.

Based on the elements above, the researchers aim to analyze the needs of Islamic education study program students in developing English teaching materials. Analysis of student needs consists of several questions such as: the importance of English, skills needed to master English, materials needed in the learning process, several exercises in learning English. The results of the analysis of student needs are as follows:

Table 2. The Results of Student Needs Analysis

No	Item	SA	A	D	SD
1	English is a very important subject.	86%	14%		
2	Mastering English can be used to support employment.	58%	44%		
3	Students need the ability to identify and record information heard from spoken texts in the form of monologues in the context of Islamic education.	90%	10%		
4	Students need the ability to communicate (interpersonal and transactional) on a daily basis in the context of Islamic education.	80%	20%		
5	Students need the ability to identify explicit and implied information from the text they read.	100%			
6	Students need the ability to write types of paragraphs that are appropriate to the context of Islamic education.	100%			
7	The teaching materials used in learning English are in accordance with Islamic studies studies.	76%	24%		
8	Vocabulary knowledge is very necessary in English material.	100%			
9	The exercises are needed to find out the abilities in each skill component.	80%	20%		
10	Grammar skills are required in learning English.	52%	48%		

Based on the results of the needs analysis above, it can be concluded that students majoring in Islamic education study program need English language teaching materials that are in accordance with Islamic studies, because the students have a background related to Islamic studies. It supported by Suparjo et al., (2021) that bridge of religious integration and science is important to support the students' background in the development of knowledge between science and Islamic studies. As a result, integration is expected to bring together those elements in order to reach a shared purpose. Besides, integration of science and Islam is an attempt to unite science and Islam in order to reach the same purpose.

Moreover, students also need several language skills in learning English such as: listening, speaking, reading and writing. Qamili, (2023) stated These four language skills are fundamental to effective communication. As a result, by combining these four skills allows students to communicate holistically. They can listen and comprehend information, effectively communicate messages, read and interpret material, and write clear and organized content. Effective communication necessitates the effective application of these four language skills to ensure that messages are received and understood correctly by others.

Furthermore, in measuring the results of understanding from the learning process, students also need several types of exercises for the skills they are learning. Boori et al., (2023) defines that assessing the outcomes of the learning process requires students to participate in a range of exercises tailored to the skills they are acquiring. These exercises should specifically focus on language assessment skills, playing a vital role in evaluating students' comprehension and progress as they engage in the learning experience. In line with Sverdlova (2021) stated that assessment plays a crucial role in Language Teaching Methodology courses, as theory and practice are closely interlinked. Therefore, exercises in learning materials need to be developed to measure students' understanding in learning language skills.

Meanwhile, the results of the needs analysis are also supported by the perceptions of English lecturers who teach English courses in the Islamic education study program. English lecturers have various assumptions regarding the need for English teaching materials used for Islamic education study program students. The design and layout of English teaching materials plays an essential role in the teaching and learning processes (Gholampour & Mehrabi, 2023).

"*If the lecturer prepares teaching materials during the learning process, this will greatly benefit both lecturers and students in understanding the conten*t." (Lecture 1)

"*Yes, teaching materials are very important in the learning process. Teaching material refers to the content or contents delivered to students as part of the learning process.*" (Lecture 2)

However, several lecturers emphasized that when preparing teaching materials it must be relevant to prior knowledge of the needs of students who will use the teaching materials. This is in line with the analysis of the needs of students majoring in Islamic education study program who learn English courses. Where in preparing teaching materials there must be relevance between English language knowledge and Islamic studies. Integrating Islamic values into language learning not only enhances students'

language skills but also instils commendable moral values. Therefore, the learning design must be tailored to align with the specific needs of students (Djamdjuri et al.., 2021).

> "…. *lecturers understand the needs of Islamic Education study program students who have a study background related to Islamic studies, so that English language learning can be directed according to the specific goals to be achieved by Islamic Education Study Program students.*" (Lecture 1)

> "*Yes, it must be relevant because they have more specific goals in learning English.*" (Lecture 2)

Moreover, the analysis of the third question reveals that students require proficiency in four essential English language skills during the learning process. These skills form the foundation of effective communication, enabling students to express themselves clearly and comprehend information accurately. Besides, in today's interconnected and globalized world, proficiency in all four language skills is vital for academic success, professional growth, and social interaction. Whether engaging in discussions, reading academic texts, writing reports, or listening to lectures, students need a well-rounded set of language skills to navigate various learning environments successfully (Doqaruni & Heydarnejad, 2023).

> "… *the four skills are one integrated skill, so they need to learn all four skills.*" (Lecture 3)

> "*Language skills are important for being foundation in learning English for them.*" (Lecture 2)

The Design of English Materials Development

The second stage of the research process is the development of teaching materials, which requires researchers to methodically prepare the methods for developing English language instructional content. This step of planning includes identifying the title of English module, defining the target audience, specifying learning objectives, and preparing the actual instructional content (see Table 3).

