

The integration of Islamic values in English teaching and learning process at MAN Model Palangka Raya

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Abstract

This study was aimed at describing the integration of Islamic values in the process of English teaching and learning at MAN Model Palangka Raya in academic year 2016/2017. This research focus was on describing English teaching and learning which integrated Islamic values in English teaching and learning process by an English teacher. The study was descriptive study with qualitative approach to find out facts and describe phenomena in which the researcher was the main instrument. The subject of this research was an English teacher and the students of tenth grade at MAN Model Palangka Raya. The data were collected by using observation, questionnaire, interview, and documentation. The researcher used analysis the data by Miles and Huberman's theory which involved data reduction, data display and drawing conclusion. The results of this research were performed as follows. First, the integration of Islamic values and lesson plans were done in the sections of instructional objectives and in the instructional materials. Second, the integration of Islamic values and material developments were done through several ways such as: (a) adding the exercise reflecting the Islamic values to the topic presented, (b) modifying the Islamic names of people, place and events (c) embedding the verses Al-Qur'an to the suitable materials (d) mixing Islamic expressions and the relevant English expressions with the main materials. Third, the integration of Islamic values and the English teaching learning activities were: (a) by conducting code mixing and code switching between English and the Islamic expressions, (b) linking to the topic discussed to the verses of Al-Qur'an, (c) using Islamic names for people, and finally, the integration of Islamic values and evaluation were through the informal and formal evaluation.

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INTRODUCTION

Islamic education has strongly proposed to adopt an integrated Islamic education system. During the colonial times, secular English schooling and traditional Islamic education were practiced side-by-side. However, "dualism" in education could lead to failure in producing well-balanced individuals. To produce a "balanced" human being, from the Islamic perspective, an integrated concept must be put in place a type of education that guides and trains the mind, body and soul of a person based on Islamic values and the revelations (Al-Qur'an and al-Sunnah).

Recently, English is the language of commerce, business, law, higher education, media and administration. More importantly, English is the language of opportunities to secure a good job. English is made a basic requirement along with other skills. It is not surprising today English is considered as a global language. This made English a lingua franca for many purposes in many fields (Umam, 2014, p. 228).

Additionally, one of the important objectives of teaching English is encouraging the students to speak or the students are able to communicate effectively. It cannot be separated from the contents of social and cultural aspects of speaker or native language. According to Brown (2007, p.133), "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, culture and local wisdom such as the religious values are inseparable so that teaching English has to teach both of language and local contents. The factors of cultures and the local wisdom of the values should be given attention as a consideration by the teacher in teaching and learning a foreign language.

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. For example, in opening the lesson teachers can raise the students' motivation by giving an example in a real life situation and input with the social and culture of the students. As a result, teacher can use listening text and reading text from the target language yet the text which is used for teaching productive skill such as writing and speaking may be integrated by Islamic values of the students' background. Moreover, this study attempts to solve the problem of dualism faced by Muslim education in this contemporary

world resulted from the dualistic system of education, religious and secular division. In other words, there should not be segregation between religious and non-religious education in Islamic education. Both of them should be unified and integrated. Hence, the integrated Islamic values are proposed to be the best resolution in solving the issue dualism in Muslim education.

This study tried to answer the problem, how is the integration of Islamic values in English teaching and learning process at MAN Model Palangka Raya?. This study basically was aimed at describing the integration of Islamic values in English teaching and learning process at MAN Model Palangka Raya.

The writer took some previous studies as the comparison and guidance of this research. The first studies from Umam (2014, p. 227-242), it was found that the ways to incorporate Islamic values in English teaching in Indonesian pesantrens. Also, Qamariah (2015) reported that the materials were developed in accordance 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 institution.

Some ways offered to integrate or maintain Islamic values in English teaching here are;

1. Optimizing the use of instructional materials containing Islamic messages.
2. Writing and/or using textbook containing Islamic values.
3. Using Islamic values-based authentic materials.
4. Being ready with the teachers who have multi-qualification.

