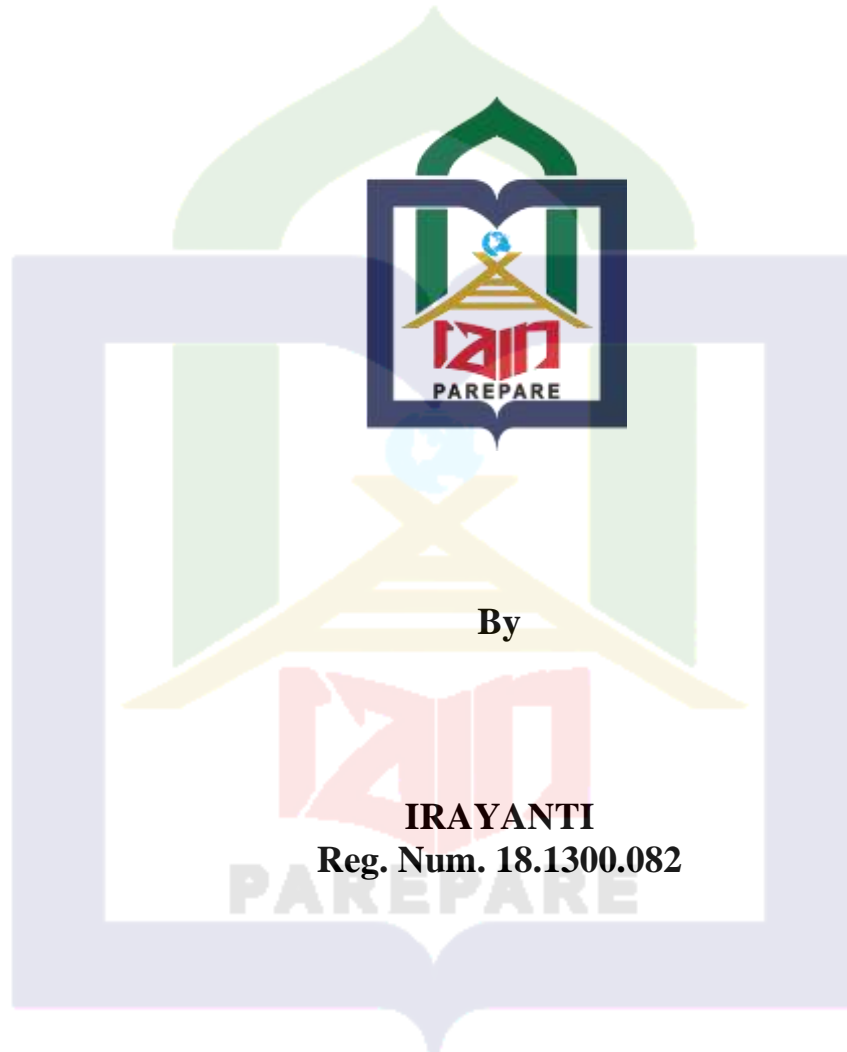


A THESIS
INTEGRATING ISLAMIC VALUE IN TEACHING ENGLISH AT
ISLAMIC BOARDING SCHOOL AL-URWATUL
WUTSQA SIDRAP REGENCY



By

IRAYANTI
Reg. Num. 18.1300.082

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2022 M/1443 H

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ISLAMIC BOARDING SCHOOL AL-URWATUL
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Submitted the English Education Program of Tarbiyah Faculty of State Islamic Institute of Parepare in Partial Fulfilment of the Requirements For the Degree of Sarjana Pendidikan (S.Pd)


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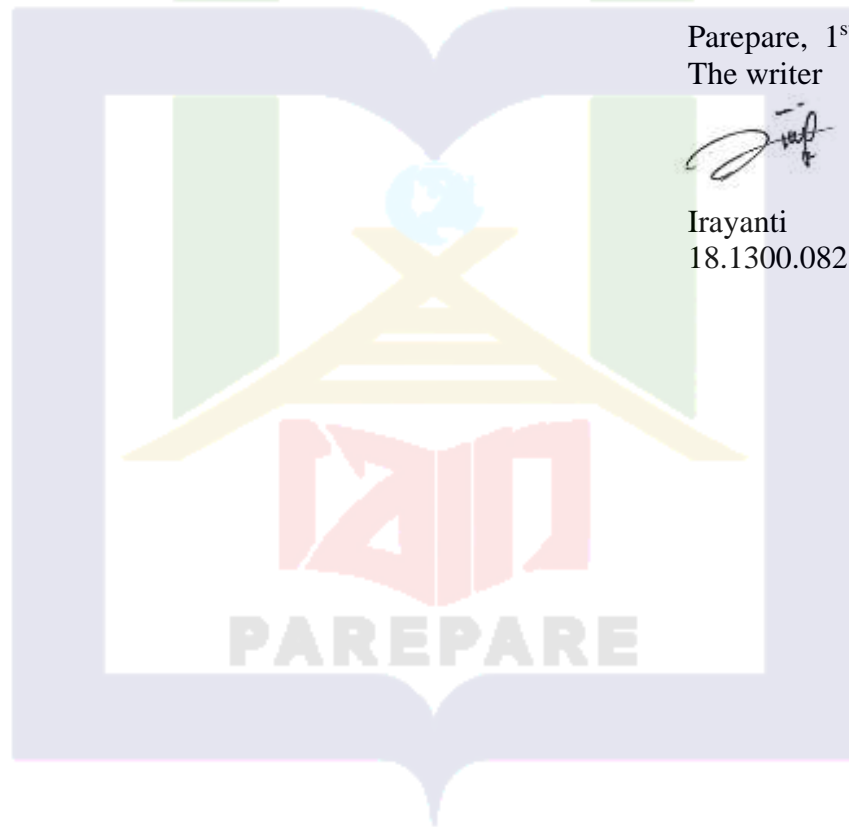
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Stated that herself conducted this thesis, if it can be proved that it is copied, duplicated or complied by other people, this thesis and degree that has been gotten would be postponed.

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ABSTRACT

Irayanti. *Integrating Islamic Value in Teaching English at Islamic Boarding School Al-Urwatul Wutsqa Sidrap Regency.*(Supervised by Saepudin and Mujahidah)

Islamic values materials become very essential to be taught in score of Islamic school, the issue was that some of the Islamic school did not implemented islamic value material toward their english teaching materials which become topic of this research. The purpose of research is to identify the implementation of teaching English and to describe the integrating of Islamic value in teaching English materials at classroom activitis in Islamic boarding school Al-Urwatul Wutsqa Sidrap Regency. The results of this study are really beneficial for lecturers and students because they get proper information about the integration of Islamic value in teaching English.

This research design was qualitative research by data collecting technique were observation, interview and documentation. The primer data was result interview and informant of this research was English teacher of Islamic Boarding School Al-Urwatul Wutsqa Sidrap Regency. Data analysis were data display, reducing, and conclusion.

The result of this research were the implementation of teaching English at Islamic boarding school Al-Urwatul Wutsqa Sidrap regency followed the leasson plan (RPP) which used approaches namely; critical tingking, teacher asked many question to stimulate the students critical thingking about why and how; collaborative skill about grouping the students into several group and students learn by group and discussed for deep material comprehension; communicative skill, teacher giving question to students and giving back some respond others; creativity skill shows about positive results with the help students on their problem solving. the proccessed during classroom used *students group discussion* focused material of Exposition text. The integrating of Islamic value in teaching English at Islamic boarding school Al-Urwatul Wutsqa Sidrap regency that teacher guide students based on aqidah value, moral value and social value during students activities at school, but teacher did not integrated the Islamic value in teaching materials, the materials keep focused on general sources.

Keyword: *Teaching English, Integrating Islamic Value, Islamic Boarding School*

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CHAPTER I

INTRODUCTION

A. Background

Islamic education has become the purpose in educational system during processing of schooling practice. The integration of education system an Islamic value has change islamic perspective, the concept of Islamic education guides the mind the human perspective based on Islamic value and the revelations.

According to the parlementry partial contexts of national education is directed to the objective of national education, which 62% of Indonesian potential in a whole to be man that has iman and taqwa to precious character that acquires knowledge and skill both physical and spiritual consisted in educational formal school.¹

English is the language of commerce, business, law, higher education, media and administration. Especially for English which the language of opportunities to secure a good job. English is made a basic requirement along education. It is not surprising today if English is considered as a global language. This made English a lingua franca for many purposes in many fields.² Additionally, one of the important objectives of integrating Islamic value and teaching English is encouraging the students to act as Islamic approach and life guided effectively.

Islamic value cannot be separated from the contents of social and cultural aspects of speaker or native language. Culture also establishes for each person a context of cognitive and affective behavior, a template for personal and social existence, it can be conclude that teaching a language is also teaching its native speaker' culture. Language,

¹ RI No. 20 Tahun 2013 in grafica, 2007:5

² Umam, C. "Maintaining Islamic Values in English Language Teaching in Indonesian Pesantrens", (Didaktika Religia: 2014), Vol. 2, No. 1, p. 228-242.

culture and local wisdom such as the religious values are inseparable so that teaching English has to teach both of language and local contents. Furthermore, Teaching English as a Foreign Language (TEFL) is more meaningful if the teachers are able to integrate not only the culture in the society where the students live but also the local wisdom such as the values in the students' religion.³

This study aims to solve the gap between the problem occur in the feel faced by Muslim (santri) and the education regulation for Islamic religion education, in other word there should not be integrated between religious culture and non religious culture in school scope.

This study basically aims to describe the integration of Islamic values in teaching English and learning process at Islamic boarding schools Al-Urwatul Wustqa which reported that the materials taught with the principles of School-based Curriculum in Islamic school consisting of some tasks for the students to do and guidance to the teacher in using the material in the teaching learning process, and in line with the context of the student's life situation, especially the situation in their major school. Some ways offered to integrate or maintain Islamic values in English teaching here are: Optimizing the use of instructional materials containing Islamic messages, writing and/or using textbook containing Islamic values, using Islamic values-based authentic materials, being ready with the teachers for guides the students in their daily school in the beginning of processing until the end of the class must contain Islamic value.

Based on these all explanation above the researcher is interesting to identify integrating islamic value in teaching English at islamic boarding school Al-Urwatul Wustqa.

³ Annisa, Siti Khadija. "The Integration of Islamic Values in English Teaching and Learning Process at MAN Model Palangka Raya". (IAIN Palangka Raya, 2017). p. 36

B. Research Question

Based on the background of the study above, the research formulates research question as a follows:

1. How is the implementation of teaching English at Islamic boarding school Al-Urwatul Wutsqa Sidrap Regency?
2. How is the teacher integrating the Islamic value on teaching English materials at clasroom activitis in Islamic boarding school Al-Urwatul Wutsqa Sidrap Regency?

C. The Objective of the Research

The objectives of this research are:

1. To identify the implementation of teaching English at Islamic boarding school Al-Urwatul Wutsqa Sidrap Regency.
2. To describe the integrating of Islamic value in teaching English materials at clasroom activitis in Islamic boarding school Al-Urwatul Wutsqa Sidrap Regency.

D. Significance of Research

The significance of the research is theoretically and practically.

1. Theoretical, the result of the research theoretically. It is expect to be useful as new information for science or knowledge especially in teaching English with Islamic value.
2. Practical, the result of this research will provide the useful information such as:
 - a. Students

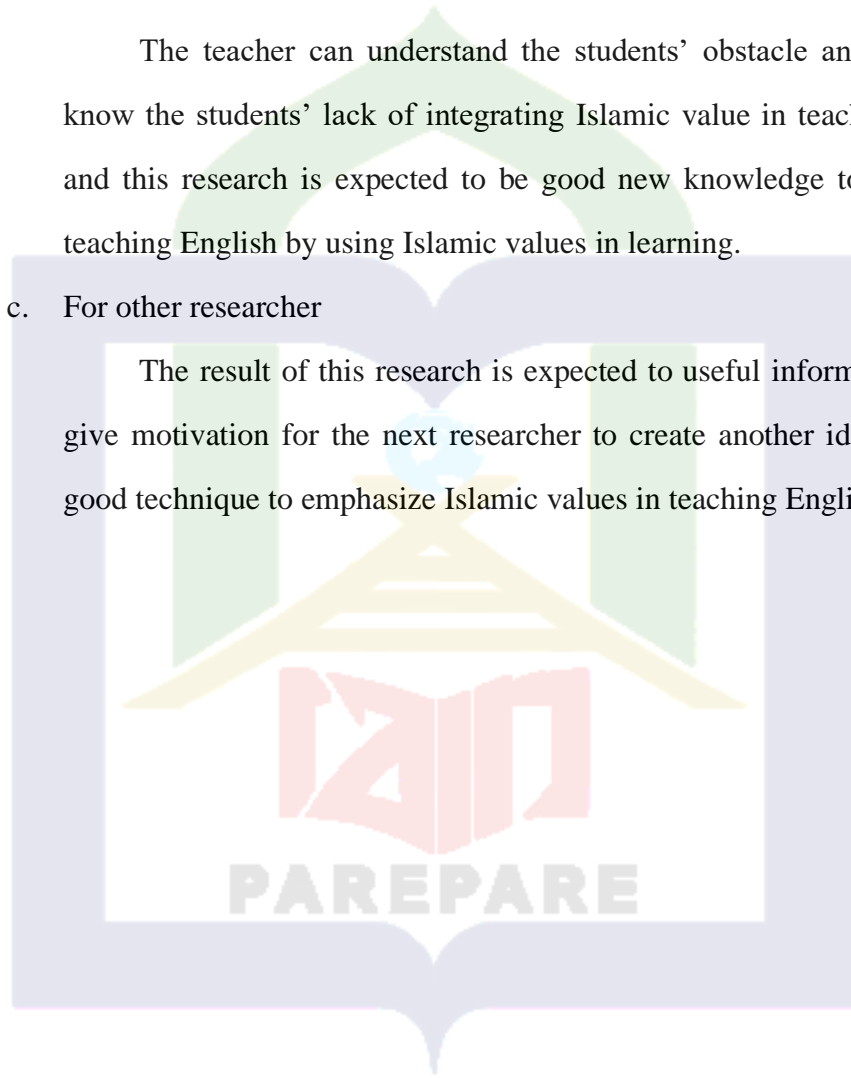
The result of this research is expected to give more information which really important to be known as students. In order to that students can get to know religious values through English material.

