



**THE STRATEGIES OF EFL TEACHERS TO INTEGRATE
ISLAMIC VALUES IN TEACHING ENGLISH AT ENGLISH
DEPARTMENT OF IAIN MADURA**

THESIS

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**UNIVERSITY OF ISLAM MALANG
GRADUATE PROGRAM
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ABSTRACT

Damayanti, Dian Fajariyah. 2021. *The Strategies of EFL Teachers to Integrate Islamic Values in Teaching English at English Department of IAIN Madura*, THESIS .English Language Education Study Program, Postgraduate Program, University of Islam Malang Advisor :Prof. Drs. H.Junaidi Mistar, M.Pd., Ph.D

Keywords : strategy, Islamic values

Strategy is the way how the teacher achieve the goal based on the objective of teaching, or strategy means the way how the teacher deliver the material depend on the class and students need. Islamic values should be the main teaching spirit and characteristic in Islamic schools. English department whose science is secular and non religious must deal with the vision and mission of IAIN MADURA IAIN MADURA which is religious and competitive. IAIN MADURA is also one of the Islamic-based universities.

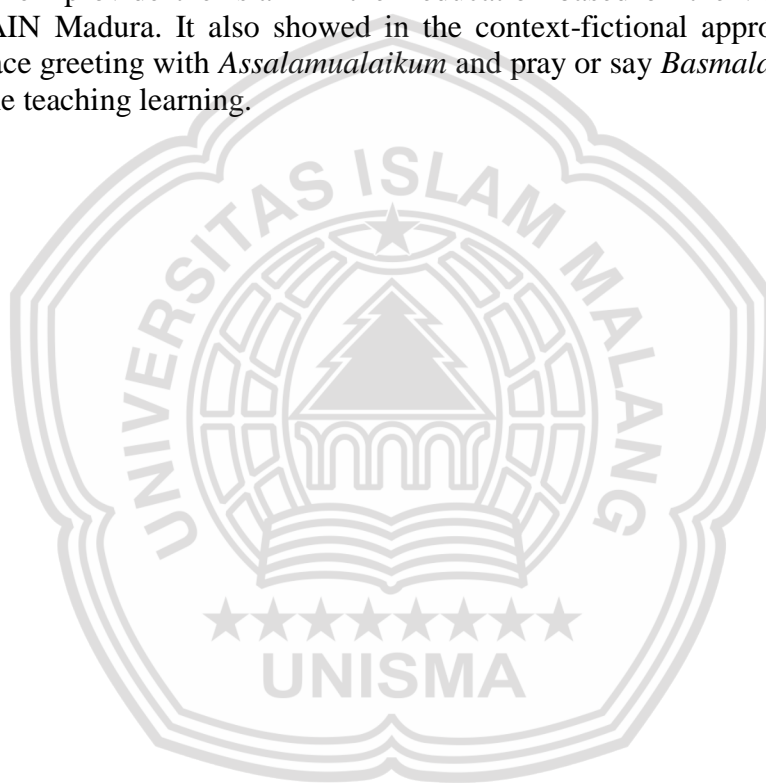
The researcher uses Basic qualitative studies. The subject of this research is the English Teacher in IAIN MADURA, and the object of this research is the strategies used by teacher to integrate Islamic value. There are four teachers that researched by the researcher. The researcher choose because of the recommendation from Head master of English Department IAIN MADURA.

The aim of this study to identify the teaching strategies used by English teacher of English Departments of IAIN Madura to integrate the Islamic value in Teaching English and to know how the English teachers of English Department of IAIN Madura apply the teaching strategies to integrate the Islamic Values in teaching English. The instrument of this study are observation, interview and documentation. The validity of this study triangulation technique.

