

**PRE-SERVICE ENGLISH TEACHERS' EXPERIENCES
IN INTEGRATING TOPICS ABOUT ISLAM
INTO ELT MATERIAL**

THESIS

Submitted in partial fulfillment of the requirements for the degree of Sarjana

Pendidikan (S. Pd.) in English teaching



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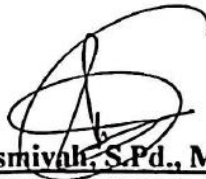
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ABSTRACT

Inaka, T, N. (2024). *Pre-service English Teachers' Experiences in Integrating Topics about Islam into ELT Material*. A Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University, Surabaya. Advisor: M. Hanafi and Siti Asmiyah

Key Words: Islam, ELT, Pre-service English Teachers, Experience, Islamic Materials, Learning Module

Integrating topics about Islam into English learning modules enriches English for Islamic Studies classes by connecting students' religious beliefs with language learning, fostering intellectual and spiritual growth. However, pre-service teachers face challenges in aligning Islamic content with language objectives while addressing cognitive, emotional, and practical obstacles. This qualitative study explored the pre-service teachers' experiences, challenges, and strategies in integrating topics about Islam into their ELT material. Data was collected through interviews with fourth-semester pre-service English teachers in a state Islamic college. Thematic analysis was employed. This research explores the experiences of pre-service English teachers in integrating Islamic material into English learning modules in the English for Islamic Studies course. The research results show that pre-service teachers have varied experiences, including the process, motivation, and reflection in integrating Islamic material into English language learning. However, they also face major challenges that include cognitive such as difficulty in choosing a topic, emotional such as stress and lack of self-confidence, and practical such as limited resources and technology. To overcome these challenges, pre-service teachers apply various resilience strategies such as collaborating with friends and discussing with lecturers, looking for additional references, and adapting content according to student needs. Recommendations include professional training focused on developing Islamic materials and curriculum innovation to support more effective integration. These findings contribute to improving teaching practices and the holistic development of students in the context of English learning based on Islamic values.

ABSTRAK

Inaka, T, N. (2024). *Pre-service English Teachers' Experiences in Integrating Topics about Islam into ELT Material*. Sebuah Tesis. Jurusan Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel, Surabaya. Pembimbing : M. Hanafi dan Siti Asmiyah

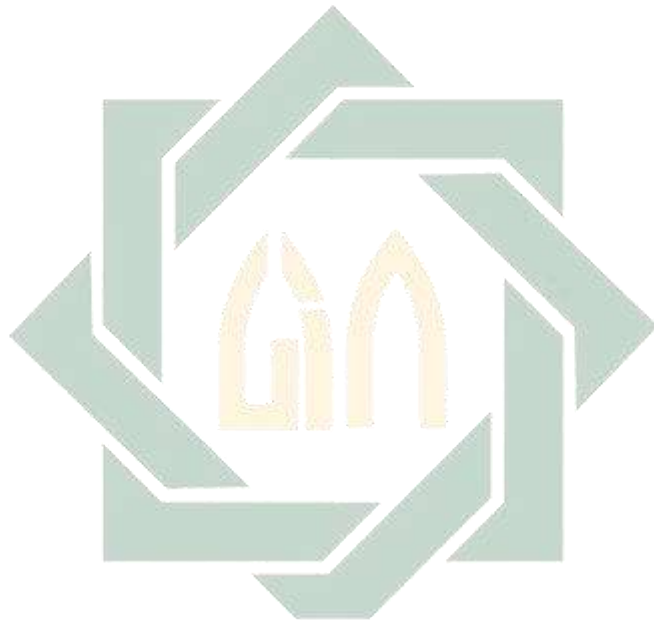
Key Words: Islam, ELT, Guru Bahasa Inggris Prajabatan, Pengalaman, Materi Keislaman, Modul Pembelajaran

Mengintegrasikan materi keislaman ke dalam modul pembelajaran bahasa Inggris memperkaya kelas Bahasa Inggris untuk Studi Islam dengan menghubungkan keyakinan agama siswa dengan pembelajaran bahasa, mendorong pertumbuhan intelektual dan spiritual. Namun, calon guru menghadapi tantangan dalam menyelaraskan konten Islami dengan tujuan bahasa sambil mengatasi kendala kognitif, emosional, dan praktis. Penelitian kualitatif ini mengeksplorasi pengalaman, tantangan, dan strategi calon guru dalam mengintegrasikan materi keislaman ke dalam modul pembelajarannya. Data dikumpulkan melalui wawancara dengan calon guru bahasa Inggris di sebuah perguruan tinggi Islam negeri. Analisis tematik digunakan. Penelitian ini mengeksplorasi pengalaman guru bahasa Inggris prajabatan dalam mengintegrasikan materi keislaman ke dalam materi pembelajaran bahasa Inggris pada mata kuliah English for Islamic Studies. Hasil penelitian menunjukkan bahwa guru calon guru mempunyai pengalaman yang bervariasi, meliputi proses, motivasi, dan refleksi dalam mengintegrasikan materi Islam ke dalam pembelajaran bahasa Inggris. Namun, mereka juga menghadapi tantangan besar yang mencakup tantangan kognitif seperti kesulitan memilih topik, emosional seperti stres dan kurang percaya diri, dan tantangan praktis seperti keterbatasan sumber daya dan teknologi. Untuk mengatasi tantangan tersebut, guru prajabatan menerapkan berbagai strategi ketahanan seperti berkolaborasi dengan teman dan berdiskusi dengan dosen, mencari referensi tambahan, dan mengadaptasi konten sesuai kebutuhan siswa. Rekomendasinya mencakup pelatihan profesional yang berfokus pada pengembangan materi Islami dan inovasi kurikulum untuk mendukung integrasi yang lebih efektif. Temuan ini berkontribusi pada peningkatan praktik pengajaran dan pengembangan siswa secara holistik dalam konteks pembelajaran bahasa Inggris berdasarkan nilai-nilai Islam.

MOTTO

"And whoever does good, we will give good to that person."

- QS. Ash-Shura: 23



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DEDICATION SHEET

1. To Allah SWT to give the writer strengths and convenience so she can complete her thesis.
2. My mom and my late father, people who are always there when enthusiasm dims, laziness accompanies, and despair arrives. In particular, the writer dedicates this thesis to my late father. Thank you for everything, father and mother.
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6. The next generation of pre-service English teachers, may this thesis inspire you to continue integrating topics about Islam into your teaching practices and modules.

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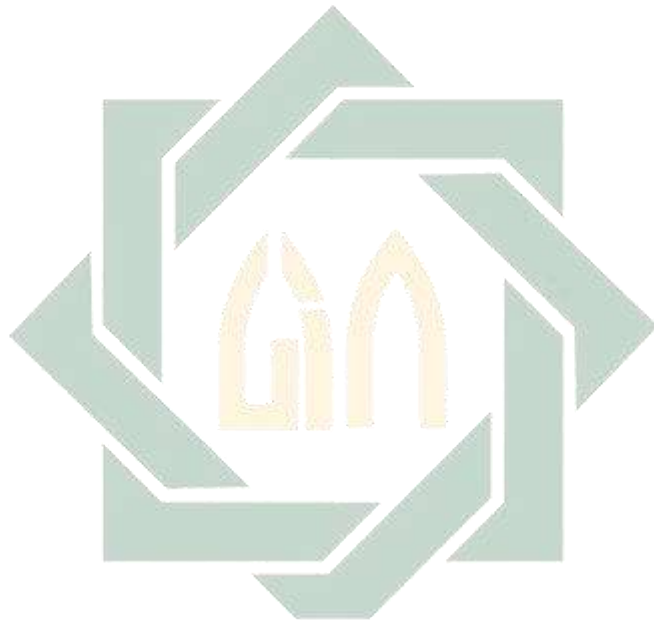
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CHAPTER I

INTRODUCTION

This part is the beginning of the study which contains the reasons for the research, research questions, and also the research objectives. Then related matters such as research value, research topics and relationships, as well as descriptions of key terms will be explained in the first part of this study.