The second studies from Lubis (2009, p. 51-60), entitled "Integrated Islamic Education in Brunei Darussalam: Philosophical Issues and Challenges" found that even though the concept of integrated Islamic education is well-received by the society, the teachers are ill-equipped with the effective strategies to inculcate the spirit of the Integrated Islamic Education in their classrooms. The third studies from Shakil (2011, p. 220-232), entitled "The Role Different Factors in the Promotion of Islamic Values among the Students of Secondary Level in Karachi, Pakistan", the results identified the importance of Islamic values and determined the role of parents, teachers and other factors in promoting Islamic values. Mostly the responses show that there is a great role of parents and teachers in this regard but they are failed in their jobs. In the light of conclusion it was recommended that parents should play their active

role in providing Islamic knowledge and text books should also be written in perspective of Islamic values.

The fourth studies from Rohmah (2012, p. 157-165), entitled "Incorporating Islamic Messages in the English Teaching in the Indonesian Context", the writer offers some ways of integrating Islamic messages in the English teaching: writing or using English course-books tailored with Islamic messages, using authentic materials containing Islamic messages or using available supplementary materials containing Islamic messages designed by ELTIS. At the end of the paper, the writer gives an example of using an Islamic song to generate communicative activities among learners. The fifth studies from Sunarto (2014), entitled "The Integration of Islamic Values in English Teaching and Learning at SD Islam Terpadu Al—Mumtaz kota Pontianak", found that first, the integration of Islamic values and lesson plans were done in the sections of instructional objectives and in the instructional materials. Second, the integration of Islamic values and material developments were done through several ways such as: (a) adding the exercise reflecting the Islamic values to the topic presented, (b) modifying the Islamic names of people, place and events (c) embedding the verses Al-Qur'an to the suitable materials (d) mixing Islamic expressions and the relevant English expressions with the main materials. Third, the integration of Islamic values and the English teaching learning activities were: (a) by conducting code mixing and code switching between English and the Islamic expressions, (b) linking to the topic discussed to the verses of Al-Qur'an, (c) using Islamic names for people, and finally, the integration of Islamic values and evaluation were through the informal and formal evaluation.

According to Ministry of Education and Culture (2010), there are three ways in integrating the values of education:

1. 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.
2. Character education is also integrated into the activities of student coaching.
3. In addition, character education is carried out through the management of all business activities in schools that involve all members of the school.

METHOD

The writer used qualitative research, according Bogdan and Biklen qualitative has several characteristics. First qualitative research has the natural

setting as the direct source of the data and researcher is the key instrument. Second, qualitative research is descriptive. The data collected is in the form of words or pictures rather than number. Third qualitative research is concerned with process rather than simply with outcomes or products. Fourth, qualitative research tends to analyze their data inductively and “meaning” is of essential to the qualitative approach (Sugiyono, 2011, p.13). This study intended to obtain the information of how the integration of Islamic values in English teaching and learning process to describe the information by using descriptive research design. The role of the writer in this study was the writer observed; gave questionnaires, interview, and took document such as take a photo, recording audio and video of the process of English teaching and learning.

In qualitative research, the writer collected and analyzed data. Therefore, the writer had to be involved himself in the process of data collection using all kinds of necessary instruments. The instruments used by the writer themselves were called human instrument. It may conclude that in this research will be human instrument. The subject of the study was an English teacher and the student of the tenth grade of MAN Model Palangka Raya, and the object of the study was the process of integrating Islamic values in English teaching and learning.

The informants in this research were an English teacher and the student of the tenth grade of MAN Model Palangka Raya. The writer chose the subject based on the purposive sampling criteria. Purposive sampling was one that was selected based on characteristics of a population and the purpose of the study. The data collected in natural setting without any manipulation of the setting. To collect the data, the writer used observation, interview and documentation. Describing by Miles and Huberman (Sugiyono, 2011, p. 246) data analysis technique use in this research involved scanning, organizing and analyzing the data in order to make meaningful as follow:

Data Collection

The writer as participant observation who involved directly in all the activities of English teaching and learning process. In this observation the writer involve directly with the subject and object that will observe, during conduct the observation the writer will do what the subject do.

Data Reduction

Data reduction is a form of analysis. It covers in the terms of sorting, discarding, and organizing the data in such a way that final conclusion could be

drawn and verified. This involves transcribing interview, telling up field notes or sorting and arranging the data into different type depending on the source of information.