Based on the result of observation and interview the researcher conclude that the teachers do not used the specific strategies to integrate the Islamic values in teaching English. The are 4 teaching strategies that can applied in the language teaching process; Brainstorming, case-based small group discussion, demonstration, and games. Teacher 1 used brainstorming in teaching English, he gives the students stimulating question in every week. Teacher 2 used demonstration or games in teaching English. Teacher 3 case-based small group discussion strategy in teaching English, while teacher 4 usually used case-based small group discussion strategy. In English teaching and learning context, integrating Islamic can be done through two ways, specific and holistic integration. As we know that Holistic integration is a model that allows teachers to internalize Islamic values in English learning. It can be done in the process of selecting the topic for all language skills, and the teaching media. Holistic

integration done by teacher 2 she used the text of Islam in teaching reading and Teacher 3 also used the Islamic audio in teaching listening. While Teacher 1 put the Islamic values in the evaluation but the teacher 4 did not put Islamic values in the material. The specific integration has a weakness as not all teachers of Islamic-based courses have intercultural competence which then, they only teach purely about religion without trying to give interconnection between the values and students' cultural background. The specific integration is done with Teacher 1, Teacher 2, Teacher 3 and Teacher 4. They always try to exemplify with good attitudes and moral values it showed when the teacher always implements the honest, good attitude, patient, and others in the teaching learning process.

In integrating Islamic values, there are several approaches based on Rambe & Salminawati, the researcher found that all lecturers apply curriculum approach it shows that they provide Islam in their education based on the vision and mission of IAIN Madura. It also showed in the context-fictional approach, the lecturers replace greeting with *Assalamualaikum* and pray or say *Basmalah* before and the end of the teaching learning.



ABSTRAK

Strategi adalah cara bagaimana guru mencapai tujuan berdasarkan tujuan pengajaran atau tergantung pada kelas dan kebutuhan siswa. Jurusan bahasa Inggris adalah jurusan yang keilmuannya sekuler dan non religious dimana ini harus sesuai dengan visi dan misi IAIN Madura yaitu religious dan kompetitif.

Peneliti menggunakan metode basic qualitative, Tujuannya adalah untuk mengidentifikasi strategi apa yang digunakan guru bahasa Inggris dalam mengintegrasikan nilai-nilai keislaman serta bagaimana cara mengaplikasikannya.

Ada empat guru yang diteliti oleh peneliti. Peneliti memilih karena rekomendasi dari Ketua Program Studi Bahasa Inggris IAIN MADURA. Penelitian ini bertujuan untuk mengidentifikasi strategi pengajaran yang digunakan oleh guru bahasa Inggris Jurusan Bahasa Inggris IAIN Madura untuk mengintegrasikan nilai-nilai Islam dalam Pengajaran Bahasa Inggris dan untuk mengetahui bagaimana guru Bahasa Inggris Jurusan Bahasa Inggris IAIN Madura menerapkan strategi pengajaran untuk mengintegrasikan Nilai-Nilai Islam. dalam mengajar bahasa Inggris. Instrumen penelitian ini adalah observasi, wawancara dan dokumentasi. Validitas penelitian ini triangulasi teknik.

Dosen 1 menggunakan brainstorming dalam pembelajaran Bahasa Inggris, beliau memberikan mahasiswa pertanyaan setiap minggu. Dosen 2 menggunakan demonstration or games dalam pembelajaran Bahasa Inggris,. Dosen 3 menggunakan case-based small group discussion dalam pembelajaran Bahasa Inggris,, sedangkan Dosen 4 biasanya menggunakan case-based small group discussion.

Holistic integration dilakukan oleh Dosen 2 dan dosen 3 yang mana beliau menggunakan text atau audio keislaman dalam pembelajaran sedangkan Dosen 1 melakukan holistic integration dalam evaluasi. Tetapi Specific Integration dilakukan oleh semua Dosen, mereka selalu mencoba menerapkan sikap baik, serta moral yang baik. Itu ditunjukkan dalam pengaplikasian kejujuran, kesabaran, dalam proses belajar mengajar.

Peneliti menemukan bahwa semua dosen mengaplikasikan curriculum approach, yaitu context-fictional approach, semua dosen mengganti Sapaan dengan Salam, berdoa atau mengucapkan Basmalah atau Hamdalah di awal dan diakhir pembelajaran.

