

BUILDING MEANINGFUL EDUCATION: INTEGRATING ISLAMIC VALUES IN ENGLISH LANGUAGE TEACHING AT MTS ASH-SHALIHIN

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Abstract

This community service aims at exploring the integration of Islamic values in English language teaching at MTs Ash-Shalihin. The study employed qualitative research methods, including interviews, observations, and document analysis. The findings reveal that integrating Islamic values in the classroom enhances students' understanding of their faith and proficiency in English. Teachers utilize strategies such as selecting appropriate teaching materials, incorporating Islamic principles into lessons, and fostering a supportive learning environment. The integration of Islamic values positively impacts students' character development and motivation. However, the study also highlights the need for teacher training and adequate instructional resources. Overall, this research underscores the importance of combining Islamic values with English language instruction to foster a meaningful educational experience at MTs Ash-Shalihin.

Keywords: *Integration, Islamic values, English language teaching, education*



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INTRODUCTION

English language is still prioritized as one of the subjects to be developed in schools, as English is the only language that serves as a global language (Crystal, 2012). Proficiency in English offers numerous opportunities in education and career, especially during the 5th Industrial Revolution. English language possesses distinct characteristics from other fields of study. How language functions as a communication tool differs. This indicates that learning English not only requires acquiring vocabulary and grammar but also striving to use it as a means of communication in daily activities. People usually assess someone's English speaking ability in everyday life. Those who can speak fluently in English are considered proficient in the language (Ersoz, 2000).

In the pursuit of providing a holistic education that nurtures students' spiritual, intellectual, and linguistic growth, the integration of Islamic values within the classroom environment has gained significant attention. This journal article explores the successful implementation of incorporating Islamic values in English language teaching at MTs Ash-Shalihin, a prominent educational institution. By employing qualitative research

methods, including interviews, observations, and document analysis, this study investigates the impact

of integrating Islamic principles on students' understanding of their faith and proficiency in the English language.

The article presents findings that highlight the strategies used by teachers at MTs Ash-Shalihin to effectively infuse Islamic values into their English language instruction. These strategies encompass selecting appropriate teaching materials, incorporating Islamic principles into lessons, and fostering a supportive learning environment. This research demonstrates how the integration of Islamic values positively influences students' character development and motivation, leading to a more meaningful educational experience.

By delving into the specific context of MTs Ash-Shalihin, this journal article provides valuable insights into the effective integration of Islamic values in English language teaching. The research findings lay the foundation for further exploration and development of instructional approaches that foster a harmonious synthesis of faith and language learning, enhancing the educational experience for students in Islamic educational institutions.

Overall, this article serves as a significant resource for educators, administrators, and researchers interested in exploring the integration of Islamic values within English language teaching and its impact on students' overall development at MTs Ash-Shalihin and similar educational institutions.

METHOD

This activity involves three stages: preparation, implementation, and report writing. The preparation stage is the implementation of stages 1 and 2. In this stage, the service team carries out the necessary preparations before commencing the service activity.

The second stage is the implementation. Here, the service team develops learning scenarios based on the materials for two sessions, scheduled for September 12 and 22, 2022. These learning scenarios are designed to integrate English teaching materials with Islamic values. The aim of this stage is to provide students with an understanding not only of the English material taught but also to enhance their knowledge of Islam. It is expected that this will help shape students to be humble individuals, characterized by modesty and selflessness.

The final stage is report writing, where the service team details all the activities carried out during the service process. This report provides a comprehensive overview of the preparation, implementation, and achieved outcomes. By compiling this report, it is hoped that the experiences and knowledge gained from this activity can be shared and utilized by relevant parties. Thus, through the stages of preparation, implementation, and report writing, this service activity aims to provide students with a broader understanding, not only in the field of English but also in the Islamic values that can shape a humble personality.

FINDINGS AND DISCUSSION

Guiding students to master English integrated with Islamic values poses a challenge for teachers. Moreover, some students are unfamiliar with vocabulary related to Islamic values. Based on this issue, the implementation team developed and implemented a

learning media in the form of module. Within these module, English materials integrated with Islamic values are provided.

