

## **CHAPTER I**

### **INTRODUCTION**

This chapter discusses about research background, research question, scope of the study, significance of the study, and definition of the key terms.

#### **A. Research Background**

English learning activities must be embedded with Islamic values in Islamic institution schools. It is undeniable because the fundamental values for the development of Islamic institutions are to pay attention on aspects, such as: science, technology, foreign languages, and Islamic values. Islamic values cannot be separated from learning English, because Islamic values must be integrated in all subjects which in fact are under the auspices of Islamic institutions<sup>1</sup>. Moreover, English subject which comes from a country that has a culture that is greatly different from the values existing in Indonesia, especially Islamic values which are considered by the Indonesian people as the umbrella of all values and its place is at the first level. Things that give bad impact on teaching English that insert religious values, culture and lifestyles of foreign cultures are very urgent to be minimized, because basically teaching the language is teaching the culture<sup>2</sup>.

Cultural teaching in English learning becomes an issue of bringing together two very different cultures, finally along with the practice of English language teaching. So that, language teaching can be directed towards learning about the practical use of language that native speakers actually use. In this case, it is important to study the language and its original culture and context of use. Learning English prioritizing to what native speakers from other culture actually use is very easy to access by both students and teachers. Moreover, in this era of globalization where everything is very accessible, such as English teachers who

---

<sup>1</sup> Qoyyimah et al., "Professional Identity and Imagined Student Identity of EIL Teachers in Islamic Schools," March 4, 2023; Chairunnisa, "Character Education and Teacher's Attitudes in Preventing Radicalization in"; Milal et al., "INTEGRATING CHARACTER EDUCATION IN THE ENGLISH TEACHING AT ISLAMIC JUNIOR HIGH SCHOOLS IN INDONESIA."

<sup>2</sup> Zuchdi and Nurhadi, "CULTURE BASED TEACHING AND LEARNING FOR INDONESIAN AS A FOREIGN LANGUAGE IN YOGYAKARTA."

want to provide authentic material to teach languages that are used by native speakers from other cultures. The same thing happens to students who want to learn English which is practically used in the original and contextually correct<sup>3</sup>.

Independent learning carried out by students to discover English learning materials in the current era with technological developments and advances in civilization is very easy to access. So that the material that is very abundant and overwhelming in the current era will be very easily accessible to any English learner<sup>4</sup>. The phenomenon that has occurred lately is independent learners who reveal that they study English without taking classes at all, both formal and non-formal classes, but this is done through digital platforms such as YouTube, applications, and OME TV to speak English with people from other countries. This indicates a foreign cultural crisis that will affect English language learners, because basically they may not know that what they are learning contains values that are not in accordance with the values adopted in Indonesia. While the notion of value is based on a common standard with other communities. This makes learning English important to be carried out with integrated English learning in Indonesia. Even though the teacher cannot control the independent learning carried out by students, there is a possibility that the material accessed is not compatible with the life values of Indonesians. This makes the learner will imitate it and assume that it is normal. Even though they forgot that their original intention was to learn English as a science, not a lifestyle of other cultures.

Many cases occur every day, such as students saying swear words and bad words in English which they get with the intention of learning English from many authentic sources such as film platforms, music, youtube, podcasts, novels and many more. This is said to be a failed learning if the student imitates foreign culture which is very inappropriate. Basically, in Indonesian context, teaching

<sup>3</sup> Hidayati, "English Language Teaching in Islamic Education in Indonesia; Challenges and Opportunities"; Rohmana, "Immersing Islamic Value in English Language Teaching," November 15, 2020; Irawan, "Situating Islamic Values in English Language Teaching."

<sup>4</sup> Khaidir and Suud, "ISLAMIC EDUCATION IN FORMING STUDENTS' CHARACTERS AT AS-SHOFA ISLAMIC HIGH SCHOOL, PEKANBARU RIAU"; Hidayat et al., "Integration Science Technology with Islamic Values."

morals and Islamic values are more urgent than teaching English<sup>5</sup>. It is based on the values that adab and morals are higher than science. However, in the integration process, many obstacles were found, especially the obstacles perceived by the teacher as the front line of learning activities and the spearhead of education which will determine the integration of Islamic values in learning English.

Integrating Islamic values in English learning apart from relying on teachers, also requires cooperation from the curriculum, media, materials, stake holders and parents. Islamic education institutions are still considered as the second choice for Indonesian parents to have their children's education services. This can be seen from the availability of Islamic educational institutions accounting for half the number compared to non- Islamic educational institutions at all levels of education<sup>6</sup>. However, this does not mean that the quality of Islamic education is left behind, but that Islamic educational institutions are progressing and developing in quality, this can be seen from the achievements they get from the Olympics and events, which are mostly balanced and some are balanced, better than non-Islamic educational institutions. Conducting research that examines matters relating to Islamic educational institutions can be considered as a real action as well as to develop the quality of education in Islamic educational institutions.

