

## **Systematic Literature Review: The Integration of Islamic Education in English Language Teaching**

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### **Abstract**

Islamic literature, history, and customs are common subjects and resources incorporated into effective English teaching in Islamic nations since they are relevant to the culture. The aims of this study are to explore the integration of Islamic education in English language teaching as well as how teachers can teach English by instilling Islamic values to develop good character in their students. This study involves a systematic literature review (SLR). An SLR requires significant searching across multiple article databases as well as additional journal databases such as Google Scholar to supplement and expand the main database. The next step involved obtaining and locating additional supplies manually. This step entailed reading pieces of literature for which the only information provided was the author, source, or title. The study reveals that understanding culture and society can help integrate religious teaching into ELT. It is critical to understand the cultural and theological context. Teachers who are knowledgeable of Islamic customs, values, and sensitivities should teach them in the classroom. Moreover, to provide students with a well-rounded education, Islamic principles and ethics can be integrated into English language classes. Teachers can explore issues and subjects that are in line with Islamic principles while encouraging critical thinking, creativity, and intercultural understanding.

**Keywords:** English Language Teaching; Good Character; Islamic Education; Islamic values

## **Introduction**

Teaching a language has many different features. In addition to instructing and focusing on students' language abilities, such as reading, writing, listening, and speaking, teachers also help, facilitate, and inspire students to be enthusiastic about what they learn, how and why it affects them, and how lessons might be useful to them in the future. Teachers who teach languages must help their students acquire academic and personal skills, a positive outlook, and a desire to learn English. According to (Irawan, 2020), teachers have to understand what students learn, how and why such learning influences them, and how lessons could be beneficial for them in the future.

However, when English is introduced as a foreign language, teaching it becomes an essential topic. When it comes to areas where English has little exposure, especially in Islamic countries, teaching English as a second language is a challenging endeavor. As we know, we have to adjust our way of teaching if we are in a country where the people adhere to the Islamic religion a lot (Setiyadi, 2020). What size is an "Islamic city" in a nation where Islam is practiced? To be able to attempt to react to this question, one must agree on the enormous breadth of Islamic teachings and also on the required conduct of people who could be deemed Muslims.

According to (Rehman & Askari, 2015) Islam, in contrast to the majority of other major religions, is a rules-based system that explicitly provides detailed rules and guidelines for creating a successful and just financial system, good governance, respect for human rights, freedom to choose, and protection under a specific code of law, and the code that is used to manage relationships abroad (with non-Muslims). While Western nations have generally and to varying degrees supported and adopted the idea that religion and state should be kept separate in order to advance social justice, religious freedom, and effective government, this poses a dilemma for nations that proclaim Islam. Islam promotes freedom of choice and freedom of religion, but it also provides considerably more extensive guidelines for behavior, including a code of conduct and information on how to manage economic and social concerns as well as state governance. As a result, unlike a leading country that welcomes non-Muslims, separating Islam (the faith) from the state is slightly more difficult for a country that proclaims itself Islamic.

### **1.1 Islamic Education**

A person's education is a crucial aspect of their life. It is essential to future success and the abundance of opportunities in our lives. For people, education has various benefits. For instance, it enlightens a person's thoughts and mind. Graduating from college enables students to pursue higher education or make plans for the workforce. According to (Djamdjuri et al., 2022) education in a certain field enables people to think, feel, and act in a way that supports their success and raises both their level of personal happiness and that of their community by having good values (Nugraheni et al., 2023). Education also fosters the growth of a person's personality, ideas, and social abilities (Sukardi, 2016) It also gets people ready for life's experiences. People are given a special position in their own community and wherever they dwell as a result. Everyone has a right to education "from cradle to grave." The advantages of education range from having a successful career to having a high social status to having self-assurance.

