

IMPLEMENTING AN ISLAMIC-THEMED ENGLISH LEARNING BOOK IN ENGLISH LANGUAGE TEACHING

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ABSTRACT

This study examines the effectiveness of integrating Islamic themes into English teaching materials for non-English major students at Universitas Muhammadiyah Enrekang. Using a Content and Language Integrated Learning (CLIL) approach, this research developed an English textbook that includes Islamic values, aiming to enhance students' language skills while connecting with their religious backgrounds. The study employed the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation) to create and test the textbook. Results from a sample of 189 students show high effectiveness, with a mean N-Gain Score of 0.7601 and an N-Gain Percentage of 76.01%, indicating significant improvement in students' English proficiency. The findings reveal that materials with religious values not only improve language skills but also boost student motivation and engagement. This approach fosters an inclusive learning environment that aligns with students' identities, supporting both their academic growth and ethical development. This research suggests that integrating religious values into language education can create meaningful and impactful learning experiences in English language teaching.

Keywords: Islamic theme; english learning materials; clil

1. INTRODUCTION

Integrating Islamic themes into English language teaching is becoming important in Indonesian Islamic schools. This approach connects language learning with students' culture and religion, creating a learning environment that feels close to their values. Research shows that students are more interested when the content reflects their beliefs. For example, Astuti et al., (2024) says this method gives a complete learning experience by combining language and religious understanding. Zalisman (2020) also finds that Islamic boarding schools improve student motivation by connecting English with Islamic topics. These studies show that combining language skills with cultural identity makes learning more meaningful and interesting.

This integration of Islamic themes allows students to feel a deeper connection to the material, as it aligns with their personal values and beliefs. It not only supports their language acquisition but also reinforces their identity, providing a unique advantage in language learning contexts within Islamic educational settings. By aligning language learning with cultural relevance, students become more motivated and engaged, ultimately enhancing their overall learning experience.

There are many benefits to including Islamic values in English teaching, but there are not enough materials that do this. This is a big gap, especially at Universitas Muhammadiyah Enrekang, an Islamic university that could use these materials to reach both language and moral goals. Most current teaching resources do not include the cultural and religious aspects needed to make learning more engaging for students in this setting.

One good way to fill this gap is by using Content and Language Integrated Learning (CLIL), which combines learning content with language practice. CLIL is a method that can help include Islamic values in English teaching, letting students improve language skills while learning more about Islamic teachings. Studies show that CLIL improves both language skills and content understanding by making useful connections between subjects. Khoiriyah et al., (2022) says CLIL helps students learn language and Islamic teachings at the same time. Dwi Safitri et al., (2023) also explains that CLIL builds language skills and helps students understand the subject more deeply by connecting religious ideas with language learning. These studies show that CLIL is a strong way to teach language and culture together.

Integrating CLIL with Islamic values does more than enhance language skills; it creates a holistic learning environment where students can engage critically with both language and religious content. This dual focus not only enhances their understanding of English but also supports their cognitive development as they analyze and reflect on the integration of language with their cultural and religious identity. The CLIL approach, therefore, strengthens both linguistic and ethical education, providing students with a well-rounded learning experience.

Universitas Muhammadiyah Enrekang does not have teaching materials that include Islamic values in English language learning. This is a missed chance to give students a complete learning experience that fits with the university's goal of educating skilled professionals with Islamic values. Dwi Safitri et al., (2023) says that adding Islamic values to language materials improves both language skills and students' understanding of their culture and religion. Similarly, Asholahudin (2020) finds that this approach makes learning more interesting and meaningful because it connects with students' identities and values. These ideas show that creating Islamic-themed English materials would help students grow in both education and ethics, supporting the university's goal of producing professionals with strong Islamic values.

Many Research show where English materials based on religion are important because they match students' values. Creating English textbooks with Islamic themes can help teachers better support students' learning and create a classroom environment that promotes personal and academic growth. A study by Pradana et al., (2023) found that adding Islamic values to English lessons in Islamic schools helps students feel more motivated, as it gives extra meaning and importance to what they learn. This shows that learning materials with religious values can increase student interest and motivation, helping them grow in a balanced way.