A. Research Background

The integration of culture and materials in language education is increasingly becoming an important focus in recent years, especially in Indonesia. This is because Indonesia is a country with a strong religious background. Indonesia is a country known as a country where the majority religion is Muslim, where when English language teaching is implemented it will provide an opportunity to connect language learning with Islamic values. The existence of Islamic values is universal and can be implemented in various language learning contexts, including English learning.¹ In this case, pre-service English requires self-preparation in the education, which is one of the keys the way integrated Islamic materials into the English learning module.

Integrating topics about Islam in English language learning in Indonesia requires increasing teaching materials that are appropriate to students' culture. General education and religion-based education can be balanced from the existence of an integrated education system. This can be achieved when paying

¹ Maharany, I., Azizah, H. N., Hasanah, N. U., Imani, E. N., Arosad, M. F., Hadi, M. I., & Rizkiah, N. H., "Integrasi Nilai-nilai Islam dalam Pembelajaran Bahasa Indonesia," *Jurnal Religion: Jurnal Agama, Sosial, dan Budaya*. 2 (2023): 341–347.

attention to religious teachings that prioritize cultural values, which include the integration of Islamic principles with respect for local culture: cooperation, mutual respect, and tolerance. Providing English learning materials that suit students' experiences and beliefs will make students feel comfortable and create a good learning environment. Apart from that, integrating Islamic content in English language learning will help students to connect the language being studied with students' daily lives. The existence of several benefits cannot be separated from the challenges faced by pre-service teachers precisely in English lessons.

Several challenges can be faced by pre-service teachers precisely in English lessons in integrating topics about Islam into learning when teaching. The first challenge encountered stems from the lack of resources used in teaching. Sufficient resources will certainly help pre-service English teachers in learning, any shortage will make pre-service English teachers less than perfect in providing material when teaching. Second, there is the challenge of a lack of training related to cultural differences that explains how to balance religious content with learning objectives. From several challenges encountered, it is important to look for strategies to overcome the challenges. Providing comprehensive and context-based support can improve language skills and strengthen the character of the students.² Pre-service English teachers can identify effective teaching and development to develop the integration of

² Pradana, "Dampak Integrasi Nilai-nilai Islam dalam Pengajaran Bahasa Inggris di Sekolah Islam; Studi Kasus," *Jurnal Ilmu Tarbiyah* 2, no. 1 (2023): 27–35.

Islamic content into ELT in Indonesia and also in other Muslim countries by finding out and understanding the approaches used by students.

There are four previous studies related to the incorporation of values about Islam in school education. The first study was a study conducted by Anshari & Widyantoro who designed the values related with Islam contained in Qs. Luqman.³ The second study was a study conducted by Nafiah who developed an English module integrating values about Islam and about Jambi.⁴ The third study was conducted by Alfian, Yusuf, & Nafiah who studied the values about Islam which integrated in English Language Teaching.⁵ The fourth study was conducted by Khoiriyah, Farah, & Anggraeni who studied values about Islam which integrated in Islamic elementary School content and also language learning (CLIL) material.⁶

There are several studies related to the relationship between Islam and ELT. The first research was researched by Davari, Firoozian Pouresfahani, & Nourzadeh who examined the attitudes of English language education experts towards the integration of Islamic-Iranian identities in ELT programs in Iran.⁷

³ M. Z. Anshari and A. Widyantoro, "Inculcating Islamic Values Contented in Qs. Luqman through English Speaking Materials," *Journal of Education and Learning* 14, no. 1 (2020): 62–68.

⁴ U. Nafiah, "Developing English Modules with Integrated Islamic Values and the Jambi Local Wisdom," *Studies in English Language and Education* 7, no. 1 (2020): 96–112.

⁵ A. Alfian, M. Yusuf, and U. Nafiah, "Integrating Islamic Values in Teaching English: Lessons Learned from an Integrated Islamic School," *Journal of English Language Studies* 4, no. 1 (2022): 1–11.

⁶ K. Khoiriyah, R. R. Farah, and L. Anggraeni, "Integrating Islamic Values in CLIL Materials: A Syllabus Design for Islamic Primary School," *Journal of English Language Studies* 7, no. 1 (2022): 12–26.

⁷ H. Davari, A. Firoozian Pouresfahani, A. Firoozian Pouresfahani, and S. Nourzadeh, "Inquiring the Attitudes of English Language Education Specialists about Integrating Islamic-Iranian Identity in Iranian ELT Program: A Qualitative Survey," *National Studies Journal* 22, no. 88 (2021): 71–88.

The second study was conducted by Almayez who investigated the position of religion in the construction of professional identities of Muslim teachers in Arab countries.⁸ The third research was researched by Hamid & Ali who examined the ELT case study in Bangladesh, namely teaching English in the muslim world.⁹ Next, it is about the relationship between education and the socialization of Islam itself in the contemporary social era. Research was conducted by Crescenti who analyzed the way of education and socialization of Islam in contemporary society.¹⁰

There are a number of studies regarding the pouring out Islamic identity through values about Islam in English language learning and also student and teacher perspectives. The first study was conducted by Adiantika which investigated Islamic identity in speaking classes and includes values related to Islam.¹¹ A second study was conducted by Wijayanto who explored the perspectives of Islamic education students regarding the expression of values related to Islam in foreign languages such as English.¹² The third research was conducted by Yulmiati et al., namely conducting research on teachers' perceptions regarding the implementation of values related with Islam in

⁸ M. Almayez, "Investigating the Place of Religion within the Professional Identity Construction of Two Muslim English Language Teachers in Saudi Arabia," *Cogent Education* 9, no. 1 (2022): 20.

⁹ M. O. Hamid and M. M. Ali, "Teaching English in the Muslim World against the Backdrop of 9/11 and Resurgent Nationalism: A Case Study of Bangladeshi ELT," *TESOL Quarterly* 57, no. 3 (2023): 830–858.

¹⁰ M. Crescenti, "Education and Islamic Identity in Contemporary Society," *Journal of Mediterranean Knowledge* 7, no. 2 (2022): 263–282.

¹¹ Adiantika, H. N. "Implementasi Identitas Islami melalui Nilai-nilai Islami di Kelas Berbicara EFL," *Jurnal Pendidikan dan Studi Islam* (2019): 71-87.

