



Integrating Islamic Values of Harmony and Tolerance Through English Learning

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ABSTRACT

This study discusses integrating Islamic values of harmony and tolerance into English learning at Islamic Higher Education in Kediri. This study explores student motivation, holistic understanding, character development, language proficiency, and its relevance to students' daily lives. This study uses a qualitative approach using interviews, observations, and document analysis as data collection techniques with assessments in English learning. The collected data were using thematic analysis. They are very interested in learning English without ignoring Islamic culture. And they also enjoy the class by applying Islamic cultural values in daily life. The findings of this study indicate that lecturers have taught English in Islamic context. English teaching and learning have a simple and limited scope. However, students have mastered English well and integrated with Islamic values.

Keywords: Islamic Values, Tolerance, English Learning

INTRODUCTION

In learning English, the application of religious moderation values can help students understand that English is not only a tool for international communication but also a means of strengthening relations between nations by respecting human values (Ismail, 2018). Additionally, these values of religious moderation also support students in understanding that tolerance and respect for diversity are important principles in social life (Hasyim, 2020). Then, In English language learning, integrating religious moderation values can help improve students' abilities in reading, writing, listening, and speaking English more effectively. This integration also contributes to creating an inclusive and pluralistic learning environment for students, having a positive impact on their intellectual and moral development. Moreover, the integration of religious moderation values is also essential in learning evaluation, as it can help create a fair and conducive evaluation environment for students

The government must give a spirit of nationalism by adhering to religious moderation values in conducting national and state life. These values of religious moderation will foster national harmony. Religious moderation encompasses values and principles of justice without distinguishing between majority and minority groups (Ala'i Najib Ali Muhtarom, 2021). Through Presidential Regulation No. 18 of 2020 and Presidential Regulation No. 7 of 2021, which are government regulations aimed at preventing extremism and violence leading to terrorism, these policies serve as a guideline for implementing programs to strengthen religious moderation in the country. With these policies, religious moderation is mandated to be practiced by everyone in the nation (Agus Muhammad, 2021). National education aims to cultivate individuals' abilities and shape the nation's character and civilization with dignity, within the broader mission of educating the country. It seeks to develop students' potential to become people who believe in and revere God Almighty, embody noble character, and are healthy, knowledgeable, competent, creative, independent,



democratic, and responsible citizens. This is outlined in Law Number 23 of 2003 regarding the National Education System (Cahyo, 2019, vol.8).

Higher Education, Pesantren, MTs, and MA institutions operate under the Ministry of Religious, leading to a curriculum that heavily emphasizes religious studies. This focus sometimes results in challenges, especially when young students who have received Islamic education perceive contradictions between what they learn in religious studies and in subjects like English. English textbooks and other materials often depict perspectives that differ from the religious teaching students have internalized, which can create confusion, especially for Muslim students and those attending Islamic schools. Indonesia's pluralism is rooted in the diverse ethnicities, races, cultures, and religions of its people. For this reason, the nation and its government make a strong effort to maintain and preserve harmony through various initiatives, including promoting tolerance and unity among religious communities. This focus is crucial, as conflicts between nations are often sparked by differences in beliefs, especially religious ones.

In the digital era, integrating Islamic values into various subjects, particularly English language lessons, poses challenges due to differences in cultural and religious values (Djamjuri et al., 2023). However, technology plays a crucial role in enhancing educational quality, providing teachers with wider access to innovative methods and tools for learning (Hasanah, 2021). This technological access offers teachers a practical way to incorporate Islamic values. For instance, students can create content focused on themes like tolerance, humanitarian issues, religious moderation, and pluralism. Such activities support students in developing tolerance and understanding diverse beliefs across countries. Thus, English becomes not only a tool for communication but also a means of fostering tolerance and understanding among different religions (Ghufron, 2022).

