

ISLAMIC RELIGIOUS EDUCATION FOR TEENAGERS BASED ON ENGLISH

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Abstract: Islamic education for adolescents based on the English language plays a vital role in shaping moral, spiritual, and social development in the modern era. Along with the increasing impact of globalization on education systems worldwide, the necessity for a bilingual approach to Islamic education has become evident. This research explores how English, as a global language, can be integrated into Islamic education for young people. Adolescents generally view English-based Islamic education positively, appreciating the enhancement of their English proficiency and a broader understanding of Islamic perspectives. This study emphasizes the formation of ethics, worship, and social responsibility while also enhancing Islamic values in both linguistic and moral education for youth. This education demonstrates that incorporating elements of Islamic culture into English language instruction fosters a better understanding of Islamic values while engaging adolescents in the language learning process, thereby improving English skills to reinforce their religious or Islamic identity. This research will analyze the benefits and methodologies involved in teaching Islamic values and principles in English to teenagers, by examining various models and strategies. This aims to highlight the role of bilingual education in nurturing intellectual and spiritual development while discussing contemporary issues in Islamic education. Its main components include the study of the Qur'an, moral education, and practical life skills through interactive learning methods.

Keywords: Islamic Education, Islamic Values, Social Development, Interactive Learning, English Language

Introduction

Islamic religious education based on English plays a significant role in shaping the moral, spiritual, and social development of adolescents. In the current era of globalization, where English is often used as an international language, the integration of English language instruction into Islamic religious education is becoming increasingly important. This approach not only enhances religious knowledge but also equips Muslim teenagers with the necessary language skills, enabling them to engage more effectively in the global community. The curriculum of Islamic religious education for adolescents generally includes the study of the Quran, Hadith, Fiqh, and the history of Islamic civilization. These subjects play a vital role in fostering critical

thinking, ethical reasoning, as well as a sense of justice and compassion. By applying modern learning methods such as interactive learning, technology-supported instruction, and collaborative projects, Islamic education in English becomes more engaging and relevant for today's youth. Islamic religious education serves to instill a strong sense of identity and community among Muslim teenagers. It helps them connect with their cultural and religious heritage while empowering them to make positive contributions to their local and broader society. This bilingual education model not only prepares adolescents to face the challenges of the modern age with confidence and wisdom but also emphasizes the importance of integrating Islamic values into their daily lives. By learning universal Islamic principles such as peace, tolerance, and social responsibility in English, teenagers are better prepared to articulate their beliefs and values to a global audience. Islamic religious education for adolescents in English is a comprehensive process that promotes intellectual and spiritual growth. This education lays the foundation for them to become responsible, ethical, and compassionate individuals who can make significant contributions to society. This introduction will discuss the significance of Islamic education for adolescents conveyed in English, focusing on its potential to enhance language skills and spiritual development. This introduction will also examine the benefits of bilingual Islamic education, emphasizing its role in promoting moral values, deepening connections with the Quran and Islamic teachings, as well as preparing young individuals to confront the challenges of modern life.

Literature Review

Islamic education for youth plays a very significant role in shaping their character, morality, and understanding of Islamic teachings. In the current globalization era, where English has become the international language, teaching Islam based on English to youth can open many opportunities to broaden their horizons and deepen their understanding of religion. Considering the wealth of religious literature written in English, this approach becomes crucial in efforts to enrich the knowledge of Muslim youth in a global context. Islamic education for youth has two main dimensions: first, as an effort to enhance knowledge about religion, and second, as a means to build a strong character based on Islamic values. Youth, as an age group forming their identity, are very susceptible to external influences, including the effects of global culture and modernity that often conflict with religious values. Therefore, effective religious education can provide guidance for youth to filter information and practice religious teachings in their daily lives.