¹² Wijayanto, M. E. "Integrasi Nilai-nilai Islam dalam Pelaksanaan Pembelajaran Bahasa Inggris: Perspektif Peserta Didik Pendidikan Islam.", *Jurnal Pendidikan Guru Madrasah Ibtidaiyah* (2020): 18-30.

language learning, especially foreign.¹³ The fourth study was conducted by Karimpour et al. which discovered religious interests in the identity order of teachers especially in English lessons.¹⁴

Different from previous studies, this research focused on the experiences and strategies of pre-service teachers, especially in English subjects. In contrast to previous studies which mostly focused on experienced teachers (see Anshari and Widyantoro,¹⁵ Nafiah,¹⁶ Alfian et al.,¹⁷ and Khoiriyah et al.¹⁸) and various perspectives on the integration of Islamic values in education (see Adiantika,¹⁹ Wijayanto,²⁰ Yulmiati et al.,²¹ and Karimpour et al.²²). This study focuses on pre-service English teachers to explore how they integrate Islamic materials into their learning modules, as they are in the unique position of combining language learning with cultural and religious values. By examining their

¹³ Yulmiati, Y., Indriyani, V., Zaim, M., Ramadhan, S., & Agustina, A. "Persepsi Guru Tentang Membangun Karakter Dengan Mengintegrasikan Nilai-nilai Islami dalam Pembelajaran Bahasa Asing dalam Konteks Bahasa Indonesia.", *ETERNAL (English, Teaching, Learning, and Research Journal)* (2021): 302-314.

¹⁴ Karimpour, Sedigheh, Roya Jafari, and Mostafa Nazari. "Exploring the Role of Religious Ideology in English Language Teachers' Identity Construction: A Community of Practice Perspective." *The Asia-Pacific Education Researcher* 33.1 (2024): 83-92.

¹⁵ M. Z. Anshari and A. Widyantoro, "Inculcating Islamic Values Contented in Qs. Luqman through English Speaking Materials," *Journal of Education and Learning* 14, no. 1 (2020): 62–68.

¹⁶ U. Nafiah, "Developing English Modules with Integrated Islamic Values and the Jambi Local Wisdom," *Studies in English Language and Education* 7, no. 1 (2020): 96–112.

¹⁷ A. Alfian, M. Yusuf, and U. Nafiah, "Integrating Islamic Values in Teaching English: Lessons Learned from an Integrated Islamic School," *Journal of English Language Studies* 4, no. 1 (2022): 1–11.

¹⁸ K. Khoiriyah, R. R. Farah, and L. Anggraeni, "Integrating Islamic Values in CLIL Materials: A Syllabus Design for Islamic Primary School," *Journal of English Language Studies* 7, no. 1 (2022): 12–26.

¹⁹ Adiantika, H. N. "Implementasi Identitas Islami melalui Nilai-nilai Islami di Kelas Berbicara EFL", *Jurnal Pendidikan dan Studi Islam* (2019): 71-87.

²⁰ Wijayanto, M. E. "Integrasi Nilai-nilai Islam dalam Pelaksanaan Pembelajaran Bahasa Inggris: Perspektif Peserta Didik Pendidikan Islam.", *Jurnal Pendidikan Guru Madrasah Ibtidaiyah* (2020): 18-30.

²¹ Ibid

²² Ibid

experiences and strategies, the study aims to provide insights into the challenges and opportunities in teacher training and curriculum design when incorporating Islamic content into English language education. Pre-service teachers hold the key to comprehending the implementation of educational frameworks and methods because they determine future generations' comprehension of the English language and Islamic teachings and because discovering the experiences of them enlightens awareness of gaps and prospects in teacher education, in the design of the curriculum and the infusion of religious material in the classroom and the importance of sensitivity to cultural and religious diversity.

Therefore, finding and learning the experiences, challenges and strategies of pre-service English teachers in infusing Islamic Material in English learning modules in English for Islamic Studies classes, gaining knowledge to inform future professional development and innovation of the curriculum is the intention of this study. By applying a qualitative approach, it sought to learn the experiences, challenges and strategies of pre-service English teachers in infusing topics about Islam in English learning modules in English for Islamic Studies classes. Comprehensive case studies, the identification of specific challenges, codification of successful strategies and recommendations for future professional development and innovation of the curriculum with the aim of integrating Islamic Materials in the English language learning modules more effectively for English for Islamic Studies classes are the deliverables envisioned of this study.

Incorporating material on Islam into English language teaching modules is ideal for developing cultural and religious awareness, especially in culturally diversified school contexts where pupils come from a range of cultural and religious traditions. By integrating Islamic materials, prospective teacher education students can design more relevant and meaningful materials that integrate language learning and students' cultural identities, making the experience more valuable. Furthermore, these materials facilitate the development of intercultural awareness, help students communicate effectively in a global environment, and foster respect for diverse worldviews. Navigating cultural and religious subtleties in a world of globalisation is a necessary skill today where including Islamic materials is in line with the intention of preparing pupils for authentic communication in multiculture settings in the world at large. Therefore, incorporation of material on Islam is not only indispensable in terms of sustaining cultural values but also in terms of providing students with the capability of engaging with the wide array of global perspectives from the world at large.

B. Research Questions

This research was conducted to obtain answers to the following questions.

1. What are the pre-service teachers' experiences in integrating topics about Islam into ELT material?
2. What challenges did pre-service teachers encounter when integrating topics about Islam into ELT material?

3. What strategies do pre-service teachers employ to overcome these challenges?

C. Objective of the Study

Based on the research questions formulated above, the objectives of this study are:

1. to explore pre-service teachers' experience in integrating topics about Islam into ELT material;
2. to identify the challenges that pre-service teachers encounter when integrating topics about Islam into ELT material;
3. to examine the strategies that pre-service teachers employ to overcome the challenges associated with integrating topics about Islam into ELT material.

D. Significance of the Study

The results of this research can be significant in the following aspects.

1. For Pre-service English Teacher

Pre-service teachers, especially English teachers can understand how to incorporate matters related to Islam into teaching to create interesting and appropriate learning for students. The aim is as a way to increase their self-confidence and effectiveness in classrooms with different situations and can be achieved by integrating cultural and religious values into teaching.

2. For Researchers

This research can be useful for future researchers because it contains insights into how religion and sustainable education work in English

teaching. By exploring the experiences of pre-service teachers, it adds to existing knowledge about how integrating Islamic content in education can impact teaching practices and student outcomes.

3. For Readers

This study discusses the importance of creating an educational environment that respects and reflects students' cultural and religious backgrounds. This research provides practical examples and findings that can provide information to educators and the general public about Islam and sustainable education, especially English.

E. Scope and Limitation of the Study

This study explores the experiences of pre-service teachers, especially English teachers in integrating topics about Islam into ELT material. This research focuses on students in the fourth semester of the academic year 2023/2024 who are taking the course namely English for Islamic Studies at the English Language Education Department, Faculty of Education and teaching training and examines how learning modules can incorporate Islamic materials. Through interviews, this research sought to find out about pre-service English teachers' experiences, challenges, and strategies in integrating topics about Islam into their ELT material.

However, this research has limitations. Geographically, this research is limited to specific regions and universities, which may not reflect the experiences of all teacher candidates. Small sample size may influence the findings. Self-reported data can introduce bias and subjectivity. This study

focuses only on modules that explicitly include Islamic content, and may ignore other relevant aspects of the curriculum. Differences in institutional policies and cultural contexts may influence results and time constraints may limit long-term observations.

F. Definition of Key Terms

Some defining key terms are defined to avoid what errors the reader will understand about the parts of the study and will also make the reader understand about some parts.