Data Display

Reading through all the data, in order to get general impression and adequate insight, for example one by one interview will study and comparison is made with the next. A detailed analysis with coding process is employed which involved taking text data into categories, grouping topics that related to each other and give abbreviation and then analyzed. Table, figures, and few statics with graph were used to support the discussion.

Drawing Conclusion and Verifications

The last stage is interpretation on the meaning of the data. A conclusion is drawn after reducing and displaying the data. It may be in the form of proposition and the final conclusions need to be verified based on the result of the gained data from that data reduction and data display.

According to Sugiyono (2011, p. 267) data credibility could be found by doing extension observation, triangulation, discussion with a friend, case analysis and member check.

FINDINGS

The writer has done the completed the data from the observation, interview and documentation. To find the objectives this research, the writer has analyzes the data systematically and accurately. The data was then analyzed in order to give meaningful interpretation and draw inferences about the problem. In reporting the findings of this research, the writer reported the result based on the topic in research problem: how is the integration of Islamic values in English teaching and learning process at MAN Model Palangka Raya. Based on the theory of the integration of values in teaching and learning process, to integrate the values can be carried out from planning, whilst activity and evaluation. Therefore, the research findings classify the integration of Islamic values in English teaching and learning process on planning (lesson plan and material), activity and evaluation. As follow: In general, there are four techniques that teacher implemented to integrate Islamic values in teaching and learning process specifically in the lesson plan, the material, the process and in the evaluation, as follow.

1. Integration of Islamic Values in Lesson Plan

Before teaching and learning process at MAN Model, the teacher prepared himself to make teaching and learning process run well. The first preparation was about the lesson plan which was created by the teacher before it was used. The following were the steps taken by English teacher to ensure that the lesson plan were eligible or appropriate to be implemented. Using the media that related to Islamic values and the standard competency as well as basic competency required in the curriculum. The usual media provided is a visual-shaped medium that usually displays an image there is also audio-lingual form who usually listen to the story stories in English that nuanced Islam itself.

2. Integration of Islamic Values in Materials

The English teaching and learning was as a local content subject at MAN Model Palangka Raya. In designing of the teaching materials, the teacher was considered to the guide line from Ministry Education and Culture. Based on the result of the observation, the English teaching and learning was the English teacher improve and choose the material that integrated the Islamic values.

a. *Islamic values in teaching recount text entitle "True Friends"*

The first technique that the English teacher did was analyzing the learning indicators of the stories taught. The indicators are analyzed because they are as tools meant to describe the quality, the effectiveness, the equity or the trends of a particular aspect of the education system. The teacher matched the verb of the indicators with the list of the several character values that he integrated in teaching English include in teaching the text. The Islamic values that teacher selected in this text involve religious, honest, tolerance, disciplined, hardworking, democratic, inquisitive, friendly, communicative and fond of reading.

In general, the verb used in learning indicators of True Friends story could be classified into four parts. First is "read and re-read", the two previous verbs led the English teacher of the X.A.6 class to select "fond of reading" values. The second is "correcting mistake pronunciation orally, discussing the meaning of difficult words, answering some other students' questions and sharing students' understanding to the other student. The second classification of the verb led the English teacher to integrate "communicative" values in discussing "True friend story". The third is "finding out the word meaning

using dictionary and identifying difficult word, language features, generis structures, and adverb clause used in the story". The third classification led the teacher to integrate "independent" values in discussing "True friends" story. The fourth classification led the teacher to integrate "inquisitive" values.

Based on the Islamic values the text has many moral messages that can learn from the text by the students. One of them is Believe in God; moslem people have Islamic Pillar so they have to trust on their God, it include the religious values. Moreover, caring with a friend, helping each other, having the spiritual such as doing tahajud prayer, it includes the Islamic values too. The purpose to learn of the text is students can apply the Islamic values in their life every single time.

b. Islamic values in making an announcement

In this section, the teacher divided students from the several group to make an announcement. The announcement about Holiday during Ramadan, Isra Mi'raj Ceremony, Prophet Muhammad's birthday, Ziarah Walisongo and Tilawatil Qur'an. Each group has to make an announcement based on the topic that has chosen by Mr. J randomly. The purpose of this material to give the student knowledge to celebrate the Islamic ceremony and don't forget about the history of Islam itself as Ziarah to Walisongo. The Wali Songo also transcribed as Wali Songo are revered saints of Islam in Indonesia, especially on island on java, because of their historic role in the spread of Islam in Indonesia.