Islamic education for youth should not only focus on theoretical aspects but must also encompass teachings of moral and ethical values applicable in their lives. Thus, comprehensive religious education for youth will involve teachings that emphasize not only worship but also character development such as honesty, discipline, and respect for others. As a global language, English plays a crucial role in education. Many scholarly works regarding Islam, including journal articles, books, and recent studies, are written in English. Therefore, Islamic education based on English becomes very important, especially in the context of young people's learning who want to understand Islamic teachings from a global perspective. The integration of English

in Islamic education has numerous benefits. One of the main benefits is providing youth with broader access to various sources of Islamic literature written in English. In this context, English-based teaching not only improves the language skills of youth but also provides them opportunities to understand global religious thought and interact with Muslims from various parts of the world. While there are many advantages to be gained, implementing English-based Islamic education for youth also faces several obstacles. One of the main barriers is the teachers' ability to master both languages effectively. Many religious educators experience limitations in actively using English in the context of religious education.

In addition, another challenge is the limited curriculum that does not fully support English-based religious education. Most religious education curricula in Indonesia still focus on the use of Indonesian or Arabic in Islamic learning, which restricts the potential for English integration in religious teaching. Therefore, there is a need for adaptation in curriculum development so that Islamic learning can be accessed through English. English-based Islamic education offers vast opportunities for youth to interact with the outside world and understand Islam more deeply. By utilizing technology, such as online learning platforms, youth can access a wealth of Islamic learning materials in English, whether through videos, articles, or international discussion forums.

Reserch Methodologi

This research applies a qualitative methodology with a case study design to analyze the impact of English-based Islamic education on adolescents. The study will be conducted at Islamic educational institutions in Indonesia that implement a bilingual program in Islamic education. The subjects of this research include students, educators, and administrators involved in the program. Data will be collected through in-depth interviews, classroom observations, and curriculum document analysis. In-depth interviews will be conducted with students, teachers, and administrators to gain insights into their perspectives regarding the benefits and challenges of English-based Islamic education. This study aims to explore the implementation of English-based Islamic education for adolescents, particularly in secondary schools in Indonesia. To achieve this aim, the research will employ a qualitative approach with a case study design, allowing the researcher to delve deeper into the experiences and views of adolescents and teachers within the context of English-based Islamic learning. This design was chosen because it provides the freedom to analyze data thoroughly and understand the dynamics occurring in social, cultural, and educational contexts.

1. Research Approach: Qualitative with Case Study

The qualitative approach offers researchers the opportunity to explore phenomena in depth, focusing on a comprehensive understanding of the experiences of the subjects under study. In this research, the qualitative approach is adopted because the main objective is to uncover the views, perceptions, and experiences of teachers and students regarding English-based Islamic education. The case study was selected because this design allows researchers to focus on a specific context, namely schools that implement English-based Islamic learning. By utilizing

case studies, researchers can gain deeper insights into how English-based religious education is applied in the field, as well as the factors influencing its success and challenges in the process.

2. Data Collection Methods

To obtain the necessary information for this study, the researcher will employ several data collection techniques, namely in-depth interviews, observations, and documentation.

~ In-Depth Interviews

Interviews will be conducted with PAI teachers and students involved in English-based Islamic education. The purpose of interviewing teachers is to explore their views on the challenges, benefits, and experiences related to teaching Islam using English. Meanwhile, interviews with students aim to understand their experiences in participating in Islamic education taught in English and its impact on their comprehension of Islamic teachings.

~ Participatory Observation

Classroom observations will be carried out to directly study how the process of English-based Islamic teaching unfolds. The researcher will observe the interactions between teachers and students, as well as how English is used to convey Islamic concepts. Additionally, this observation aims to assess student engagement during the learning process and to determine whether they are able to follow and comprehend the material taught in English.

Observations will cover the following aspects:

- The use of English by teachers in delivering lesson content.
- How students respond to the material taught in English.
- The interaction between students and teachers, both in the form of questions and answers as well as group discussions.