1. ELT

According to Nunan English Language Teaching (ELT) involves a structured approach to teaching English that considers the needs, context and goals of the learner.²³ In this research, ELT refers to the stages of education for pre-service teachers in English subjects in the fourth semester, focusing on integrating topics about Islam into ELT material to provide culturally relevant and meaningful learning experiences.

2. Pre-service English Teacher

According to Sunderman pre-service teachers are students who are accepted into certified universities or the Faculty of Training and Education to become an educator.²⁴ In this research, pre-service teachers are the students in the fourth semester of the academic year 2023/2024 who are taking the course namely English for Islamic studies at the English

²³ David Nunan, *Language Teaching Methodology: A Textbook for Teachers* (Prentice Hall, 1991), 2–15.

²⁴ B. Sunderman, *The Study of Pre-Service Teachers Participating in Candidate Learning Communities: A Mixed Methods Study* (EdD diss., University of Nebraska, Lincoln, 2015), 8.

Language Education Department, Faculty of education and teaching training.

3. Experience

According to Kolb experience is the process in which knowledge is generated through the transformation of experience.²⁵ In this research, experience is used as a process, motivation, and reference by students in the fourth semester of the 2023/2024 academic year who took the course, namely English for Islamic Studies, in integrating topics about Islam into ELT material.

4. Integration

According to Fullan integration is the process of combining various elements into a suitable system to achieve a cohesive and effective result.²⁶ In this research, integration is defined as combining topics about Islam that develop by pre-service teachers in English subjects in the fourth semester of the 2023/2024 academic year in English. Department of Education, Faculty of Education and Teaching training.

5. Islamic Materials

According to Rahman Islamic material refers to material related to the basic texts and traditions of Islam, such as the Qur'an and Hadith, as well as history and social context in the text.²⁷ In this research, Islamic material is learning material that focuses on norms and values explained in the form of

²⁵ David A. Kolb, *Experiential Learning: Experience as the Source of Learning and Development* (New York: FT Press, 2014), 1-5.

²⁶ Fullan, M. *Makna Baru Perubahan Pendidikan* (2007), 45-67.

²⁷ Rahman, F. *Islam and Modernity: Transformation of Intellectual Tradition* (1982), 1-24.

descriptive text, recount text, and procedure text, which is integrated into learning modules developed by students in the fourth semester of the 2023/2024 academic year, who took the course namely English for Islamic Studies.

6. Learning Module

According to Sukiman learning modules are a combination of learning activities that have a plan and are given to students as an effort to fulfill learning goals.²⁸ In this research, learning modules are defined as a comprehensive and organized set of teaching materials and activities to integrate Islamic materials into the English curriculum for Pre-service English Teachers in the fourth semester of the 2023/2024 academic year in English. Department of Education, Faculty of Education and Teaching training.

UIN SUNAN AMPEL
S U R A B A Y A

²⁸ Sukiman, *Pengembangan Media Pembelajaran* (Yogyakarta: Pedagogia, 2012), 45.

CHAPTER II

REVIEW OF RELATED LITERATURE

This part will explain theories and topics which are related to research. This chapter will also contain research that has been carried out by previous researchers with themes related to the research.

A. Theoretical Framework

1. Islamic Materials

Islamic materials in learning have become a growing focus of study, especially in educational environments with Muslim majority populations. The integration of Islamic material into various disciplines including language learning strengthens students' moral and spiritual values while increasing their academic competence. Mahardika et al stated that it is important to maintain a balance between academic and religious learning.²⁹ Therefore, Islamic material can be adapted from various text genres, such as descriptive, recount, and procedural, thereby allowing students to connect their religious understanding with the context of everyday life and the language they are learning.

Furthermore, Hashim added that Islamic materials help create a context-based learning environment, where students can relate learning to their life experiences.³⁰ The existence of this approach increases the

²⁹ Mahardhika, Muhammad Fajrul, and Wantini Wantini. "Kurikulum Holistik-Integratif: Analisis Kurikulum Al-Islam dan Kemuhammadiyah Berpola Kurikulum Merdeka." *FENOMENA* 15.2 (2023): 121-135.

³⁰ Ridhwan Hashim, *Filsafat Pendidikan Islam: Kerangka Filsafat Pendidikan Islam* (2014), 55-72.

relevance of teaching material and allows students to develop moral and spiritual skills in addition to academic skills. The focus is on Islamic materials can cover various aspects of life, such as science, art and social relations, apart from religious teachings. As in science learning, teaching that relates nature to an Islamic perspective can help students see the relationship between science and students' beliefs.³¹ This aims to form students who are not only academically skilled but in a good comprehension of Islamic teachings in modern life too. Islamic material from this theory can be used to support students' holistic cognitive, religious and moral development.

In order to increase the potential for students' academic and personal development, the integration of Islamic material plays a very important role, especially in areas with a majority Islamic background. Students are certainly connected to learning because the material is in accordance with what they believe in another sense, namely in accordance with the students' religious beliefs so that academic concepts become meaningful and are in harmony with students' daily lives. Students can of course gain deeper experience regarding cultural and religious identity and can improve their academic competence when Islamic principles are expressed in learning well.

³¹ Rahman, A. 2018. "Integrating Islamic Values in Science Education: A Study of Pre-Service Teachers." *Journal of Science Education* 12 (3): 123-135.

Better moral growth and teaching that is in line with academic skills can be encouraged from the integration of Islamic material. Apart from that, students are also spiritually encouraged by the integration of Islamic material into learning. A teacher can help students align learning with their values, namely by integrating Islamic content into learning. This content can be in the form of Islamic stories, moral values such as morals, as well as good and correct religious teachings. Students are not only skilled but also their cognitive abilities create better understanding with this approach. The integration of Islamic material can make students better prepared to face modern challenges and also adhere to students' responsibilities towards their religion. Apart from gaining an understanding of learning, students can also implement the good values they get from the Islamic values outlined in learning into their daily lives.

2. The importance of culturally relevant materials in ELT

The integration of Islamic material into ELT is an important focus especially in contexts English is a foreign language lesson in Muslim-majority countries. Al-Attas introduced the meaning of "Islamization of science", which contains recommendations for the incorporation of Islam in education, including language education.³² According to Al-Attas, education in Muslim communities cannot be separated from spiritual and

³² Syed Muhammad Naquib al-Attas, *Islam dan Sekularisme* (Kuala Lumpur: Dewan Bahasa dan Pustaka, 1978), 45.

moral teachings, but must be a means of instilling Islamic values and knowledge.

In English learning, pre-service teachers in English subjects are encouraged to implement Islamic themes in the teaching materials and methodologies. This approach has many goals such as providing students with a familiar and meaningful context, strengthening their religious and cultural identity, and creating educational content that is relevant with Islamic moral and ethical teachings. For example, teaching English through the stories of the Prophet, Islamic history, or moral lessons from the Qur'an can provide students with a broad and contextually relevant learning experience.

In integrating English learning materials, there is a function in providing students with an understanding of both religion and the language they are studying. Integration can take the form of Islamic values, concepts and narratives into learning aspects in the form of reading, writing, speaking and listening skills. This is how Islamic materials become effective when integrated into English language learning.

a. Content Selection and Integration

Integrating topics about Islam into language learning must pay attention to selecting content that is appropriate and contains Islamic values. Suitability can be achieved when the content in the material presented is appropriate to the student's background and experience.