b. Teachers

The teacher can understand the students' obstacle and needs and know the students' lack of integrating Islamic value in teaching English and this research is expected to be good new knowledge to be used in teaching English by using Islamic values in learning.

c. For other researcher

The result of this research is expected to useful information and to give motivation for the next researcher to create another idea about the good technique to emphasize Islamic values in teaching English.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Finding

Many researcher have conducted their research on integrating islamic value in teaching English. Their findings are consecutively presented below:

1. Mochlis Ekowijayanto in his research *“The Integrating of Islamic Values in Implementation of Learning English: Islamic Education Students Perspective”*. The study is an empirical study (field research) in the form of descriptive method. The teaching materials used are as follows: (1) Lessons from the Qur'an and Hadith, (2) Traditional Islamic Stories, (3) Life of Muslims Around the World and (4) Biography of Good Islamic Figures from Indonesia and around the world. Based on the result showed that in carrying out teaching practices in class English III, students of religious education (PAI) had a fairly good competence in integrating Islamic values into the teaching and learning process of English. It was demonstrated by 14 students (prospective teachers) who were able to integrate Islamic values in the learning material they applied. While the rest are only integrated in the opening and closing activities by saying Salam (Islamic greetings) and doing do'a (prayer).⁴
2. Galuh Nor Rahma in her research *“Islamic Values Integreation in English Lesson at Madrasah Tsanawiyah: Teachers' Beliefs And Practices”*. Her research used quantitative approach and the data were taken from classroom observation and interviews. Based on the result is the integration of islamic value in the content

⁴ Ekowijayanto Mochlis, “The Integrating of Islamic Values in Implementation of Learning English: Islamic Education Students Perspective”, (Universitas Nurul Jadid, 2020)

of English lessons was still not strongly practiced even some teachers have done it by giving added values when explaining a particular material. The situation was mostly influenced by inability to operationalize the values into the teaching materials and the lack of model for integration.⁵

3. Ahmad Sarkani in his research "*Integrating Islamic Values in English Classes At MTs. Al-Islamiyah Bebidas*". His reasearch used a descriptive case study with a qualitative research design. Based on the result shows that the Islamic values in the forms of being faithful and pious have been more dominant and they have been directly integrated into the lesson plans, the instructional materials, the instructional activities, and the assessment.⁶

Those previous researches above used as references for the researcher in conducting this research and also as the comparison beetwen those relevant researches with the research conducted by the researcher this time. The different between this research and previous research are the method of the research and the objective of the research. First preveous research focused on English learning to implement islamic values on teaching materials, which use field research method. Second preveous research focused on teacher beliefs and practice. Third preveous research focused on identifying and describing the phenomena of the Integration Islamic Values they have been directly integrated into the lesson plans, the instructional materials, the instructional activities, and the assessment.

⁵ Rahma Nor Galuh, Lina Hanifiyah, Ulil Fitriyah, Anita Andriya Ningsih, "Islamic Values Integreation in English Lesson at Madrasah Tsanawiyah: Teachers' Beliefs And Practices", Vol. 11, No. 1, p. 94-95, 2019

⁶ Sarkani Ahmad, "Integrating Islamic Values in English Classes at MTs. Al-Islamiyah Bebidas". (International Research Journal of Human Resources and Social Sciences, 2018). Vol. 5, No. 11, p. 62

In contrast, this study will be different of those previous studies in term of the object. However this study fully focused on how is the teacher integrate the islamic value in teaching English using the material, Islamic messages and text book in teaching learning process with aqidah value, moral value and social value.

B. Some Pertinent Ideas

1. Teaching English Language

English is a tool to communicate among many countries as a global language and also used to communicate with other people especially in educational field. Mastering English is very important to gain success in facing the global era.

In Indonesia, English is a compulsory subject that has to be learnt by the students. It is one of the subjects that decide whether the senior and junior high school students can pass from their study in their own schools or not. So, the English teachers have to consider what the considerations of teaching English in the class. Teaching English should be based on four points. Those are:

- a. The material should be appropriate with the students' interest and ability.
- b. Provision should be made in timetable for instruction at frequent interval.
- c. The English language lesson must not be a special feature once or twice a week.
- d. The students should have the opportunity to exercise their growing skill

every day.⁷

The conclusion is that in foreign language teaching, the method that is used by the teacher is also influential to gain success in conducting language in teaching and learning process.

The success of teaching English depends on not only the four points that are explained in the previous paragraph, but also other considerations. According to Mackey as cited in Bambang, all teaching must include some sort of *selection, gradation, presentation* and *repetition*.⁸ It includes selection because the teachers cannot teach the whole aspects of English language. It includes gradation because the teachers cannot teach all of what they have selected at once; the teachers have to put something one after another. It also includes presentation because the teachers cannot teach the English language without communicating it to other people; the teachers have to present what the teachers have selected to others. Finally, it includes repetition because the teachers cannot make other people learn the English language without repeating the materials they are learning; the teachers have to teach language skills with practice; all skills depend on practice.

2. Teaching English in Islamic Boarding School

There are several differences between teaching English in Islamic boarding school. Teaching English in Islamic boarding school should refer to the program of study of students who are being taught. The English

⁷ Diane Freeman Larsen, *Techniques and Principles of Language Teaching*, Oxford University Press, 2002.

⁸ Byrne, Donn. *Teaching English*, London: Longman, 1976.

teachers of Islamic boarding school have to teach about the language of English that is closely related to the students major of study, for example, the teachers both explain and give information about the English expressions of handling guess to the hotel accommodation students. In addition, the teachers also give the information about the special terms that are used by mechanics to the engineering students. The teachers of vocational high schools have to consider the specific needs of the learners. The considerations are:

a. Curriculum

Curriculum that is recently applied in Islamic boarding school is KTSP. It is one of kinds of curriculum that provides the freedom for schools to create their own curriculum.

KTSP is an abbreviation of “Kurikulum Tingkat Satuan Pendidikan” which develops appropriately in the unit of education, school/area potential, school/area characteristic, social-culture of local society, and pupil characteristic. KTSP is the operational curriculum which is compiled, developed, and implemented by every unit of education which is ready and could develop.

The teaching and learning process of Islamic Boarding School also has to consider the management of teaching. The management of teaching in Islamic boarding school should be related to curriculum which is applied recently, namely KTSP. Management of teaching and learning process in KTSP at Islamic boarding school include of classroom management, material management, activity and time management, students management,

and resource of study.

1) Classroom Management

The teachers of Islamic boarding school usually arrange the tables and chairs because arrangement of tables and chairs is very important for the students in teaching learning process. This can help to:

- a) Make students interested in learning.
- b) Facilitate the mobility of teacher and students.
- c) Improve the interaction between teacher-students and student-student.
- d) Facilitate the access to resources of study.
- e) Create activity variation.

2) Material Management

The teachers of Islamic boarding school usually prepare the questions in brainstorming activity, feedback which has meaning and evaluation program to all students to do work.

3) Activity and Time Management

Teaching and learning process in Islamic boarding school are usually decided in three big activities, namely first activity, main activity and closing activity.

- a) First activity includes greeting, praying together, brainstorming activity and reviewing the materials that have been explained.
- b) Main activity contains three main steps, namely exploration, elaboration and confirmation.
- c) Closing activity involves giving feedback by the students, reviewing

the material, giving homework and greeting.⁹

Each activity has to be limited by the time.

4) Students Management

Students in one class usually have different ability from each other. The teachers divide students into several groups whose members are heterogeneous. The teachers arrange time when students work individually or in pairs.

5) Learning Resource Management

Learning resource management, the teachers of Islamic boarding school often consider the learning resources that are used in teaching. Choosing appropriate media is one of considerations that are thought by the teachers. Surrounding is one of learning resources for students. It can be as lesson media. Physical, social and culture surroundings are also as resources which are very rich to learn matter for students. The advantages of using it are to develop some skills, such as: inspecting and making notes, questions, hypothesis, clarifications, and articles.

In addition, the curriculum is made based on the standard competence and basic competence that are applied in vocational high schools. Those components create a set of life skills that must be achieved by vocational high schools students through learning activity. Standard competences and life skills that have to be achieved by the students. Those are:

1) Students' conviction and awareness in earning out the right and the

⁹ Nunan. *Practical English Language*, New York: McGraw Hill. 2003.

duty, bearing mutual respect and conformed each other according to each religion.

- 2) Students understanding, toward the language to develop and communicate with others.
- 3) Students are able to choose, combine, and apply the concept, technique, pattern structure and relation.
- 4) Students are able to choose, find and apply technology and information which are needed from any resources.
- 5) Students must be able to respect and understand about the environment around them and use the knowledge, skill and value to take precise decision.
- 6) Students are able to take part and do interaction in the society where they are living.
- 7) Students are able to create an artistic work and apply the value to develop their maturity.
- 8) Students are able to think logically and critically by considering their capability and chance to face possibilities.
- 9) Students are able to show learning motivation, self-confidence, and work individually and cooperatively.

Based on syllabus of state vocational high school of Kalibagor, the basic competences in English class are:

- 1) Understanding the meaning of professional and personal conversation in the daily activities.

- 2) Understanding the basic expression in the social interaction for the sake of life.
- 3) Writing the simple message both directly and indirectly.
- 4) Telling the event that had been happened and the planning that will be done.
- 5) Conveying the various personal feeling.
- 6) Understanding the simple instructions and directions.

b. Material

Teaching English in Islamic boarding school also covers the four language skills, namely speaking, listening, reading and writing. There is teaching grammar in Islamic boarding schools, like simple present tense that is taught in the first grade of vocational high school, gerund which is explained in the second grade of Islamic boarding school, conditional sentence that is given for the third students, etc. In teaching speaking, the English teachers teach various expressions in English language, like asking for and giving direction, thanking, apologizing, asking for and giving suggestion, greeting and so forth. What should be more focused is the expressions that are used based on students' major. As mentioned before, the English teachers explain the expression of handling guest to the hotel accommodation students. In teaching vocabulary, the teachers give information about the special terms that are often both used based on students' major. For example, the teachers give the special terms of art for the art students in Islamic boarding school.

c. Time

The teaching and learning English which is conducted in Islamic boarding school holds for 180 minutes per week. There are several Islamic boarding schools that divide English class into two meetings in a week. However, there are also several Islamic boarding school that conduct the English class in only a meeting with the time allocation is 180 minutes.

d. Activities

There are three main activities in teaching English at Islamic boarding school, namely opening activity, main activity and closing activity. The English teachers of vocational high schools often conduct the drilling activity in speaking class. The students are demanded to speak with their partners in front of class in doing conversation. Besides that, the teachers usually ask students to discuss the materials that have been explained before doing the exercise. In addition, the teachers also provide some media, like authentic materials and word game, to make students more interesting in joining the teaching and learning process.

In teaching English, the teachers of Islamic boarding school also apply methods of teaching. Before explaining the kinds of methods that are applied by the teachers, the writer should explain what method is.

There is difference between method and approach. Approach is the level of theories, while method is the plan of language teaching which is consistent with the theories. Method should come after approach because the plan of language teaching should be developed from theories on the nature of language and language learning. Method may mean different things to different people. For some, it means a set of teaching procedures. Different

meanings of „method“ can be inferred from the names of the methods. The term „method“ in the Direct Method may refer to a single aspect of language teaching: presentation of material. „Method“ in the Reading Method refers to the emphasis of a single language skill: reading, while in the Grammar Translation Method „method“ refers to the emphasis of the teaching materials.

Theories of learning and teaching also suggest the principles of the method. Richard and Rodgers state that the theories of learning and teaching may respond two questions, namely a) what are the psycholinguistic and cognitive processes involved in language learning? And b) what are the conditions that need to be met in order for these learning processes to be activated? The following assumptions relate to the theories of learning and teaching.

- 1) Learning is facilitated if language learners discover rather than repeat and remember without understanding what is to be learned.
- 2) Learning involves the unconscious functions, as well as the conscious functions.
- 3) The norms of the society often block the process of learning.
- 4) Language learning will take place if language learners maintain their feeling of security.
- 5) Language learning is a process of habit formation.¹⁰

The methods that are usually used by the teachers of vocational high

¹⁰ Ag. Setiadi, *Metode Pengajaran Bahasa Asing: Pendekatan Kuantitatif dan Kualitatif*. Yogyakarta: Graha Ilmu, 2006.

schools are Audio Lingual Method, Grammar Translation Method, and Total Physical Response.