Adding religious themes to learning materials does more than improve language skills; it helps build students' ethical awareness and personal growth. R. Eslit (2023)) explains that language materials and teaching methods have an ethical impact, supporting inclusivity, cultural sensitivity, and respect for language diversity. Similarly, Alfian et al., (2021) points out that including Islamic values in English teaching not only boosts language skills but also teaches moral values, helping students become more ethically aware. These findings show that adding religious themes to education supports both academic success and ethical growth in students.

Furthermore, by embedding Islamic values within the English curriculum, students receive guidance on moral and ethical issues relevant to their community. This alignment of language education with moral development provides a foundation for students to become responsible, ethically aware individuals. This ethical focus not only enhances their academic journey but also contributes positively to their personal growth, making the learning experience both relevant and transformative.

Considering the lack of suitable materials, this study aims to create an English textbook for non-English majors at Universitas Muhammadiyah Enrekang that integrates Islamic themes. Employing a CLIL approach, this textbook is designed to enhance students' learning experiences and address the need for culturally relevant resources. The development of such materials is especially important in today's context, where students benefit from education that builds both academic proficiency and ethical awareness. An Islamic-themed English textbook can equip students at Universitas Muhammadiyah Enrekang with language skills that are aligned with their values, fostering a balanced growth in both knowledge and character.

Due to the lack of suitable materials, this study aims to create an English textbook for non-English majors at Universitas Muhammadiyah Enrekang that includes Islamic themes. Using a CLIL approach, this textbook is made to improve students' learning and meet the need for culturally relevant resources. Developing such materials is very important today, as students benefit from education that builds both knowledge and ethical awareness. An Islamic-themed English textbook can help students at Universitas Muhammadiyah Enrekang learn language skills that match their values, supporting balanced growth in both knowledge and character.

2. METHODS

This study uses the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation) to create an Islamic-themed English textbook for non-English majors at Universitas Muhammadiyah Enrekang. The ADDIE model gives a clear plan for making teaching materials that fit students' educational and cultural needs.

- a. **Analysis:** In this first step, we look at what non-English major students at Universitas Muhammadiyah Enrekang need in terms of language and culture. We use questionnaires, interviews, and document reviews to learn about students' language levels, learning preferences, and the need for Islamic themes in English materials. These findings help set the content and goals of the textbook to match students' academic and cultural needs.
- b. **Design:** In the design step, we plan the textbook's structure, content, and layout. We pick important topics and Islamic themes and use the CLIL approach to teach both language and content at the same time. We set lesson goals, lesson plans, and ways to assess students,

aiming to create a balanced learning experience with both language skills and Islamic values. A detailed outline of the chapters, exercises, vocabulary, and reflection sections is made.

- c. **Development:** In this phase, we create the textbook content. Lessons are made following the design plan, with reading passages, vocabulary exercises, grammar activities, and discussion prompts that include Islamic values. Pictures and illustrations are added to make learning more interesting and clear. Experts and teachers review the content to check for accuracy and cultural fit, making changes as needed.
- d. **Implementation:** Here, we test the textbook with a group of students from Universitas Muhammadiyah Enrekang to see how well it works in a real classroom. Teachers use the textbook for initial lessons, providing feedback on its clarity, interest level, and fit with learning goals. Students' reactions and performance are observed to see how the textbook supports language learning and cultural understanding.
- e. **Evaluation:** In the final step, we evaluate the overall success of the textbook after the implementation. Analyzing test data to see how well the textbook improves students' language skills and understanding of Islamic values.

3. RESULTS AND DISCUSSION

Result

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre test	48.3695	128	10.1782	.89964
	post test	74.0489	128	3.0347	.26823

Paired Samples Correlations					
		N	Correlation	Significance	
				One-Sided p	Two-Sided p
Pair 1	Pre test & post test	128	-.065	.233	.466

Paired Samples Effect Sizes						
			Standardizer ^a	Point Estimate	95% Confidence Interval	
					Lower	Upper
Pair 1	Pre test - post test	Cohen's d	10.8086	-2.376	-2.714	-2.035
		Hedges' correction	10.8729	-2.362	-2.698	-2.023

a. The denominator used in estimating the effect sizes.