The main aim is to increase students' own understanding of religion and culture.

1) Descriptive Texts and Stories

Descriptive texts and stories which usually contain stories about certain events about Islamic history, Islamic values and ethics can improve English language learning from the presence of a context that is appropriate to the content. Storytelling allows students to explore and appreciate diverse cultures, fostering respect and understanding.³³ For example, students might read about the life of the Prophet Muhammad (PBUH), significant Islamic historical figures, or narratives illustrating key Islamic principles. These texts enhance reading comprehension and vocabulary while reflecting students' religious and cultural heritage

2) Thematic Units

Integrating the English language learning curriculum into Islamic materials themed units can be effective when it includes Islamic values in which the unit contains teachings about honesty and other good actions. Effective language learning occurs when students engage with material that is relevant and meaningful to them.³⁴ Having discussions and role playing will increase student

³³D. Miller, "The Role of Storytelling in Language Learning," *Language Learning Journal* 28, no. 1 (2003): 5-12.

³⁴ Richard Schmidt, "The Role of Consciousness in Second Language Learning," *Applied Linguistics* 11, no. 2 (1990): 129-158.

participation and can also explore Islamic values applied in various contexts in learning.

b. Language Skills Development

In reading skills, integrating topics about Islam can improve students' understanding by presenting appropriate texts. For example, the reading text presented can come from stories in the Koran as well as hadiths or stories from Islamic history. Effective moral education in an Islamic context must involve teaching values that are relevant to students' lives, so that they can apply Islamic teachings in their daily actions.³⁵ The text must contain content that is related to students' lives and contains good moral values.

Integrating Islamic material into writing and speaking practice can have a major impact on students' language skills and personal development. Writing assignments that focus on Islamic material such as writing essays on Hadith, narratives based on Islamic stories, or reflections on how Islamic values influence daily life allow students to express their beliefs and values more effectively. In speaking and listening exercises, presentations of Islamic historical figures, or listening to lectures about Islamic teachings provide students with relevant contexts to practice their oral communication skills.

³⁵ M. N. S. Hossain, "The Role of Islamic Education in Moral Development," *International Journal of Islamic Studies* 3, no. 2 (2020): 123-135.

3. Experience in Learning

Experience is a fundamental aspect in the learning process, especially in the context of pre-service English teacher education. John Dewey defined experience as the result of interactions between individuals and the environment and reflection on these interactions.³⁶ In a learning context, experiences not only shape conceptual understanding, but also influence an individual's emotional and intellectual engagement, ultimately creating deeper meaning. Carl Rogers stated that experience is a process that is influenced by motivation for self-actualization and functions as a reflection for individuals in understanding and developing themselves.³⁷ According to Rogers, individuals are driven by an intrinsic desire to understand and realize their full potential. This motivation plays a key role in how experiences are interpreted and integrated into the self. Rogers argued that experience serves as a reference for individuals in understanding themselves and navigating their personal growth.

In the learning process, motivation is one of the main elements that influences the quality and direction of the experience. Deci and Ryan through Self-Determination Theory describe motivation into two main categories: intrinsic and extrinsic motivation. Intrinsic motivation comes from within the individual, such as curiosity, personal interest, or

³⁶ John Dewey, *Experience and Education* (New York: Macmillan, 1938), 25–30.

³⁷ Carl R. Rogers, "The Underlying Theory: Drawn from Experience with Individuals and Groups," *Counseling and Values* 32, no. 1 (1987): 38-46.

satisfaction in learning something.³⁸ When individuals are driven by intrinsic motivation, they tend to be actively involved and enjoy the learning process, thereby creating experiences that are meaningful and have a long-term impact.

In contrast, extrinsic motivation is rooted in external factors, such as rewards, recognition, or certain obligations. In the context of learning English with the integration of Islamic material, extrinsic motivation can arise from academic demands, such as completing assignments or institutional expectations. Although extrinsic motivation can drive action, the resulting experience is often temporary and lacks deep emotional impact.

For pre-service English teachers, experience in integrating Islamic material into learning modules can be driven by a combination of intrinsic and extrinsic motivation. Intrinsic motivation can be a desire to strengthen Islamic values through language learning, while extrinsic motivation can be influenced by the need to fulfill curriculum requirements. By understanding the relationship between experience and motivation, educators can design strategies supporting meaningful and relevant learning development.

4. Challenges in Integrating topics about Islam

Challenges are found in certain activities or pursuits in life.

Likewise, in learning, students often experience challenges from different

³⁸ Edward L. Deci and Richard M. Ryan, *Intrinsic Motivation and Self-Determination in Human Behavior* (New York: Springer Science & Business Media, 1985), 45–60.

aspects in a teaching and learning activity. Bandura explains that challenges can be cognitive, emotional, and practical.³⁹ Several related challenges are often found in several activities during learning. Teachers often encounter several of these challenges when integrating topics about Islam before they are used in teaching and learning activities by students. This process not only involves technical aspects, but also demands emotional adjustments and professionalism in practice.

In the process of integrating topics about Islam into English language learning, teachers often face complex curriculum dynamics. An Islamic-based education curriculum not only demands the teaching of in-depth religious values, but also the achievement of English language competencies that comply with global standards. For example, integrative reading materials in English language teaching can be an option to cover the globalization requirement, skill to communicate as a global citizen, and strengthening literacy culture and also give character education by providing reading material embedded with Islamic discourse as replacement of western liberal views.⁴⁰ In practice, teachers are often faced with the challenge of ensuring that learning materials reflect Islamic values explicitly or implicitly, while remaining relevant to the international context. For example, the text or discussion theme must contain Islamic elements, such

³⁹ Albert Bandura, "Social Cognitive Theory: An Agentic Perspective," *Annual Review of Psychology* 52, no. 1 (2001): 1-26.

⁴⁰ Septian Dwi Cahyo, Muhammad Rijalul Umam Muslim, Arditya Nur Rahman, and Bambang W. Pratolo, "Needs Analysis of Islamic-Based English Reading Material for the Muhammadiyah Junior High School," *International Journal of Evaluation and Research in Education* 8, no. 2 (June 2019): 286-92.

as stories from Muslim figures, but still support the linguistic skills expected in learning English. This requires adapting the material which is not always easy, especially when the curriculum guide does not provide clear enough direction for integrating these two aspects.

Apart from that, the perceptions and attitudes of various stakeholders are also a significant challenge. Students, for example, often have mixed views regarding learning that combines Islamic values and English. Some students feel that Islamic material increases their sense of connectedness to their religious identity, while others may feel that the learning is less relevant to their global career needs. On the other hand, parents often have high hopes that English language learning remains rooted in religious values, but their support for providing resources or teaching materials is not always optimal. Educational institutions play a crucial role in integrating Islamic values in education, as they serve as key platforms for character development and moral education.⁴¹ This misalignment of perceptions and expectations from various parties can create additional pressure for teachers.

Limited access to relevant resources also complicates this process. Textbooks, modules or other teaching materials that directly integrate Islamic values into English language learning are still rare. Teachers often have to look for teaching materials from various sources, adapt them, or

⁴¹ Ichwan Kurnia Hidayat, "Integrating Islamic Education Values: The Key to Character Education of the Young Generation Al-Hikam Perspective," *Edureligia: Jurnal Pendidikan Agama Islam* 8, no. 1 (2024): 90-101.

even create suitable materials themselves. This requires a lot of time, effort and creativity. In some areas, especially remote areas, limited technology or supporting facilities such as adequate internet access further worsen the situation.⁴² As a result, teachers not only act as teachers, but also as designers of curriculum and learning resources, which of course adds to their workload.