In its basic definition, according to (Lobb, 2020), Islamic education is an intentional endeavor to spread, internalize, and put Islamic beliefs into practice through learning activities that are supervised by teachers. In terms of epistemology, the goal of education is established by revealed religion and, as a result, is objective; it is unaffected by individual viewpoints or life experiences. Therefore, the curriculum ought to be developed in accordance with how Islam regards knowledge and individuals in general, especially with regard to their spiritual nature (Muhibah, 2014). As we will discover shortly, such a technique also has significant instructional ramifications. Islamic education was based on three interconnected foundations, according to the source: a) The term "tarbiya" describes the process of guiding and nurturing a child to a state of completeness or maturity and originates from the Arabic verb "raba" (to develop, rise). b) Ta'dib is derived from the Arabic word aduba (to be polished, disciplined, and cultured), and it refers to the process of character development and education that lays a strong basis for morality and social behavior throughout the community as a whole. It requires becoming familiar with and supporting the most essential societal ideals, such as justice and 'Alima, which means to know, acquire knowledge, perceive, and discern. This is the source of the third term, ta'lim, which refers to the giving and receiving of information (Lobb, 2020).

Moreover, the Islamic educational concept places a strong emphasis on a person's whole development, including their body, mind, and spirit. In accordance with this notion, parents and teachers should provide education that supports a

student's personal, intellectual, physical, moral, social, mental, and emotional growth (Muhammad, 2017). A person's personality might become imbalanced as a result of simple intellectual growth. Without ignoring any of the aforementioned advancements, parents and teachers should give students a holistic understanding of education. The goal of the ideal Muslim should be to pass on information, skills, values, culture, heritage, language, and other things to future generations. A well-educated Muslim should have positive relationships with Allah, himself, his fellow human beings, and the environment.

Islam and its way of life are the main subjects of Islamic education. The Qur'an, Islam's primary sacred text, is the source of all Islamic education. Muslims learn the fundamental principles of Islam and the teachings of the Prophet Muhammad from the Qur'an. The Qur'an is considered by Muslims to be the holy book that the Archangel Gabriel revealed to the Prophet Muhammad. Muslims revere the revelations given to the Prophet and recorded in the Qur'an as holy revelations from God. As a result, a young person's education in Islam and its principles is crucial to their growth (Kendiani, 2020; Muhammad, 2017).

## **1.2 English Language Teaching**

English is an important language for communication, education, and cross-cultural relations in Islamic nations (Goodrich, 2020). English is frequently taught and mastered as a second language in schools and universities, despite the fact that Arabic is the primary language used in religious and cultural situations. Individuals in Islamic nations can access more educational resources, participate in international conversations, and improve their economic chances thanks to their competence in English. English also acts as a conduit for comprehending and communicating with the rest of the world, promoting interfaith dialogue and cross-cultural interactions. The fact that English is studied in Islamic nations shows that people there understand the value of linguistic diversity and the necessity of bridging cultural divides in today's increasingly interconnected world (Mee Mee et al., 2021).

English has become a universal language in modern times, making it possible for individuals to converse with one another wherever they are in the world (Cook, 2008). The use of English is not just for global objectives. It may also be used locally. As a result, English is being used more often across the globe. It might occur as a result of English's success as an international language, which successfully altered the English language's dominant role around the world. The role of English might be employed in non-English-speaking countries for academic purposes, especially in

the process of learning English, according to the spread of the language's use. However, not all methods of language learning are always effective (Bolibekova et al., 2020). Along the process, there are still certain obstacles (Meihami, 2021). The potential difficulties of learning English could be greater than in English-speaking nations, particularly in non-English-speaking nations. Some elements, such as the learners' aptitude, drive, surroundings, routines, and prior experience learning foreign languages, had an impact on the difficulties. Additionally, linguistic variations, such as those in phonology, word order, phrases, and verbal system, may have contributed to the issue.