Furthermore, the English module entitled English for Islamic educational studies contain 5 units of material related to the study of Islamic studies. Each unit contains 4 points, including: listening section, speaking section, reading section, writing section. The development of integrative Islamic studies in English module can be seen in figure 1.

The concept of integrating Islamic studies and science involves synthesizing knowledge from the fields of Islamic studies and the sciences to create a holistic and comprehensive understanding of various subjects. This approach recognizes the interconnectedness of religious teachings and scientific principles, seeking to bridge the gap between these traditionally distinct disciplines (Suparjo et al.., 2021).
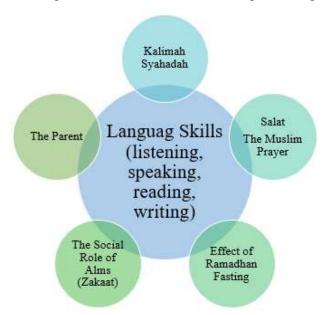
Moreover, the concept of integrating Islamic studies with English involves integrating Islamic beliefs, values, and culture into the English language curriculum. This integration attempts to create a comprehensive educational experience that includes both linguistic and cultural components, promoting a well-rounded view of the world.

In this approach, English language skills are taught and practiced within the context of Islamic teachings and values. Students may engage in reading, writing, and speaking activities that revolve around Islamic literature, history, and moral teachings. The goal is not only to enhance English language proficiency but also to instil a deeper understanding of Islamic principles and encourage critical thinking within the framework of both subjects.

Table 3. The Framework of English Module

No	Aspects	Explanation
1	Title	English for Islamic educational studies
2	The Target	The students of the Islamic Education Study Program.
3	The Objectives	Students are able to have four basic English language skills, namely: listening, speaking, reading, and writing, as well as knowing English rules and being able to translate English texts into Indonesian.
4	The Materials	Lesson 1. Kalima Shahadah. Lesson 2. Prayer. Lesson 3. Ramadhan Fasting. Lesson 4. The Alms (Zakah). Lesson 5. The Right of Parent.

Figure 1. The Integrative Islamic Studies and English Language Skills

The integration of Islamic studies and English aligns with the broader concept of interdisciplinary education, emphasizing the interconnectedness of different fields of study. This approach can contribute to the development of students who are not only linguistically competent but also culturally aware and ethically grounded in Islamic values. It promotes a comprehensive educational experience that goes beyond language skills to encompass broader aspects of personal and intellectual growth.

119

The Expert Validation

The expert validation stage is carried out after the writing of the draft teaching materials is complete. Teaching material evaluation activities are one of the important activities for experts in learning activities, because these evaluation activities can measure the accuracy and relevance of the teaching materials used (Manzano, 2018). In the process of evaluating English module, researchers gave several questions in the form of questionnaires to experts in the field of English language materials and the field of Islamic religious education. Filling out questionnaires from experts aims to obtain feedback or input from experts to present better English teaching materials.

Based on input from experts, the instruments and instructional materials underwent revisions to enhance precision, effectiveness, user-friendliness, and technical quality. The expert validation process involved three expert validator specializing in English language, Islamic studies, and designing. Following the evaluation by validators, revisions were implemented in accordance with their suggestions. Subsequently, the validators conducted a re-evaluation, and this iterative process continued until no further improvements were suggested. This meticulous approach aimed to ensure that the English module were free from errors in terms of content, writing, delivery, and other aspects. The results of expert validation are as Table 4, 5, and 6.

Table 4. The Result of English Language Validation

Component	Score
Listening	4
Speaking	4
Reading	4
Writing	4
Grammar	4
Vocabulary used	4

Table 5. The Result of Content of Islamic Studies Validation

Component	Score
Dimension of Fiqh	4
Dimension of Aqidah	4
Dimension of Islamic Ethic	4

Table 6. The Result of Design Validation

Component	Score
Size Textbook	4
Cover layout	4
Content layout	3
Picture	3
Typography	4

Based on the three validation tables. It can be concluded that the English teaching material entitled English for Islamic educational studies is rated very well. Therefore, this teaching material can be used by students in the Islamic Education Study Program.

CONCLUSION

Based on the results of the research and discussion of the English language teaching materials developed, it can be concluded that the development of English for Islamic Educational Studies teaching materials was developed using the Borg & Gall model which includes 3 stages, namely preparation for model design, the design of material development, Expert validation.

Due to the limited time available for developing the textbook, the researchers hope that lecturers will critically evaluate its content and identify needed revisions during its use in the teaching-learning process. Future research should involve a larger number of participants and be tested across different campuses and classes.

ACKNOWLEDGEMENT

The authors would like to express the gratitude towards all the Islamic Education Study Program Students and English lecturers as participants and the private Islamic university of Lampung, Indonesia which has granted the permission to conduct the study.

AUTHOR CONTRIBUTION STATEMENT

The manuscript was jointly written by KR and NSW. KR conceptualized and designed the study and NSW contributed to the literature review, provided critical insights throughout the research process, and revised the manuscript.