3. Kind of English Skill

There are four basic of English skills : Listening, Speaking, Reading, Writing. These four foundational skills LSRW (Listening, Speaking, Reading, and Writing) may be additionally indexed into two parts:¹¹

| | |
|--|-----------|
| Productive Skills (Active Skills) | Speaking |
| | Writing |
| Receptive Skills (Passive Skills) | Listening |
| | Reading |

a. Listening

Listening is a means of language communication that is applied almost extensively in the everyday lives of people. Moreover, instructing the students about countless listening exercises is an effective vehicle for augmenting their vocabulary. Additionally, it also assists the students to upgrade their listening and perception. For instance, people realize that the huge distinction between first language learning and second language learning lies in their surroundings. For a second language, we can encounter it only in validated locations and classes. Tutoring as well as rehearsing the oral reading is not a day's performance. Practice is essential. Only by practicing the learners can improve their listening and perception.

¹¹ Sharma Citra, "The Importance of Four Basic Skills in Learning English", (Himalayan University: 2020), Vol. 7, No. 4.

b. Speaking

Speaking is talked to someone about something by using your voice to express your opinion.¹² Speaking is the way to express or convey as in speech. To deliver and address, to make known to be capable conversing especially in foreign language.¹³ Speaking is using voice mention or describe thing in language or that one person is saying something to the other.¹⁴

Speaking is defined as use. Speaking, in the usage sense, involves the manifestation either of the phonological system or the grammatical system of the language or both by using the speech organs.¹⁵

c. Reading

Reading is one of the most important language skills should be developed inside and outside the classroom, it is also one of the most common ways to get information. Brewster, Ellis and Girard state that the students are often introduced to and learn new vocabulary or grammar through reading short text in the form of dialogues, descriptions, instructions, or short stories, often lavishly illustrated to support the students' understanding. They may learn how to learn through that reading.¹⁶

¹² *Oxford Learners' Pocket Dictionary*, (New York: New Edition Oxford University Press 2003). p. 414

¹³ Webster, *The New International Webster's Pocket Dictionary Of The English Language*, (United States: New Revised Edition: Trident Press International 2020). P. 403

¹⁴ As Hornby, *Oxford Advanced Learner's Dictionary* (Oxford University Press: New York, 1974), p. 1920

¹⁵ Didiksantoso, A Journal; "Accelerated Learning: An Alternative Approach in Teaching English Speaking Skill", (Jakarta: Universitas Islam Negeri Jakarta, 2006), p. 42

¹⁶ Brewster, J. Ellis, G. AND Girard, D. *The Primary Teacher's Guide (New Addition)*, (Harlow: Pwearson Education, 2020)

d. Writing

Hyland explains that writing is a way to share personal meanings.¹⁷ It means the writing is the way to express feelings and thought to other people that have a meaning. Writing can help people to communicate. Therefore, when constructing their views (ideas), the people have to make it understandable and acceptable.

4. The Concept of Islamic Value

1. Definition of Value and Islamic Value

a. Value

According to Zakiah Darajat value is a set of belief or feeling that is believed to be an identity giving special pattern to a pattern of thought and feeling or attachment and behavior.¹⁸

From Tamuri and Awang, value is the belief, attitudes or feelings that an individual is proud of, is willing to publicly affirm, have chosen thoughtfully from alternative without persuasion as are on repeatedly.¹⁹ Based on this definition, we can know that value has close relation with belief, attitude, or someone feeling that proud of by individual, hold by someone, and chosen because they doing continuously without coercion and become reference in every individual life.

¹⁷ Jeremy Harmer, *How To Teach English* (London: Longman, 2002), p. 56.

¹⁸ Zakiah Darajat, et al. *Dasar-dasar Agama Islam* (Jakarta : Bulan Bintang, 1984), p. 260.

¹⁹ Agus Zaenul Fitri, *Pendidikan Karakter Berbasis Nilai & Etika di Sekolah* (Jogjakarta: Ar-Ruzz Media, 2012), p. 90.

Character of value is practical and effective in the soul and human behavior and objective constitute in society. Value is legal reality as one of right aspiration and contrary with counterfeit aspiration. Value is abstract reality. We feel value in our personality as supporting power or principals that become orientation in the life. So, value place in importance place and strategic in someone life.

b. Islamic Value

Islamic values are essentially the principles of life in the teachings of Islam about how humans should live a life of worship and muamalah. Islamic values are material values embodied in the reality of experience, and Islamic values are absolute truth, universal and Holy. All activities carried out in business activities in the form of creation Islamic values, which allow the perpetrators to grow and utilize the benefits based on justice, honesty, and sincerity according to the process with Islamic principles.²⁰

2. Integrating Islamic Value

Integration is an approach that involves several subjects to provide meaningful learning experiences for students. Meaningful means that in integrated learning the students will understand the concepts that they learn through direct experience and relate them to other concepts that they

²⁰ Afni Andita Putri, "Peran Islamic Value Marketing Dalam Viral Marketing Terhadap Keputusan Pembelian (Studi Kasus Pada Konsumen Online Shop DiNellcodoxshop Solo)", Skripsi Fakultas Ekonomi dan Bisnis Islam, p. 19.

understand. Effective learning integration will help create broad opportunities for students to see and build interrelated concepts.²¹

3. The Types of Integrating Islamic Value

Zulkarnain divides four types of Islamic values based on normative values. These types are Aqidah values, moral values and social values.²²

a. Aqidah Value

Aqidah is the form of the word 'aqoda-ya'qidu-'aqidatan which means bond, conclusion, agreement, and figure.²³ In other meaning, Aqidah means faith and belief. So it can be concluded that Aqidah is the belief that is inherent in the human heart. In this case, man is required to have faith as it is in the pillars of faith and forbidden to associate Allah with all things, and it is called Shirk.²⁴

b. Moral Value

The moral is an important aspect of Islamic education. Good morality will reflect the person who always does everything with the appropriate boundaries of Islamic teachings. Without morals, knowledge and self-potential can be used by someone to perform the actions that harm the society. According to Ya'qub morality is the knowledge that explains the meaning of good and bad, what human

²¹ Salminawati. A Journal., "Integration of Islamic Value in English Learning at Madrasah Ibtidaiyah Teacher Training Program (PGMI)", (UIN Sumatera Utara, 2019), Vol. 26, No. 1, p. 4

²² Zulkarnain, *Transformasi Nilai-Nilai Pendidikan Islam "Manajemen Perorientasi Link And Match*. (Yogyakarta: Pustaka Pelajar, 2008)

²³ Suhud Wirma, "An Analysis of The Integration of The Islamic Values Into The English Language Curriculum", (UIN Ar-Raniry: Thesis, 2018), p. 11

²⁴ Muhaimin, A.M., Mudzakkir, J. *Kawasan Dan Wawasan Studi Islam*, (Jakarta: Penerbit Kencana, 2005)

beings should do to others, declares the goal that humans must address in their deeds and demonstrate what they must do.²⁵ In general, moral values can be divided into three scopes; they are Moral to Allah SWT, Moral to Ourselves, and Moral to other people.²⁶

Moral to Allah SWT is the acknowledgment and the realization that there is no God but Allah SWT Almighty. He has commendable traits that humans can not reach His essence. Moral to ourselves means, moral as an individual, human which is created by Allah SWT with all physical and spiritual completeness, such as intellect, heart, conscience, feelings and inner abilities and talents. Then, Moral to other people is reflected through doing something good, helping each other, having a good attitude, and having a good relation. Therefore humans need to work together and help each other and create a good situation between the one and the other and they are required to have good morals.

c. Social Value

Social value in Islam is the relationship between human and social life.²⁷ There are many suggestions on how the association of human beings with each other, the social value is more affected to culture. In practice, social values are not apart from the implementation of aesthetic value, because the social value is an interaction among human beings, about good and bad, worth and worthless, proper and improper, polite

²⁵ Ya'qub, H. *Etika Islam*, (Bandung: CV, Diponegoro, 1996)

²⁶ Ardani, M., *Akhlaq Tasawuf, Nilai-Nilai Akhlak Dan Budi Pekerti Dalam Ibadat Dan Tasawuf*, (Jakarta: CV Karya Mulia, 2005)

²⁷ Rosyadi, K., *Pendidikan Profetik*, (Yogyakarta: Pustaka Pelajar, 2004)

and impolite. Examples of social values are respecting the elderly and loving for the young, educating, and tolerant, being fair, honest, and wise toward family, friends, and others.

4. Integration Islamic Value in Teaching English

English is generally used by people around the world as their first language. In Indonesia, English as a foreign language is a compulsory subject in Junior high school and Senior High School. Teachers need to teach the cultural items of certain language, because many of it can be interpreted without cultural contents.²⁸ However, many of western culture have contradiction with Islamic values. Therefore, teachers in Islamic schools must filter the original culture in English to make appropriate with Islamic principles.

According to the Ministry of Education and Culture, there are three ways in integrating the values of education:²⁹

- a. Education is integrated into all subjects. Integration may include loading the values into the substance on all subjects and the implementation of teaching and learning activities that facilitate practiced values in each learning activity inside and outside the classroom for all classes.
- b. Character education is also integrated into the activities of student coaching.

²⁸ Zuliati Rohmah, "Incorporating Islamic Messages in The English Teaching in The Indonesian Context", (International Journal Social Science & Education), Vol. 2, No. 2. 2012. P. 157

²⁹ Titim Eliawati, "Character Development of Students Through The Learning Of English Maritime", (MELT Journal: Universitas Potensi Utama, 2019), Vol. 4, No. 2, p. 176

c. In addition, character education is carried out through the management of all business activities in schools that involve all members of the school.

1. The Strengths and Weaknesses of Integrating Islamic Values in Teaching

According to Moh Nasekun cited from Sukayati, there are some strengths of integrating in teaching and learning:³⁰

- 1) Many topics contained in these subjects have linkages with the concepts which students already learnt.
- 2) Students can employ their skill by learning the relevance among different subjects.
- 3) Students more engaged to make relevance among subjects. Therefore, they can process information by developing the linkage of many concepts.
- 4) Help students to have critical thinking
- 5) Increase students' memory by giving them topics from various situations and conditions.
- 6) Students can make relevancy between the subject they learnt with their real life.

2. The Steps of Integrating Islamic Values in Teaching English

³⁰ Moh Nasekun, Postgraduate Thesis, "Integrasi Nilai-Nilai Agama Islam Dalam Pembelajaran IPS Sejarah di Kelas VIII MTs Ma'arif Wadas Kandungan Temanggung Tahun Pelajaran 2014-2015", (Salatiga: IAIN Salatiga. 2015), p. 40

Riza Amelia in her journal mentioned that integrating Islamic values in teaching English can be done through:³¹

- 1) Add exercises that reflect Islamic values in the topic being taught.
- 2) Insert Islamic names for people, places, or events in the exercise.
- 3) Enclose relevant verses of Al-Qur'an and hadiths.
- 4) Mix some Islamic expressions related to the given topic.

The process of integrating Islamic value in teaching English through 5 stages those are:³²

- 1) Active construction, understanding cultural aspects which were explicitly stated in the text, song, drama.
- 2) Making connection, connecting local culture and other cultures, and Islamic culture.
- 3) Social interaction, expressing opinion to others by having group work or in pairs to discuss a particular topic.
- 4) Reflection, reflecting on what is happening or commenting on others' opinion.
- 5) Responsibility, directing the teaching and learning process is a medium for students to be responsible and obey the Islamic norms while is still respectful to other cultures.

³¹ Riza Amelia. "Merancang Pembelajaran Bahasa Inggris Berbasis Pendekatan Islami". (Jurnal Pemikiran Islam, 2012) Vol. 37, No. 1.

³² Liddicoat. A. J. *Static and Dynamic Views of Culture and Intercultural Language Acquisition*. (Babel, 2002). P. 4-11