Apart from that, the challenge of balancing the teaching of religious values with the development of language competence is also an important issue. English as an international language prioritizes mastery of communicative skills, such as speaking, writing, listening and reading.⁴³ However, when Islamic values are included, teachers must be careful in selecting material that is culturally and religiously appropriate. For example, discussion themes that discuss social or moral issues must be chosen carefully so that they do not conflict with Islamic values, while remaining relevant in a global context. This process requires deep pedagogical skills, as well as a strong understanding of Islamic values and language learning needs.

Learning evaluation is also a challenge in the integration of Islamic materials. Assessment is a fundamental component in education that can measure the level of success of the learning process and outcomes. This

⁴² Graves JM, Abshire DA, Amiri S, Mackelprang JL. "Disparities in Technology and Broadband Internet Access Across Rurality: Implications for Health and Education". *Fam Community Health*. 2021 (4):257-265.

⁴³ Greta Natasia, "Students' Perception of Using Storytelling Technique to Improve Speaking Performance at SMPN 143 Jakarta Utara," *Journal of English Teaching*. Vol 8, no. 2 (June 2022): 282-292.

includes measuring language skills as well as understanding the Islamic values taught to students.⁴⁴ Teachers are required to design forms of assessment that not only measure language skills, but also students' understanding of the Islamic values being taught. For example, in addition to assessing students' ability to write English essays, teachers may also have to assess the extent to which students are able to integrate Islamic perspectives in their writing. However, assessing spiritual aspects or religious values is often subjective and difficult to measure with conventional evaluation tools. Therefore, a more innovative and holistic evaluation approach is needed so that all aspects of learning can be covered.

Overall, these challenges reflect the complexity of integrating topics about Islam into English language learning. Curriculum dynamics, stakeholder perceptions, limited resources, balance between religious values and language competence, as well as relevant evaluation designs, are the main elements that need to be addressed. Teachers are not only required to master the material, but also have managerial and innovative skills to bridge various needs and expectations. Thus, success in the integration of Islamic materials really depends on the support of all parties, from educational institutions to the wider community, as well as the dedication of teachers in facing these challenges.

⁴⁴ Andi Forisma, Zulfatun Ni'mah, and Sukiman, "Teknik dan Instrumen Asesmen Keterampilan Pendidikan Agama Islam di Dikdasmen dan Pendidikan Tinggi," *Jurnal Evaluasi Pendidikan* 14, no. 1 (2023): 17.

5. Learning Module Development

Learning is an interactive process of development between the individual and the surrounding environment. In this regard Sudjana stated, "Learning can be seen as a process that is directed towards goals and the process of acting through various experiences.⁴⁵ Learning is also a process of seeing, observing, and understanding something." Further, this definition underlines that learning is rather a complex process, developing in the processes of experiencing and living different experiences and realities.

In the learning process, there are two key actors: the teacher and the student. The teacher's role is to facilitate teaching, while the student's role is to actively engage in learning. However, teaching is not solely about delivering content; it also involves shaping the character of the students.⁴⁶ Therefore, the development of learning materials must be holistic, addressing not only the cognitive aspects of learning but also the moral and character development of students. In this context, the role of schools as educational institutions is critical, as they must design and implement teaching activities that cater to the holistic development of students, encompassing intellectual, emotional, and ethical growth.

Thus, developing ethical character in learning is an important component that must be considered in every learning module. One way to

⁴⁵ Rusman. (2016). *Model-Model Pembelajaran, Mengembangkan Profesionalisme Guru*. Jakarta: PT Rajagrafindo Persada.1-6

⁴⁶ S. Wati, Syafryadin, and E. Apriani, "Learning Module Development on Compiling Exposition and Argumentation Text Using Project-Based Learning," *English Review: Journal of English Education* 9, no. 2 (2021): 355-66.

achieve this is by integrating values relevant to Islamic teachings, which not only provide academic understanding, but also shape students' positive morals and behavior. Therefore, discussion of the topic about Islam in learning modules is very important to consider in developing comprehensive and holistic teaching materials.

The integration of Islamic content into learning modules is crucial in creating a holistic educational experience, especially for students in institutions where religious values are emphasized. Islam offers a rich source of values and teachings that can be seamlessly incorporated into various subjects, including English language learning. To realize learning that not only emphasizes mastery of academic material, but also the formation of character and morals, it is important to choose values that can be applied in the learning context. One effective way to achieve this goal is to integrate Islamic values in learning modules. Thus, the first step that needs to be taken is to identify Islamic values that are relevant and can be introduced in learning materials, which not only support cognitive aspects, but also explore students' ethical and spiritual dimensions.

In English teaching and learning context, integrating Islamic topic can be done through two ways, specific and holistic integration.⁴⁷ Specific integration, Islamic values are given separately through specific courses such as religion other Islamic-related courses. It has a weakness as not all

⁴⁷ Rohmah, Galuh Nur, Lina Hanifiyah, Ulil Fitriyah, dan Anita Andriya Ningsih. "Islamic Values Integration in English Lesson at Madrasah Tsanawiyah: Teachers' Beliefs and Practices." *Lingua Scientia* 11, no. 1 (Juni 2019): 97.

teachers of Islamic-based courses have intercultural competence which then, they only teach purely about religion without trying give interconnection between the values and students' cultural background. Different from separated/specific pattern, holistic integration offers a model that allows teachers to internalize Islamic values in ELT.

B. Review of Previous Studies

This research aims to find out the experiences, challenges, and strategies of pre-service English teachers in integrating topics about Islam into English learning modules in English for Islamic Studies class. Effective teaching focuses on abilities that are appropriate to the culture and context of the curriculum.⁴⁸ Integrating topics about Islam requires teachers to develop good strategies to balance learning objectives that contain religious content that can increase religious values and are also related to cultural background. In integrating topics about Islam, integrating values about Islam is also an important thing in learning.

In regards to integrating Islamic Values, there have been a number of studies. The study by Anshari & Widyantoro designed the Islamic values contained in Qs. Luqman through English speaking materials.⁴⁹ The results of that research found that the materials designed can be used in Islamic boarding schools. Research conducted by Anshari & Widyantoro designed

⁴⁸ Richards, J. C., & Schmidt, R. W. Longman dictionary. 2013.

⁴⁹ M. Z. Anshari and A. Widyantoro, "Inculcating Islamic Values Contented in Qs. Luqman through English Speaking Materials," *Journal of Education and Learning (EduLearn)* 14, no. 1 (2020): 62–68.

material that contained Islamic values, while this study leads to pre-service English teachers who made Islamic materials.

Another research that focuses on integrating Islamic values is research conducted by Nafiah.⁵⁰ The study carried out by Nafiah was to develop an English module about values related with Islam and in a city nicknamed Malay Earth. This research found that the integration of values about Islam in a city nicknamed Malay Earth in the English module can be beneficial to teachers and also students. The English module is the main part that is interconnected with the creation of Islamic materials. However, this study on the experiences that faced by Pre-Service English teachers in integrating topics about Islam into learning modules.

