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English Learning as a Medium for Internalizing Tauhid Values and Scientific Literacy at Arafah Modern Islamic Boarding School Sungai Penuh

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Abstract

English learning in Islamic boarding schools has the potential to connect language skills, scientific knowledge, and Islamic values. This study aims to describe how tawhid (the oneness of God) and scientific literacy are integrated into English language learning, particularly reading and speaking, at Arafah Modern Islamic Boarding School, Sungai Penuh, Jambi, Indonesia. This study employed a qualitative approach with a case study design. The participants consisted of one English teacher and 29 eighth-grade students. Data were collected through classroom observations, in-depth interviews with the teacher and selected students recruited through purposive sampling, and documentation of relevant teaching materials and instructional documents. The data were analyzed qualitatively through data organization, coding, grouping codes into themes, and interpretation of the findings. Data credibility was enhanced through methodological and source triangulation. The findings indicate that integrative teaching practices were supported by the use of This is The Way Holistic English, a textbook authored by Mustafa Yamin, which connects English language content with scientific phenomena and Islamic values. The textbook provides a context for reading activities, discussions, reflection, and speaking practice. Lesson planning was also supported by teacher preparation and training covering the philosophy of learning, Bloom's Taxonomy, learning objectives, and integrative teaching strategies. These findings suggest that integrative teaching materials and teacher preparedness are important factors in understanding the implementation of tawhid values and scientific literacy in an Islamic boarding school context.

Keywords:
English Learning; Tauhid Values; Scientific Literacy; Integrative Learning.

Abstrak

Pembelajaran Bahasa Inggris di lingkungan pesantren berpotensi menghubungkan keterampilan berbahasa, pengetahuan ilmiah, dan nilai-nilai keislaman. Penelitian ini bertujuan untuk

Kata Kunci:
Pembelajaran Bahasa Inggris;

mendeskripsikan praktik integrasi nilai tauhid dan scientific literacy dalam pembelajaran Bahasa Inggris, khususnya pada keterampilan membaca (reading) dan berbicara (speaking), di Pondok Pesantren Modern Arafah, Sungai Penuh, Jambi. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Partisipan penelitian terdiri atas seorang guru Bahasa Inggris dan siswa kelas VIII yang berjumlah 29 orang. Data dikumpulkan melalui observasi pembelajaran, wawancara mendalam dengan guru dan beberapa siswa yang dipilih secara purposif, serta dokumentasi bahan ajar dan perangkat pembelajaran yang relevan. Data dianalisis secara kualitatif melalui pengorganisasian data, pengodean, pengelompokan kode ke dalam tema, dan interpretasi temuan. Kredibilitas data dijaga melalui triangulasi teknik dan triangulasi sumber. Hasil penelitian menunjukkan bahwa praktik pembelajaran integratif didukung oleh penggunaan buku This is The Way Holistic English karya Mustafa Yamin, yang menghubungkan materi Bahasa Inggris dengan fenomena ilmiah dan nilai-nilai keislaman. Bahan ajar tersebut menyediakan konteks bagi kegiatan reading, diskusi, refleksi, dan speaking. Perencanaan pembelajaran juga didukung oleh persiapan dan pelatihan guru terkait filosofi pembelajaran, Taksonomi Bloom, target pencapaian, dan strategi pengajaran integratif. Temuan ini menunjukkan bahwa bahan ajar dan kesiapan guru merupakan unsur penting dalam memahami pelaksanaan integrasi nilai tauhid dan scientific literacy di lingkungan pesantren.

Nilai Tauhid; *Scientific Literacy;* Pembelajaran Integratif.

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1. Introduction

English learning has traditionally tended to be viewed merely as a tool for mastering linguistic skills. In practice, however, language instruction holds a broader potential not only serving as a means of communication, but also acting as a medium for constructing understanding and instilling values within learners (Jadid, 2022). The demands of 21st-century education require learning to be oriented not solely toward knowledge acquisition, but also toward character formation and the development of students' scientific thinking abilities(Muthmainnah, 2025). Therefore, English language instruction needs to be developed beyond achieving linguistic competence to also support the development of critical thinking skills, comprehension of surrounding phenomena, and character building grounded in moral and spiritual values.