Sholeh et al. (2022) conducted "The Integration of Religious Moderation Values in English Language Teaching in Madrasah," which examines ways to incorporate Islamic moderation values into English language instruction in Madrasahs. The findings indicate that these values can be effectively integrated into various aspects of education, including lesson plans, learning materials, teaching activities, and instructional design. Mahadi and Jafari, as cited in Hasim and Suhono (2017), explain that languages cannot be fully comprehended apart from the cultures they are deeply embedded in; thus, language and culture are interconnected and complement each other. In general, a value represents a person's beliefs and cultural background. Beliefs and cultural norms can vary between individuals and across cultures. Additionally, values that evolve and shift over time are known as personal values, whereas values shared by a society, even if individual beliefs differ, are referred to as cultural values.

Integrating Islamic values into English language learning presents unique challenges, often due to differences in cultural contexts, educational frameworks, and approaches to language pedagogy. There are some of the primary challenges and potential solutions for aligning English language learning with Islamic values. First, cultural mismatch where English textbooks and curricula, especially those designed in Western countries, often contain cultural references, idioms, or themes that may not align with Islamic values. Topics like dating, alcohol, or certain forms of entertainment may conflict with Islamic teachings, making it difficult for teachers and students to reconcile these differences. Second, balancing language skills with value-based learning which Many English learning programs are designed purely for language acquisition, often overlooking moral or ethical education. In an Islamic context, there may be a desire for language lessons that also reinforce Islamic ethics and perspectives. Third, diversity within Islamic interpretations where Islam is practiced by diverse communities around the world, and interpretations can vary widely.

This diversity can make it difficult to create a one-size-fits-all approach to integrating Islamic values in English learning. Forth, fostering critical thinking within an Islamic Framework which English language programs often encourage critical thinking and open discussions, which

might sometimes seem to challenge traditional views or norms. Integrating Islamic values into English language learning is essential for promoting harmony and tolerance. This approach seeks to get universal Islamic principles, like peace, tolerance, and mutual respect, while enhancing students' English proficiency. English learning materials incorporate relevant Islamic stories, principles, and teachings in a way that is inclusive and relevant to the contemporary world. By focusing on values of virtue and intercultural understanding, teachers aim to foster a learning environment that diversity and reinforces students' moral and religious identities. This approach also helps counter negative stereotypes and improves intercultural communication skills.

Integrating Islamic values into English language learning requires sensitivity to cultural and religious contexts and a commitment to finding common ground between language skills and ethical education. By carefully selecting materials, preparing culturally aware teachers, and fostering open discussions within an Islamic ethical framework, it is possible to create an English learning environment that respects and reflects Islamic values.

LITERATURE REVIEW

To distinguish this research from previous studies, this study has identified several prior works that focus on Islamic and local cultural values through English learning. First, Choudhury's (2014) study, *The Role of Culture in Teaching and Learning of English as a Foreign Language*, highlights that in EFL (English as a Foreign Language) or ESL (English as a Second Language) classrooms, students should learn English alongside its cultural context. This cultural integration helps students acquire the language more naturally and use it effectively in real-life situations. The study observes that many students, despite excelling academically in English, struggle to communicate with native speakers or in everyday scenarios, likely due to a lack of cultural awareness in their language learning. Second, Miftahurrohman (2021), his article focuses on promoting the values of Islamic moderation through English language teaching at MI, an Islamic elementary school in Indonesia. The study aims to observe how English teachers at MI integrate Islamic moderation values into their teaching. The research uses a qualitative method with observations and interviews involving 28 third-grade students. The five main values of Islamic moderation found in English learning are: Tolerance, the evident when students form groups without discrimination based on gender or social background, then Openness, students show courage in presenting their work and are accepting of different answers, Balance which realized through practices like reciting *sholawat*, maintaining a balance between academic and spiritual education, reasoning that allows for differences of opinion, Students respect differing viewpoints when answering questions in class, and moderate reasoning that avoids absolutism and seen when students discuss in groups, ask each other questions, and seek clarification from the teacher if there are doubts. This study emphasizes the crucial role of teachers in imparting Islamic moderation values to students as a preventive effort against future radicalism and extremism.