Apart from developing modules in integrating Islamic values, there is research that directly integrates values about Islam which research was conducted by Alfian, Yusuf, & Nafiah. The study conducted by Alfian, Yusuf, & Nafiah explored teachers' voices integrating values about Islam.⁵¹ This research found that all teachers agreed that integration of Islamic values was an important component. However, the teachers' opinions are not in the same direction because the teachers' learning plans do not include any integration of Islamic values. If the research focuses on English teachers

⁵⁰ U. Nafiah, "Developing English Modules with Integrated Islamic Values and the Jambi Local Wisdom," *Studies in English Language and Education* 7, no. 1 (2020): 96–112.

⁵¹ Alfian, Yusuf, and Nafiah. "Mengintegrasikan Nilai-Nilai Islam dalam Pengajaran Bahasa Inggris: Pembelajaran dari Sekolah Islam Terpadu." *Elsya: Journal of English Language Studies* 7, no. 1 (2022): 1-15.

directly, on the other hand, this study will deal with pre-service English teachers.

The next study that focuses on integrating Islamic values is research conducted by Khoiriyah, Farah, & Anggraeni.⁵² Research conducted by Khoiriyah, Farah, & Anggraeni integrated values about Islam in CLIL material. This research found post-needs analysis, the syllabus and student activity books consisting of three selected topics—Caring for Living Creatures, My Hero, and My Dream Work—which integrate values related with Islam into the CLIL model. This research is different from this study because this study will not discuss post test analysis. However, there is still a connection because there is integration of values about Islam.

Previous research has discussed integrating Islam with values in English, both from module development, materials, and also direct integration in learning. Apart from integrating Islamic values in learning, Islam and ELT are the main focus that forms the basis. Understanding the cultural and religious backgrounds of learners is crucial in English Language Teaching.⁵³ ELT encompasses several key aspects, such as the integration of Islamic identity.

In terms of islamic identity, there are three studies by Davari, Pouresfahani, & Nourzadeh, Almayez, and Hamid & Ali that discusses the

⁵²Khoiriyah, K., R. R. Farah, and L. Anggraeni, "Integrating Islamic Values in CLIL Materials: A Syllabus Design for Islamic Primary School," *Journal of English Language Studies* 7, no. 1 (2022): 12–26.

⁵³ A. Kirkpatrick, "Teaching English Across Cultures: What Do English Language Teachers Need to Know to Teach English?" *English Australia Journal* 23, no. 2 (2007): 20–36.

comprehensive connection between Islam and ELT, showing how religious and national identities influence educational practices and the professional identities of educators in different Muslim-majority contexts. Study conducted by Davari et al describes English language education experts' views on the expression of Islamic-Iranian identity in ELT programs in Iran through a qualitative survey.⁵⁴ This research finds that significant changes in English language teaching in post-revolutionary Iran, which emphasize strengthening Islamic and Iranian identity in accordance with national educational documents, have triggered two opposing attitudes among ELT specialists: one rejects ideological teachings as unscientific, while the other supports it as a logical and important approach. This research is still related to Islam and ELT, however, the research does not discuss integrating topics about Islam into the learning module at all.

Other research related to Islamic identity with English language teaching is research conducted by Almayez.⁵⁵ This research investigates the level of religion in the personality of Muslim teachers with English language knowledge in Arab countries. This research was conducted by means of interviews and the results show that Islam is important for the professional identity of the participants in three important ways, such as providing support

⁵⁴ H. Davari, A. Firoozian Pouresfahani, A. Firoozian Pouresfahani, and S. Nourzadeh, "Inquiring the Attitudes of English Language Education Specialists about Integrating Islamic-Iranian Identity in Iranian ELT Program: A Qualitative Survey," *National Studies Journal* 22, no. 88 (2021): 71–88.

⁵⁵ M. Almayez, "Investigating the Place of Religion within the Professional Identity Construction of Two Muslim English Language Teachers in Saudi Arabia," *Cogent Education* 9, no. 1 (2022): 20

for students' welfare, forming an approach with and giving them a sense of responsibility in maintaining students' religious values. The existence of Islam is an important position for teachers who want to increase students' awareness of religious values. This research is different from this research because it focuses on the professional identity of an English teacher.

Furthermore, research discussing Islamic identity in Hindu-majority countries is research conducted by Hamid & Ali.⁵⁶ This research describes an ELT case study in Bangladesh. That research finds that policies, textbooks and ways of teaching English in Bangladesh have changed to become more secular in providing feedback on the battle to combat threats and influences related to nationalism, reflecting complex ideologies and influenced by various local, regional and global factors. In contrast to this research, this research is more spread towards policies and more secular ways of teaching English.

In relation to Islam, Islamic identity can be the religious basis of a student's identity. Islamic identity is a religious identity formed by related religious institutions.⁵⁷ Such as religious institutions, Islamic identity can be applied at school in classroom learning to maintain the Islamic values of each student. One of the classroom lessons from applying Islamic identity to maintain values about Islam could be applied in learning English.

⁵⁶ M. O. Hamid and M. M. Ali, "Teaching English in the Muslim World Against the Backdrop of 9/11 and Resurgent Nationalism: A Case Study of Bangladeshi ELT," *TESOL Quarterly* 57, no. 3 (2023): 830–858.

⁵⁷ Zuriet, & Lyausheva. *Identitas Muslim dalam Bidang Konseptual Studi Agama Modern* (2019): 45–67.

In regards to applying Islamic identity to maintain the values about Islam in learning English, there have been a number of studies. The study by Zaitun and Wardani describes Islamic values in the process of teaching English.⁵⁸ This study demonstrates how well-established Islamic ideals are in the educational setting and in curriculum. However, the author discovered during her observations in the classroom that Islamic values had not been incorporated into the learning process. In addition, syllabus, learning preparation, and textbooks did not at all incorporate Islamic values into the content of the material or the teaching and learning activities. Accordingly, this study shows that grade 4 students at SD Labschool FIP UMJ are not yet adequately taught Islamic values in the English language curriculum. This research is different from the research that has been described because this research suggests what will be the aim of this research. This research discusses Islamic identity as a way to maintain Islamic values, while this research focuses on Islamic materials and refers more to exploration.

Another study focusing to Islam values in English learning is the study by Ali. The study by Ali explores the application of Islamic moderation in foreign classes for 21st century students.⁵⁹ The study's finding reveals that the EFL classroom embodies five qualities of moderate Islam: objectivity, tolerance for variety, inclusivity when addressing contemporary concerns, flexibility and logic in text interpretation, and creativity in day-to-day

⁵⁸ Zaitun, & Wardani. "Nilai-Nilai Islam dalam Konteks Pembelajaran dan Pengajaran Bahasa Inggris." *Bahasa Inggris dalam Fokus (ELIF)* (2021): 70–80.

⁵⁹ F. Ali, "Incorporating Values of Moderate Islam for the 21st Century Learners in an English as a Foreign Language Class," *Edukasia Islamika: Jurnal Pendidikan Islam* 3, no. 1 (2018): 18–31.

activities. That research is related to with Islam, but this research does not discuss moderate Islam.