Scientific literacy constitutes a vital aspect of 21st-century education(Sains et al., 2023). It relates not only to the ability to understand scientific concepts, but also encompasses utilizing scientific knowledge to explain phenomena, evaluate information, and make evidence-based decisions(Ylona Chun Tie, Melanie Birks, 2019). The PISA assessment framework developed by the Organisation for Economic Co-operation and Development (OECD, 2022) emphasizes that scientific literacy entails the capacity to explain phenomena scientifically, evaluate scientific inquiries, and interpret data and evidence scientifically. Accordingly,

fostering scientific literacy through instruction cannot rely solely on transmitting scientific information; it also requires providing learners with opportunities to understand, discuss, and communicate such information.

In English language instruction, scientific literacy can be cultivated through reading science-themed texts, discussing information, and articulating opinions and comprehension orally(Wijaya, 2022). Through reading skills, students can access information regarding natural phenomena, the environment, and the lives of living organisms(Hsin-Ying Huang, 2024). Meanwhile, speaking skills afford opportunities to express understanding and discuss acquired information (Azmuddin et al., 2022). Thus, integrating scientific literacy into English learning can serve as a space to develop linguistic proficiency alongside the ability to comprehend and communicate scientific knowledge(Patang et al., 2025). In this study, scientific literacy is understood as a capacity examined through learning practices and student activities, rather than as a definitive outcome claimed to increase without sufficient evidence.

Within the context of Islamic education, the development of scientific literacy must be situated within a framework of Islamic values. A foundational value in Islam is tauhid (the oneness of God)(Handayani, 2025). The integration of this value emphasizes that knowledge and religion are not two separate entities, but rather complement one another in constructing a comprehensive understanding of life. Scientific literacy developed within Islamic education focuses not merely on cognitive aspects, but also on spiritual awareness that guides learners to perceive natural phenomena as signs of Allah SWT's greatness(Haught et al., n.d.).

On the other hand, English as an international language plays a strategic role in helping learners access diverse forms of global information, including science(Gunawan & Hasanah, 2019). Nevertheless, in its implementation, English teaching frequently remains oriented toward linguistic aspects such as vocabulary acquisition, grammar, and reading comprehension without explicitly linking them to religious values and scientific literacy(Sholikha & Mulyani, 2025). This condition highlights the importance of examining how English instruction can be leveraged to connect language competence development with scientific understanding and value formation. The core issue is not simply whether English instructional materials contain scientific or Islamic themes, but rather how these two elements are presented, discussed, and interpreted within classroom interactions.

Alongside the evolving paradigm of the integration of knowledge in Islamic education, various efforts have been undertaken to incorporate Islamic values into learning(Yulistina & Yustina, 2025), including English instruction. Such integration can be actualized through learning materials containing tawhid values and scientific themes, such as natural phenomena, the environment, and living organisms(Basri, 2021). This type of instruction enables learners not only to grasp the language, but also to connect scientific knowledge with spiritual reflection(Alfian et al., 2022). Consequently, English language learning holds the potential to act as a medium for internalizing tauhid values while simultaneously developing scientific literacy. To comprehend this potential more profoundly, it is

essential to examine how the integration of tawhid values and scientific literacy is manifested in instructional practices. This inquiry encompasses teacher delivery methods, classroom interactions, student responses, and the forms of understanding and reflection emerging during the learning process.

Scientific literacy represents the capacity to comprehend scientific concepts, explain phenomena scientifically, and evaluate information and evidence related to scientific issues(OECD, 2022). From an Islamic educational perspective, this capacity can be intertwined with tawhid values, granting learners the space to connect their understanding of natural phenomena with spiritual awareness(Humairoh & Mustafidin, 2025).

In this study, the internalization of tawhid values refers to the process whereby tawhid values are introduced, discussed, and reflected upon within instructional activities. Therefore, the discussion on internalization is directed toward observable processes and indications traceable through research data, rather than assuming that these values have completely become part of students' behaviors(Rokhman & Anas, 2024).