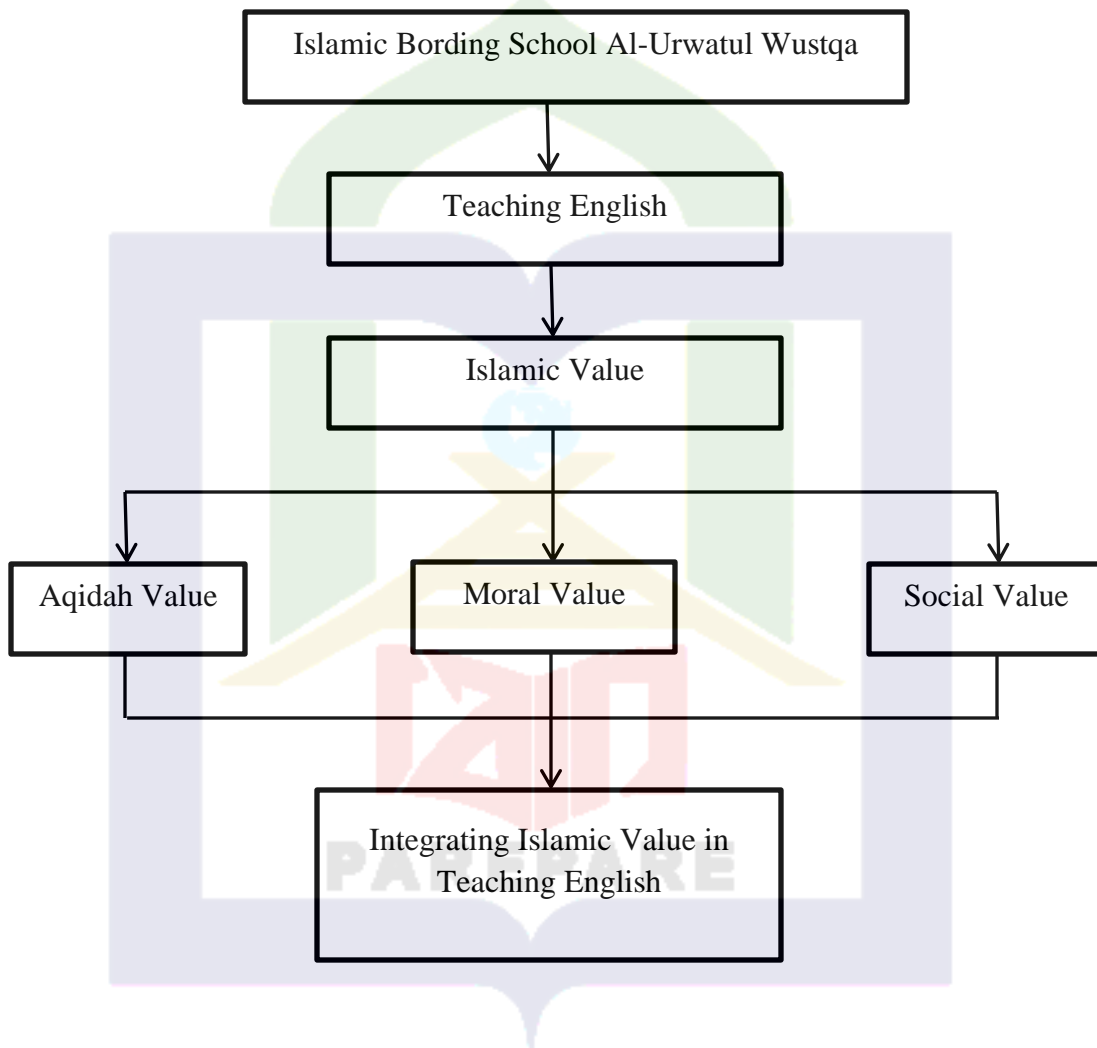
3. Integrating Islamic values in classroom activities such as:
 - 1) Mixing Islamic expressions and the relevant English expressions with the main lesson.
 - 2) Using code mixing and code switching between English and the Islamic expressions.
 - 3) Connecting the lesson with verses of Al-Qur'an which relate to the theme and topic being discussed.
 - 4) Using Islamic names for character, places and activities.³³



³³ Hayatun Nufus, "The Implementation of Integrating Islamic Value in Teaching English SMP Al-Hikmah Surabaya Academic Year 2015-1016" (Thesis:UIN Sunan Ampel Surabaya, 2016), p. 34

C. Conceptual Framework

The main focus of this research is integrating islamic value in teaching English at Islamic boarding schools Al-Urwatul Wustqa Sidrap Regency. The researchers design the conceptual framework of this research by showing diagram below:



CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Design

This research used qualitative design which followed studi case approach, it used in this research by deep investigation of the case as a kind of qualitative research. Qualitative research was descriptive in that the researcher is interested in process, meaning, and understanding gained through words or pictures that the respondents paint.³⁴ The researcher identified the integrating Islamic value in teaching English at Islamic Boarding School Al-Urwatul Wutsqa Sidrap Regency.

B. Location and Time

The researcher conducted in Jl. KH. Abd. Muin Yusuf No. 1 Benteng Sidrap, South Sulawesi. In this research, the researcher observed and interview, it spent 45 days including analyzing data.

C. Subject of the Research

The subject of this research was English teacher at second grade of islamic boarding schools Al-Urwatul Wutsqa in academic year 2021-2022. There are one teacher at second grade. The researcher interviewed English teacher to dig deeper information about the related to integrate islamic value in teaching English. Therefore, the interview session was done by the researcher with the English teacher of second grade to know type of integrate islamic value being used and

³⁴ Setiadi, Ag, B, *Metode Penulisan Untuk Pengajaran Bahasa Asing: Pendekatan Kuantitatif dan Kualitatif*, (Yogyakarta: Graha Ilmu, 2006)

also the strengths and weaknesses of the integrate islamic value in teaching English at islamic boarding schools Al-Urwatul Wutsqa.

D. Instrument

1. Document (Rpp/silabus/RPH)

The researcher used document (RPP/syllabus/RPH). Documents provided valuable information which helped the researcher to understand central phenomena in quantitative studies. The researcher analyzed the documents for the accuracy, completeness, and usefulness in answering the research questions.³⁵ In this case, the researcher took RPP/Silabus and RPH from the teacher.

2. Observation List

Observation used for observing the implementation of integrating Islamic values in English classroom. In this study, the researcher obtained the data from the observation by checking the observation list and taking field notes in the class. The researcher used this instrument to know how the teacher integrates Islamic values in English teaching and the activity at Islamic boarding school Al-Urawtul Wutsqa class while teaching and learning process of English lesson.

3. Interview Guide

This research used also interview as instrument, it is a helpful method to achieve subject's opinions and/or feelings about a certain topics, even or action in a highly personal and detailed level, this instrument used to find out

³⁵John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, Fourth Edition (USA: Pearson Education) p. 223

the integrating of Islamic value in teaching English at Islamic boarding schools Al-Urwatul Wutsqa Sidrap Regency. The researcher interviewed to several informant namely; English teacher namely Hidayah, S.Pd.I as main informant.

E. Technique of Data Analysis

Qualitative research in many data analysis using analytical model referred to as interactive data analysis method.³⁶ It revealed that the activities carried out in the analysis of qualitative data in an interactive and takes place continuously until complete, so the data is already saturated.

There are three activities in analyzing the qualitative data, such as the stage data reduction, data display, and conclusion or verification. Those activities were shown in the following picture:

a. Data Collection

This first part is one of the main points in doing a qualitative research. Collecting data simply means to gather all the related and supported info, material of the research. This include: observation, interview record, supporting data, journal and others. Observation is a data collection technique by doing a proper research, taking field notes in systematical terms.

b. Data Analysis

The large amount of data should be analyze with deep and analytic. Due to this condition, before conducting the data analysis, data reduction should be in the first place. This mean, summarizing, dividing the main

³⁶ Sukardi, *Metode Penelitian Pendidikan*, (Cet XI; Jakarta: PT Bumi Aksara, 2004)

points, focusing on the important information, find the theme and the pattern. The data that has been summarized will be easy to be analyzed with a clear view of the information. This will help the researcher to find out the lack of the data to complete the research. In analyzing data or reducing the data, the researcher will be guided by the aim of the research which is the findings.

c. Data Display

After conducting the data reduction or data analysis, the next step will be displaying the data. In qualitative research, displaying the data can be perform in short explanation, chart, connection among the categories, and flowchart. Miles and Huberman states that the common way to display the data in qualitative research is narration form.

d. Conclusion

The last step in analyzing the qualitative research based on miles and Hagerman is conclusion and verification. This may answer the research question from the previous or not because it is still temporary and will be developed during the research. The conclusion in qualitative research is based on the new findings. Verification process will be done with help from the subject of the research and the expert.³⁷

³⁷ Sukardi, *Metode Penelitian Pendidikan*, (Cet XI; Jakarta: PT Bumi Aksara, 2004)

CHAPTER IV

FINDINGS AND DISCUSSION

A. FINDINGS

This chapter is the findings of the research which is related to the research question, the researcher explained the findings based on research questions. First research question is to find out the implementation of teaching English, while second research question is about integrating the Islamic value in teaching English.

Some of the stages carried out by researchers are observation, interviews and documentation. In the first stage, researchers made observations in schools related to the activities of students in Al-Urwatul Wutsqa which referred to English learning. Then the second stage is an interview that is carried out directly related to the integration of Islamic values in English language learning which was carried out on Saturday, July 16, 2022. The last stage is documentation carried out by researchers by taking RPP used by English teachers at Al-Urwatul Wutsqa, namely miss Hidayah, S.Pd.I.

1. **Implementation of Teaching English at Islamic Boarding School Al-Urwatul Wutsqa Sidrap Regency.**

This finding explained about the implementation of teaching English at Islamic boarding school Al-Urwatul Wutsqa Sidrap Regency, this question answered by did an observation in classroom, it also supported by the interview result while connected with RPP at class.

Some of the findings show several main activities in English teaching process describe on tabel below.

Table 4.1 English Learning Approach at Class

| No | Approach |
|----|---|
| 1 | <p data-bbox="402 480 591 513">Collaborative</p> <p data-bbox="402 545 1383 1155">Based on the theory describe about the collaboration skills which is approach in focusing on skills in developing collective intelligence through interaction or communication with others using media and technology in class. Collaboration skills basically learners to have a responsible attitude, cooperation with groups, and leadership. The strategy to practice collaboration skills is to form small groups in the classroom, each group is given their own responsibilities and roles depending on the basic learning competencies. Teaches learners to respect and respect the opinions of the team or others. Train and assign responsibilities to learners to work closely with groups.</p> <p data-bbox="402 1187 935 1220">Implementing Collaborative Approach</p> <p data-bbox="402 1252 1383 1479">Based on the explanation above, the implementing of this approach by grouping the students into several group, this group is implementing by the step of collaborative skill, collaborative which Hidayah, S.Pd.I did by divided students into 4-5 group and deliver the materials into the group.</p> <p data-bbox="402 1511 1383 1608">Students learn by group and discussed by telling each other for deep material comprehension et all.</p> <p data-bbox="402 1640 594 1673">Teaching AID</p> <p data-bbox="402 1705 678 1737">Paper , Material,LCD</p> |

| No | Approach |
|----|---|
| 2 | <p data-bbox="402 416 699 448">Communication skills</p> <p data-bbox="402 480 1383 965">Second approach also followed by the teacher is Communication skills in learning are limited to the mastery of one language, but multilingual. The strategy of practicing communication skills is that the teacher must train students to convey thoughts, ideas, and ideas to the audience clearly and not convolutedly. Grow self-confidence in students to be able to express opinions in front of an audience. From the above statement, it can be concluded that communication skills are the ability of students to communicate and express ideas, in oral, written form, or the use of technologists.</p> <p data-bbox="402 993 1045 1026">Implementing Communication skills Approach</p> <p data-bbox="402 1058 1383 1543">Based on the explanation above, the implementing of this approach by giving some question to the students, the students accros some question to other group and giving back some respond others, this communication built since the students comment one another and giving some critical thingking on it, many students giving their opinion about the exposition text which did by the students, some of students also argue about the text. The teacher also asked the students to evaluate others group duty in creating exposition text accrossed the group.</p> <p data-bbox="402 1571 594 1604">Teaching AID</p> <p data-bbox="402 1636 776 1668">Internet accessed, dictionary.</p> |

| No | Approach |
|----|----------|
|----|----------|

3 Critical thinking skills

Third approach also followed by the teacher is Critical thinking skills are critical thinking skills to solve problems. Critical thinking skills train learners to be able to reason sensibly in solving problems independently. The strategy to practice critical thinking skills is to train students to do HOTS questions in the realm of learning. Have a discussion or discussion in class. Provide motivation and enthusiasm to students to think critically.

Critical thinking is also claimed to be important in the acquisition of language skills particularly writing and reading. The education philosopher thinking in the student's engagement with a problem. The most significant question which can be asked about any situation or experience proposed to induce learning is what quality of problem it involves. Problems, for stimulate both learning and critical thought and also seeking and finding his/her way out, does the student think.

Implementing Communication skills Approach

Based on the explanation above, the implementing of this approach by asking some question of why and how, this 2 kind of question always asked by the teacher at class.

Some of the question like:

1. Why study at Boarding school is important?
2. Why having breakfast is important?

The teacher asked many question to stimulate the students critical thinking at class, the students just want to exercise themselves to be more comprehending at class at all. The group given opportunity to answer the teacher question while another group pay attention on the students answered.

| |
|--|
| <p>It stimulate the students communication and collaborative skill while also buil tehir critical tngking proccessed.</p> <p>Teaching AID</p> <p>Internet accessed, dictionary. Noted</p> |
|--|

| No | Approach |
|----|---|
| 4 | <p>Creativity skills</p> <p>Lastly of the approach used by the teacher. Creativity or creative skills are skills by using approaches to solve problems, innovations, and inventions. Creative skills or creativity skills train students' creativity in innovating by utilizing technology, because basically the condition of students today is digital native. The strategy to practice creative skills is to give the final project or final project to students to create new things by utilizing items in the surrounding environment. The creative thinking ability of each student has varying levels, from low to high levels. With the measurement of students' creative thinking abilities, each student will know their level of creative thinking. At the same time, a teacher obtains information about the creativity of each student he teaches. Thus, the teacher will develop every strategy to improve students' creative thinking skills and can be used as an evaluation tool in the learning process.</p> <p>Implementing Communication skills Approach</p> <p>Based on the explanation above, the implementing of this approach by teacher is giving many question and asked the students to write down their idea. One of the efforts to overcome the low creative thinking of students is</p> |

to provide problems in the form of questions that require students to solve problems. This will indirectly encourage students to try to solve existing problems, namely by pouring out new ideas they have. In line with the opinion that students' creative thinking skills can be trained well through questions so that students find new ideas. Teacher also explaining that the increase in students' creative thinking shows positive results with the help of problem solving. the stages in problem solving can also be applied to the stages in improving students' creative thinking skills. Thus, creative thinking and problem solving processes have a relationship with each other of the students

Teaching AID

Internet accessed, dictionary. LKS

EXAMPLE OF EXPOSITION TEXT USING AT CLASS

“Boarding School Education”

While many parents send their children to public school education. They prefer their children to be educated there for several reasons. At an early age interacting and communicating with people is very important for a child's personal life and can be especially helpful for his or her future. In a boarding school, shy children can take advantage of interaction through communal activities. The boarding school also offers a huge variety of activities such as arts, sports, and music that allow the children to demonstrate and develop specialized skills in their free time. Furthermore, the structured way of life and strict rules at the boarding school may help students get used to a well-ordered way of life. The manners and social skills will help them become

more responsible and confident, to develop their talents in leadership. Professionally trained teachers and educators at a boarding school can offer excellent education without the parents constants supervision. In conclusion, boarding schools allow students to interact communally and to do positive activities. Besides, they also build student characters.