There are so many Islamic values in the instructional material. First is independent, the students have to make the announcement their own together with his/her friends. Additional, students use correct writing punctuation and students use language features correctly, so the Islamic value is disciplined. Friendly, communicative and responsible is held when the students ask or give an opinion while discussion is held.

c. Islamic values in teaching recount text about Prophet Muhammad and Caliph Umar

In this material, the students learn about biography Prophet Muhammad and a true Muslim leader. The objective of this study is to know the biography and the story of caliph umar on missionary endeavor of Islam. So the student can learn from the text about the article. The Islamic values in this section are religious, honest, disciplined, inquisitive, and fond of reading. As we know that Muhammad is the prophet and founder of Islam. According to Islamic doctrine, he was God's Messenger, sent to confirm the essential teachings of monotheism

preached previously by Adam, Abraham, Moses, Jesus, and other prophets. He is viewed as the final prophet of God in all the main branches of Islam, though some modern denominations diverge from this belief. Muhammad united Arabia into a single Muslim polity and ensured that his teachings, practices, and the Quran formed the basis of Islamic religious belief.

d. Islamic values in Islamic song

In section in class X.A.5 they learn the Islamic song form Maher Zain with the title "Insha Allah". They have to fill in the blank the lyric. The teacher play the music and the students must listen carefully the lyric, the students do the task in pair. Maher Zain is the new star of modern Islamic music with his meaningful values of songs especially on "Insha Allah" song, when a Muslim feel getting lose, lonely, and his/her life is so dark, hopeless, don't forget we have Allah put your trust in Him and raise your hands to pray, Insha Allah there is a way. Allah will guide you when you believed in Him. So the Islamic values in this material is religious.

e. Islamic values in teaching argumentative text entitle "Stop giving alms to beggars"

In this material the students have to showing their opinion about the topic, in this section, Mr. J divided the student to be two groups; pro and contra about the topic. Based on holy Qur'an the Islamic role is the upper hand is better than the lower hand. It means that giving is better than received. Based the opinion of the students keeping the beggars make to be lazy person. In this section, Mr. J want to the student responding and expressing their opinion, giving the opinion while discussion is held, and read the topic to answer the case. So the Islamic values in this section are religious, honest, communicative, and fond of reading.

f. Islamic values in Spoken Announcement

In this section, the teacher divided students from the several group to make an announcement. The announcement about Holiday during Ramadan, Isra Mi'raj Ceremony, Prophet Muhammad's birthday, Ziarah Walisongo and Tilawatil Qur'an. But in the X.A.6 class they have to make spoken announcement in the same topic. The Islamic values in this section are hardworking and creative. The students have to finish their task orderly and carefully, using the time as effective as possible to finish the task and they have to think to be creative to discover new ways to make spoken announcement.

3. Integration of Islamic Values in the Activity

Teaching and learning process is the activities that involved the teacher and students not only to get the knowledge but also the experience. The process requires a creation of a classroom atmosphere which encourages the students enjoying the interaction among themselves as well as the teacher. This condition can be accomplished if the English teacher applied the appropriate methods and strategies. Teacher may have skill in applying the methods in teaching and learning process in the classroom. It depends on the teaching and learning objective that was planned in lesson plan. Mr. John tried to use strategy and teaching learning method that encourages the students communicates between the teacher and the students. The following extract was taken from starting a class discussion about the recount text entitle "True Friends". The activities which was done by Mr. J Indicated that it was incalculating the Islamic values. Since it was done in every single meeting of the lesson, this illustration may be categorized into habitual activities. Asking students to pray together and maintaining action to motivate them to learn, have been the commitment of this English teacher, as part of his effort to integrate the Islamic values into the process of English teaching and learning. Moreover, the activities have brought the teacher and the students to the obedient attitude to God. Linguistically, Assalamu'alaikum is a greeting which indicated that the students and the teacher have close relationship and brotherhood between Muslim to Muslim. Furthermore, Basmallah always be read before the lesson because it can give spirit and motivation believing to God in each activities and also give an example of integrating Islamic values to the students.

