Integrating Islamic Values into ELT

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Abstract

The integration of Islamic values in ELT in Indonesia needs a good attention. The goal of integration should be understood as the process of achieving it to inculcate learners with Islamic teachings as a strategy to teach character education. The integration of Islamic principles into ELT in Indonesia requires careful consideration. The integration process aims to instill Islamic teachings in learners as a tool for character education. English education should focus on preparing students for global competition. The issue of why Islamic ideals should be prioritized requires careful consideration. In addition, teachers' experience with integration strategies and issues should be included. This paper discusses some aspects of the subject. Key words include Islamic faith, education, and English culture. However, the teaching of English itself must be on the right track which is to equip learners with the necessary English language skills for global competition. The question of why Islamic values should be present should be addressed wisely. In addition, the issue of integration strategies and the challenges faced by teachers in the integration process must be taken into account. This paper discusses several aspects related to these issues.

INTRODUCTION

At this time, it is important for us to defend the principles of education. According to Al.Qomoul (2015), we cannot face the challenges and contradictions of modern life if we are not equipped with important values. To better understand diversity in social life, including culture and values, a better understanding of values is needed because people, knowledge and ideas develop and change rapidly (Scarino and Liddicoat, 2009). English Language Teaching (ELT) in Indonesia is also experiencing a shift in knowledge and concepts. Indeed, as an international language, English is used to communicate with native speakers from English-speaking countries and non-native speakers from other countries around the world. Teaching English as a foreign language can impact the norms and culture embedded in the language. Researchers argue that the integration of culture and education helps students understand and learn foreign languages. Therefore, teachers should not concentrate on understanding grammar or basic understanding of a foreign language without considering cultural issues (Alzayyat, 2014). According to Clout (2005), in the last thirty years, culture has become an increasingly important element in English language teaching.

Teaching English as a foreign language is not easy. As the curriculum has required teachers to implement values or characters in subject lessons at every level of education, teaching English in Indonesia will be done differently. According to this policy, teachers should be able to incorporate character education as a way to teach values and character in their subject matter. They should also help

students master the targeted English language components and skills (Rohmah, 2012). There must be a reason why character education should be part of English education in Indonesia. Education is considered to improve students' intelligence and personality. Both Lickona and Davidson also state that.

From what is mentioned above, it is clear that character education is the foundation of moral and performance values that should be instilled in students. Good character education helps students understand the reasons why these values are important, as well as human qualities such as justice, compassion, respect, courage and perseverance. Good character education also fosters a strong culture of character (character.org).

By understanding religious principles, one can develop character. Why should Islamic values be included in ELT? Against this issue, this fundamental question may arise. How are Islamic values and British culture addressed in formal education? How can Islamic values be applied in further education? How important is it to incorporate Islamic values into further education (ELT)? It is important to answer these questions carefully because incorporating Islamic values is not common in language classes, especially English. English is the main language of Western countries. Moral education can be taught in these classes, but they do not represent the values that a Muslim should have (Yusof et al., n.d.). The difference between Western and Islamic cultures and the way teachers present both cultures and values in English language learning is another issue that may need to be considered when talking about integrating Islamic values in formal education. In this paper, some issues related to the application of Islamic values in further education (ELT), especially with regard to Indonesia.

METHOD

Study as a method, this method directly guides researcher in collecting, analyzing data and combining quantitative and qualitative processes, Iskandar et al (2021). Mixed research methods are a type of method that is considered new compared to other research methods. Therefore, researcher need to know the definition of this method, the design used, the procedure for collecting data and the process of analyzing and interpreting data. In general, mixed methods is a research that combines two types of methods, namely quantitative and qualitative.

FINDING AND DISSCUS

A. **WHY ISLAMIC VALUES**

There will be at least two different opinions on this issue. The first is that Islamic values should be incorporated into ELT because it is very important to engage students with good values, and Islamic values will be one of the important values that should be instilled into students' lives. The second opinion is that we need to include Islamic values because we are worried that our young generation will lose their identity as Indonesians and as Muslims. It seems that people believe that students will reject their own culture if they know about other cultures. It seems like they believe that people will only accept their own culture if they don't know about other cultures, which is demeaning to the culture. The problem is how English works together with Islam. Since English is spoken by many Islamic societies, such as Pakistan and Malaysia, as well as Muslims in countries like the UK and Australia, it makes no sense to consider English as an "un-Islamic" language.

In this discussion, I will emphasize the first perspective-incorporating Islamic values for character building. With 85% of its population being Muslim, Indonesia is considered the country with the largest Muslim population in the world. There is no doubt that Islamic principles play an important role in many aspects of Indonesian life. Islamic teachings and values shape much of daily life in Indonesia, an Islamic country. However, social change does occur. The social actions and attitudes of Indonesians are influenced by economic, political and social dynamics. Violence, bullying, criminality, vandalism and crimes against humanity are becoming increasingly serious problems. Educators and parents attribute these social phenomena to a lack of religious education at school and at home. This condition has prompted the government to emphasize character values, including Islamic values, in every subject. This allows students to get more opportunities to learn values and behave better.

Islamic values can be defined as the principles found in the Qur'an and the actions performed by the Prophet Muhammad (pbuh), and they can also be considered the principles of Muslim life. The amount of time provided for religious instruction in public schools is very limited, only two hours a week, so it is not enough to equip students with Islamic values. Therefore, it is hoped that incorporating Islamic values into Islamic Religious Education lessons or other lessons will help maintain good behavior and prevent students from bad actions. In contrast, teaching English culture seems to be difficult because every English student and teacher in Indonesia has a different culture from the English-speaking society. In order to prevent excessive cultural adaptation and imitation of bad habits, the issue of these different cultures and habits must be properly addressed. Although not all cultures present in English are bad, teachers should give proper explanations on how to respond to such cultures from an Islamic point of view.