English is present in Islamic nations due to historical considerations as well as the growing significance of globalization (Widodo & Dewi, 2020), in addition to its function in communication and education. Many Islamic nations now use English to engage in international diplomacy, strengthen trade ties, and communicate with the outside world. In a variety of professions, including commerce, tourism, technology, and education, English ability is now highly prized. The ability to communicate in English also gives people in Islamic nations access to a wide range of educational resources, academic journals, and scientific discoveries that can progress their communities (Hidayat et al., 2022a). In order to encourage English language study, Islamic nations frequently stress the value of upholding cultural and religious identities while also encouraging global awareness. These nations hope to build bridges of understanding, enhance intercultural communication, and foster information sharing across many cultural and religious divides by adopting English.

Moreover, teaching English in Islamic countries presents a unique blend of language instruction and cultural sensitivity. Along with teaching language skills, English teachers in these nations also have the responsibility of promoting a comprehension of Islamic values and culture. Islamic literature, history, and customs are frequent subjects and resources that are included in effective English training in Islamic nations because they are pertinent to the community (Hidayat et al., 2022b). When creating classes and activities, teachers must keep in mind cultural norms and sensitivities in order to ensure that they are consistent with the region's upheld Islamic principles and values. Educators may provide a rich and meaningful language learning experience that fosters international understanding and equips students to successfully navigate the globalized world while maintaining a connection to their cultural roots by blending English language instruction with Islamic cultural awareness (Saada & Magadlah, 2021).

In addition, teaching English in Islamic countries is also a dynamic and enriching experience that involves a deep understanding of both language pedagogy and Islamic culture (Mooneeb Ali et al., 2020). As they handle the confluence of language learning and religious values, English educators in these circumstances serve as both language instructors and cultural ambassadors. A strategy that respects the Islamic faith while fostering language competency and cross-cultural communication skills is necessary for effective English training in Islamic nations. Islamic traditions, customs, and beliefs must be understood by teachers in order to inform their instruction and provide a diverse and inclusive learning environment. To engage students and make language learning meaningful and applicable to their lives, it is essential to incorporate materials and activities that reflect Islamic culture, such as Islamic literature, historical texts, and religious teachings (Muliyah & Aminatun, 2020).

This article discusses the efforts to integrate Islamic education into English language teaching in the most populous Muslim country as well as in Indonesia (Zaini, 2022). Based on the previous explanation, the aim of this study was to know how teachers can teach English by instilling Islamic values to develop the good character of the students, especially in Islamic countries.

### **Research Methodology,**

A systematic literature review (SLR) method was used in this article. The SLR is a type of literature review that collects and critically analyzes multiple research studies or papers through a systematic process (Cruz-Benito, 2016). The purpose of a SLR is to provide an exhaustive summary of the available literature relevant to a research question. There were three steps to this strategy: The first was a research question formulated in response to the demands of this study's subject. The second was the search procedure, or the process of locating the data required for this inquiry. With the aid of the Publish or Perish (PoP) application or software, data were gathered from the Google Scholar website with the site address <https://scholar.google.co.id/> to make it simpler to discover the needed journal. Then, the review process is the final step.

In the search process, the researchers began by entering the phrase Islamic Character Values in English Teaching Materials for EFL Students with 1000 samples of papers published between 2018 and 2022. Using the Vosviewer application, the display of the term can be varied according to the meaning, such as the terms