The participants in the community service activity, who in this case are the students, realize the significance of the module as an alternative learning media, and they are very enthusiastic about learning English. This is expected to motivate the students to learn English, which incorporates Islamic values. The delivery of training materials by the service team is also well understood and easily comprehended by the participants. The trainees are actively engaged and enthusiastic during the discussion sessions. The students closely follow the training activities and express that they have received clear and easily understandable information, enabling them to effectively integrate Islamic values using the provided module.

Figure 1 shows the example module that was implemented at MTs Ash-Shalihin:

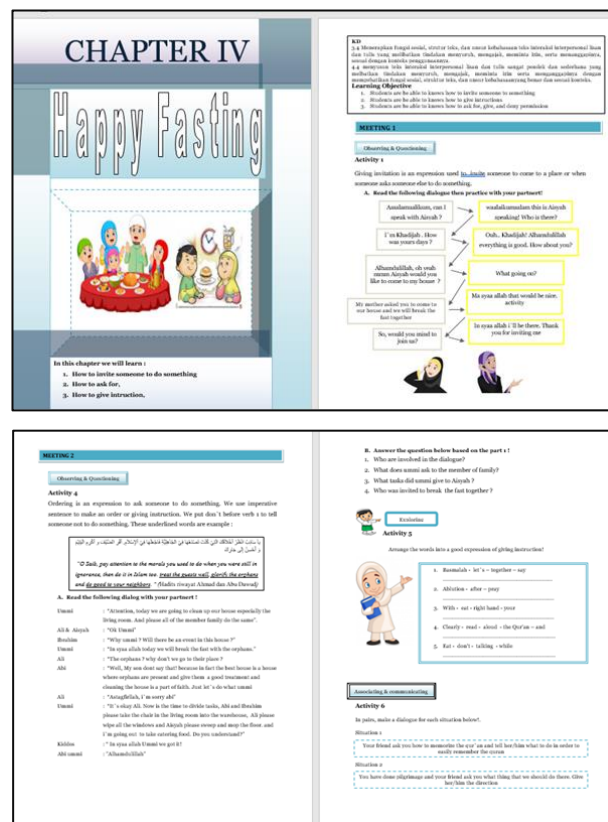


Figure 1. The Implemented Module

The information provided during this training not only improved the students' English language skills but also aimed to enhance their knowledge of vocabulary related to Islamic values. The implementing team also hopes that this module will continue to be used as an alternative to assist the teaching and learning process at MTs Ash-Shalihin, as a form of community service from the implementing team.

According to Sumantri (2007) in Musspiroh (2013) integration of values in learning/education is a process of leadership through education oriented towards the cultivation of life values, which include religious values, cultural values, ethical and aesthetic values. formation of students. he has a religious-spiritual intellect, self-control, a perfect personality with a noble nature and the skills necessary for him, society and the

country. Although the idea of integrated Islamic education has gained widespread acceptance in society, instructors struggle to implement its principles in their classrooms (Aqsha et al., 2009). According to Sunarto (2014), it should be emphasized that Islamic beliefs and lesson plans were first included into learning objectives and instructional materials. Second, Islamic principles and material advancement were combined in a variety of ways, including (a) adding an activity that reflected Islamic principles to the issue at hand, (b) changing the names of persons, places, and things to reflect Islamic principles, and (c) consolidating. Al-Quran verses are incorporated into the pertinent material(s), together with appropriate English and Islamic terminology.

CONCLUSION

From the implementation of the community service activity for the students at MTS Ash-Shalihin in Gowa Regency, South Sulawesi, it can be concluded that the school authorities were very receptive to this service activity, which involved the use of modules provided by the team from UIN Alauddin Makassar to integrate Islamic values into English lessons. The service providers hope that after the activity, the students will not only understand the English material but also comprehend Islamic values in order to develop an Islamic character.

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