The Importance of Breakfast

Why is breakfast important? “Breakfast like a King, Lunch like a Prince and Dine like a Pauper” It’s a well known phrase, but do you follow it?

Breakfast provides many benefits to our health and wellbeing. Breakfast provides the body and brain with fuel after an overnight fast – that’s where its name originates, breaking the fast! Without breakfast you are effectively running on empty, like trying to start the car with no petrol!

Breakfast support cognitive function. Breakfast also restores glucose levels, an essential carbohydrate that is needed for the brain to function. Breakfast provides energy, studies have shown how eating breakfast can improve memory and concentration levels and it can also make us happier as it can improve mood and lower stress levels.

Breakfast provides energy needs. People’s energy needs vary depending on activity levels and life stage but typically men require more energy than women. Growing children require a lot of energy, as an example boys aged 7-10 years should consume approximately 1970 kcals per day, and girls aged 7-10 years should consume approximately 1740 kcals.

Souces: Result of Observation

Based on the explanation above, it sums that, the teacher at boarding school of Al-Urwatul Wutsqa applied the concept of the curriculum which

followed the four approach, For more explanation the researcher interview the teacher, the researcher display the data after transcript the result of interview with the English teacher, Based on curriculum, the teacher view teaching English in the boarding school of Al-Urwatul Wutsqa:

"English is one of the subjects that must be taught in Islamic boarding schools because it is a communication capital to continue higher education later or for self-development. In Al-Urwah itself, English has been taught for a long time and is always in accordance with the applicable curriculum. We make various efforts to improve the language of students. Not only in the morning class, to improve the ability of students in language, we form a study group for students who are really interested in English, we teach basic materials so that they understand it well and are able to practice it in their daily lives. In addition, to improve the ability of students in language is through the student council program which applies language day in 1 week, there are two days where all students must use foreign languages (English and Arabic) even though it is not optimal. English camp is also one of our efforts. That's all we do to improve language skills for students as their provision to face modernization in the future."³⁸

Based on the presentation of the speakers above, English learning is an important form of communication learning to be taught as self-development. Based on the information of the resource persons that the curriculum is the basis for learning and teaching to students in Al-Urwatul Wutsqa, so that the main reference for teachers in their learning is rpp.

Furthermore, the researcher asked questions related to the English study in the class refer to the learning plan you composed:

"To get a good result, obviously we have to prepare everything carefully anyway. As a teacher, we also want to teach we also prepare learning

³⁸ Hidayah, woman, *English Teacher at Al-Urwatul Wutsqa*, interviewed at School on 16 July 2022

programs related to learning materials, teaching methods, learning activities that we pour into the learning plan. That's what we're guiding when we're in the classroom."³⁹

Based on the information of the resource persons to get good results in learning activities, they must also prepare learning planning carefully as well.

Furthermore the researcher asked questions related to the curriculum in the log hut of Al-Urwatul Wutsqa refer to national education or the ministry of religious affairs:

"The lodge is under the auspices of the Ministry of Religion, so the curriculum also refers to the ministry of religion."⁴⁰

Based on information from nasarumber that the curriculum used refers to the ministry of religion so that the cottage is also under the auspices of the ministry of religion.

2. Integrating the Islamic Value in Teaching English at Islamic Boarding School Al-Urwatul Wutsqa Sidrap Regency.

The second research question explained about the integrating of islamic value which conducted by analyzing the interview reseach, focused of islamic value such; aqidah, moral and social, infact the researcher found two result which explained that, the Islamic value implemented as the value for all student

³⁹ Hidayah, woman, *English Teacher at Al-Urwatul Wutsqa*, interviewed at School on 16 July 2022

⁴⁰ Hidayah, woman, *English Teacher at Al-Urwatul Wutsqa*, interviewed at School on 16 July 2022

activities at school, while the Islamic value did not implemented in materi in English sources at class.

Some of the questions asked to the teacher, first question refered to the English learning materials have the Islamic values you include during learning:

"At the beginning of learning, even though the subject is English, it still starts with praying and studying. Especially in the material, the Islamic value is associated with daily activities."⁴¹

Based on information from the informant before the teacher starts learning in the classroom, it will begin with praying and studying so as to refer to Islamic values. Furthermore, the researcher asked questions related to the teacher connecting English learning to Islamic values:

"By explaining how we should respond to the material in Islam, but certainly by explaining what if foreigners respond to it, so that they know the difference."⁴²

Based on information from the informant that the teacher will certainly explain things in responding to the material in Islam, so that students will know the differences.

Furthermore, researchers asked questions related to the teacher integrate aqidah's value into the learning material:

⁴¹ Hidayah, woman, *English Teacher at Al-Urwatul Wutsqa*, interviewed at School on 16 July 2022

⁴² Hidayah, woman, *English Teacher at Al-Urwatul Wutsqa*, interviewed at School on 16 July 2022

"Explaining to them that the Aqidah is a sacred thing, not negotiable. English is a language that comes from a country whose aqidah is different from ours, but even so, it does not mean that we should not learn English. It has to be learned, but we're just learning the language, not the aqidah."⁴³

Based on information from the informan that aqidah is not negotiable because it is a sacred thing. Not only seeing that English is a foreign language where the aqidah is very different from ours, so we have to learn more. Furthermore the researcher asked questions related to the teache integrate social's value into the learning material:

"Social attitudes are included in the core competencies, so the behavior of students during the learning process we value. Whether they are responsible with the tasks given, their concern for their fellow friends, how to cooperate with their friends, and others. When they deviate from it, that's when we direct and explain what it should be."⁴⁴

Based on information from the informant persons, the behavior of students is a social attitude that exists in the core competencies, so that students are responsible for the tasks given by the teacher in the classroom. If something goes wrong with the actions taken by the student, the teacher's task will direct the student as it should be done. Furthermore the researcher asked questions related to the teacher integrate moral's value into the learning material:

⁴³ Hidayah, woman, *English Teacher at Al-Urwatul Wutsqa*, interviewed at School on 16 July 2022

⁴⁴ Hidayah, woman, *English Teacher at Al-Urwatul Wutsqa*, interviewed at School on 16 July 2022

"It's almost the same as social values, when they act less or unnaturally in class, for example, disrespectful, disrespectful and others, where we reprimand, give understanding and direct them not to do these things."⁴⁵

Based on information from the informan that moral values have similarities with social values that lead to actions taken by students in the classroom, and provide direction to students if something goes wrong with the actions taken. Furthermore, the researcher asked questions related to integrating Islamic values in English:

"It's very important to integrate, what does it mean to have high knowledge but not to have a character? Knowledge without religion is blind and religion without knowledge is lame."

Based on information from the informan that Islamic values in English learning are very important to integrate because according to the source of knowledge without religion is blind. Furthermore, researchers asked questions related to the integration of Islamic value have a positive effect on learners' knowledge and insights:

"Of course, with their religious knowledge that they get from religious subjects and also general subjects integrated, it automatically adds to their horizons even more."⁴⁶

Based on information from the informan that the subjects taught certainly add insight to students, both from general lessons and religious lessons.

⁴⁵ Hidayah, woman, *English Teacher at Al-Urwatul Wutsqa*, interviewed at School on 16 July 2022

⁴⁶ Hidayah, woman, *English Teacher at Al-Urwatul Wutsqa*, interviewed at School on 16 July 2022

Furthermore the researcher asked questions related to in addition to aqidah's, moral, and social value, what values did you integrate into the English learning material:

"It may be cultural, but it also depends on the material. This means that when it is related, we associate, for example, because this is the language of outsiders so sometimes we explain the culture of outsiders with this material like this, as long as it does not conflict with religion it is okay for us to adopt, but if it is contrary it means to know just so that they do not do this."⁴⁷

Based on information from the informan in addition to aqidah values, social and moral teachers also integrate cultural values in English language learning, as long as it does not conflict with religion.

B. DISCUSSION

In this discussion, the researcher discusses more about Integrating Islamic Value in Teaching English at Islamic Boarding School Al-Urwatul Wutsqa. This discussion explained more about the approach used by the teacher at Islamic Boarding School Al-Urwatul Wutsqa which referred to the curriculum 2013. First approach was about developing students' communication or communication skills are skills to express ideas through discussions or writings. Communication skills require learners to be able to communicate effectively, in oral, written form, and multimedia use. It was happened during the classroom at Islamic Boarding School Al-Urwatul Wutsqa.

⁴⁷ Hidayah, woman, *English Teacher at Al-Urwatul Wutsqa*, interviewed at School on 16 July 2022

Implemented this approach in integrating also moral attitude toward the students habit at class. Communication skills in learning are not limited to the mastery of one language, but multilingual. The strategy of practicing communication skills is that the teacher must train students to convey thoughts, ideas, and ideas to the audience clearly and not convolutedly. Grow self-confidence in students to be able to express opinions in front of an audience. From the above statement, it can be concluded that communication skills are the ability of students to communicate and express ideas, in oral, written form, or the use of technology showed implemented by the researcher mostly at Islamic Boarding School Al-Urwatul Wutsqa.

Another approach did by the teacher at Islamic Boarding School Al-Urwatul Wutsqa was about collaboration or collaboration skills are skills in developing collective intelligence through interaction or communication with others using media and technology. Collaboration skills train learners to have a responsible attitude, cooperation with groups, and leadership. The strategy to practice collaboration skills is to form small groups in the classroom, each group is given their own responsibilities and roles depending on the basic learning competencies. Teaches learners to respect and respect the opinions of the team or others. Train and assign responsibilities to learners to work closely with groups or teams did by the teacher among the teaching process at Islamic Boarding School Al-Urwatul Wutsqa.

From the above statement, in fact that collaboration skills are proficiencies in 21st century learning in the development of the collective intelligence of learners with the aim of fostering an attitude of leadership, responsibility, and cooperation. Critical thinking skills are critical thinking skills to solve problems.

Critical thinking skills train learners to be able to reason sensibly in solving problems independently.

The strategy to practice critical thinking skills is to train students to do HOTS questions in the realm of learning. Have a discussion or discussion in class. Provide motivation and enthusiasm to students to think critically. From the above statement it can be concluded that critical thinking skills are proficiencies in 21st century learning to practice critical thinking skills for problem solving independently.

Lastly of the approach used by the teacher. Creativity or creative skills are skills by using approaches to solve problems, innovations, and inventions. Creative skills or creativity skills train students' creativity in innovating by utilizing technology, because basically the condition of students today is digital native. The strategy to practice creative skills is to give the final project or final project to students to create new things by utilizing items in the surrounding environment. Those all approach did by the teacher at Islamic Boarding School Al-Urwatul Wutsqa which also put some of islamic aspect in their activities.

This discussed clearly about the stages of learning which implemented at Islamic Boarding School Al-Urwatul Wutsqa using a critical approach where the teacher directs students to be able to solve a given problem so that students can train themselves to seek the truth from the information obtained, so that students can make wiser and better decisions. While the stages of learning by using a communication approach at Islamic Boarding School Al-Urwatul Wutsqa using several techniques, where students are able to pronounce clearly with a complete meaning, students are basically expected to speak firmly and openly and not convoluted, students must also be able to understand well who

they are talking to. and must understand the thoughts of the interlocutor. Students must also be able to convey information with a purpose in detail and globally and provide real examples, for the final stage other students are expected to be able to provide feedback or provide opportunities to ask questions or repeat it. It looks efficient among the students at Islamic Boarding School Al-Urwatul Wutsqa.

Stages of learning with a collaborative approach also implemented at Islamic Boarding School Al-Urwatul Wutsqa for the students observed where the teacher divides groups of two or more people in order to achieve the learning goals that have been set, in this collaboration students will be trained to get the best solution and can be accepted by all group members in the class. The goal is to train students to be responsible, adaptable to the environment. Through collaboration skills, it is expected that students will be able to work together in a group to solve the problems found. regarding the stages of learning using a creative approach, students who have high creativity are able to think and see problems from various perspectives, so that students are more open-minded in solving a problem. Giving influence to students in order to create new ideas. Through this creativity, students are expected to be able to produce new discoveries or also called innovations. Students will also be able to survive and not be replaced by robots or machines in the field of work.

Based on the result of interview with the teacher, the researcher discussed about the pre-processing of English learning at Islamic boarding school Al-Urwatul Wutsqa Sidrap regency, the processed implemented by the teacher was grouping the students into several group, the learning approach followed 4 approach; critical, collaborative, communicative, and creativity. The material

was delivering text exposition to the students, the processed of the learning was giving and feedback beetwen the group of the students, the teacher also asking many question to each group for their responsive learning, another stage also did by the teacher was giving some of the project which should be done by the group, it aimed to created the creativity of the students in doing their project to do expositional text.

Al-Urwatul Wutsqa is under dedicated of Kementrian Agama, in dept found that, the books used are still from Dinas Pendidikan because according to information from Mrs. Hidayah (an English teacher) that is only the book sources which provided the from the school then refers to the RPP which also still uses the 4 approaches, namely critical, collaborative, communicative and creativity.

