

INTEGRATION OF ISLAMIC VALUES IN ENGLISH TEACHING LEARNING PROSES IN DIGITAL TECHNOLOGY ERA

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Abstract: The development of technology has changed many aspects of our lives, including the world of education. In this era, technology has played a significant role in improving the efficiency, accessibility, and quality of education. New technological facilities and tools have made learning experiences more interactive, personal, and affordable for students around the world. However, on the other hand, technological developments also have negative impacts on the character of the younger generation such as consumer behaviour, cyberbullying, the emergence of individualism, hacking and so on. It is necessary to take concrete steps, namely by integrating Islamic values into teaching learning proses, especially in English teaching. This study focuses on how to integrate Islamic values in English teaching in digital technology era. The present study conducts literature review using a number of sources, including papers and research journals from prior relevant studies. This study reveals that the Islamic values are integrated throughout the teaching learning process. Challenges in integrating Islamic values are not only from the teachers, but also from students, parents and environment.

Keywords: *Islamic Values, English Teaching Learning, Digital Technology Era*

Introduction

The source of learning moral values in the Republic of Indonesia is stated in UUD 1945 and Pancasila, where the first principle reads Belief in the One Almighty God. This means that in a nation, people are required to have a religion which is the foundation for national and state life. Based on Law of the Republic of Indonesia No. 20 of 2003, Article II Paragraph 3, the goal of national education is to develop the potential of students to become human beings who have a balance between mastery of science and technology with appreciation of the values of faith and devotion to God Almighty. For this reason, the teaching and learning process in Indonesia must be integrated with the values of faith and devotion (IMTAQ).

Moral education for children is our obligation as parents who must be accounted for Allah SWT. In Undang-undang, the goal of education is found to creat citizens who believe and fear God the Almighty, Allah SWT. Integration of divine values in the presentation of any subject is part of the mandate of undang-undang. English learning is a major subject that must be taught, from elementary school to university. The English taught to students is active and passive ways. Not only teaching grammar but also covering its various social uses in the native speaker community.

As teachers we must realize the importance of character education for students. In the educational process, teachers should not only carry out the function of transferring knowledge but also function to teach the values and build character (character building) to

the students in a sustainable and continuous manner. Therefore, teachers should teach moral lesson to students, especially in the teaching and learning process.

Schools are strategic places to build students' character through learning and modelling, therefore the role of teachers is very important in creating students with character.

Character building is the process of instilling moral values, ethics, and positive behaviour that shape an individual's personality. In today's digital era, where information and communication technology is developing rapidly, character education is becoming increasingly crucial. Here are some reasons why character education especially Islamic value is important in the digital era:

(1). With widespread access to the internet, individuals, especially the younger generation, are vulnerable to inappropriate content and negative online behaviour. Islamic education helps shape good digital ethics, such as using social media wisely, respecting the privacy of others, and avoiding the spread of false information or hoaxes. (2). Interactions in cyberspace often pay little attention to the feelings and perspectives of others, which can trigger conflict and intolerance. Through Islamic education, individuals are taught to develop empathy and tolerance, so that they are able to interact positively and appreciate differences in the digital community. (3). The digital era offers various opportunities, but also challenges that require independence and courage in making decisions. Islamic education is very necessary to equip individuals with the confidence and ability to face difficulties, as well as adapt to rapid change.

Literature Review

1.1. Islamic Value

Islamic values are the moral principles and ideals that guide Muslims in their lives. They are derived from the Quran, the holy book of Islam, and the Sunnah, the teachings and practices of the Prophet Muhammad. These values encompass a wide range of aspects, including personal conduct, social interactions, and ethical decision-making.

Some of the core Islamic values include:

- Tawhid (Oneness of God): The belief in one God, Allah, is the foundation of Islam. This value emphasizes the importance of surrendering to God's will and seeking His guidance in all aspects of life.
- Justice and Equality: Islam promotes justice and equality for all individuals, regardless of their race, gender, or social status. It emphasizes the importance of treating others fairly and equitably.
- Compassion and Mercy: Compassion and mercy are essential Islamic values, encouraging Muslims to be kind and forgiving towards others, especially those in need.
- Honesty and Integrity: Honesty and integrity are highly valued in Islam. Muslims are encouraged to be truthful in their words and actions, and to uphold their commitments and promises.
- Humility and Modesty: Humility and modesty are important virtues in Islam, promoting a sense of humility before God and discouraging arrogance and pride.
- Respect and Tolerance: Islam emphasizes the importance of respecting others, regardless of their beliefs or backgrounds. It promotes tolerance and peaceful coexistence among different communities.