Then, a study by Badriah et al. (2019) explores how the Living Values Education (LVE) approach can equip individuals with the knowledge and skills to cultivate positive values. This research draws on an Islamic guidance program incorporating the LVE approach, aligning with the primary goal of Islamic guidance—to assist individuals in understanding, learning, and applying life values rooted in Islamic principles and responsive to societal needs. The study emphasizes that the LVE approach focuses on fostering positive character and moral development, which is a key element of Islamic education in Indonesia. The research aims to assess the effectiveness of LVE in addressing social and moral challenges in Indonesia, providing innovative strategies to reinforce character education within Islamic educational settings. Expected solutions include a curriculum more closely integrated with Islamic values, extracurricular programs supporting character development, training educators in the LVE approach, and engaging with the local community to foster a supportive educational environment.



Alfian, Yusuf, and Nafiah (2022), in their paper *Integrating Islamic Values in Teaching English: Lessons Learned From An Integrated Islamic School*, discuss how learning English is closely linked to Western culture, which may conflict with the Islamic faith predominant in Indonesia. The study aims to explore how Islamic values are incorporated into English instruction at an integrated Islamic school in Indonesia, where the curriculum mandates that subjects align with Islamic principles. This case study was conducted at an integrated Islamic school, with data collected through teacher interviews and a thematic analysis of lesson plans.

Based on the analysis and quotes from various experts cited earlier, it can be concluded that integrating Islamic and local cultural values into the educational process is essential. Teaching involves someone with greater knowledge or skill imparting understanding, skills, or proficiency to learners. The instructional methods a teacher employs directly influence the attainment of specific learning objectives. An effective teaching method can foster student motivation, which in turn supports optimal learning outcomes.

Additionally, delivering content or skills to students should involve the appropriate teaching approach. The selected approach should emphasize guided discovery and problem-solving, allowing students to engage actively in a structured learning process. This method carefully organizes lessons to align with the goals that have been set. Consequently, the instructional approach is a critical factor in achieving learning objectives, and the success or failure of these goals can be heavily influenced by the approach taken.

English is a widely used global language and is important to learn. However, it often reflects Western cultural ideals, which can sometimes be in conflict with Islamic principles (Rohmah, 2019). This has created challenges for teaching English in Islamic schools, as students encounter a language that differs significantly from their own cultural values. There is also a common stereotype that English is solely focused on worldly matters, offering little relevance to spiritual or afterlife benefits.

The integration of Islamic values is addressed across various educational levels. At the university level, these values are incorporated into teaching, research, and community service, although the implementation is still progressing. In primary and secondary education, Islamic values are embedded within the national educational vision and mission (Rohmah et al., 2022). The 2013 curriculum reflects this integration, incorporating Islamic values into core competence, which encompasses aspects of divinity. This approach aims to help students appreciate their own religion and develop an understanding of religious values through their learning experiences.

In the digital era, integrating Islamic values into subjects like English can be challenging due to differences in cultural and religious values (Djamdjuri et al., 2023). However, technology plays a crucial role in enhancing education quality, providing teachers with greater access to innovative learning methods (Hasanah, 2021). This technological access can facilitate the integration of Islamic values. For instance, teachers might encourage students to create content on topics such as tolerance, humanitarian issues, religious moderation, and pluralism. This approach promotes tolerance and helps students appreciate diverse beliefs worldwide. Thus, English becomes not only a tool for communication but also a means for fostering tolerance and interfaith understanding (Ghufron, 2022).