Within the context of English learning, specifically reading and speaking skills the integration of tawhid values and scientific literacy can be achieved through science-themed texts followed by discussion, presentation, and reflection activities(Fahriany, 2025). Through reading activities, students have the opportunity to comprehend scientific information in English, whereas speaking activities enable them to articulate their understanding and deliver reflections on tawhid values related to the learning materials(Welliam Hamer, 2023). This process can serve as a space for value internalization a process of value inculcation that does not stop at cognitive comprehension, but is directed toward appreciation and application in daily life(Idris, 2017). Therefore, the interrelation among reading, speaking, scientific knowledge, and tawhid reflection must be investigated as a series of interconnected instructional practices.

Islamic boarding school education possesses distinctive characteristics that allow formal learning to interact with a religious culture and character building in daily life. The Islamic boarding school environment functions not only as a setting for academic activities, but also as a space for cultivating religious values(Alfian et al., 2022). Hence, English instruction integrating tawhid values and scientific literacy within a Islamic boarding school holds the potential to connect linguistic aspects, scientific knowledge, and spiritual awareness(Prihatiningtyas et al., 2025). However, how this potential is actualized in learning activities must be understood based on institutional context, teacher strategies, materials utilized, and actual interactions between teachers and students.

Based on preliminary observations at Arafah Modern Islamic boarding school, Sungai Penuh, English instruction was identified as having a connection to tawhid values and scientific literacy, particularly through reading and speaking activities. In the observed activities, the teacher not only delivered linguistic material but also guided students to study scientific phenomena and link them to faith-based values relevant to the topic. Reading, discussing, and communicating understanding orally constitute vital components to be examined within these instructional practices. This condition served as the starting point to thoroughly

investigate how the integration of tawhid values and scientific literacy is planned, implemented, and interpreted in English learning within the Islamic boarding school environment. These findings are positioned as initial indications that require further exploration through empirical data.

Although prior studies have explored the integration of Islamic values in learning and the development of scientific literacy(Alfian et al., 2022), specific investigations bringing these two aspects together within English language instruction particularly via reading and speaking skills in a Islamic boarding school setting remain necessary(Tonny Ilham Prayogo, 2023). Research focusing on specific instructional contexts is required not only to understand the materials or strategies employed, but also the relationship among teacher planning, instructional execution, classroom interactions, and student responses.

Within the context of Arafah Modern Islamic boarding school, this study aims to provide a contextual portrayal of how this integration unfolds and the instructional factors supporting or constraining its implementation. Consequently, the research focus lies not merely on the conceptual notion of integrating knowledge and religion, but on its practice within real learning situations.

Drawing upon the preceding elaboration, this study aims to describe and deeply analyze English learning as a medium for internalizing tawhid values and developing scientific literacy at Arafah Modern Islamic Boarding School, Sungai Penuh. The research scope encompasses lesson planning, teacher strategies in integrating tawhid values and scientific knowledge, the execution of reading and speaking activities, and student experiences and responses revealed through observation and interviews. Employing a qualitative approach with a case study design, this research endeavors to comprehensively understand these instructional practices rather than testing the effectiveness of a specific model or generalizing findings to all Islamic boarding school institutions. The outcomes of this study are expected to enrich the understanding of English teaching practices that interconnect linguistic competence, scientific literacy, and tawhid values within the context of Islamic education

2. Methods

This study employed a qualitative approach with a case study design to examine in depth English language learning as a medium for internalizing tawhid values and developing scientific literacy at Arafah Modern Islamic boarding school, Sungai Penuh, Jambi. The case study design was selected because this research focuses on understanding instructional practices within a specific educational context, particularly the process of integrating language skills, scientific knowledge, and Islamic values (Turnbull et al., 2021). The focus of the case in this study is the implementation of English language learning, with a primary emphasis on reading and speaking skills.

The study was conducted at Arafah Modern Islamic boarding school, Sungai Penuh, from August to October 2025. The participants comprised one English teacher and 29 eighth-grade students. All eighth-grade students constituted the group observed during the learning activities; however, student interviews were conducted selectively with a subset of students rather than the

entire class. The selection of interviewed students was performed purposively, taking into consideration the relevance of their experiences and the information they could provide regarding the research focus. The English teacher served as the key informant to gather information concerning lesson planning, instructional strategies, the execution of learning activities, and the evaluations conducted.