These activities, Islamic greeting and saying of Basmallah, are always practiced by the teacher and the students. The teacher acted as a model who invited the students to follow his action. Preserving this may result in forming positive attitudes among the students. Moreover, these students are expected to spread out the positive habit not only in the school environment but also in society. As it is known by most of the society, both Islamic greeting and the mention of Basmallah are the signs of honor and respect that all Moslems do to other people as well as a dedication of obedience to the rule of Allah, Lord of all Moslem in the world. This activity was application of the integrated the Islamic values. It can be analyzed that Islamic values and English teaching and learning were integrated in teaching learning process in the classroom. During English teaching learning will appear human behaviors which may consist Mr. J

applied some methods when teaching grade X of MAN Model. The methods used by Mr. J, were as follow: variations of lecture, group discussion, listen and repeat, problem solving and role play. He always gave apperception as a starting point, asking questions to arise the students' motivation.

This scene proved that teacher did not dominate to the students in teaching and learning process because students were always allowed or given the opportunity to express their ideas; no matter what ideas they propose to the teacher, right or wrong would always be positively responded by the teacher. Besides that, the dialogues have triggered the students' interest because they are directed to solve the problem and share their opinion with their classmates. From this situation, the teacher tried to integrate Islamic values in teaching and learning process.

4. Integration of Islamic Values in Evaluation

In MAN Model Palangka Raya, Mr. J. usually gives the assignment to the students after they have finished discussing a certain theme either individually or in group. The purpose of individual task was meant to identify what extent the students were responsible and independent to master the materials which have been learned before. Meanwhile group assessment was meant to see whether the students are able to work together and share the idea. Of these two choices, the English teacher at MAN Model Palangka Raya, Mr. J. preferred to assign individual task and group work.

The English teacher actively walked around the classroom as he evaluated the progress made by the students. He also took notes on those who actively participated in the process of learning as well as those who were not. Those who were not active were asked to present their work spoken in front of the classroom. When all students were equally involved and the assignments were done, the teacher collected them to be evaluated later on. It can be concluded that teacher has commitment in giving evaluation to the students' jobs. Furthermore, the attitude assessment focuses on the attitude that appears in the form of behavior during the learning process of communicating verbally and in English writing inside and outside the classroom, such as honesty, discipline, responsibility, confidence, tolerance, cooperation, and politeness.

DISCUSSION

The English teaching and learning done by the teachers at MAN Model Palangka Raya revealed several considerations. Firstly, it is related to the primary preparation of the lesson plan. The lesson plans designed by the

English teacher were based on the guidance Standard of Ministry Education and Culture with design curriculum 2013. Then the syllabus which was referred in designing lesson plan adapted a model developed by the National Standard of Education (BNSP) such as observing, questioning, collecting information, associating, and communicating. Moreover, the components of the lesson plans were comprised of the basic competence, indicators, the instructional objectives, the instructional materials, teaching learning activities, the source of the materials, media, method or technique used and then the evaluation process which were exactly the same as it was developed by the BNSP (Badan Nasional Standar Penilaian Pendidikan).

The Integration of Islamic values was clearly identified in the way the teacher stated the objectives of the lesson plans and the choice of materials. Obviously identified that only few of regular or local contents were introduced as the sample materials were made in such a way that the Islamic values were still kept by the teacher. Next in the of the instructional materials the Islamic values only a few of the materials were integrated with Islamic values in the regular class but most of the materials integrated with Islamic values in the practical class in the main activities section, based on the syllabus which was developed by Ministry Education and Culture. For example, in designing the material for reading lesson, the teacher instructed the student to make several question about A Short Biography of Prophet Muhammad.