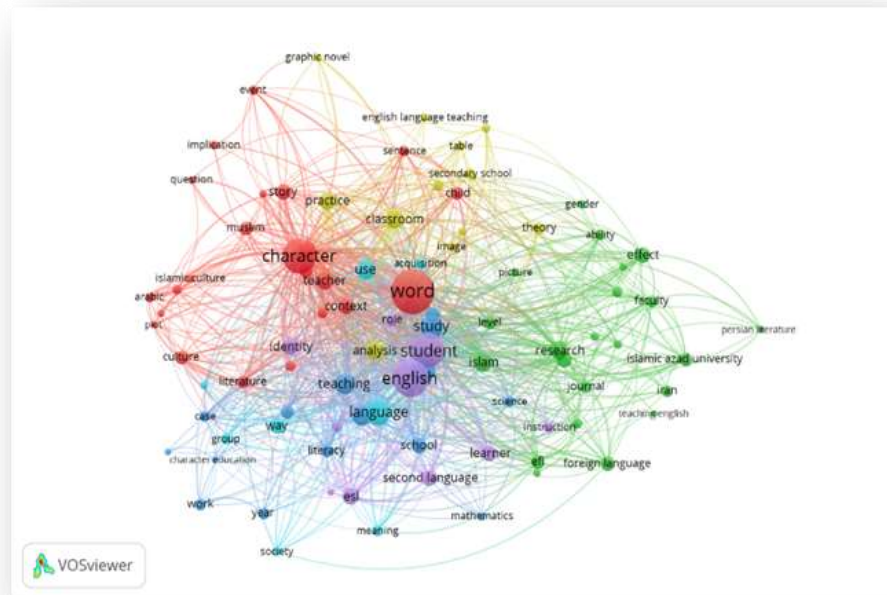
English Language Teaching being yellow, Character Education being blue, and Teaching English and Islam being green on the network visualization with full counting. The next step was the search process for the articles, which was carried out based on the year of publication in the 2019–2022 period using the keywords "Islamic Values in English Teaching in June–July 2023. The Google Scholar website's search results for the Publish or Perish (PoP) software were reduced to 100 articles, after which articles were chosen. The research study selection procedure involved looking at titles, abstracts, and extended texts as well as journal articles, and the major study results were acquired and used for additional analysis.

### **Findings and Discussion,**

This study is a study of English language learning using an interdisciplinary approach that combines religious education and English in a lesson. There are some findings from research that revealed the importance of utilizing strategy and media in English learning to overcome character or value problems. Therefore, in this research, one of the strategies is to provide Islamic materials for English learning. Religious education is believed to be able to instill noble values or good character in students' lives (Anshari & Widyanoro, 2020; Cahyo et al., 2019; Djamdjuri, 2020). And also, combining religious values with language learning is believed to be able to make students have good skills as well as commendable morals. The goal is to make it easier for Muslim students to understand English from the materials being studied. Therefore, the learning design must be adapted to the needs of students (Dewanti & Iskandar, 2012; Purnawati & Iskandar, 2019).

The initial search process was carried out; the researcher entered the keyword Islamic Character Values in English Teaching Materials for EFL Students with 1000 samples of articles on the year of publication in 2018–2022. Using the Vosviewer application, on the network visualization with full counting, the words English Language Teaching are yellow, Character Education is blue, and Teaching English and Islam is green. The display indicates that the relationship between these words has not been much studied. The following figure may represent it in detail:

**Figure 1.** The Network Visualization with Full Counting of the Key Words



Then, the next search process was carried out based on the year of publication in the 2019–2022 period using the keywords "Islamic Values in English Teaching" in June–July 2023. The Google Scholar website's search results for the Publish or Perish (PoP) software were reduced to 100 articles, after which articles were chosen. The research study selection procedure involved looking at titles, abstracts, and extended texts as well as journal articles, and the major study results were acquired and used for additional analysis as shown in the following table:

**Table 1:** Selected Journal Articles



No.	Authors/ Year	Research Focus	Major finding/ Discussion	Research Title/ Journal Sources/ Link
1.	(Cahyo et al., 2019)	To analyze the need of Islamic-based English teaching materials for the Muhammadiyah junior high Schools, specified for reading skill. Data	This study came to the conclusion that in order for the Muhammadiyah schools to meet both the national education goal and the needs of the Islamic religion, it is essential to design English teaching materials that are based on Islam. By substituting content with Islamic-related content, Islamic discourse, integrated language skills, student-centered education, and enhancing cultural awareness, the development is based on a text-based approach.	<b>Needs analysis of Islamic-based English reading material for the Muhammadiyah junior high school</b>  International Journal of Evaluation and Research in Education (IJERE) Vol. 8, No. 2, June 2019, pp. 286~292 ISSN: 2252-8822, DOI: 10.11591/ijere.v8i2.18647
2.	(Djamdjuri et al., 2022)	To determine how well students are doing academically and how well they comprehend the integrated character concepts included in Islamic teaching materials	There is an improvement in students' achievement between the pre-test and post-test in the experimental groups after a four-month learning course. It suggests that Islamic educational resources can enhance student achievement significantly more. Furthermore, some characters—religion, honesty, independence, curiosity, friendliness, and responsibility—are most important in the students' comprehension of integrated character values. Students were able to use the character traits in their daily lives in addition to understanding them.	<b>Incorporating Character Education in ELT through Islamic Teaching Materials</b>  Edukasi Islami: Jurnal Pendidikan Islam, Vol. 11 Issue 3, 2022, p. 611 <a href="https://jurnal.staialhidayahbogor.ac.id/index.php/ei/articel/view/2914/1285">https://jurnal.staialhidayahbogor.ac.id/index.php/ei/articel/view/2914/1285</a>
3.	(Anshari & Widyantoro, 2020)	The study was aimed to reveal the students' needs in relation to the integration of the Islamic values in the materials for teaching the speaking skill and to know the appropriateness of the materials.	Islamic principles should be reflected in the instructional materials used with the students. Unfortunately, the writers have noticed that not all Islamic junior high schools include Islamic ideals into the lessons they teach their students. This reality puts the English teachers in Islamic schools under pressure to choose and take into account the proper values, cultures, and ideologies in the process of teaching and learning English. This work is therefore based on research done to create teaching materials that incorporate Islamic beliefs for Speaking in a private junior high school in Yogyakarta.	<b>Inculcating Islamic values contented in Qs. Luqman through english speaking materials</b>  Journal of Education and Learning (EduLearn) Vol. 14, No. 1, February 2020, pp. 62~68 ISSN: 2089-9823 DOI: 10.11591/edulearn.v14i1.14285
4.	(Rohmana, 2020)	Cases of students who lack of norms and attitudes are growing immensely. Hence, the integration of religion in this case Islamic value into all subjects at school is urgently needed. In	The study ends with some suggestions for addressing the issues, including incorporating Islamic values into exercises, using Islamic names for people, places, and events, connecting the pertinent verses from the Holy Book or using them as the source text to be translated, and using English-language books with Islamic messages.	<b>Immersing Islamic Value in English Language Teaching: A Challenge for English Teachers</b>  SCOPE. Jurnal of English Language Teaching   p-ISSN 2541-0326   e-ISSN 2541-0334   <a href="https://journal.lppmunindra.ac.id/index.php/SCOPE/Article">https://journal.lppmunindra.ac.id/index.php/SCOPE/Article</a>
5.	(Fauyan, 2019)	The objectives of this study were to determine (1) the suitability of interactive multimedia on	The results of the research are as follows: (1) Interactive multimedia products for Indonesian learning with an Islamic perspective were evaluated by material experts and received a score of 21.5 in the very eligible	<b>Developing Interactive Multimedia Through Ispring on Indonesian Language Learning with The Insights of Islamic Values in Madrasah Ibtidaiyah</b>