Data collection was carried out through observations, in-depth interviews, and documentation (Denny & Weckesser, 2022). Classroom observations were conducted to identify teacher and student activities, classroom interactions during the learning process, the utilization of instructional materials, and the ways English learning content was linked to scientific knowledge and tawhid values. In-depth interviews were administered to the English teacher and selected students to obtain information regarding the implementation of learning, learning experiences, and responses toward the integration of scientific literacy and Islamic values. Documentation was utilized to complement observation and interview data through instructional materials, lesson plans, and other relevant documents available during the research.

The research procedure involved observing the learning context, observing teaching and learning activities, interviewing the teacher and selected students, and collecting supporting documents. The gathered data were subsequently organized and examined iteratively to identify information relevant to the research objectives. Data analysis was conducted qualitatively through data organization, coding relevant information, grouping codes into themes, and interpreting the findings. The analysis focused on four main aspects: lesson planning, the execution of reading and speaking activities, the integration of tawhid values with scientific knowledge, and learning evaluation. Observation data were used to describe classroom instructional practices, whereas interview data were utilized to deepen understanding and clarify observation findings. Documentation data were leveraged as supporting information in interpreting the learning process (Saunders et al., 2023)

To maintain the credibility of the findings, this study employed methodological and source triangulation. Methodological triangulation was performed by comparing information obtained through observations, interviews, and documentation. Meanwhile, source triangulation was carried out by comparing relevant information gathered from the English teacher and the interviewed students. All data were analyzed by taking into consideration the specific context of Arafah Modern Islamic boarding school, enabling the research findings to provide an in-depth portrayal of English instructional practices that interconnect language skills, scientific literacy, and tawhid values within an Islamic boarding school educational environment.

3. Result and Discussion

Based on the findings gathered through observations, interviews, and documentation, the discussion focuses on three primary aspects: lesson planning, instructional implementation, as well as evaluation and value reinforcement. These three aspects are analyzed as interconnected components within English instructional practices in the Islamic boarding school environment.

Furthermore, the discussion examines how reading and speaking skills are utilized to bridge linguistic competence, scientific knowledge, and tawhid values within the investigated learning context

3.1. *The Lesson Planning*

English language instruction at Arafah Modern Islamic boarding school demonstrates integrative practices that connect linguistic competence with tawhid values and scientific literacy. One of the elements supporting this practice is the use of the textbook This is The Way Holistic English, authored by Mustafa Yamin. Based on information in the study, the book contains English texts that raise scientific phenomena and connect them with verses of the Al-Qur'an and Hadith. The utilization of these instructional materials provides a context for learners to study the language while simultaneously discussing the relevance of the material to scientific knowledge and Islamic values. The integration of Islamic values into English language instruction also constitutes one of the approaches discussed in the study of contextual language learning (Prihatiningtyas et al., 2025)

In the case study analysis, the use of these instructional materials is understood as one of the characteristics of teaching practices at Arafah Modern Islamic boarding school. The focus of the analysis lies not only on the contents of the book, but also on how the instructional materials are selected and leveraged to support learning objectives. Instructional materials can function as a bridge among language skills, scientific concepts, and Islamic values. However, this interrelation must be examined in conjunction with teacher strategies and the actual learning activities taking place in the classroom.

The structural content of the book encompasses reading, speaking, and writing skills, alongside grammar reinforcement. Several activities, such as "tell your friend", afford learners the opportunity to rearticulate their comprehension of the material. One of the topics mentioned in the research manuscript is Planting Tree Together, which raises the theme of the environment and tree planting. This topic is relevant for examining the relationship between language learning, environmental knowledge, and the reflection of human responsibility as a khalifah (vicegerent) on Earth. Consequently, the instructional materials provide a context for integrating linguistic, scientific, and spiritual aspects into a single instructional sequence. This discussion aligns with the notion of the integration of knowledge, which positions religious knowledge and science in a mutually complementary relationship.

Aside from instructional materials, teacher preparedness represents a crucial element in lesson planning. The study notes that a training session guided by Mr. Mustafa Yamin was conducted prior to the utilization of the book. This training pertained to the philosophy of learning, Bloom's Taxonomy, target achievement, and integrative teaching strategies. In the context of this case, teacher training can be understood as a form of support for instructional readiness. Its relationship with classroom practices needs to be analyzed through the alignment between planned materials, employed strategies, and observed activities during instruction.