English learning provides a unique platform for instilling Islamic values such as harmony, tolerance, and mutual respect. In an increasingly globalized world, students benefit not only from language skills but also from understanding and embracing cultural diversity. By integrating Islamic principles, English learning can encourage students to respect different backgrounds, fostering a sense of unity and shared purpose in the classroom. For example, when students discuss or present topics related to various cultures and belief systems, teachers can emphasize the value of *tawhid* (unity of humanity under one God), which underlines that everyone deserves respect, regardless of

background. This helps create an inclusive learning environment rooted in compassion and its understanding.

Moreover, English classes can incorporate Islamic teachings on tolerance and forgiveness, as found in *hadith* and *Quranic* verses, to reinforce the importance of patience and kindness in all interactions. Through dialogue-based activities, such as debates or group discussions, students can practice listening with empathy and expressing their views politely—a reflection of the *adab* (ethics) encouraged in Islam. Teachers can use texts or stories in English that model scenarios where characters work together harmoniously despite their differences. Such narratives allow students to see real-world applications of Islamic values, making the principles of peace and tolerance more relatable and actionable in their daily lives.

Finally, learning English with an awareness of Islamic values equips students with a moral framework that benefits society as a whole. When language education goes beyond vocabulary and grammar to include discussions on ethical behavior, students internalize these values and are better prepared to contribute positively to diverse communities. English learning becomes more than just academic; it turns into a tool for building bridges, fostering friendships, and promoting peace, which aligns with Islam's teachings on mercy, justice, and cooperation for the common good.

METHODOLOGY

This study uses a qualitative approach with a descriptive research type. Data collection methods include observation, interviews, and documentation. The subjects of this study are English lecturers and students from the Islamic Education Department at the Faculty of Education and Teacher Training. The sampling technique used is purposive sampling. The main subjects in this research are English lecturers involved in the integration of religious moderation values into English teaching. Meanwhile, students were randomly selected from various classes. The instruments used in this study include an interview guide for the English lecturers, an observation guide to monitor the teaching process and class interactions, and an observation sheet to assess student learning outcomes. Additionally, documents such as lesson plans, syllabi, and textbooks were also analyzed.

Data analysis was conducted using content analysis techniques, specifically analyzing data gathered through interviews, observations, and documentation to identify specific patterns or themes related to the integration of religious moderation values into English teaching at Islamic Higher Education institutions in Kediri. In data collection, a comprehensive analysis was conducted on program implementation, challenges faced, and strategies used in integrating religious moderation values into English teaching within the Islamic Education Department. Additionally, student learning outcomes were measured using observation sheets, which were in relation to the integration of religious moderation values in English teaching. By employing this research method, it is expected to provide a clearer picture of how the integration of religious moderation values in English teaching at Islamic Higher Education institutions can be effectively implemented.

This study used a thematic analysis of surveys and teacher interviews to provide complementary insights, offering a comprehensive understanding of how the materials are perceived and applied in classroom settings. The combination of these methods allowed for a thorough evaluation of the textbook's effectiveness and relevance, ensuring a well-rounded assessment that included both the content of the textbook and its practical application in educational environments. By synthesizing these data sources, key patterns and themes were identified, which informed the final conclusions about how well the textbook supports religious moderation values in the university context.

RESULT AND DISCUSSION

Islamic Values of Religious Moderation in English Learning Evaluation has integrated each



other. Here are some Islamic Values of religious moderation values that can be applied in the evaluation of English skills at higher education institutions:

- a) Justice: Providing fair evaluations for all students, regardless of their religious, racial, or cultural backgrounds.
- b) Cooperation: Optimizing collaboration between teachers and students in the evaluation process, as well as providing support for student success.
- c) Tolerance: Respecting the differences in the evaluation results achieved by students, and responding wisely by providing feedback and suggestions for improvement.
- d) Simplicity: Offering clear and easily understandable feedback to students, and explaining concepts or further understanding when needed.
- e) Social Concern: Developing students' social awareness of global issues such as the environment, human rights, and poverty through relevant text topics in evaluations.
- f) Role Model: Demonstrating good professional and moral conduct in giving evaluations to students, and serving as a role model in actions and speech.
- g) Calmness: Creating a calm and conducive evaluation atmosphere so that students can focus and concentrate on completing the evaluation.
- h) Empowerment: Providing opportunities for students to express their opinions or ideas about the evaluation results, and giving recognition for their contributions.