The implementation of the four approach may get impact to the students English performance, it can be seen from the observing and also the teacher statement. The students felt enjoy during the class followed the collaborative and interactive approach. Teacher give the students cases which should be done egereoueplye. It stimulate the students for their creativity.

Learning English has long been applied in Islamic boarding schools. The majority of Islamic boarding schools have included Arabic in their curriculum. In contrast to English, not all Islamic boarding schools include this learning in their curriculum, due to differences in teachings in Islamic boarding schools. Al-Urwatul Wutsqa Islamic boarding school is one of the Islamic boarding schools that tries to follow the development of civilization that is not only fixated on traditional learning and accepts educational renewal. Al-Urwatul Wutsqa Islamic boarding school optimizes mastery of English by applying English as the language of daily communication.

Islamic boarding schools as an educational system that grows and develops in society are used as a foundation and hope to be used as an educational model as another variation and can even be another alternative in community development. Therefore, Islamic boarding schools with their functions must be in the midst of human life in each of its developments, and can provide basic insights in matters of knowledge both on the basis of creed and sharia. In Islamic boarding schools children will get more religious teaching, so that their religious knowledge becomes wider and it is hoped that children in Islamic boarding schools have better attitudes and behavior than children outside the boarding school.

Religious values need to be implemented to students at the Al-Urwatul Wutsqa Islamic Boarding School including aqidah, social and moral values. The values of faith include praying, reciting, congregational prayers, remembrance and others. Meanwhile, social values establish brotherhood with fellow friends and love, cooperation and help. And the last is moral values where students are taught to be forgiving, responsible, disciplined and generous and forgiving students.

Comparing to the previous research that learning English is very closely related to learning western culture, which might contrast with Islamic values, the dominant religion in Indonesia. This study finds merit in finding out the implementation of Islamic values in teaching English at an Integrated Islamic school in Indonesia, where the school chosen curriculum mandated that the subject be integrated with Islamic values since all the students are Muslim. This case study took place at an Integrated Islamic School, and the data were collected through interviewing seven English teachers and conducting a thematic analysis

on their lesson plans. All the teachers admitted that integrating Islamic values in the English lesson was essential. Still, the thematic analysis showed that their perceptions about the importance of integrating Islamic values in English learning were not firmly in line with the implementation in the teaching and learning process. The teachers' lesson plans (In Indonesian: *Rencana Pelaksanaan Pembelajaran/RPP*) did not depict substantial integration of Islamic values. In fact, it also happened to the teacher at Islamic Boarding School Al-Urwatul Wutsqa which recommends the practical ways of integrating Islamic that could improve teachers' understanding of Islamic values in English learning, additionally pointing out a need to develop the curriculum and teaching materials that incorporate Islamic values.

After discussed all the explanation above, the researcher is related the previous research with this result. Mochlis Ekowijayanto in his research "*The Integrating of Islamic Values in Implementation of Learning English: Islamic Education Students Perspective*". The study is an empirical study (field research) in the form of descriptive method. The teaching materials used are as follows: (1) Lessons from the Qur'an and Hadith, (2) Traditional Islamic Stories, (3) Life of Muslims Around the World and (4) Biography of Good Islamic Figures from Indonesia and around the world. Based on the result showed that in carrying out teaching practices in class English III, students of religious education (PAI) had a fairly good competence in integrating Islamic values into the teaching and learning process of English. It was demonstrated by 14 students (prospective teachers) who were able to integrate Islamic values in the learning material they applied. While the rest are only integrated in the opening and

closing activities by saying Salam (Islamic greetings) and doing do'a (prayer).⁴⁸ This research has related with the result that by did the implemented of islamic materials, the students get more comprehension about the competence. Even it was not implemented in Islamic Boarding School Al-Urwatul Wutsqa, but still get improvement in students english ability.

While another previous research also related to the research Galuh Nor Rahma in her research *“Islamic Values Integreation in English Lesson at Madrasah Tsanawiyah: Teachers’ Beliefs And Practices”*. Her research used quantitative approach and the data were taken from classroom observation and interviews. Based on the result is the integration of islamic value in the content of English lessons was still not strongly practiced even some teachers have done it by giving added values when explaining a particular material. The situation was mostly influenced by inability to operationalize the values into the teaching materials and the lack of model for integration.⁴⁹ This values also really important to be applied in the classroom specially for the belief and practice while last previous research also be related with this result Ahmad Sarkani in his research *“Integrating Islamic Values in English Classes At MTs. Al-Islamiyah Bebidas”*. His reasearch used a descriptive case study with a qualitative research design. Based on the result shows that the Islamic values in the forms of being faithful and pious have been more dominant and they have been directly integrated into the lesson plans, the instructional materials, the instructional

⁴⁸ Ekowijayanto Mochlis, “The Integrating of Islamic Values in Implementation of Learning English: Islamic Education Students Perspective”, (Universitas Nurul Jadid, 2020)

⁴⁹ Rahma Nor Galuh, Lina Hanifiyah, Ulil Fitriyah, Anita Andriya Ningsih, “Islamic Values Integreation in English Lesson at Madrasah Tsanawiyah: Teachers’ Beliefs And Practices”, Vol. 11, No. 1, p. 94-95, 2019

activities, and the assessment.⁵⁰ In fact, the integrating of islamic values may impact to the students english ability while also develop students knowledge of their islam perspective.



⁵⁰ Sarkani Ahmad, "Integrating Islamic Values in English Classes at MTs. Al-Islamiyah Bebidas". (International Research Journal of Human Resources and Social Sciences, 2018). Vol. 5, No. 11, p. 62

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. CONCLUSIONS

Based on the result data explained on the previous chapter, this chapter explained the conclusions of the research.

1. Implementation of Teaching English at Islamic Boarding School Al-Urwatul Wutsqa Sidrap Regency followed the lesson plan (RPP) which used approaches namely critical thinking which teacher asked many question to stimulate the students critical thinking at class, the students be asked about why and how and giving opportunity to answer the teacher question while another group pay attention on the students answered, Collaborative skill about grouping the students into several group and students learn by group and discussed by telling each other for deep material comprehension while communicative skill which teacher giving some question and the students accros some question to other group and giving back some respond others, this communication built since the students comment one another, creativity skill shows about positive results with the help students on their problem solving. The stages in problem solving can also be applied to the stages in improving students' creative thinking skills as the approaches of curriculum of 2013 and the processed during classroom used *students group discussion* focused material of Exposition text which mostly stimulate students inetactive learning as good method.
2. Integrating the Islamic Value in Teaching English at Islamic Boarding School Al-Urwatul Wutsqa Sidrap Regency showed that teacher guide students based on Islamic value; aqidah' value which guide in beliving Allah

SWT and worship to the God by applying Praying daily praying, moral's value which guide students in having good moral toward their attituded in conervation with teacher and students and social's value which guide students to have good social behavior during students activities at school, but teacher did not integrated the Islamic value in teaching materials att classroom interaction, the materials keep focused on general sources.

B. SUGGESTIONS

The result of the research may assume and offer some suggestions which divided into:

1. The principle, researcher suggest to the school for developing the syllabus of English subject for integrating Islamic value in material sources.
2. The teacher should include or integrated the material with Islamic value from any example, such like name of Islamic person or name of Islamic place. In order to give more knowledge about student Islamic perspective sepcially for those students at Islamic boarding school.

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APPENDICES

PAREPARE

Appendix 1 : Description of Location

1. Profile of Pesantren Al-Urwatul Wutsqa

Pesantren *Al-Urwatul Wutsqa* or commonly abbreviated as PPUW (Pondok Pesantren *Al-Urwatul Wutsqa*) is located in the north of Makassar City, the capital of South Sulawesi Province with a distance of about 190 KM which can be reached by road trip about 4 to 5 hours normally. Meanwhile, from the district capital, namely the city of Pangkajene Sidenreng Pesantren *Al-Urwatul Wutsqa* is about 15 km from the north.

Pesantren *Al-Urwatul wutsqa* is one of the institutions that demands the needs of the community for an educational institution based on religion.

Fort Village, Baranti District, Sidenreng Rappang Regency as a place of establishment of the *Al-Urwatul Wutsqa* Islamic Boarding School which is a low-lying area that has quite fertile land. The potential of this natural resource is what is utilized by the people of the Fort, especially those who live around the *Al-Urwatul Wutsqa* Islamic Boarding School, depending on their lives from the agricultural sector or rice fields. As the community also works in the field of animal husbandry, especially purebred chicken farming which is the mainstay commodity of Sidenreng Rappang Regency.

The community conditions in The Fort Village with a community lifestyle full of familiarity are their own supporting capacity with the existence of the *Al-Urwatul Wutsqa* Islamic Boarding School in their midst. This can be seen very clearly with the very harmonious life of the people of Benteng and its surroundings with the students of The *Al-Urwatul Wutsqa* Islamic Boarding School on the other hand the majority of migrants. They coexist and interlock with each other. Not infrequently also the students and coaches are directly

involved in attending community celebration events by providing assistance in accordance with the capacity and abilities of the Pesantren.

a. Empowerment of Pesantren Al-Urwatul Wutsqa

Pesantren *Al-Urwatul Wutsqa* has several kinds of activities that lead to empowerment programs, especially the economy of the ummat as follows:

Empowerment Program, Especially ummat economy

| No. | Types of Activities | Goal | Manager | Funding | Information |
|-----|---|--------------------------|-----------------|---------------------------------|-------------|
| 1. | Purebred Chicken Farming Business through an Independent Institution Program That Is Rooted in the Community (LM 3) | Students and Communities | PPUW Foundation | Ministry of Agriculture in 2006 | |
| 2 | Sheep Farming | Students and Builder | Foundation PPUW | Self-help | |

| | | | | | |
|----|---|--------------------------------------|---------------------------|--|--|
| 3 | Place of Practice Sewing and Convection Business Skills | Students | Pesantren Cooperatives | Ministry of Cooperatives andSMEs year 2011 | |
| 4. | One-Stop Shop (Waserda) Boarding | Students and Community | Cooperation Boarding | Self-help | |
| 5. | Canteen (Soup Kitchen) | Students and Teachers' Council | PPUW Foundation | Self-help | |

b. Curriculum Linkage with Empowerment Activities

Meanwhile, the relationship between the curriculum and the empowerment activities of *Al-Urwatul Wutsqa* Islamic boarding school is as follows:

Curriculum Criteria for Pesantren *Al-Urwatul Wutsqa*

| NO | Subjects | Interrelationships |
|----|----------------------|--|
| 1 | Economics | Means to train the skills of entrepreneurial students |
| 2 | IPA and Geography | A means to conduct field studies related to the breeding of living things as well as the use of livestock waste to develop organic agriculture as well as organize and create insightful pesantren milieu. |
| 3 | Al Quran Hadith | God's Commandments to attempt and create Independence. |

| | | |
|---|------------------------|--|
| 4 | Fiqh | How much zakat should be excluded from those efforts . |
| 5 | Language Indonesian | Make papers related to business Boarding. |

2. History of the Establishment of Pesantren Al-Urwatul Wutsqa

Pesantren Al-Urwatul Wutsqa was founded in 1974. This pesantren was formed on the initiative of a community leader and cleric who lives in Rappang, Sidenreng Rappang regency. He was Al Mukarram Ustadz K.H. Abd. Muin Yusuf, with the support of all walks of life from the local government.

His idea to establish a madrasa has been carried out as before, namely Tarbiyatul Islam in Pangkajene and the Islamic Education Madrasah foundation in Rappang, but this time he wanted a madrasa that was different from the previous form of pesantren. After the situation and conditions were considered possible for its implementation, he also founded a long-aspired pesantren, and which had been long awaited by the community, whose inauguration was carried out in 1974.

Every effort made by every human being, it is a certain thing that every business that is carried out must have a certain purpose and factors that can encourage the implementation of the business, so similarly with the effort to establish the *Al-Urwatul Wutsqa* Islamic boarding school, this is also inseparable from the factor behind it. As for the factors behind K.H. Abd. Muin Yusuf explained that: first, the Sidenreng Rappang regency is a level II area in the province of South Sulawesi, which meets the possibility of the establishment of the cottage of the younger generation, along with the pace of nation and state development must also be taken seriously. Third, take a stake in the purification of Islam. Finally, assisting the government in the success of development, especially in its spiritual development.

When viewed from the factors behind, or the factors that caused the establishment of this pesantren . So it is clear that the establishment of this pesantren is a good answer to various problems that arise, including as reflected in the factors mentioned above, namely to stem the decline in the morals of the younger generation, an effort to take a stake in the government of Islamic teachings and participated with the government in order to complete the development of a nation, especially in the field of mental spirituals.

The secretary of *al-Urwatul Wutsqa* islamic boarding school explained that *Al-Urwatul Wutsqa* islamic boarding school was established on January 1, 1974. It is set as the date of its foundation, since at that time the start of teaching and learning activities. But the inauguration was carried out after the learning lasted for about three months. On April 7, 1974, to be exact. Which was inaugurated by the head of the representative of the religious affairs department of South Sulawesi province, which was held by Mr. Haji Ali Nadham Dg. Tojeng.