Keywords: Strategi, Nilai Keislaman;

CHAPTER I

INTRODUCTION

This chapter presents research context, research focus, and research objective, significance of study, research scope and limitation and definition of key term.

1.1 Background of study

Education plays a very pivotal role in building a mode of character for learners and society. The emerged issues of immersing values of Islam into teaching and learning process has been something of which teacher tries to do. It is one of the efforts to build the students' character whether they are conscious or not. In Indonesia context which has the largest Moslem population, most students in Indonesia live in Islamic societies using Islamic norms. Education constitutes a strategic pillar to disseminate the values of tolerance, moderation, respect, and empathy, and to develop an attitude of non-violence for learners (Fachri, 2018) . The importance of skills and knowledge needs to be enhanced in education. Teachers/lecturers should be technology-literate to face the advancement of technology to integrate these dynamics in their classes.

Abidin, Y (2012) point out that“ strategy comes from the Greek *strategia* which means war knowledge or warlords” (p.32). As Hornby (2012) asserts, “strategy is the art of planning operation in war, of the movements of armies and

navies into favorable position for fighting; skill in managing any affair ” (as cited in Abidin, Y, 2012, p.32).

Alternatively, “ Teaching strategies can be interpreted as tactics used by teachers in order to carry out learning based on the target. A teaching strategy is a generalized plan for a lesson that includes structure, instructional objectives, and an outline of planned tactics, necessary to implement the strategies(Saputra& Aziz (2014).

Teaching strategies are classified into five parts, namely: Direct Instruction teaching strategy, Indirect Instruction teaching strategy, Interactive teaching strategy, Experiential/ empirical teaching strategy, Independent teaching strategy(Utami&Putri, 2020) .

Relating to the context of teaching English as a Foreign Language (EFL), particularly in Indonesia, teachers/lecturers need to take into account cultural contents in their classes since this country is considered unique in terms of religious diversity and language variety. In the context of Islamic education management, the process of teaching and learning is managed to build religious attitudes and behaviors of the students. Thus, the ability of the teachers, including English teachers, as the actors of the schools’ management should be prepared in such a way so that the lessons can be delivered effectively (Fachri, 2018)

Hidayati, (2018) “Indonesia is regarded to be more dynamic, more tolerant, and respects the multi-culturalism and religious diversity of its community”.(p.67) Consequently, the cultural contents integrated teaching and

learning English may bring them into conflict with them. The domination of English over local languages may cause the speakers of English in expanding circles to experience mixed feelings of happiness and disappointment. In other words, since language is greatly influenced by culture, the target language culture needs to be deemed in English teaching and learning” (Fachri, 2018, p.20)

According to Madkur&Albantani (2017) It is necessary to integrate Islam in all lessons including foreign language since the preservation of the religious values could be done by Muslim teachers through the classroom activities. The integration itself has been previously explained by them which elaborated 4 implementations of: 1) character values accommodated in the lesson, 2) character values integrated inactivity of learning, 3) character values delivered through the method of teaching, and 4) character education values planted and practiced through everyday life. In this study the researcher focus on character values integrated in activity of learning and character values delivered through the method of teaching.

As a higher education institution, the management and development of IAIN Madura is based on the following vision, mission, goals and strategies: (Visi Misi IAIN MADURA, 2021)The Vision are: Religion and competition, the religious concept in the IAIN vision means that campus residents must have common religious characteristics. :To understand, believe, live, practice and spread the teachings of Islam based on the *Wasatiyah* principle. The concept of competition involved in IAIN's vision is that the institution should compete with graduates of other higher education institutions at the national, regional and

international levels in education and training, institutional management, human resource quality, research products, community services and capabilities. The level is competitive.