Regarding religious perspectives on enhancing religious tolerance and harmony, there are several aspects that can be incorporated into education through the role of religion, as outlined by Madjid (2000). First, it involves instilling an understanding of religious values that promote tolerance. Second, develop an attitude of empathy and mutual respect. Religious education can help students understand and appreciate others, including those of different faiths. By learning about the beliefs and traditions of others, students can gain the ability to view the world from diverse perspectives and gracefully embrace differences. Third, strengthening Moral and Ethical Character. Religious education can help students understand core moral values such as honesty, justice, and responsibility. These values are crucial for fostering a tolerant and harmonious society, as they encourage individuals to respect each other's rights and duties.

The integration of Islamic values into the curriculum can be achieved by adopting an integrated curricular development model. Schools can design and implement English curricula by analyzing both the advantages and challenges in education. Teachers have the opportunity to incorporate specific content that aligns with the goals and mission of the institution or school (Khoiriyah et al., 2022). In integrating Islamic values into learning activities, teachers can utilize Islamic-themed visual media by having students write short stories based on the images provided. This activity helps students develop their writing and grammar skills (Rambe & Salminawati, 2019). Additionally, teachers can use picture description as a learning model, which is engaging and enjoyable, encouraging greater student participation and improving overall activity in the classroom.

The integration of Islamic values in language learning can enhance language skills such as listening, speaking, reading, and writing, while also imparting knowledge of Islamic values (Rohmana, 2020). Teachers should focus on ensuring that English teaching materials are easy to understand, visually appealing, and infused with Islamic themes. The images used in textbooks should reflect the realities of the Muslim community, including depictions of women in veils, mosques, and other culturally relevant symbols (Irawan, 2020). This approach helps make English learning more engaging and ensures it is relevant to the context of Islamic values (Rahmadany et al., 2021).

The formation of character and the development of students' personalities are not solely the responsibility of religious teachers but involve all elements of the school, including teachers and staff (Safitri et al., 2023). In general, the integration of Islamic values can be carried out by teachers

in various ways (Zalsiman, 2020). One approach is to incorporate Islamic values at the beginning of lessons through greetings and prayers. The lesson can start with a greeting, such as "Assalamu'alaikum," which linguistically signifies the close bond between Muslims. Saying greetings is a way for Muslims to show respect towards one another.

The results of integrating Islamic values into the learning process showed that teachers employed various methods. For example, Islamic values were incorporated at the beginning of the lesson, linked to the teaching material and activities throughout the lesson, and included in the closing. This finding is consistent with other studies, which also highlight the inclusion of Islamic values, such as prayer and Islamic greetings, at the start and end of lessons. Although this integration was not explicitly mentioned in the lesson plans (RPP), teachers made efforts to connect the lessons with Islamic values. This approach to integrating Islamic values was anticipated and aligns with similar findings from other studies. The study conducted by Ramadanti (2020) found that students also engage in zikir, as it is a characteristic practice of Muslims who are constantly thankful to Allah SWT.