Some of the locations planned as the location of *the Al-Urwatul Wutsqa* Islamic boarding school, but finally determined in the situation of the area located in the Rappang sengai watershed, namely the Fort village, this area was chosen because of considerations , namely, first. Because the location of this fort village is very strategic as the location of *the Al-Urwatul Wutsqa* Islamic boarding school. Because the location is only approximately 1 km from the Makassar Enrekang axis road. The fort is also flanked by three subdistrict capitals each closely spaced, and this area is suitable to be the location of plantation practices, peternakan and others.the second consideration according to the history of lontara, the fort is a village named according to the function of its position, as a stronghold and as a basic the fighters in opposing the Dutch invaders. And the Fort is also the final resting place of a hero of

independence as well as an Islamic pahlwan namely La Pakalongi who is in the eastern part of *the pesantren Al- Urwatul Wutsqa*. La Pakalongi was a king who first converted to Islam in Sidenreng Rappang. The next consideration was at the request of local community leaders, for the pesantren to be established in the Fort, to become a historical place, as the place where the first stone was laid for the spread of Islam, especially in the Sidenreng district Rappang.

At the beginning of the development of *Al-Urwatul Wutsqa* was only fostered by two teachers , namely the first founder, K.H. Abd. Muin Yusuf and his secretary Suparman Idrus, who initially had only about 54 students. At that time, the students only studied in mosques and also stayed in people's homes, because local studies and dormitories did not exist at that time. A few months later, Drs. Toaha lent his land to be occupied, so a place of study and dormitory were built above to accommodate students even though it was still in an emergency.

A year later, the local government provided assistance in the form of 5 permanent dormitory local buildings. Kindergarten local government. I South Sulawesi provided assistance to build a permanent study room. The local government of TK II Sidenreng Rappang provided its assistance again to be used to build a foundation of 10 local male dormitories II. In the same year, namely 1976 , the TK I Regional Government provided its assistance to continue the foundation that had been made with the help of the TK II Sidenreng Rappang Regional Government. In that same year, the Tk II Local Government provided 1 permanent local assistance.

In 1980, he received assistance from the Madrasah Rehabilitation Presidential Instruction for 2 locales. As for the funds to build the Hall are and from the president's rocks. In that year, the building of two permanent locales which until now has been used as office space and cooperative kiosks. In 1981 *al-Urwatul Wutsqa* islamic

boarding school also received assistance from the Minister of Religious Affairs of the Republic of Indonesia. Pesantren *Al-Urwatul Wutsqa* annually receives assistance both from the government and from generous people.

Every year *al-Urwatul Wutsqa* islamic boarding school always holds a reunion, where every alumni gathers every year, at the reunion event there are several parties who donate both in terms of funds and in terms of energy to continue the construction of *the Al-Urwatul Wutsqa* islamic boarding school.

About the help of the community, it is too much to mention, because every shortcoming experienced in building one means, be it dormitories, places of study and so on, those shortcomings are covered by the community. so according to the head of the pesantren , the community assistance is a lot, not because of the large amount at each time of donating but because of the large number of times.

Pesantren as an educational institution, in its development is known as a non-formal educational institution that carries out education privately or individually oriented towards the formation of cadres of Muslims who are tafakkuh *fiddien*, which is expected further , namely to broadcasting islamic da'wah to all walks of life. it is known that Islam is not a religion for one class nor for one time bracket but for all times until the end of time. The formal system is a characteristic of *the Al-Urwatul Wutsqa* islamic boarding school, because this system is considered to be perspective to be able to deliver to the previously planned goals .

Pesantren Al Urwatul Wutsqa was founded in 1974, which is now approximately 50 years old. In its relatively old age, Pesantren *Al Urwatul Wutsqa* has experienced a fairly rapid and encouraging development, and has produced very satisfactory results, which are priceless , with many alumni who have been widely spread among the community. Many of them have earned bachelor's degrees, earned degrees from

various universities, both public and private universities, besides that there are also those who study abroad.



Appendix 2 : Interview Transcript

Nama Guru Bahasa Inggris Ibu Hidayah, S.Pd.I

| No. | Pertanyaan | Jawaban |
|-----|---|--|
| 1. | Based on curriculum, how did the teacher view teaching English in the boarding school of Al-Urwatul Wutsqa? | <p>Mata pelajaran Bahasa Inggris adalah salah satu mata pelajaran yang harus diajarkan di pesantren karena merupakan modal komunikasi untuk melanjutkan pendidikan yang lebih tinggi nantinya atau untuk pengembangan diri. Nah, di Al-Urwah sendiri bahasa Inggris sudah diajarkan sejak dulu dan selalu sesuai dengan kurikulum yang berlaku. Berbagai upaya kita lakukan demi untuk peningkatan berbahasa santri. Bukan hanya di kelas pagi, untuk meningkatkan kemampuan santri dalam berbahasa, ya kami bentuk kelompok belajar bagi santri yang betul-betul tertarik dengan bahasa Inggris, kami ajar materi-materi dasar supaya mereka memahami betul dan mampu mempraktikkannya dalam kehidupan sehari-hari. Selain itu, untuk meningkatkan kemampuan santri dalam berbahasa adalah dengan melalui program OSIS yang mana menerapkan language day dalam 1 pekan, ada dua hari dimana semua santri harus menggunakan bahasa asing (Inggris dan Arab) walaupun belum maksimal. English camp juga adalah salah satu usaha kami. Itu semua kami lakukan untuk meningkatkan kemampuan berbahasa untuk santri sebagai bekal mereka</p> |

| | | |
|----|---|---|
| | | untuk menghadapi modernisasi ke depannya. |
| 2. | Does your English study in the class refer to the learning plan you composed? | Untuk mendapatkan hasil yang baik, jelas kita harus menyiapkan segala sesuatunya dengan matang pula. Sebagai seorang guru, hendak mengajar kita juga menyiapkan program-program pembelajaran terkait materi pembelajaran, metode mengajar, kegiatan-kegiatan pembelajara yang kita tuang edalam rencana pembelajaran. Itulah yang kita pedomani saat berada di dalam kelas. |
| 3. | Do the English learning materials have the islamic values you include during learning? | Jelas ada, di awal pembelajaran walaupun mata pelajarannya bahasa Inggris tetap dimulai dengan berdoa dan mengaji. Terkhusus pada materi, nilai keislaman itu dikaitkan dengan kegiatan sehari-hari. |
| 4. | Does the curriculum in the log hut of Al-Urwatul Wutsqa refer to national education or the ministry of religious affairs? | Pondok berada dibawah naungan kementerian Agama, jadi kurikulumnya juga merujuk ke kementerian agama. |
| 5. | How you are connecting English learning to islamic values? | Dengan menjelaskan bagaimana seharusnya kita menyikapi materi tersebut dalam islam, tapi tentu dengan menjelaskan bagaimana jika orang asing menyikapinya, sehingga mereka tahu perbedaannya. |
| 6. | How did you integrate aqidah's value into the learning material? | Menjelaskan ke mereka bahwa Aqidah itu adalah hal sakral, tidak bisa ditawar-tawar. Bahasa Inggris adalah bahasa yang berasal dari negara yang aqidahnya berbeda dengan kita, tapi walaupun begitu, bukan berarti kita tidak boleh mempelajari bahasa Inggris. Justru harus dipelajari, tapi kita |

| | | |
|-----|---|---|
| | | hanya mempelajari bahasa saja bukan aqidahnya. |
| 7. | How did you integrate social's value into the learning material? | Sikap sosial itu masuk kedalam kompetensi inti, jadi tingkah laku santri selama proses pembelajaran kami nilai. Apakah mereka bertanggung jawab dengan tugas yang diberikan, kepedulian mereka terhadap sesama teman, bagaimana beekerja sama dengan temannya, dan lain-lain. Ketika mereka melenceng dari situ, saat itulah kita arahkan dan jelaskan yang seharusnya. |
| 8. | How did you integrate moral's value into the learning material? | Hampir sama dengan nilai sosial, di saat mereka beertindak kurang atau tidak wajar dalam kelas, misalkan tidak sopan, tidak santun dan lain-lain, disitu kita tegur, memberikan peengertian dan mengarahkan supaya tidak melakukan hal-hal tersebut. |
| 9. | What do you think about integrating islamic values in English? | Sangat penting untuk diintegrasikan, apalah artinya pengetahuan yang tinggi tapi tdk berakhlak? Knowledge without religion is blind and religion without knowledge is lame. |
| 10. | Does the integration of Islamic value have a positive effecet on learnrs' knowledge and insights? | Tentu, dengan pengetahuan agama mereka yang mereka dapat dari mata pelajaran agama dan juga mata pelajaran umum yang terintegrasi, otomatis menambah wawasan mereka lebih luas lagi. |
| 11. | In addition to aqidah's, moral, and social value, what values did you integrate into the English learning material? | Hmm... mungkin budaya yah, tapi juga tergantung dari materinya. Artinya ketika memang berkaitan, ya kita kaitkan, misalkan karena ini bahasanya orang luar jadi terkadang kita jelaskan budaya |

| | | |
|--|--|---|
| | | <p>orang luar dengan materi ini seperti ini, selama itu tidak bertentangan dengan agama yah tidak apa-apa kita adopsi, tapi kalau itu bertentangan berarti untuk diketahui saja supaya mereka tidak melakukan hal tersebut.</p> |
|--|--|---|



Appendix 3 : Research Instruments

| | |
|---|--|
|  | KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH Jln. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404 PO Box909 Parepare 91100,website: www.iainpare.ac.id , email: mail@iainpare.ac.id |
| | VALIDASI INSTRUMEN PENELITIAN SKRIPSI |

NAMA MAHASISWA : IRAYANTI
NIM : 18.1300.082
FAKULTAS/PRODI : TARBIYAH/PENDIDIKAN BAHASA INGGRIS
JUDUL : INTEGRATING ISLAMIC VALUE IN TEACHING
ENGLISH AT ISLAMIC BOARDING SCHOOL AL-
URWATUL WUTSQA SIDRAP REGENCY

A. PERTANYAAN UMUM

1. Based on curriculum, how did the teacher view teaching English in the boarding school of Al-Urwatul Wutsqa?
2. Does your English study in the class refer to the learning plan you composed?
3. Do the English learning materials have the islamic values you include during learning?
4. Does the curriculum in the log hut of Al-Urwatul Wutsqa refer to national education or the ministry of religious affairs?
5. How you are connecting English learning to islamic values?

B. PERTANYAAN KHUSUS

1. How did you integrate aqidah's value into the learning material?
2. How did you integrate social's value into the learning material?
3. How did you integrate moral's value into the learning material?
4. What do you think about integrating islamic values in English?
5. Does the integration of Islamic value have a positive effecet on learnrs' knowledge and insights?
6. In addition to aqidah's, moral, and social value, what values did you integrate into the English learning material?



Appendix 4 : RPP

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

| | | | |
|------------------|--|----------------|-----------------------------|
| Sekolah | : MAS PP Al Urwatul Wutdsqaa | Kelas/Semester | : XI/ 1 (Ganjil) |
| Mata Pelajaran | : Bahasa Inggris | Alokasi Waktu: | 3 Minggu x 3 Jam @ 45 Menit |
| KD : 3.1 dan 4.1 | Materi Pokok : Teks Interaksi Transaksional Informasi terkait Saran dan Tawaran | | |

A. TUJUAN PEMBELAJARAN

- a. Mengidentifikasi ungkapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran
- b. Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks
- c. Memahami struktur teks ungkapan memberi dan meminta informasi terkait saran dan tawaran
- d. Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait saran dan tawaran
- e. Menyusun saran dan tawaran lalu menyampaikannya ke teman kelas
- f. Menanggapi saran dan tawaran yang diajukan kepadanya

| Media | | Alat / Bahan | |
|-------|--|--------------|--------------------------------|
| ❖ | <i>Worksheet atau lembar kerja (siswa)</i> | ❖ | Penggaris, spidol, papan tulis |
| ❖ | <i>Lembar penilaian</i> | ❖ | |
| ❖ | | ❖ | |

B. KEGIATAN PEMBELAJARAN

| Pendahuluan | |
|-------------|---|
| 1. | Peserta didik memberi salam, berdoa |
| 2. | Guru mengecek kehadiran peserta didik dan memberi motivasi |
| 3. | Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan |

Pendahuluan

4. Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran

Kegiatan Inti

KEGIATAN LITERASI

- Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi *Teks Interaksi Transaksional Informasi terkait Saran dan Tawaran*

CRITICAL THINKING (BERPIKIR KRITIK)

- Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi *Teks Interaksi Transaksional Informasi terkait Saran dan Tawaran*

COLLABORATION (KERJASAMA)

- Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai *Teks Interaksi Transaksional Informasi terkait Saran dan Tawaran*

COMMUNICATION (BERKOMUNIKASI)

- Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan

CREATIVITY (KREATIVITAS)

- Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait *Teks Interaksi Transaksional Informasi terkait Saran dan Tawaran* Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami

Penutup

1. Guru bersama peserta didik merefleksikan pengalaman belajar
2. Guru memberikan penilaian lisan secara acak dan singkat
3. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MAS PP Al Urwatul Wutdsqaa Kelas/Semester : XI/ 1 (Ganjil)
Mata Pelajaran : Bahasa Inggris Alokasi Waktu: 3 Minggu x 3 Jam @ 45 Menit

KD : 3.2 dan 4.2 Materi Pokok : **Teks Interaksi Transaksional Informasi terkait Pendapat dan Pikiran**