Cohen's d uses the sample standard deviation of the mean difference.

Hedges' correction uses the sample standard deviation of the mean difference, plus a correction factor.

Based on the results of the Paired Samples T-Test analysis using SPSS, it was found that there was a significant improvement between the pre-test and post-test scores. The mean score for the pre-test was 48.36 with a standard deviation of 10.17, while the mean score for the post-test was 74.48 with a standard deviation of 3.03. The mean difference between the pre-test and post-test was 26.12, indicating a substantial increase.

The effect size, measured using Cohen's *d*, was calculated to be 10.80, which reflects a very large effect, suggesting that the treatment had a substantial impact on the post-test outcomes.

In line with the academic achievement criteria, this analysis also reveals a shift in performance category from "poor" to "good." In the pre-test, the average score of 48.36 placed most students in the "poor" category, indicating that prior to the intervention, students had not yet achieved an adequate level of understanding based on academic standards.

Following the intervention, the post-test results showed a significant improvement, with the average score increasing to 74.48, which falls into the "good" category. This improvement suggests that the applied treatment was effective in enhancing students' comprehension and academic performance.

Overall, these results reflect a positive shift from a "poor" to a "good" performance category, indicating that the learning objectives were successfully achieved in accordance with the academic mastery criteria.

Discussion

The comparison between pre-test and post-test scores demonstrates that the instructional material successfully enhanced students' learning outcomes in a statistically significant manner. The designed learning activities, such as group discussions and vocabulary exercises, supported students in applying their English language skills within Islamic contexts. These findings align with research by Bearnt, which suggests that CLIL (Content and Language Integrated Learning) combines content and language dimensions to create meaningful learning. A supporting study by Aflahatun et al., 2023 also confirms the effectiveness of the CLIL approach in promoting relevant curriculum development and improving student learning outcomes.

The improvement in post-test scores not only indicates successful mastery of the material but also reflects students' active and reflective engagement in the learning process. Interaction-based and contextually grounded activities have proven to enhance attention, retention, and the transfer of learning to real-life situations. Overall, the evaluation stage shows that this instructional material is effective in supporting relevant and meaningful English language learning. The significant improvement in student performance provides strong evidence that this material is suitable for widespread use at Universitas Muhammadiyah Enrekang and can serve as a model for developing Islamic-integrated teaching materials in higher education.

This success also signifies that integrating Islamic values into English language instruction is not only feasible but also enriches pedagogical approaches in Islamic higher education institutions. Through this integration, language learning becomes more than the transmission of linguistic structures—it evolves into a process of internalizing meaning and values.

The CLIL approach not only enhances academic achievement but also facilitates the development of critical thinking skills and collaborative abilities among students. CLIL allows learners to integrate the target language with cognitively relevant content, thereby creating a holistic learning experience. Furthermore, the approach can improve learning motivation through task-based and cooperative activities. Therefore, implementing CLIL in English language teaching that incorporates Islamic values offers an opportunity to merge academic skills with character education, making it an effective and contextually relevant approach for Universitas Muhammadiyah Enrekang.

Support from various studies confirms that CLIL is not merely a global pedagogical trend but also an adaptive approach suited to local and religious contexts, as long as it is developed appropriately and contextually.

4. CONCLUSION

The evaluation results indicate that this instructional material is highly effective in improving students' learning outcomes. Data from both small and large group trials show positive responses from students and lecturers toward various aspects of the material, including layout, design, content, and learning activities. Quantitatively, there was a significant increase in post-test scores compared to the pre-test, with the average rising from 48.36 to 74.48. This demonstrates that the instructional material successfully supports meaningful and relevant learning and is suitable for use as a primary resource in English language instruction.

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