Integrating Islamic values of harmony and tolerance into English language learning offers significant potential for positive character development in students. Here are some outcomes from this approach: First, Building Islamic Character with Good Morals. Strengthening Ethics and Morals in Communication: By integrating Islamic values, students gain a deeper understanding of the importance of ethics and respectful behavior in communication. Using English as a global language, students are encouraged to express their opinions politely, appreciate diversity, and respect others' viewpoints, fostering a sense of moral responsibility in their interactions. Second, enhancing Attitudes of Tolerance. Fostering Openness to Global Cultures: English, as a medium of global communication, serves as an excellent tool to introduce students to a variety of cultures and worldviews. When combined with Islamic values like tolerance, this approach helps students become more open-minded and accepting of cultural and religious differences, reinforcing a mindset of social harmony and mutual respect. Third, increasing Understanding of Universal Islamic Values. Third, Connecting with Global Values: Students can be introduced to universal Islamic values—such as peace, justice, and brotherhood—within the English learning context. This helps students recognize that these values align closely with widely respected global ideals, enhancing their understanding of Islam's universal appeal and its relevance in a global context. Forth, Developing Critical Thinking and Empathy. Promoting Analysis from an Islamic Perspective: Learning English in the context of Islamic values enables students to develop not only language skills but also critical thinking abilities. Through discussions and analyses of global issues from a peaceful and harmonious Islamic viewpoint, students build empathy by examining issues from broader perspectives, thus nurturing a well-rounded worldview. Fifth, Supporting Multicultural Learning. Balancing Global Interaction with Islamic Identity: Integrating Islamic values into English learning creates opportunities for students to appreciate other cultures without losing their Islamic identity. This multicultural approach helps students engage confidently in an increasingly globalized world while staying rooted in their Islamic principles.

In essence, integrating Islamic values into English language education not only improves students' language skills but also shapes them into tolerant, open-minded, and globally aware individuals who hold firmly to Islamic principles. This approach cultivates a balanced character that is respectful of diversity and committed to peace and harmony in the world.

CONCLUSION

Integrating Islamic values based on harmony and tolerance into English language learning can be achieved through various approaches that emphasize the positive values of Islamic teachings while developing language skills. Here are several approaches that can be implemented:



- Use of the Materials Relevant to Islamic Values by Inspirational Stories: Include stories from the Qur'an, Hadith, or the lives of the Prophet's companions that emphasize the importance of harmony and tolerance. These stories can serve as reading materials in English language lessons. The Dialog Topics: Create dialogues or conversations that highlight the importance of mutual respect, cooperation, and appreciation for diversity in daily life. These conversations can encourage students to explore themes of tolerance and understanding.
- Reinforcement of Tolerance Values in Discussions: Tolerance in Discussions: In discussions or debates, students can be given opportunities to speak about the importance of respecting religious, cultural, and ideological differences, in line with Islamic teachings that promote respectful and tolerant dialogue. Global Issues Related to Peace and Religious Freedom: Lessons can cover global issues concerning peace and religious freedom, along with how Islam teaches the importance of maintaining harmony between different faith communities.
- Project-Based Approach by Collaborative Projects: Develop projects where students are required to work in diverse groups—religiously, culturally, or ethnically diverse—to achieve a shared goal. This encourages teamwork and respect for differences, aligning with Islamic teachings on unity and cooperation. Presentations and Reports: Students can prepare presentations or reports in English on topics that reflect Islamic principles of peace, social justice, and the welfare of humanity.
- Applying Islamic Life Principles in Lessons by Teaching Islamic Concepts: Concepts such as *ukhuwah* (brotherhood), *salam* (peace), *adil* (justice), and *rahmah* (compassion) can be integrated into English texts, both written and spoken. Emphasis on Islamic Values in Daily Life: Students learn how these values can be applied in daily interactions, with English as the medium for discussing such applications, reinforcing both language skills and positive social values.
- Reflection and Evaluation of Values by End-of-Session Reflections: At the end of each session, encourage reflections on how Islamic values can be applied in a global context, helping students see how principles of harmony and tolerance are integral in today's interconnected world.
- Use of Educational Visual or Audio Media by Visual and Audio Media: Incorporate videos, songs, or poems that convey messages about harmonious living and appreciating diversity. For example, English-language songs with universal messages of unity and peace can be used to reinforce these concepts.

By taking these steps, English language learning goes beyond language proficiency, fostering character development that reflects Islamic teachings on harmony and tolerance. This approach not only strengthens students' language skills but also nurtures a mindset of understanding and empathy aligned with Islamic values.

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