B. TUJUAN PEMBELAJARAN

- Mengidentifikasi ungkapan-ungkapan memberi dan meminta informasi terkait pendapat dan pikiran
- Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks
- Memahami struktur teks ungkapan memberi dan meminta informasi terkait pendapat dan pikiran
- Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait pendapat dan pikiran
- Menyatakan pendapat dan pikirannya yang sesuai secara tertulis kemudian dibacakan di kelas

| Media | | Alat / Bahan | |
|-------|---|--------------|--------------------------------|
| ❖ | <i>Worksheet atau lembar kerja (siswa)</i> | ❖ | Penggaris, spidol, papan tulis |
| ❖ | <i>Lembar penilaian</i> | ❖ | Laptop dan infocus |
| ❖ | <i>LCD Proyektor/Slide presentasi (PPT)</i> | ❖ | |

C. KEGIATAN PEMBELAJARAN

Pendahuluan

1. Peserta didik memberi salam, berdoa
2. Guru mengecek kehadiran peserta didik dan memberi motivasi (yel-yel/ice breaking)
3. Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan
4. Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran

Kegiatan Inti

KEGIATAN LITERASI

- Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi *Teks Interaksi Transaksional Informasi terkait Pendapat dan Pikiran*

CRITICAL THINKING (BERPIKIR KRITIK)

- Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi *Teks Interaksi Transaksional Informasi terkait Pendapat dan Pikiran*

COLLABORATION (KERJASAMA)

Pendahuluan

- Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai *Teks Interaksi Transaksional Informasi terkait Pendapat dan Pikiran*

COMMUNICATION (BERKOMUNIKASI)

- Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan

CREATIVITY (KREATIVITAS)

- Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami

Penutup

1. Guru bersama peserta didik merefleksikan pengalaman belajar
2. Guru memberikan penilaian lisan secara acak dan singkat
3. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa

D. PENILAIAN HASIL PEMBELAJARAN

- **Penilaian Sikap:** Lembar pengamatan
- **Penilaian Pengetahuan:** Tujuan komunikatif, keruntutan teks, pemilihan kosakata, pilihan tata bahasa
- **Penilaian Keterampilan:** Presentasi, unjuk kerja, portofolio, kemampuan speaking

Mengetahui:

Kepala Madrasah


Dra. Hj. SITI NORMA, M.Pd.I
NIP.196606142005012001

Benteng, Juli 2022

Guru Mata Pelajaran


HIDAYAH, S.Pd.I



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MAS PP Al Urwatul Wutdsqaa Kelas/Semester : XI/ 1 (Ganjil)
Mata Pelajaran : Bahasa Inggris Alokasi Waktu: 3 Minggu x 3 Jam @ 45 Menit

KD : 3.3 dan 4.3 Materi Pokok : **Teks Khusus Dalam Bentuk Undangan Resmi**

A. TUJUAN PEMBELAJARAN

- Menemukan perbedaan dan persamaan dari beberapa undangan resmi untuk beberapa acara yang berbeda
- Mengidentifikasi dan menyebutkan bagian-bagian dari undangan dengan ucapan dan tekanan kata yang benar.
- Memahami struktur teks undangan resmi
- Memahami unsur kebahasaan teks undangan resmi
- Membuat teks undangan resmi terkait kegiatan sekolah
- Menampilkan undangan dengan menempelkan di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya.

| Media | Alat / Bahan |
|--|----------------------------------|
| ❖ <i>Worksheet atau lembar kerja (siswa)</i> | ❖ Penggaris, spidol, papan tulis |
| ❖ <i>Lembar penilaian</i> | ❖ |
| ❖ <i>Undangan Resmi</i> | ❖ |

A. KEGIATAN PEMBELAJARAN

| Pendahuluan |
|--|
| 1. Peserta didik memberi salam, berdoa |
| 2. Guru mengecek kehadiran peserta didik dan memberi motivasi (yel-yel/ice breaking) |
| 3. Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan |
| 4. Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran |

Pendahuluan

Kegiatan Inti

KEGIATAN LITERASI

- Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi *Teks Khusus dalam bentuk Undangan Resmi*

CRITICAL THINKING (BERPIKIR KRITIK)

- Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi *Teks Khusus dalam bentuk Undangan Resmi*

COLLABORATION (KERJASAMA)

- Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai *Teks Khusus dalam bentuk Undangan Resmi*

COMMUNICATION (BERKOMUNIKASI)

- Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan

CREATIVITY (KREATIVITAS)

- Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait *Teks Khusus dalam bentuk Undangan Resmi*. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami

Penutup

1. Guru bersama peserta didik merefleksikan pengalaman belajar
2. Guru memberikan penilaian lisan secara acak dan singkat
3. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa


B. PENILAIAN HASIL PEMBELAJARAN

- **Penilaian Sikap:** Lembar pengamatan

- **Penilaian Pengetahuan:** Tujuan komunikatif, keruntutan teks, pemilihan kosakata, pilihan tata bahasa
- **Penilaian Keterampilan:** Presentasi, unjuk kerja, portofolio, kemampuan speaking

Mengetahui:

Kepala Madrasah


Dra. Hj. SITI NORMA, M.Pd.I
NIP.196606142005012001

Benteng, Juli 2022

Guru Mata Pelajaran


HIDAYAH, S.Pd.I



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MAS PP Al Urwatul Wutdsqaa

Kelas/Semester : XI/ 1 (Ganjil)

Mata Pelajaran : Bahasa Inggris

Alokasi Waktu: 4 Minggu x 3 Jam @ 45 Menit

KD : 3.4 dan 4.4

Materi Pokok : **Teks Eksposisi Analitis**

A. TUJUAN PEMBELAJARAN

- Menganalisis unsur-unsur eksposisi dari sebuah kalimat.
- Memahami struktur teks eksposisi analitis
- Memahami unsur kebahasaan teks eksposisi analitis
- Menemukan dan menyusun kembali teks eksposisi analitik dari kalimat yang tersusun secara acak.
- Membacakan teks-teks eksposisi dengan suara lantang di depan kelas, dengan ucapan dan tekanan yang benar
- Membuat teks eksposisi menyatakan pandangannya tentang satu hal di sekolah atau di kotanya.

| Media | Alat / Bahan |
|--|----------------------------------|
| ❖ <i>Worksheet atau lembar kerja (siswa)</i> | ❖ Penggaris, spidol, papan tulis |
| ❖ <i>Lembar penilaian</i> | ❖ |
| ❖ <i>Teks Eksposisi</i> | ❖ |

A. KEGIATAN PEMBELAJARAN

| Pendahuluan | |
|---------------|---|
| 1. | Peserta didik memberi salam, berdoa, |
| 2. | Guru mengecek kehadiran peserta didik dan memberi motivasi |
| 3. | Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan |
| 4. | Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran |
| Kegiatan Inti | KEGIATAN LITERASI |
| | <ul style="list-style-type: none">• Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi <i>Teks Eksposisi Analitis</i> |
| | CRITICAL THINKING (BERPIKIR KRITIK) |
| | <ul style="list-style-type: none">• Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi <i>Teks Eksposisi Analitis</i> |
| | COLLABORATION (KERJASAMA) |
| | <ul style="list-style-type: none">• Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai <i>Teks Eksposisi Analitis</i> |

Pendahuluan

COMMUNICATION (BERKOMUNIKASI)

- Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan

CREATIVITY (KREATIVITAS)

- Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait *Teks Eksposisi Analitis*. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami

Penutup

1. Guru bersama peserta didik merefleksikan pengalaman belajar
2. Guru memberikan penilaian lisan secara acak dan singkat
3. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa

B. PENILAIAN HASIL PEMBELAJARAN

- **Penilaian Sikap:** Lembar pengamatan
- **Penilaian Pengetahuan:** Tujuan komunikatif, keruntutan teks, pemilihan kosakata, pilihan tata bahasa
- **Penilaian Keterampilan:** Presentasi, unjuk kerja, portofolio, kemampuan speaking.

Mengetahui:

Kepala Maḍrasah


Dra. Hj. SITTI NORMA, M.Pd.I
NIP.196606142005012001

Benteng, Juli 2022

Guru Mata Pelajaran


HIDAYAH, S.Pd.I



Appendix 5 : Documentation



Appendix 6 : Recommendation Letter from IAIN Parepare

 **KEMENTERIAN AGAMA REPUBLIK INDONESIA**
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Alamat : Jl. Anas Bekti No. 08 Sorong Parepare 91132 ☎ (0421) 21307 Fax.24494
PO Box 909 Parepare 91100, website : www.iainparepare.ac.id, email : mail@iainparepare.ac.id

Nomor : B.1675/in.39.5.1/PP.00.9/05/2022
Lampiran : 1 Bundel Proposal Penelitian
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Bupati Sidrap
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di,-
Kab. Sidrap

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Irayanti
Tempat/Tgl. Lahir : Kulo, 16 Maret 2001
NIM : 18.1300.082
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
Semester : VIII (Delapan)
Alamat : Dusun Tippulu, Desa Kulo, Kec. Kulo, Kab. Sidrap

Bermaksud akan mengadakan penelitian di wilayah Kab. Sidrap dalam rangka penyusunan skripsi yang berjudul "Integrating Islamic Value In Teaching English At Islamic Boarding School Al-Urwatul Wutsqa Sidrap Regency". Pelaksanaan penelitian ini direncanakan pada bulan Mei sampai bulan Juni Tahun 2022.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 18 Mei 2022
Wakil Dekan I,

Muhib Daman Thalib



Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah

Appendix 7 : Recommendation Letter from Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu


PEMERINTAH KABUPATEN SIDENRENG RAPPANG
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
JL. HARAPAN BARU KOMPLEKS SKPD BLOK A NO. 5 KABUPATEN SIDENRENG RAPPANG
PROVINSI SULAWESI SELATAN
Telepon (0421) - 3590005 Email : ptsp_sidrap@yahoo.co.id Kode Pos : 91611

IZIN PENELITIAN
Nomor : 169/IP/DPMTSP/5/2022

DASAR

1. Peraturan Bupati Sidenreng Rappang No. 1 Tahun 2017 Tentang Pendelegasian Kewenangan di Bidang Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Sidenreng Rappang
2. Surat Permohonan **IRAYANTI** Tanggal **27-05-2022**
3. Berita Acara Telaah Administrasi / Telaah Lapangan dari Tim Teknis **INSTITUT AGAMA ISLAM NEGERI PAREPARE** Nomor **B.1675/In.39.5.1/PP.00/05/22** Tanggal **18-05-2022**

MENGIZINKAN

KEPADA
NAMA : IRAYANTI
ALAMAT : TIPULU, DESA KULO, KEC. KULO
UNTUK : melaksanakan Penelitian dalam Kabupaten Sidenreng Rappang dengan keterangan sebagai berikut :

NAMA LEMBAGA / UNIVERSITAS : INSTITUT AGAMA ISLAM NEGERI PAREPARE
JUDUL PENELITIAN : " INTEGRATING ISLAMIC VALUE IN TEACHING ENGLISH AT ISLAMIC BOARDING SCHOOL AL-URWATUL WUTSQA SIDRAP REGENCY "

LOKASI PENELITIAN : AL-URWATUL WUTSQA SIDRAP
JENIS PENELITIAN : QUALITATIVE
LAMA PENELITIAN : 06 Juni 2022 s.d 06 Juli 2022
Izin Penelitian berlaku selama penelitian berlangsung

Dikeluarkan di : Pangkajene Sidenreng
Pada Tanggal : 27-05-2022




Biaya : Rp. 0.00

Tembusan :
- REKTOR INSTITUT AGAMA ISLAM NEGERI PAREPARE
- KEPALA PONDOK PESANTREN AL-URWATUL WUTSQA SIDRAP
- PERTINGGAL

Appendix 8 : Letter of Research Completing

**YAYASAN PONDOK PESANTREN**
العروة الوثقى
BENTENG KEC. BARANTI KABUPATEN SIDRAP
MADRASAH ALIYAH STATUS TERAKREDITASI

Nomor : 116/Ma.21.18.05/PP.01.1/07/2022
Lampiran : -
Perihal : Keterangan Telah Melaksanakan Penelitian

Yang bertanda tangan di bawah ini :

Nama : Dra. Hj. Sitti Norma, M.Pd.I
NIP : 19660614 200501 2 001
Jabatan : Kepala Madrasah
Alamat : Jl. Lasinrang, Rappang

Menerangkan bahwa :

Nama : Irayanti
NIM : 18.1300.082
Program Studi : Pendidikan Bahasa Inggris

Benar telah melaksanakan penelitian dengan judul “Integrating Islamic Value In Teaching English At Islamic Bording School Al-Urwatul Wutsqaa Sidrap Regency”.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Benteng, 18 Juli 2022
Kepala Madrasah


Dra. Hj. Sitti Norma, M.Pd.I
NIP. 19660614 200501 2 001

CURRICULUM VITAE



Irayanti, her short name is Ira, the writer was born on March 16th 2001 in Sidrap/Kulo, south Sulawesi. She is the only child in her family, her father's name is Supardi and her mother's name is Salmia. She is a student of English Education Program in Tarbiyah Faculty at State Islamic Institute (IAIN) Parepare. Her education background, she began her study on 2007-2012 at SDN 66 Parepare, and graduated on 2012, while at the same year she study in MTs. DDI Kulo and then continued her study in MA As'adiyah Puteri Pusat Sengkang and graduated on 2018. The writer did her Kuliah Pengabdian Masyarakat at Desa Padangloang Kabupaten Sidrap on 2021 while did the Practicum Teaching (PPL) at MAN Sidenreng Rappang. The writer study at Tarbiyah Faculty of IAIN Parepare and completed her final with the title of thesis of *"Integrating Islamic Value in Teaching English at Islamic Boarding School Al-Urwatul Wutsqa Sidrap Regency."*