Accordingly, lesson planning at Arafah Modern Islamic boarding school exhibits two mutually supportive elements: the availability of integrative instructional materials and teacher preparation. Both serve as important contexts for understanding how the integration of tawhid values and scientific literacy is implemented, yet they do not inherently prove that value internalization has been successful. This process requires further examination through instructional implementation and student responses supported by field data

3.2. *The Learning Process*

In its implementation, English language instruction as described in the research data involves reading, discussions, and speaking activities. The teacher utilizes these activities to assist learners in comprehending the material and rearticulating their understanding orally. The instructional sequence also encompasses preliminary and motivational activities, core activities, and reflection at the conclusion of the lesson.

Reading activities afford learners the opportunity to comprehend information embedded within the text. Subsequently, discussions can be employed to deliberate on the content, clarify information, and connect the material to students' prior knowledge. In speaking activities, learners acquire the opportunity to rearticulate their comprehension utilizing the English language. Within this case study analysis, the interrelationship among these three activities becomes significant as it demonstrates how language instruction can provide a space for learners to comprehend and communicate scientific knowledge while simultaneously discussing values pertinent to the material.

The integration of tawhid values cannot be assessed merely by the presence of Al-Qur'an verses or Hadith within the instructional materials (Prihatiningtyas et al., 2025). Rather, it involves how religious material is discussed during learning activities, how the teacher connects it to the phenomena being studied, and how learners respond and articulate their understanding. Consequently, the internalization of values in this study is understood as a process that can be traced through learning activities and genuinely emerging forms of reflection, rather than as an outcome that occurs automatically due to the utilization of Islam-nuanced materials.

The study notes that learners are capable of connecting the natural phenomena studied with the greatness of Allah. Such findings can serve as an indication of the relationship between material comprehension and spiritual reflection when supported by clear observation notes or interview data. Analysis of this process can be conducted by observing three aspects: comprehension of the material, reflection on values related to the material, and articulation of understanding through speaking activities. These three aspects constitute a method for reading the learning process in this case, rather than universal stages applicable to all learners (Saunders et al., 2023)

One of the relevant materials for discussing this integration is Planting Tree Together. The theme of tree planting can connect English instruction with environmental knowledge, such as the benefits of trees for life and the importance of preserving nature. This material also provides an opportunity to

discuss human responsibility in maintaining the environment as part of tawhid value reflection.

During the learning process, the teacher initiates the discussion by asking students to identify the benefits of trees for life, such as producing oxygen, helping maintain air quality, absorbing water, and reducing the risk of erosion. Subsequently, the teacher guides students to explain the scientific rationale behind these benefits, rather than merely stating the answers. Through probing questions, students are encouraged to connect the information in the English text with environmental phenomena they are familiar with. This process demonstrates how reading and speaking activities can be utilized to train concept comprehension, the delivery of reasoning, and the use of English in discussing environmental issues.

The discussion is then developed by connecting the benefits of trees with human responsibility as a khalifah (vicegerent) on Earth. The teacher directs students to reflect that environmental knowledge does not stop at scientific understanding, but is also intertwined with attitudes and actions in preserving Allah's creation. At this stage, the internalization of tawhid values is understood not merely as the transmission of religious messages, but as a process connecting knowledge, awareness of human responsibility, and environmental preservation behavior.

From the perspective of scientific literacy, environment-themed instruction can provide learners with opportunities to comprehend scientific information, connect that information to daily phenomena, and communicate the outcomes of their understanding. The OECD (2022) framework positions the capacity to explain phenomena scientifically, evaluate investigations, and interpret data and evidence as components of scientific literacy (OECD, 2022). Therefore, the discussion of scientific literacy in this study must be anchored in activities and responses traceable from the data, rather than solely on the presence of scientific topics within the textbook. If the study does not specifically measure student capacities, the findings are more appropriately described as practices providing space for the development of scientific literacy, rather than proof that these capacities have increased.

Regarding speaking skills, the study also notes attention directed toward communication fluency and grammatical accuracy. Both aspects can be discussed as part of the teacher's efforts to develop students' linguistic abilities. Fluency assists learners in conveying ideas, whereas grammatical accuracy supports message clarity. In integrative instruction, speaking skills function not only as a linguistic drill but can also serve as a medium to communicate scientific understanding and value reflection, provided such elements are visible in the observed learning activities.