- Knowledge and Wisdom: The pursuit of knowledge and wisdom is highly encouraged in Islam. Muslims are urged to seek knowledge in all fields and to use their intellect to understand the world around them.
- Charity and Generosity: Giving to charity and being generous to those in need are important Islamic values. Muslims are encouraged to share their wealth and resources with others, especially the less fortunate.

These are just a few examples of the many Islamic values that guide Muslims in their lives. These values are not only relevant to individual conduct but also have broader implications for social justice, economic development, and international relations.

Islamic values are not static or rigid; they are dynamic and adaptable to different contexts and circumstances. They provide a framework for Muslims to navigate the complexities of life while remaining true to their faith and principles.

Method

This research method uses a qualitative research method with a descriptive approach based on data from data analysis in the form of: observation, documentation and interviews. The correspondents of this study were English lecturers and students in three different classes of English Study Programme. From the three classes, it has been found that the learning process taught in each class has implemented English learning using an Islamic approach.

Students are given materials that implement Islamic values. For examples: reading stories that exemplify Islamic values: Incorporate stories from the Quran, Hadith, and the lives of the Prophets. Explore contemporary literature: Utilize stories and novels that portray characters who demonstrate Islamic values like honesty, compassion, justice, and respect. Analyse folktales and fables: Discuss stories from diverse cultures that convey universal moral messages that align with Islamic teachings.

Results and Discussion

Integrating Islamic values into English teaching materials can enrich the learning experience and foster well-rounded individuals. Here's how this can be done:

1. Selection of Texts and Materials:

a. Stories and Literature:

Choose stories and literature that exemplify Islamic values like honesty, trustworthiness, compassion, justice, and respect. This could include:

- Classic Islamic literature: Stories from the Quran, Hadith, and the lives of the Prophets.
- Contemporary literature: Stories and novels that portray characters who demonstrate Islamic values in their actions and decision-making.
- Folktales and fables: Stories from diverse cultures that convey universal moral messages that align with Islamic teachings.

b. Real-life Examples:

- Include examples of individuals who have made significant contributions to society based on Islamic principles.
- Use biographies and autobiographies of inspiring figures who embody Islamic values.

2. Development of Activities and Tasks:

- Discussion and Debate: Design activities that encourage students to discuss and debate ethical dilemmas and social issues, applying Islamic values to their reasoning and decision-making.

- Project-Based Learning: Engage students in projects that involve community service, helping others, and promoting positive social change, aligning with Islamic principles of social responsibility.

- Role-Playing and Simulations: Create scenarios that allow students to practice ethical decision-making and demonstrate Islamic values in real-life situations.

3. Integration of Multimedia:

- Videos and Films: Utilize videos and films that portray positive messages and demonstrate Islamic values in action.

- Online Resources: Utilize online resources such as educational websites, documentaries, and interactive simulations that promote Islamic values and ethical learning.

4. Focus on Language Skills:

- Vocabulary Development: Introduce vocabulary related to Islamic values, such as "compassion," "justice," "integrity," "tolerance," and "humility."

- Grammar and Structure: Use language exercises that focus on expressing opinions, making arguments, and communicating effectively about ethical and social issues.

5. Teacher Guidance and Support:

- Provide clear instructions and guidance: Guide students in understanding and applying Islamic values to their learning activities.

- Facilitate discussions: Encourage respectful and meaningful discussions on ethical and social issues.

- Offer support and feedback: Provide constructive feedback to students on their work, emphasizing both linguistic skills and the demonstration of Islamic values.

Important Considerations:

- Sensitivity and Respect: Always be mindful of the diverse religious and cultural backgrounds of students.

- Authenticity and Relevance: Ensure that the integration of Islamic values is authentic and relevant to students' lives and experiences.

- Continuous Review and Improvement: Regularly review and revise teaching materials to ensure they effectively integrate Islamic values and meet the needs of all students.