		Indonesian learning with an Islamic perspective based on the evaluation of media experts and subject matter experts, and (2) the excellence of interactive multimedia on Indonesian learning with an Islamic perspective based on the evaluation of students and teachers.	category and a score of 49.5 in the eligible category; (2) According to student and teacher evaluations, the quality of interactive multimedia for Indonesian learning with an Islamic perspective is very good. In order to increase learning outcomes and instill a respect for Islamic characters in students, multimedia is therefore essential for Indonesian language instruction.	AL IBTIDA: JURNAL PENDIDIKAN GURU MI (2019) Vol 6 (2): 177-190 DOI: <a href="http://dx.doi.org/10.24235/al.ibtida.snj.v6i2.4173">http://dx.doi.org/10.24235/al.ibtida.snj.v6i2.4173</a>
6.	(Darmayenti et al., 2021)	The development of religious characters and local wisdom in an English textbook	The objective of the current study is to develop an EFL teaching manual that can be used effectively for Islamic higher education at Universitas Islam Negeri Imam Bonjol Padang, Indonesia, based on religious figures and local knowledge. The textbook was created using a research and development approach in four stages: need analysis, textbook design, try-out, and textbook revision. The data was gathered using observation, questionnaires, and interviews.	<b>Developing EFL religious characters and local wisdom based EFL textbook for islamic higher education</b>  Studies in English Language and Education, 8(1), 157-180, 2021. <a href="https://doi.org/10.24815/siel.e.v8i1.18263">https://doi.org/10.24815/siel.e.v8i1.18263</a>
7.	(Kendiani, 2020)	Implementation of Islamic character in the learning process by the English lecturers	The aim of this study is to identify the Islamic values that the English Tadris professor has incorporated into the teaching process at IAIN Curup. The approach adopted used an inferential percentage calculation and was descriptive quantitative.	<b>The Islamic Characters in Teaching English</b>  Journal of English Education and Teaching (JEET)e-ISSN: 2622-5867p-ISSN: 2685-743xVolume 4 number 3, September 2020 Page 431-448
8.	(Suprayitno et al., 2019)	Character value in ELT	This case study was conducted in a classroom setting using document analysis and observations of the three speaking courses. In addition to giving kids the ability to communicate, teaching them a language also helps them develop strong communication skills. In the context of EFL in Indonesia, many English teachers frequently overlook this objective, particularly in higher education. The learners must possess both the necessary language abilities and the necessary personal qualities to be effective communicators. Any personal traits that influence a person's life can be referred to as character. The development of students' character needs to be integrated into language instruction in all contexts, both openly and implicitly, given the significance of character.	<b>Character value: The neglected hidden curriculum in Indonesian EFL context</b>  Asian EFL Journal, Scopus Q2
9.	(Apriani et al., 2019)	The use of ICT to develop students' ethic	ICT is a term used to describe tools or media that support teaching and learning in the classroom. Software applications, computers, radio, television, telephony, CD-ROM, audio or video clips, computers, and the internet	<b>Utilizing Ict To Develop Student's Language Ethic At Islamic University</b>  POTENSIA: Jurnal Kependidikan Islam, Vol. 5,

			are all examples of ICT. Utilizing this technology helps students' academic performance as well as their moral character, particularly with regard to language ethics.	No. 1, Januari-Juni2019
10.	(Pohan et al., 2018)	Character building in language learning and teaching	The purpose is to explore character development through media and language learning. The theoretical analysis of incorporating character values into English language learning and instruction in the classroom is the main focus in this instance. The sub-themes are: (1) the teacher's contribution to the internalization of character values in English language learning and teaching; (2) the internalization of character values in learning and teaching media and materials; and (3) the internalization of character values in learning and teaching processes.	<b>Implementing of Character Values in English Language Learning and Teaching</b>  Science, Engineering, Education, and Development Studies (SEEDs): Conference Series Faculty Of Teacher Training And Education Sebelas Maret University Volume 2 Issue 1 June 2018 eISSN : 2615-4382

The previously selected articles are being categorized and analyzed into two parts of discussion, such as follows:

#### 4.1 Immerse the Religious Teaching in ELT Materials

Teaching materials, according to the Indonesian Ministry of National Education (2011: 2), are all forms of materials used to assist teachers in carrying out the educational process (Apriani et al., 2019; Ratih & Taufina, 2019). The materials are also a collection of materials that are arranged systematically so as to create an environment or atmosphere that allows students to learn. Those consist of printed materials and interactive teaching materials (Sarip et al., 2018). The teaching materials used in the educational process will determine the achievement of each of the basic competencies proclaimed. Likewise, teaching materials can be an effective means of instilling character or moral values (Boeriswati, 2013). Teaching materials that meet good criteria can give birth to an efficient educational process (Ratih & Taufina, 2019). On the other hand, if the teaching materials do not match the criteria, there will be various cases in education. However, the teaching materials used should not only help the educational process but also look at the overall achievement of the basic competencies to be achieved as stated in the 2013 Curriculum. Indeed, a number of schools have begun to emerge that integrate values into religious and general science (Djamdjuri & Wulandari, 2018; Rohmah, 2012).