Teaching English, especially in Indonesia as the country with the largest Muslim population, can cause problems in daily learning process, such as the smallest case is the dress style of native speakers used as English learning material<sup>7</sup>. Thus, it is very urgent to learn things related to quality improvement which is urgent to serve better quality for students. In English language clusters in Islamic institutions, teachers are required to put more emphasis on being a moral

---

<sup>5</sup> Qoyyimah et al., "Professional Identity and Imagined Student Identity of EIL Teachers in Islamic Schools," March 4, 2023; Khaidir and Suud, "ISLAMIC EDUCATION IN FORMING STUDENTS' CHARACTERS AT AS-SHOFA ISLAMIC HIGH SCHOOL, PEKANBARU RIAU"; Wijayanto, "THE INTEGRATION OF ISLAMIC VALUES IN IMPLEMENTATION OF LEARNING ENGLISH."

<sup>6</sup> Widodo et al., "Incorporating Cultural and Moral Values into ELT Materials in the Context of Southeast Asia (SEA)."

<sup>7</sup> Jumriani et al., "Pattern Of Religious Character Development at The Aisyiyah Orphanage In Banua Anyar Village Banjarmasin City."

educator rather than teaching English<sup>8</sup>. The emphasis on the integration of Islamic values is greater than the teaching of English itself. However, other conditions lead to other contexts as well. It can be assumed that the teacher's readiness is questionable for special conditions. In this context, English teachers do not only focus on teaching language but also pay attention to students' morals and values<sup>9</sup>. This is a good warning for the English material taught in schools that are not in accordance with the Indonesian context with Islamic values. Moreover, religion is considered as one of the important values that must be considered by teachers to be able to interact well in teaching<sup>10</sup>. This supports the success of the target of learning English teaching by taking into account the background of students<sup>11</sup>. However, teaching English can face challenges such as coming to a situation where the learning process is heavily influenced by sensitive issues<sup>12</sup>. The issue can be about ethnicity, religion, traditions, and beliefs from other countries<sup>13</sup>. Therefore, in order to anticipate such problems, it is important to investigate possible problems by conducting research in this topic.

Having research procedures in expecting the development of Islamic educational institutions is very important. However, the phenomenon where most educational research is carried out in non-Islamic educational institutions is another reason why researchers today should try to focus on conducting research in Islamic educational institutions. In other words, the phenomena and issues that

---

<sup>8</sup> Qoyyimah et al., "Professional Identity and Imagined Student Identity of EIL Teachers in Islamic Schools," March 4, 2023.

<sup>9</sup> Widodo et al., "Incorporating Cultural and Moral Values into ELT Materials in the Context of Southeast Asia (SEA)"; Mubarok et al., "Meaningful Learning Model," January 3, 2022; Rosyada and Ramadhianti, "Implementasi Pembelajaran English-Speaking Pada Pondok Pesantren Tradisional Al Mustaqim."

<sup>10</sup> Yani, "English Teachers' Perception on the Quality of Online Learning during Covid-19"; Triana and Nugroho, "Brief ELT in Digital Classroom for Lazy Creative Lecturers (Option After Post Pandemic Recovery)"; Saleh, "The Religious Leaders' View on Deradicalization Efforts through the Islamic Educational Institutions and Anti-Terrorism Law in Yogyakarta."

<sup>11</sup> Sasaki and Kim, "At the Intersection of Culture and Religion"; Rinenggo and Kusdarini, "Moral Values and Methods of Moral Education at Samin Community"; Madkur and Muharom Albantani, "Instilling Islamic Values in Foreign Language Teaching."

<sup>12</sup> Lecturer National University Of Uzbekistan Tashkent, Uzbekistan and Kodirova, "USING AUTHENTIC MATERIALS IN ELT IN THE PROCESS OF CONTINUOUS EDUCATION."

<sup>13</sup> Triana and Nugroho, "Brief ELT in Digital Classroom for Lazy Creative Lecturers (Option After Post Pandemic Recovery)."

exist in Islamic educational institutions have not been explored by conducting research procedures. Another factor why non-Islamic educational institutions or public institutions are more popular than Islamic educational institutions is the perception of parents towards Islamic educational institutions which mostly and dominantly present Islamic or religious knowledge<sup>14</sup>. Indonesian parents think that their children will not be able to survive in this era of modern technology. Apparently, parents who send their children to Islamic educational institutions can expect their children to have general and religious knowledge that can still compete with other students from non-Islamic educational institutions in this era. Technology is growing rapidly, it is hoped that parents can lead their children in addition to having Islamic knowledge. The reason why students are urged to be guided by Islamic values or character is because misused technology can cause students to fail to achieve learning targets or goals. Therefore, it is urgent for English teachers and researchers to pay attention to the integration of Islamic values in English teaching as a way to expect bright learning targets.

Expecting students to develop in both general knowledge and religion leads future researchers and researchers to investigate problems in Islamic education in order to improve quality. Developing both general science and religious science means that apart from discussing pure religious knowledge itself, there is also an integration of Islamic religious knowledge into general science, in this case Islamic values which are expected to support as the basis of general knowledge by being integrated into the general sciences. The teaching of English contributes to the strategy of teaching English, the real implementation of the Islamic Life Resource Pack (ILRP) workbook, and the teacher in carrying out teaching activities. Especially from the aspect of language which is very close to daily practice<sup>15</sup>. That is the language used by students affects other aspects of life. In language teaching, English should be supported by character values so that students have a better life<sup>16</sup>. Moreover, integrating Islamic values is the biggest

---

<sup>14</sup> Sonoda, "Language Socialization of Inappropriate Words."