B. HOW TO INTEGRATING ISLAMIC VALUES INTO ELT

Since language and culture are inseparable, learning about culture in foreign language classes is considered a big deal. Students have to learn other people's cultures because they have to learn English. Learning other languages to know and appreciate the differences among different communities and cultures is considered important, although conflicts or disputes between Islamic and some Western values conveyed through English may arise. In addition, Rohmah (2012) emphasizes that the target culture of English is different and sometimes contradictory to the culture of English learners. To overcome the conflict between these two cultures and provide students with good cultural knowledge, teachers should have good cultural knowledge. However, according to Kirkpatrick and Prescott (1995) (in Rohmah, 2012), learning Western values is not favored in Indonesia, as in many other Asian countries. This condition challenges English teachers to teach both culture and English to their students. Teachers should understand that Western culture does not necessarily mean something bad. We can learn English but not imitate the "Western" lifestyle. English should be seen as an important language to learn, not a language that threatens our values and culture. This is because it is the main language through which we gain much modern knowledge (Ratnawati, 2009).There are some strategies could be implemented in incorporating Islamic values in ELT as they are proposed by some scholars (Rohmah, 2012; Al Qomoul, 2015):
1. Writing and using English course-book containing Islamic messages

2. Using authentic materials containing Islamic messages
3. Providing the EFL textbooks with more Islamic values, especially, those related to faith, worship and morals to help building up and developing the Muslim youths' personality
4. Selecting universal language texts, which do not contradict with Islamic values and include information as well as input about the positiveness of human nature.
5. The values included in the textbooks should be explained in terms of rationality and logic.
6. The values should be established by presenting tips that would help students to think of the current world issues positively and preparing them for creativity.

Actually, the approaches mentioned above are accompanied by a variety of alternative approaches that can be used. Providing English as an important language to learn and creating a pleasant learning atmosphere for students are two important components that teachers should pay attention to. Making comparisons, without emphasizing morality, is where cultural differences will appeal to students. Students need to understand the reasons behind the differences, why some Western cultures are not compatible with their own, and how they respond and act on the differences.

C. CHALLENGE IN INTEGRATING ISLAMIC VALUES INTO ELT

Language teachers should understand how important it is to teach the culture of another language. However, they are often criticized for not treating the culture in their classroom well. In the learning process, language teachers should understand the students' culture and the culture of other countries. related to incorporating Islamic principles into the English curriculum, there are some conditions that might be challenging for teachers in the teaching and learning process:

1. **Teacher 's lack of knowledge about the Islamic values**

Having sufficient understanding of Islamic values will help teachers embed these values in English learning through appropriate activities and explanations. Teachers will also play an important role in providing relevant resources for students to learn English and also Islamic values. If teachers lack understanding of Islamic values, this will impact on the way they integrate Islamic values into their learning.

2. **Teacher's lack of knowledge about the target language cultures and values**

As mentioned above, language teachers must have a relevant and adequate understanding of the culture and values of the target language. I think everyone agrees that English and Western culture are synonymous, and this has an impact on how English is attached to Western values and culture. Teachers must understand the culture of the target language in order for them to explain, compare and communicate the different values of each culture. Often, teachers forget how important it is to know the culture of the target language, so their knowledge is limited.

3. **Conflict with the teacher's teaching objectives or target**

   Some teachers believe that student achievement is the most important thing. That's why their teaching is material-centered. Teaching culture may be time-consuming. Their perception of teaching culture is influenced by their concerns about "unfinished" material. They also may not have much experience living in a culture that speaks another language.

4. **Requires better preparation for teaching**

   sometimes teachers don't want to when they plan to teach Islamic language and values. They have to make sure that the material they present is relevant to the students and that they also understand and master the material well.

Teachers' beliefs that may be incompatible with this idea of integration Several studies have shown that teachers' beliefs influence decision-making in the classroom. In other words, when teachers believe that it is important to incorporate Islamic values into outdoor education (ELT), they will deliver instruction in the right way and vice versa. Johnson (as cited in Abdullah, 2014) notes three main beliefs about teachers. First, teachers' beliefs influence what they do in the classroom because beliefs affect students' perceptions and judgments. Second, teachers' beliefs are critical to teaching and learning because they are the end users and disseminators of theoretical or practical advances in language teaching. Third, understanding teachers' beliefs is essential for improving teacher education.In conclusion, for some reasons and some teachers the teaching English itself is challenging, moreover, when they have to teach ELT and integrating Islamic values in it, it will invite more challenges for the teachers. The lack of teachers; knowledge including pedagogical knowledge, content knowledge, pedagogical content knowledge influence in the way they present and perform their teaching. There should be a collaborative work between government, teachers, schools to create a curriculum of English which is rich with Islamic values in order the curriculum is becoming viable and probable.

CONCLUSION

Teaching English as a second or foreign language requires a lot of knowledge about teaching methods and pedagogy. It requires teachers' knowledge of values as these factors can affect their perception of the language. The question of integrating Islamic values in English language education in Indonesia should be addressed properly. The process of instilling Islamic teachings to students is the goal of integration. It can be used as a method to teach character education. English language teaching, however, should be maintained, providing learners with the English language skills necessary to compete in the global market. To answer the question of why to follow Islamic values, we must think logically. In addition, the language curriculum should be well designed to help the integration process, focusing on cultural topics and English language skills. Nevertheless, cultural understanding and principles should be taught in various ways so that students are better prepared to unite in the target language community.

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