Overall, the learning process in this case reveals the potential relationship among reading, discussion, and speaking activities with the discussion of scientific knowledge and tawhid values. The significant contribution of these findings lies in the portrayal of how this integration is attempted within specific instructional practices at Arafah Modern Islamic Boarding school, rather than a

claim that all students have attained the same level of scientific literacy or value internalization.

3.3. Learning Evaluation and Value Reinforcement

Learning evaluation in this study is portrayed as focusing not only on cognitive aspects, but also encompassing affective aspects and students' skills. The teacher conducts evaluations through observations of students' abilities to comprehend texts (reading), convey information (speaking), and link the learning materials to tawhid values. Furthermore, reflection activities at the conclusion of the lesson constitute a part of evaluation, wherein learners are prompted to summarize the material and identify the values acquired. This indicates that evaluation functions not merely to measure learning outcomes, but also provides a space for reinforcing comprehension of the values integrated into instruction.

The findings concerning evaluation indicate that the reinforcement of integrative learning is carried out by attending to language comprehension, information delivery skills, and the interpretation of values emerging during instruction. Evaluation also affords the teacher an opportunity to ascertain the extent to which students are capable of connecting the learning content with tawhid values and rearticulating their understanding. In this context, linguistic proficiency serves as an aspect observed through reading and speaking activities, whereas the interpretation of tawhid values is examined through student responses or reflections identifiable from the research data. This evaluation is likewise conducted via oral examinations administered every semester. Consequently, both aspects can be discussed as components of integrative instructional practices without presuming that language proficiency and value internalization have progressed flawlessly.

Within the framework of a case study, evaluation is understood as an element of instructional practice that helps explain how the teacher reviews students' comprehension and connects it with learning objectives. Such practices demonstrate that evaluation in English language instruction at Arafah Modern Islamic Boarding school is not only concerned with mastering linguistic material, but also opens space for reflecting upon tawhid values relevant to the studied content. Nevertheless, reflection or students' ability to articulate a specific value does not inherently prove that the value has been deeply internalized and reflected in daily behavior. The ability to deliver texts orally, for instance, exhibits the performance aspect of language, yet it does not automatically verify deep scientific understanding or value internalization.

Beyond classroom evaluation, the Islamic Boarding school environment constitutes a relevant context for understanding Islamic educational practices. Islamic Boarding school life encompasses religious activities and habits that can provide a context for the habitualization of values. Accordingly, learning evaluation and the Islamic Boarding school environment can be understood as elements complementing lesson planning and implementation. Instructional materials provide the context; reading, discussion, and speaking activities afford space for comprehension and communication; while evaluation and reflection assist in reviewing the outcomes of the instructional process.

Pedagogically, these findings indicate the significance of evaluations aligned with integrative learning objectives namely, attending to linguistic capabilities while simultaneously granting learners the opportunity to interpret the values embedded within the materials. In the context of Islamic education, this approach can serve as a consideration for teachers to design evaluations that not only assess the accuracy of language use, but also encourage reflection on the relationship among knowledge, tawhid values, and daily life.

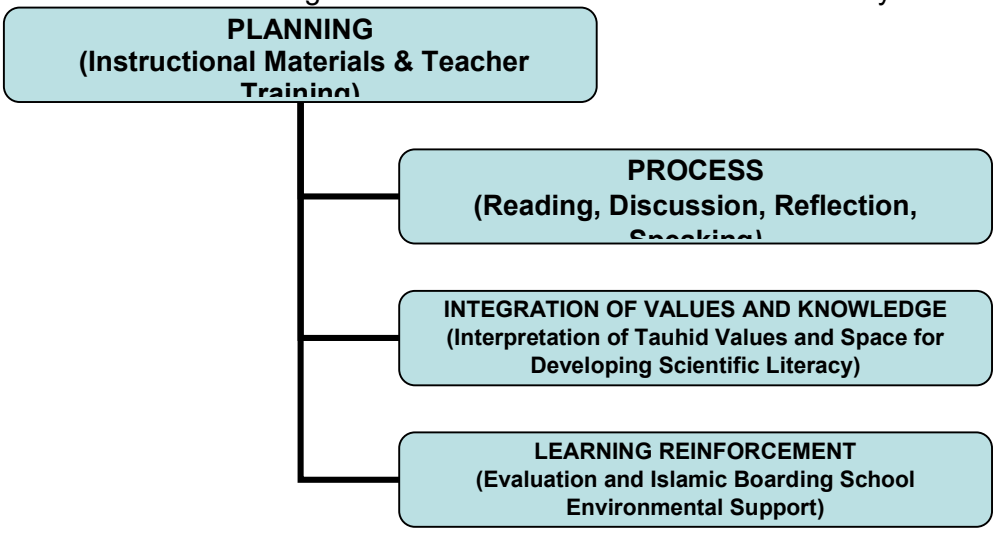
3.4. Synthesis of Case Study Findings on Integrative Learning