The mission provides religious and competitive education and training to prepare middle, competent, independent, competitive and passionate Islamic education graduates. The state conducts research in the fields of religious studies and technology or religious and competitive studies in order to pursue the development of science, the interests of the people, and the country's competitiveness; conduct public projects in the fields of competitive and religious Islamic religious science and technology, with a view to establishing an independence, Production, prosperity, and Islamic society; preparation for religious of fairs graduates.

The aims are to be moderate, competent, independent, competitive and love the country; Carry out scientific work in the fields of religion and competitive Islamic religious science and technology to achieve the development of science and technology and increase the interests of the people and the country's competitiveness; conduct public projects in the fields of religion and competitive Islamic religious science and technology to establish an independent, productive, and prosperous Islamic society.

The strategy to create a religious and competitive high-quality education and learning culture through the use of technology; a competitive research culture in the field of Islamic religious research and technology; and in the field of

Islamic religious science and technology promotes a culture that serves society in terms of religion, competition, and effectiveness.

English Department is one of the major in *Tarbiyah* faculty at IAIN MADURA. (Visi Misi Fakultas Tarbiyah , 2021)The Vision are : Based on the values of prophetic wisdom, to become the center of the development of educators, the religious and competitive education workforce. The mission is holistic and competitive religious education and training based on the values of prophetic wisdom. Educational research based on prophetic wisdom values and extensive religious and athletic training. According to the values of the prophet's wisdom, dedication and empowerment are organized in an inclusive religious and competitive manner.

(Mulyadi,2021) English department whose science is secular and non-religious must deal with the vision and mission of IAIN MADURA which is religious based on the vision and mission of IAIN Madura that mention above. In the lecture process, students are taught how to apply English in their daily lives, both in listening, speaking, reading, and writing. In its delivery, students must pay attention to the values and cultural elements that apply to the language so that they can apply it contextually. Please note that English is a language that applies in several countries, such as the United Kingdom, the United States, Australia, and others. In these countries, the values and cultural elements they apply are very different from the values and culture in Indonesia, even some of their values and culture are contrary to the values and culture adopted by the Indonesian population, the majority of whom are Muslims. This is why the researcher want to

identify how the English teacher integrate the Islamic value in teaching English (Rambe&Salminawati. 2019)

In other words, since language is greatly influenced by culture, the target language culture needs to be deemed in English teaching and learning. In my experience being an English education student, I felt that not all lecturers integrating religious during the teaching and learning process. This is contrary to vision and mission of Islamic University. So that the researcher wants to know how the English teacher integrate Islamic values into English Learning in IAIN MADURA. The Title of this research “ **The Strategies of EFL Teachers to Integrate Islamic Values in Teaching English at English Department of IAIN MADURA**” which is also appropriate with the research problem.

1.2 Research Problem

According to Ary et al, (2010) “ Research problem is some question to be answered research project”. Research problem is the educational issues, controversies, or concerns that guide the need for conducting a study raised by the researcher need to investigate. (Muhammad, 2012) . From that definition, researcher interprets that research problem are some question that must be makes by the researcher about subject related with the study. In this research the research problem:

1. What teaching strategies are used by the English Teachers of English Department of IAIN Madura to integrate the Islamic Values in Teaching English?
2. How do the English teachers of English Department of IAIN Madura apply the Teaching strategies to integrate the Islamic Values in Teaching English?

1.3 Research Objective

Objective of study or research objectives are the statements that used to specifies goals that the investigator plans to achieve in study (Cresswell, 2012) . The objective of this research based on the research above:

1. To identify the teaching strategies used by English teacher of English Departments of IAIN Madura to integrate the Islamic value in Teaching English.
2. To know how the English teachers of English Department of IAIN Madura apply the teaching strategies to integrate the Islamic Values in teaching English

1.4 Assumption

Research assumptions are the basic assumptions that are used as a basis to think and act in carrying out research (University of Islam Malang, 2020). Based

on Pre- observation one of English teacher at IAIN Madura integrate the Islamic values in teaching English based on the Pre Teaching, Whilst Teaching, and post Teaching.