The use of Islamic materials in learning is intended to balance the current flow of communication and information (Cahyo et al., 2019; Darmayenti et al., 2021).

With the massive internet media, it opens up opportunities for students to be able to access various information without filters. For this reason, in addition to having expertise according to 21st century competencies, students need to be equipped with Islamic characters and an understanding of good religious principles (Rohmah, 2012; Sih, 2020). To obtain good character values, it is necessary to select teaching materials that are in accordance with the identity background of the students (Pohan & Malik, 2018). Especially if it is associated with the identity of the majority of Indonesians as Muslims (Kendiani, 2020). Religious teachings are believed to be the main reference for inculcating character values that are in accordance with the identity of a nation that believes in the one and only God (Suprayitno et al., 2019; Ummah, 2019). Islamic values can be integrated into language teaching through the use of teaching materials (Djamdjuri, 2020; Sarip et al., 2018). As such, those teaching materials can also contain cultural values and affect students' lives (J. Lekawael et al., 2018).

It is vital to encourage religion education in the teaching and learning process since it is thought that it can help students develop high moral principles or good character (Anshari & Widyanoro, 2020). Additionally, including religious principles into language teaching may provide students with both useful skills and admirable ideals. It is anticipated that doing this will make it simpler for Muslim students to comprehend the English teachers. The learning design must be modified for this reason in order to meet the needs of the students. Based on this, the study's primary focus was the students' perceptions of the use of Islamic materials in English learning.

Islamic learning materials are used to counterbalance the existing information and communication flow (Darmayenti et al., 2021). Students now have more options, thanks to the enormous online media, to obtain a variety of information without restrictions. For this reason, students need to be prepared with Islamic characters and an appreciation of good religious beliefs in addition to knowledge of 21st century capabilities (Cahyo et al., 2019). It is important to choose teaching materials that are appropriate for the students' identification backgrounds in order to instill positive character qualities in them (Djamdjuri et al., 2022). Particularly if it is connected to the fact that the majority of Indonesians identify as Muslims. The primary source for instilling moral principles that are consistent with the identity of a country that reveres the one and only God is thought to be religious teachings.

Through the use of teaching materials, Islamic values can be incorporated into language teaching. Because of this, those educational resources may also include cultural values and have an impact on students' lives.

Teachers can use online videos by English native speakers from YouTube that highlight Islamic themes to teach students about Islam while also enhancing their English skills. From this information, conversations in class and questions and answers involving English language abilities in terms of listening, reading, speaking, and writing would evolve. Students were also required to present, offer feedback, and draw conclusions regarding the materials they were studying. Islamic principles could be included into English teaching to improve students' attitudes about the language. The usefulness of Islamic teaching materials for learning English has been addressed in a number of earlier research (Anshari & Widyantoro, 2020). Students' interests may be piqued by Islamic materials that are incorporated into English learning.

To balance the current information and communication flow, Islamic educational resources are utilized (Darmayenti et al., 2021). Due to abundance of internet resources, students now have more alternatives for freely accessing a wide range of knowledge. For this reason, in addition to knowing 21st century skills, students need to be prepared with Islamic characters and an awareness of excellent religious values. In order to establish good character traits in children, it is crucial to select instructional materials that are appropriate for their identifying backgrounds. especially if it has to do with the fact that most Indonesians identify as Muslims. the main resource for teaching moral values that are in line with the culture of a nation that values worshipping just one God.