By carefully selecting and developing teaching materials that incorporate Islamic values, educators can create a more meaningful and impactful learning experience for students, helping them develop not only their English language skills but also their character, values, and social responsibility

Learning Proses

In providing material in English courses, lecturers provide material related to Islamic culture, Islamic customs/habits of Islamic society in daily life. Which is adjusted to the student's own major. Integration of Islamic values into learning materials is done in several ways, including: (1) adding exercises that reflect Islamic values into the topics taught; (2) inserting Islamic names for people, places or events into the added exercises; (3) attaching quotations of verses of the Qur'an and/or hadith that are relevant to the topic in the main learning material; and (4) mixing typical Islamic expressions with English expressions that are in accordance with the main learning material. According to Gagne (1979:82) every teacher or learning designer definitely wants to get certainty that their teaching and learning activities during a certain period of time have utility for the learning process. At least the teacher wants to know whether his lesson plan is successful and achieves learning objectives. The aim of learning English in the context of ESP (English for Specific

Purposes) in Islamic universities is to enable students to use English both in writing and orally to understand reading texts. English language specifically for each faculty.

Islamic Values

The Islamic values contained in English language learning are manifested in the material that has been given by lecturers to students in the PAI (Islamic Religious Education) study program. The implementation of Islamic values has been given by reviewing the Islamic cultural values that exist in society, religion, and the campus environment. Islamic customs and traditions that have become the habits of society in realizing an Islamic society.

Meanwhile, the integration of Islamic values in assessment activities is carried out through informal assessments in the form of giving oral questions, teacher observations, giving assignments, and reading aloud whose material includes integrated Islamic values. In addition, the integration of Islamic values in assessment activities is also carried out through daily tests in the form of oral and written tests. In

learning activities, the integration of Islamic values is carried out by: (1) code-mixing and code-switching between English expressions and Islamic expressions that are appropriate based on the context of the situation; (2) linking the topics taught with the appropriate Islamic teachings which is done by quoting verses, relevant verses of the Qur'an and/or hadith and/or by explaining Islamic teachings.

Lecturer's Efforts in Integrating English Learning with an Islamic Approach

In providing material in class, lecturers refer to the syllabus that has been made by the lecturer himself in each semester. By referring to the regulations of the Ministry of Religion regarding the creation of an Islamic-based English course syllabus.

In addition, lecturers provide examples of texts that are directly related to existing Islamic cultural elements. So that Islamic values can be integrated into the English learning process. Students can indirectly learn English without reducing Islamic customs/culture. And Islamic values can be maintained. So that in the process of learning English, the "English Culture" that is studied does not reduce the Islamic culture that has been applied in the campus environment

Based on the research findings, the level of integration of English language teaching with Islamic values carried out at UMSU can be categorized as partial integration with the following indicators: (1) the syllabus used as a reference is not designed for such integration; (2) the topics in the main learning materials and media used are not selected based on Islamic values; (3) not all activities are learning (only most) implemented during the teaching and learning process combines the perspective of Islamic values with the perspective of language teaching; (4) integrated Islamic values only function as enrichment materials, not as the content of the lesson. Thus, the integration of English learning can be done by applying English for Specific Purpose (ESP) which is teaching English for specific purposes. Hutchinson and Waters (1987: 19) define "ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning." From the opinion above, it can be concluded that ESP is an approach to teaching that prioritizes the needs or reasons for the learner to learn English. ESP is described as teaching English for specific purposes that can be specified. However, other experts describe that ESP is teaching English that is implemented in academic studies or teaching English for specific work purposes or for specific professional purposes.

Conclusion:

This study shows that there is a need to improve the competence of lecturers in terms of developing teaching materials given to students. Because Islamic values lecturers as teachers can provide material in accordance with what should be obtained and developed.

Students at UMSU are students with a background in Islamic religion. So there needs to be a discussion that can provide input or direction to lecturers as teachers at this institution to emphasize the learning process that is related to Islamic values. So that later students in applying it in society or in their environment they do not have difficulty experience obstacles. Several lecturers who teach need to carry out joint mediation in order to create synergy in carrying out teaching in class. In addition, in terms of integrating Islamic values lecturers as teachers can provide material in accordance with what should be obtained and developed.

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