In relation to the instructional practice, the integration of the Islamic values was done by listing the activities covered in the pre-activities, whilst activity and post-activities. The listing was as follows:

- a. To start the lesson, the teacher always uses two model of greeting. One is the regular English greeting such as "good morning" and the other was Islamic one of "Assalamualaikum" to the students.
- b. After greeting the students, teacher asks students to say "basmallah", a word said by all Muslims before they do a good deed, believing that everything they do must be in the permission of Allah or the Lord.
- c. Analyzing the theme, topic discussed and integrating them into relevant Islamic values. These actions were referred to changing the name of place, name of person and the activities presented in the lesson into a more specific reference of Muslims identify.
- d. Giving example and exercise reflecting the Islamic values such as making question about A Short Biography of Prophet Muhammad.

- e. At the end of the lesson, teacher closed by saying "hamdallah", a word by all Muslims after they have done every good deed. This word brings a meaning that all praises must be submitted to none but Allah.

The Islamic greeting and the expression are: (1) Assalamu'alaikum warahmatullahi wabarakatuh, (2) Bismillahirrahmanirrahiim, (3) Alhamdulillah, (4) Subhanallah and (5) Astagfirullah. These expressions were used depending on the context of the situation. According to the Al-hadith, written words suggestions, recommendation or deeds of prophet Muhammad, in order to open the conversation or dialogue, all Muslims were suggested to express the greeting were asked to reply by saying "Wa'alaikum salam warahmatullahi wabarakatuh". These greetings were considered a polite way on how Moslem respect other Moslems, these were containing prayers as well because the explicit meaning of these greetings were the statement that have function as the way of Moslem respect other Moslems that any human being in the world need safety or peace, mercy and blessing from Allah. As a result, Islam encourage all Moslems to spread this greeting without limitation of time, place and condition. Al-hadith is as follow, "spread the greeting, give the food and be worshiper of Allah in brother hood" (Al-hadith).

If Moslems finished doing something, Alhamdulillah rabil'alamin is also very important expression. Based on the result of observation this expression was said together by the teacher and the students after finishing the lesson. This expression has important meaning to teach the student to build a good character and personality. Those verses were not explicitly explained by the teacher. In other word, during process of teaching and learning, actions he did in opening, closing the lesson, answering questions from the students warmly, he directly applies those words into use, integrating it into the learned lesson. The manner the teacher did here was called a non-linguistic behavior. Next, Islamic names adhered for person, place, events and terms as the example of sentences or dialogue scripts were modified by the teacher to be integrated in teaching and learning process.

The English teacher evaluates the students' achievement in two ways; informal and formal evaluation. Informal evaluation was done when the students participate in teaching and learning process. Formal assessment uses formal test or structured continuous assessment to evaluate a learner's level of language. It can be compared to informal assessment, which involves observing the learners' performance as they learn and evaluating them form the data gathered.

CONCLUSION

The integration was found in 4 elements; in the lesson plan, in the Instructional materials, in the instructional activities and in the evaluation or assessment. The integration of the Islamic values in the lesson plan was done in the section of the instructional materials and in the instructional activities of the lesson plans, the integration was done by embedding the Islamic values supported by verses of Al-Quran or Al-Hadits which are relevant to the main material selected based on predetermined instructional objectives. Meanwhile, in the section of instructional activities of the lesson plans, the integration was done by making list of the activities reflecting the Islamic values that would be conducted during the learning-teaching process.

In the instructional material, the integration of the Islamic values was done through several ways, are:

1. Adding the exercises reflecting the Islamic values to the topic presented.
2. Modifying the Islamic names of person, place and event to the exercise added
3. Embedding the verses Al-Qur'an and al hadits which are relevant to the topic presented in the main material.
4. Mixing the Islamic expression with the relevant English expressions within the main materials.

The integration of Islamic values was done in several ways in the instructional activities such as: (1) by conducting code-mixing and code-switching between English and the Islamic expression based on the situational context, (2) by linking the topic discussed to the relevant Islamic teaching which is done either by quoting the verses of Al-Qur'an and or by explaining the relevant Islamic teaching, (3) by using the Islamic names for person in making the example of sentences or dialogue scripts, (4) by giving students assignment to write a kind of text related to the Islamic values relevant to the topic discussed. Moreover, the integration of Islamic values in the assessment was done through informal assessment consisting of oral questions, teacher's observation, giving assignment and reading aloud. In addition, the integration of Islamic values in the assessment was covered the Islamic values integrated.

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