REFERENCES

Amin, A. M., Ahmad, S. H., Zulkarnaim, Z., & Adiansyah, R. (2022). RQANI: A Learning Model that Integrates Science Concepts and Islamic Values in Biology Learning. *International Journal of Instruction*, *15*(3), 695–718. https://doi.org/10.29333/iji.2022.15338a

Anshari, M. Z., & Widyantoro, A. (2020). Inculcating Islamic values contented in Qs. Luqman through english speaking materials. *Journal of Education and Learning (EduLearn)*, *14*(1), 62–68. https://doi.org/10.11591/edulearn.v14i1.14285

Assa'idi1, S. (2021). Religious Education Curriculum in Indonesian Islamic University in the Digital Age: Incepting Thematic Alquran of Fadlur Rahman. *Journal of Social Studies Education Research*, *12*(3).

Basturkmen, H. (2017). *Developing writing courses for specific academic purposes. In J. Flowerdew & T. Costley (Eds.), Discipline-specific writing: Theory into practice*. Routledge.

Boori, A. A., Ghazanfari, M., Ghonsooly, B., & Baghaei, P. (2023). The Construction and Validation of a Q-matrix for Cognitive Diagnostic Analysis: The Case of the Reading Comprehension Section of the IAUEPT. *International Journal of Language Testing*.

Brog, D. M., & Gall. (1996). *Educational Research, an Introduction*. Longman Publisher White Plains.

Ding, A., & Bruce, I. (2017). *The English for academic purposes practitioner: Operating on the edge of academia*. Springer.

Djamdjuri, D. S., Suseno, M., Tajuddin, S., Lustyantie, N., & Chaeruman, U. A. (2021). Multimodal Approach in Online EFL Class Using Islamic Learning Materials: Students' Perspective. *International Journal of Language Education*, *5*(4), 337. https://doi.org/10.26858/ijole.v5i4.22495

Doqaruni, V. R., & Heydarnejad, T. (2023). *The Effect of Emotion-Based Language Instruction on Improvement of the Four Main Skills in Second Language Education*. *47*(2).

Duong, V. A., & Chua, C. S. (2016). English as a symbol of internationalization in higher education: A case study of Vietnam. *Higher Education Research & Development*, *34*(4), 669–683. https://doi.org/10.1080/07294360.2015.1137876

Gholampour, S., & Mehrabi, D. (2023). Literature Review of ELT Textbook Evaluation. *MEXTESOL Journal*, *47*(2).

Guihang, G., & Miao, Z. (2019). Identity Construction of Chinese Business English Teachers from the Perspective of ESP Theory. *International Education Studies*, *12*(7), 20. https://doi.org/10.5539/ies.v12n7p20

Hyland, K. (2016). *Teaching and researching writing*. Routledge.

Juan, L. (2014). Needs Analysis: An Effective Way in Business English Curriculum Design. *Theory and Practice in Language Studies*.

Liu, Y., & Hu, G. (2021). Mapping the field of English for specific purposes. *English for Specific Purposes*, *61*. https://doi.org/. https://doi.org/10.1016/j.esp.2020.10.003

Losioki, B. E., & Mdee, H. K. (2023). The contribution of the hidden curriculum to gender inequality in teaching and learning materials: Experiences from Tanzania. *Asian Journal of Education and Training*, *9*(2), 54–58. https://doi.org/10.20448/edu.v9i2.4706

Manzano, B. A. (2018). Researcher and Non-Researcher Teachers' Evaluation of ELT Materials: Converging or Diverging? *Iranian Journal of Language Teaching Research*, *6*(2).

Nguyen, H.-T. (2023). An Analysis of Undergraduate EFL Students' Perceptions of Intercultural Sensitivity. *IAFOR Journal of Education*, *11*(1), 7–29. https://doi.org/10.22492/ije.11.1.01

Qamili, S. (2023). Teaching English as a foreign language via four language skills. *Pegem Journal of Education and Instruction*, *13*(3), 422–429. https://doi.org/10.47750/pegegog.13.03.43

Suparjo, S., Hanif, M., & Indianto, DS. (2021). Developing Islamic Science Based Integrated Teaching Materials for Islamic Education in Islamic High School. *Pegem Journal of Education and Instruction*, *11*(4), 282–289. https://doi.org/10.47750/pegegog.11.04.27

Sverdlova, I. (2021). Procedures for Assessing Cognitive Skills of Prospective Language Teachers. *Advanced Education*, *8*(18), 92–101. https://doi.org/10.20535/2410-8286.231421

Ulum, Ö. G. (2016). A Needs Analysis Study For Preparatory Class Elt Students. *Zenodo*. https://doi.org/10.5281/zenodo.51774

Wu, C., Tsai, C., & Chiu, Y.-M. (2018). A Longitudinal Analysis of Ability Grouping with College EFL Learners. *TESOL International Journal*, *13*(1).