

DEVELOPING ISLAMIC VALUES-BASED ENGLISH LEARNING MATERIALS FOR ISLAMIC SENIOR HIGH SCHOOL STUDENTS

Dede Pertamina, Salsabila Balqis
Universitas Siliwangi, Kota Tasikmalaya, Indonesia
Email: dedepertamana@unsil.ac.id, 182122075@student.unsil.ac.id

ABSTRACT

English learning materials in Islamic schools often rely on general textbooks that do not fully represent Islamic values and students' cultural backgrounds. This study aims to develop English learning materials that integrate Islamic values to make language learning more meaningful and character-oriented. The research employed a Research and Development (R&D) design using the ADDIE model, which includes five stages: Analysis, Design, Development, Implementation, and Evaluation. The needs analysis was conducted through questionnaires and interviews with English teachers and students at an Islamic Senior High School. The findings revealed that teachers and students needed English materials that include contextual Islamic content such as honesty, discipline, and cooperation. The developed materials consisted of reading texts, dialogues, and writing exercises containing Islamic themes while maintaining the curriculum standards. Expert validation indicated that the materials were highly appropriate in terms of content, language, and design, with a mean score of 88.5%. The limited implementation phase showed positive responses from students, who reported higher motivation and engagement in learning English. This study underscores the significance of integrating religious values into English language teaching to promote both linguistic competence and moral development among learners.

Keywords: *Islamic values; English learning materials; material development; Islamic school; R&D method.*

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1. Introduction

English is one of the most widely taught foreign languages in Indonesia and plays a crucial role in preparing students for global communication. However, in Islamic schools, English learning often faces a unique challenge. The teaching materials used are mostly adapted from general contexts that do not reflect Islamic culture or values. Consequently, students may find it difficult to relate to the learning content, which affects their engagement and motivation.

Integrating Islamic values into English learning materials is expected to provide a more contextualized and meaningful learning experience for students. According to Tomlinson (2011), effective materials should be meaningful, engaging, and relevant to learners' lives. Meanwhile, Al-Attas (1991) emphasized that Islamic education aims to balance intellectual and spiritual growth. Therefore, the incorporation of Islamic perspectives into English language teaching (ELT) aligns with the objectives of holistic education.

Given these challenges, there is a need for English materials that not only support linguistic competence but also promote Islamic moral and cultural awareness. This study aims

to develop English learning materials based on Islamic values for Islamic Senior High School students. Specifically, it focuses on designing, validating, and testing materials that integrate Islamic moral content while maintaining language learning objectives.

2. Literature review

2.1. Material Development Theory

According to Tomlinson (2011), materials should provide meaningful, authentic input that encourages students to interact with language in real contexts. Good materials are expected to be engaging, relevant, and able to foster both linguistic and affective development. In the context of Islamic education, such materials should also promote moral and spiritual values consistent with the learners' worldview.

2.2. Islamic Pedagogy and Value Integration

Al-Attas (1991) emphasized that Islamic education aims to cultivate balanced individuals, those who are intellectually capable and spiritually conscious. This aligns with the idea of integrating *akhlaq* (morality) and *adab* (ethical behavior) into teaching. Recent studies, such as Munif et al. (2024) and Hasibuan, Rahman, & Nasution (2025), highlight the effectiveness of integrating Islamic values into English teaching to enhance motivation, character building, and cultural identity. Meanwhile, Astuti, Mustofa, & Nisak (2024) stress that Islamic-based ELT in the digital era must balance global communication competence with faith-based ethics.

2.3. Cultural Context in English Learning

Language cannot be separated from culture (Kramsch, 1993). Embedding learners' culture, especially religious culture into English materials helps them connect learning with their daily lives. Studies by Syuhda et al. (2024) and Listyowati (2022) support that contextualized and value-based materials make ELT more engaging and meaningful. However, few studies have specifically designed English learning materials grounded in Islamic values for Madrasah Aliyah students. Hence, this study fills that gap by developing English materials that align with both the 2013 Curriculum and Islamic educational philosophy.

3. Method

This study applied a Research and Development (R&D) approach using the ADDIE model (Analysis, Design, Development, Implementation, Evaluation).

3.1. Participants and Setting

The participants were English teachers and tenth-grade students at an Islamic Senior High School in Kota Tasikmalaya.

3.2. Procedures

1. **Analysis:** Conducted a needs analysis through questionnaires and interviews to identify the types of Islamic-based materials needed by teachers and students.
2. **Design:** Designed lesson plans and materials that align with the 2013 Curriculum while integrating Islamic values.
3. **Development:** Developed prototype materials such as reading texts, dialogues, and writing tasks that promote Islamic principles like honesty, responsibility, and compassion.

4. Implementation: Conducted limited tryouts in one class to test practicality and student response.
5. Evaluation: Gathered expert validation from material and language experts, then revised based on feedback.

3.3. Instruments

Data were collected using the following instruments:

1. Questionnaires (for needs analysis and student response)
2. Expert validation sheets
3. Interviews (for qualitative insight)

Data were analyzed descriptively by calculating mean validation scores and interpreting qualitative feedback.

4. Findings and Discussion

The needs analysis showed that both teachers and students preferred English materials containing Islamic contexts. They believed such materials would help students relate moral values to real-life communication.

The development phase produced a set of English materials that covered four main skills. Reading, speaking, listening, and writing with integrated Islamic themes. For example, a reading passage titled 'The Honesty of Prophet Muhammad (PBUH)' was used to teach descriptive text, while a dialogue about cooperation in community service was designed for speaking practice.

The expert validation results indicated that the materials were appropriate for use, with the following average scores:

- Content suitability: 89%
- Language clarity: 87%
- Design and layout: 89.5%

(overall mean score: 88.5%, categorized as very good).

During implementation, students responded positively. They mentioned that the materials helped them learn English more enjoyably and made them reflect on moral values. Teachers also found the materials practical and aligned with classroom goals.

The findings demonstrate that developing English learning materials based on Islamic values can enhance both the relevance and motivation of language learning. The results align with Tomlinson's (2011) principles of meaningful material development and support Al-Attas's (1991) view of integrating spiritual and intellectual education.

Students' positive responses indicate that religiously contextualized materials do not hinder language learning; rather, they make the content closer to students' everyday experiences. This finding supports Kramsch's (1993) notion that culture and language are inseparable. By embedding Islamic values such as honesty and cooperation, the materials not only teach linguistic forms but also encourage moral reflection. Furthermore, expert validation confirmed that the materials met pedagogical and linguistic standards, meaning they can be a supplementary resource for English teachers in Islamic schools.

5. Conclusion

This study developed English learning materials based on Islamic values for Islamic Senior High School students using the ADDIE model. The results revealed that integrating Islamic perspectives into ELT materials enhances students' engagement and moral awareness while

maintaining academic standards. The developed materials were validated as appropriate and effective for classroom use.

Future research is recommended to expand the implementation to multiple schools and measure the long-term impact on students' language proficiency and character development. Integrating faith-based content within language instruction can serve as a model for culturally responsive material development in similar educational contexts.

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