#### **4.2 Instilling Islamic Character Value**

The purpose of sending the prophets was to teach and exemplify good character and morals. In the Qur'anic verses universally, there are at least 24 Islamic personalities that a Muslim must have. This shows the importance of the role of various parties, including schools and institutions, in facilitating education integrated with religion (Baba et al., 2022; Faisol & Syukur, 2022). Preparing the character of the next generation is an obligation that must be carried out and upheld by all levels and institutions (Juharyanto, 2017). A number of studies show that in Indonesia, character education has become a non-negotiable necessity. Various cases of

criminality and moral deviations have made it apparent that the character of most individuals is already at an alarming stage. Since its inception, national education has not only been intended to produce intelligent and skilled humans but also those with noble morals (Sukardi, 2016). To overcome the problem of moral and ethical degradation, it is undeniable that educational institutions have a big role in changing the future face of this nation (Muhammad, 2017). To facilitate aspects of religion and science in education, some institutions use integrated curricula (Altasan, 2017). They teach science in a religious context, and they incorporate some of the latest modernist ways of teaching religious science (Syah, 2015). Integrating religious education into English language teaching can also increase students' interest in learning.

'Character' comes from the Latin words 'karakter', 'kharassein', and 'kharax', which mean 'tool for making', 'carving', and 'pointed pole'. This word was widely used in the 14th century in France, known as 'caractere', then spread into English, namely 'character', finally becoming 'character' in Indonesian (Elmubarok, 2008). Among the characteristics exhibited by Islamic behavior is the awareness of God's supervision (muraqabatullah) and the realization that He pays attention to the activity of individuals (ma'iyatullah). These teachings show that Islam came to improve people's lives with the light of benevolence and good conduct. According to Al-Attas, the main purpose of education is to direct man to know and recognize his Creator. This is manifested in submission and devotion to His commandments. In other words, the main purpose of education in Islam is to produce good beings who display all their abilities appropriately (Wijayanto, 2020).

The current generation is experiencing moral decadence, which shows that the implementation of education that has been lacking relies on building student character (Muhibah, 2014). Teaching and disciplining students to have good morals and personalities should be able to convert high moral standards (Nuriman, 2017). This goal can be reached by integrating character education into the teaching of any discipline, including language. Moreover, many researchers had proved the importance of integrated religious values in learning.

According to Islam, in addition to linking intellectual-based thinking such as concepts, beliefs, and thoughts, language is used to convert norms, morals, and feelings. Therefore, it is important to integrate Islamic character principles into teaching and learning activities such as English language teaching.

## **Conclusion and Suggestion**

In conclusion, teaching English, especially in Islamic nations, offers a distinctive and dynamic educational environment. It entails negotiating the confluence of cultural sensitivity and language education within an Islamic context. There are certain important factors to take into account while teaching English in Islamic nations, despite the fact that the specific strategy may vary across different nations and locations.

Firstly, immerse English teachers in religious teaching in ELT by understanding the situation of the culture and society. It is crucial to comprehend the cultural and theological backdrop. Islamic customs, values, and sensitivities should be taught in the classroom by teachers who are also aware of them. This cultural understanding promotes respect for one another and aids in building a positive learning environment. Islamic nations are encouraging English language education to encourage communication and cross-cultural exchange because they recognize the value of English language proficiency in a globalized society. In these nations, English teachers are extremely important in giving students the language skills they need to excel in a variety of fields like business, academia, and diplomacy.

Secondly, Islamic morals and ethics can be incorporated into English language classes to give students a well-rounded education. While encouraging critical thinking, creativity, and intercultural understanding, teachers can study themes and subjects that are in line with Islamic teachings. There are opportunities for interfaith discussion and cultural exchange when teaching English among Islamic nations. Through fruitful classroom discussions and activities, teachers may reduce cultural barriers, encourage tolerance, and dispel myths. This encourages a deeper comprehension of both English and Islamic culture.

Lastly, to meet the specific needs of students, especially in Islamic countries, it is recommended to the teachers to modify their lesson plans and instructional strategies. Local examples, actual events, and Islamic literature may be used to increase students' enthusiasm and involvement in English classes. Finding the right mix between language education and cultural sensitivity is important when teaching English in Islamic nations. Education professionals may establish a good and fulfilling learning environment that equips students with English language abilities while honoring their cultural and religious origins by embracing Islamic values, developing intercultural understanding, and adjusting teaching techniques.

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