~ Documentation of Teaching Materials and Curriculum

The researcher will gather relevant documents, such as teaching materials applied in English-based Islamic education, the existing syllabus or curriculum, as well as the textbooks utilized. This documentation will be used to analyze the extent to which the teaching materials support the use of English in Islamic education learning, as well as how the curriculum is structured to accommodate English-based learning

3. Data Analysis Technique

The data obtained through interviews, observations, and documentation will be analyzed using thematic analysis. This technique is chosen because it helps the researcher identify the main themes that emerge from the collected data, as well as relate various findings to form a deeper understanding of English-based Islamic education for adolescents.

1. Data Organization

Organizing data from interviews, observations, and documentation according to relevant categories, such as challenges, benefits, teaching methods, and student reactions to English-based learning.

2.Coding

Marking portions of the data that relate to specific themes or categories, such as "language difficulties", "benefits of globalization", and "character development".

3.Theme Identification

Analyzing data to discover patterns or main themes that arise from the experiences of teachers and students.

4.Interpretation and Compilation of Findings

Interpreting findings based on a broader context, both in terms of Islamic education theory and the challenges of globalization faced by religious education.

Discussion

The integration of English in Islamic education presents various opportunities to enhance language skills and Islamic knowledge among adolescents. One of the primary advantages of bilingual Islamic education is the ability to access a wider range of Islamic academic resources. Resources in English, such as books, journals, and online platforms, enable young people to engage with contemporary debates and interpretations of Islam. Exposure to global Islamic thought is invaluable for fostering intellectual curiosity and a broader understanding of how Islam is practiced around the world. Furthermore, bilingual education improves the English skills of adolescents, which is crucial for their academic and professional success. In many non-English speaking countries, English language skills are viewed as essential for gaining access to higher education and the global job market. By studying Islamic subjects in English, students not only enhance their language abilities but also gain the confidence to participate in international discussions on issues such as human rights, social justice, and interfaith dialogue, which are often addressed in English-speaking forums. However, there are challenges associated with implementing English-based Islamic education. One major concern is the risk of losing the depth and richness of Islamic teachings when translated into English. Arabic is the language of the Qur'an and Hadith, and many Islamic terms possess profound meanings that can sometimes be lost in translation. Therefore, it is crucial for educators to ensure that students are not only proficient in English but also have a strong understanding of Arabic to fully appreciate the depth of Islamic texts. Another challenge is the lack of qualified teachers who are proficient in both English and Islamic studies. In many areas, there is a shortage of educators capable of effectively teaching religious and language subjects. Teacher training programs focused on bilingual education are essential to ensure that instructors can effectively integrate English into the Islamic studies curriculum. Additionally, cultural differences must be considered when implementing English-based Islamic education. While English is a global language, it is important to recognize

the cultural and theological differences that exist within the global Muslim community. Islamic education should remain sensitive to local cultures and traditions while still providing access to global Islamic knowledge.

Conclusion

Islamic Religious Education (PAI) taught in English is very important in today's educational world, especially in areas where English is a second language. Adolescents benefit doubly from this method: an increase in religious knowledge and an improvement in English proficiency. Students gain access to various Islamic scholarly works, many of which are written or translated into English. By incorporating English into the curriculum, it broadens their horizons and enhances their understanding of Islamic values and principles. The use of English in PAI also helps students communicate with people from different cultures and fosters a sense of global citizenship. It encourages them to explore diverse cultural contexts and promotes mutual respect and tolerance. When students engage with Islamic texts and ideas in English, they enhance their critical thinking abilities and acquire the skills to analyze and interpret religious teachings in the context of the modern world. This bilingual approach also prepares adolescents for higher education and the workforce, where English is often used as a medium of education and communication. It equips them with the cognitive and linguistic abilities necessary to contribute to and navigate the global world. Furthermore, this integration helps bridge the gap between modern educational standards and traditional Islamic education, ensuring that adolescents have a broad knowledge base and are able to engage with both secular and religious knowledge. Learning English is not just about learning a language; it is a broader educational strategy that enhances adolescents' linguistic, cognitive, and cultural abilities. It prepares them to interact wisely and respectfully with their environment, fosters a sense of identity rooted in their religious heritage, and makes them more open to influences from around the world.

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