1.5 Significance of Study

In theoretically, the researcher hopes this research provide new finding about teaching strategies used by teacher in integrating Islamic values in teaching English. The researcher can get more understanding about teaching strategies, and Islamic Values.

Practically, this study provides a favorable description for further research that wants to study the same case, so this research becomes helpful information and a useful reference for the next study.

1.6 Definition of Key Term

1. Strategy : Strategy means how the teachers prepare the teaching English (Pre-Teaching/ Semester learning plan /lesson plan/course outline), Teaching process (Whilst Teaching) and evaluation (Post Teaching) during the pandemic
2. Islamic values it refers to Islamic moderation which become part of IAIN Madura vision and mission that is religious.



CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter will be explain about conclusion and suggestion. The conclusion is related with the findings of research in each focuses.

6.1 Conclusion

The integration of Islamic values is viewed as significant aspect for all lessons including English Lesson, The integration has been seen as the way to build the students' character. It was supported by school context and policy which allow teachers to integrate in the materials. However, the integration has not totally understood by the teachers. The integration was seen as formality for attaching religious aspects or routines in the English lesson.

The result showed that all the teachers implement Islamic Values in various strategy, in the pre teaching , whilst teaching and in evaluation.

In the evaluation not all the teachers integrate the Islamic values, it based on the skill that he or she teaches. For example teacher 4 can not integrate the Islamic values in the material.

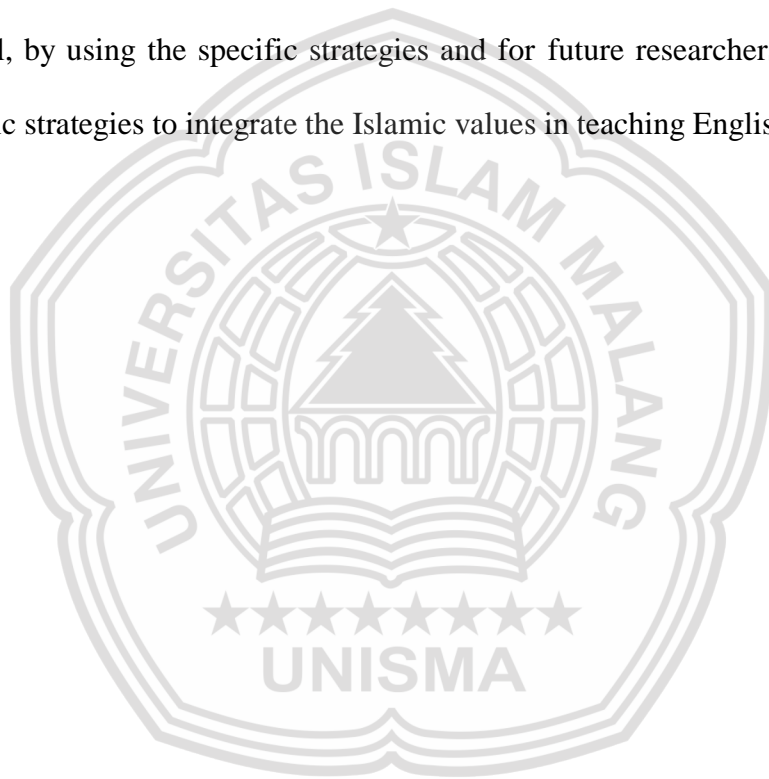
The teacher also give the student a good example about honest, good attitude, patient, and others in teaching learning process. It is showed that the teachers practice and habits the Islamic value in teacher learning process.

In integrating Islamic values there are several approach based on (Rambe&Salminawati, 2019) the researcher found that all lecturers apply

curriculum approach it show that their provide the Islam in their education based on the vision and mission IAIN Madura. It also showed in the context-fictional approach, the lecturers replace greeting with *Assalamualaikum* and pray before and the end the teaching learning.

6.2 Suggestion

The researcher hopes the English teacher can implement the Islamic values in all material, by using the specific strategies and for future researchers to find out the specific strategies to integrate the Islamic values in teaching English.



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