This synthesis is structured by connecting findings regarding lesson planning, the execution of reading and speaking activities, as well as evaluation and the Islamic Boarding school environmental context.

Based on the case study analysis, integrative English language learning at Arafah Islamic Boarding school can be synthesized into four interrelated aspects: lesson planning, the learning process, the integration of values and knowledge, and learning reinforcement. Planning encompasses the utilization of instructional materials and teacher training as part of instructional preparation. The learning process unfolds through reading, discussion, reflection, and speaking activities. In its implementation, the learning materials provide a space to connect English language comprehension with tawhid values and scientific literacy. Furthermore, evaluation and the Islamic Boarding school environment constitute contextual aspects that must be considered in understanding these learning reinforcement practices.

This synthesis depicts the learning patterns discovered within the investigated case context, rather than a standardized model proven to apply universally. The relationship among each aspect must be understood based on available observation, interview, and documentation evidence. Moreover, the integration of tawhid values and scientific literacy indicates the targeted direction of instruction, yet it does not inherently prove the success of value internalization or the enhancement of students' scientific literacy capacities

Gambar 1. Synthesis of Case Study Findings on English Language Learning Based on the Integration of Tawhid Values & Scientific Literacy



Based on the description of the research findings, integrative instructional practices can be elucidated through three interrelated components. First, integrative planning, which encompasses the selection of instructional materials and teacher preparation. Second, instructional implementation and value reflection, which includes reading, discussion, and speaking activities, as well as discussions on the relationship between scientific phenomena and tawhid values. Third, evaluation and contextual reinforcement, which covers reviewing students' comprehension and the role of the Islamic Boarding school educational environment as a context for value habitualization.

These three components serve as a framework for presenting the relationships among findings within the investigated case. Planning provides the foundation for learning activities, implementation acts as the space of interaction among materials, teachers, and learners, whereas evaluation assists in reviewing the comprehension emerging during the instructional process. The Islamic Boarding school environment provides the social and religious context for the execution of these practices.

4. Conclusion

This study demonstrates that English language instruction at Arafah Modern Islamic Boarding school integrates language learning, tawhid values, and scientific literacy through instructional material planning, reading activities, discussions, reflection, speaking practice, and learning evaluation. The novelty of this research lies in its contextual explanation of how English language learning can serve as a space of integration among linguistic skills, the interpretation of tawhid values, and the introduction of scientific phenomena within a Islamic Boarding school environment. Theoretically, this study contributes to the literature on integrative English language learning by positioning planning, the instructional process, and evaluation along with contextual reinforcement as interconnected aspects in understanding the practice of integrating knowledge and values within Islamic education. These findings represent a synthesis derived from a case study at Arafah Modern Islamic Boarding school and are not intended as a universal model or direct proof of enhanced scientific literacy or successful value internalization across all students.

Based on these findings, Islamic education is recommended to develop English language instruction that connects linguistic competence with tawhid value reflection and an understanding of scientific phenomena relevant to daily life. Teachers can select instructional materials supporting such integration, design reading and speaking activities that encourage students to articulate their comprehension, and employ reflections and evaluations aligned with learning objectives. Furthermore, institutional leadership at the Islamic Boarding school can support this implementation through teacher training and the creation of a conducive learning environment. Future research is encouraged to investigate the application of similar approaches across different Islamic Boarding school contexts and utilize appropriate data and instruments to examine the development of scientific literacy and the process of tawhid value internalization more profoundly.

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