<sup>15</sup> Lavy and Bocker, "A Path to Teacher Happiness?"

<sup>16</sup> Milal et al., "INTEGRATING CHARACTER EDUCATION IN THE ENGLISH TEACHING AT ISLAMIC JUNIOR HIGH SCHOOLS IN INDONESIA."

value applied in teaching English. What's more, English as the most frequently spoken language which is considered a modern aspect is combined with the greatest value, the integration of Islamic values in the teaching of English which leads students to acquire strong knowledge of English with good Islamic values that can support students' life. In this case, if the material is related to daily life, then the engagement of the English material will be stronger if it is directed to the real form of their original activities such as activities related to religious and social activities with the local Indonesian context.

The integration of Islamic values expected the students of Islamic institution to have strong principles. The researches in this issue are supposed to answer questions related to things that can contribute the development of the quality of Islamic education institution. Most of researchers start to develop products, media, syllabuses and other things related to English language teaching with Islamic value integration. It means that conducting research about the teachers' perception towards the integration of Islamic values and also the strategy to implement is significant and urgent. It contributes to give English teachers in Islamic education institution comprehension related to things the teachers must take, strategy, and implementation into the English teaching activity. The teachers are those who play pivotal role in setting and making the English language teaching with Islamic values integration can be implemented. It means that their perception related to issue and strategy of Islamic integration must be explored deeper. Therefore, this study is conducted in this issue entitled, "Teachers' Perception on the Integration of Islamic Values into English Language Teaching at Islamic Junior High Schools in Kediri"

### **B. Research Question**

From the explanation and narration, it is stated that this study is to probe research questions:

1. What and How Islamic values implementation have been perceived by Islamic Schools in English class?
2. What are teachers' opinion about the integration of Islamic values into

English Language Teaching?

3. What are the teachers' perceived challenges and strategies in the integration of Islamic values into English Language Teaching?

### **C. Scope of the study**

This study focuses on revealing the teachers' perception of the integration of Islamic values on English language teaching. The perception is derived from the statement from English teachers at MTsN 2 Kota Kediri and SMPIT Bina Insani Kediri. Revealing the perception can lead to the discussion about teachers' strategy in integrating Islamic values in teaching situation. The strategy affects the researcher to investigate as well the workbook of English integrating Islamic values from the previous study. Moreover, investigating English teachers related to Islamic value integration relates with the procedure from the teachers to have teaching activity as well.

### **D. Significance of the Study**

This study aims at revealing English teachers' perception at MTsN 2 Kota Kediri and SMPIT Bina Insani Kediri about integration of Islamic values in English language teaching. It can provide further comprehension for another English teachers to reflect from the result of this study. Revealing the integration of Islamic values can be deepened from the workbook of English which integrates Islamic values. It is expected to give overview about the teachers' opportunities and challenges in integrating Islamic values in English language teaching by using this workbook from the previous study. The investigation about the strategy and influence of integrating Islamic values in English language teaching contributes to provide solution to take whenever the English teachers who deal with the similar obstacles in integrating Islamic value in English language teaching.

### **E. Definition of Keyterm**

Islamic values integration in English language teaching is a religious approach to reach the social aspect integrated in English language teaching to expect the out to have balance ability in all aspects.

1. Perception

The process that is received by the five senses will be delivered through a natural thought process by humans so that it will produce everything related to something called an opinion or perception<sup>17</sup>.

## 2. Teachers Perception

perception is an individual process which includes opinions that they express from the process of events, objects and what they get from the experience gained from the passing of the five senses and processed in such a way by sensitivity which ultimately becomes something meaningful and informative for information that can be used as knowledge by others<sup>18</sup>.

## 3. Islamic Values

Islamic values is religion based system that is put into a set to make the followers to the right track in life. Islamic values are closely related to the goodness of the student, and also it can provide valuable and meaningful lessons as a provision for the future as well as a basis if students want to apply their knowledge, then it is necessary to strengthen character with values<sup>19</sup>.

## 4. Islamic Values Integration in English Language Teaching

English education that is inserted with Islamic values<sup>20</sup>. So that the authentic word in English learning will be slightly adapted to adapt to the real daily life of Indonesian citizens in communicating and socializing with the values that most of its citizens adhere to Islam, so Islamic values cannot be kept away from everyday life.day.

---

<sup>17</sup> Hoffman, Singh, and Prakash, "The Interface Theory of Perception."

<sup>18</sup> Lim and Yunus, "Teachers' Perception towards the Use of Quizizz in the Teaching and Learning of English."

<sup>19</sup> Alfian, Yusuf, and Nafiah, "Integrating Islamic Values in Teaching English."

<sup>20</sup> Qoyyimah et al., "Professional Identity and Imagined Student Identity of EIL Teachers in Islamic Schools," March 4, 2023.