The next study that is still related to Islam values in English learning is the study by Adiantika.⁶⁰ The study by Adiantika investigates the practice of creating an Islamic identity in EFL language classes to deepen Islamic values in classrooms. The results show that integrating Islamic values into English instruction is seen as beneficial for fostering English-based Islamic environments, delivering Islamic values within the framework of classroom instruction, and promoting student participation. This study does identify certain difficulties, however, including the limitations of teachers' abilities and the dearth of English-language resources with Islamic content. Therefore, the existence of Islamic principles outlined in EFL speaking classes has become a backup way of teaching university EFL students, although the difficulties also identified in this study. That study is about Islamic values and related with this study, but this study explored pre-service English teacher experience.

Another study focusing on implementing values about Islam in learning English is the research conducted by Wijayanto.⁶¹ The study by Wijayanto explores the religious approach taken through the application of values related to Islam in learning English during class. The findings show that students

⁶⁰H. N. Adiantika, "The Implementation of Islamic Identity Through Islamic Values in EFL Speaking Classroom," *Risalah: Jurnal Pendidikan dan Studi Islam* 5, no. 1 (2019): 71–87.

⁶¹ Wijayanto, Mochlis Eko. "The integration of islamic values in implementation of learning english: islamic education students perspective." *ETERNAL (English, Teaching, Learning, and Research Journal)* 6.1 (2020): 18-30.

were reasonably proficient at integrating values related to Islam when it came to class English III instructional techniques. Fourteen students, who were aspiring teachers, showed this by successfully integrating Islamic beliefs into the course materials they used. That study relates with this study in the line of learning material, because when creating a topic it must contain the material as a whole.

The last study that is still related to values related with Islam in English language learning is the research conducted by Damayanti.⁶² The study by Damayanti identifies teaching methods used by English teachers to apply values related to Islam in language learning, especially English, as well as to see how teachers apply Islamic-based teaching. Damayanti found that all lecturers used a curriculum approach, specifically a context-fictional approach, substituted greetings for greetings, say *basmalah* or *hamdalah* at the beginning and end of the course, and prayed. That study relates to this study which finds about Islamic values, because adding some Islamic materials will be better with the implementation of values that are related with Islam.

The findings indicate that previous research emphasized differences from previous studies, this study will lead to the experiences and strategies of pre-service teachers in English subjects. In contrast to previous research which mostly focused on experienced teachers and various perspectives on

⁶² D. F. Damayanti, *The Strategies of EFL Teachers to Integrate Islamic Values in Teaching English at English Department of IAIN Madura* (PhD diss., Universitas Islam Malang, 2021).

the integration of values related with Islam in education, this study specifically investigates the experiences and strategies of pre-service English teachers in integrating topics about Islam into their learning modules.



UIN SUNAN AMPEL
S U R A B A Y A

CHAPTER III

RESEARCH METHOD

This chapter presents the overall stages of the studies. Relevant stages or processes include the form of research, the origin of the data, the research subject, and the methods used to view the data.

A. Approach and Research Design

This research aims to explore the experiences, challenges and strategies of pre-service English teachers in integrating Islamic material into English language learning modules, especially in English for Islamic Studies classes. Qualitative methods, including interviews, were used to gather a good understanding of the integration process. This research is a case study research where this research describes pre-service English teachers faced with challenges in integrating Islamic material into learning modules. Apart from challenges, this case study looks at innovative strategies that can be used by teachers to overcome challenges when integrating Islamic material into English learning modules.

B. Researcher Presence

The subjects in this research are fourth-semester students of the academic year 2023/2024 enrolled in the English for Islamic Studies course at the State Islamic University Sunan Ampel Surabaya. Students selected using a purposive sampling method to find out that students have appropriate experience in integrating topics about Islam into student learning modules.

C. Research Subject and Setting

This research took place at UIN Sunan Ampel Surabaya, specifically in the fourth semester of the English for Islamic Studies course. The study was conducted at this university because it emphasizes the integration of Islamic materials into student courses, connecting language learning with religious content. The participants were 11 pre-service English teachers studying in an Islamic university that envisions integrating Islamic values into every teaching and learning process, including training students to develop their pedagogical skills in designing learning modules. The students were selected based on specific criteria: (1) they were enrolled in the English for Islamic Studies course, (2) they had experience in integrating topics about Islam into the learning module, and (3) they were willing to participate in the study and share their experiences through interviews.

The development of the learning modules and the integration of Islamic values into these modules were based on a needs analysis conducted in partner schools. Although these partner schools are not Islamic schools, they agreed to integrate Islamic values into teaching and learning, considering that all students in these schools are Muslim. This unique context allows pre-service teachers to align Islamic values with English language teaching objectives, reflecting the vision and mission of the university.

D. Data and Source of Data

The researcher chooses to explore pre-service teachers' experiences, including process, motivation, and reflection, challenges including cognitive,

emotional, and practical, and also the strategies that they used to overcome their challenge in integrating topics about Islam into English learning modules as the data. As a subject, pre-service teachers in English subjects and teaching units used to find out the experiences, challenges and strategies in integrating Islamic material into English language learning modules. A pre-service English teacher for the fourth semester of the 2023/2024 academic year who is taking the English for Islamic Studies course at Sunan Ampel State Islamic University Surabaya is the data source in this research.

E. Data Collection Technique

The researcher used techniques in the form of interviews. The following table 3.1. is a data collection technique.

Table 3. 1. Data Collection Technique

No	Research Questions	Data	Source of Data	Data Collection Technique
1	What are the pre-service teachers' experiences in integrating topics about Islam into ELT material?	Experiences in the form of process, motivation and reflection of Pre-Service English Teachers in including Islamic materials.	Pre-service English Teachers	Interview
2	What challenges do pre-service teachers encounter when integrating topics about	Challenges in the form of obstacles related to the statements, actions, thoughts and feelings of Pre-Service English Teachers	Pre-service English Teachers	Interview

	Islam into ELT material?	in including Islamic materials.		
3	What strategies do pre-service teachers employ to overcome these challenges?	Strategies in the form of statements, actions and thoughts of Pre-service English teachers to overcome challenges.	Pre-service English Teachers	Interview

From the table above, the first research question was addressed through interviews with pre-service English teachers to explore their experiences regarding the integration of Islamic materials into English learning modules. The second research question focused on the challenges faced by these pre-service teachers, which were also explored through the interviews. Finally, the third research question examined the strategies used by prospective English teachers when integrating Islamic topics into their English language learning modules. Separate interviews were conducted for each research question to ensure a more in-depth focus on each aspect, namely experiences, challenges, and strategies in integrating Islamic material into English language learning modules.

The data were collected through direct interviews with 11 pre-service English teachers at UIN Sunan Ampel Surabaya. The interviews were conducted over two weeks, from October 30, 2024, to November 15, 2024, and were scheduled according to participant availability. This method allowed for

in-depth insights into their experiences, challenges, and strategies related to the integration of Islamic materials in English language teaching.

F. Research Instrument

The research instruments utilized by the researcher are interview guides in order to respond to the research questions. In order to uncover the experiences, challenges, and strategies of the pre-service English teachers, the researcher applied an interview guide designed to elicit in-depth information. Respondents received open-ended questions regarding their experiences, challenges, and strategies in embedding Islamic content into English learning materials. The quantity of questions and items responding to each of the research questions are specified in the matrix presented in the appendices. Interviews were done in the fourth-semester students of the English for Islamic Studies course of the Faculty of Islamic Studies of the State Islamic University Sunan Ampel Surabaya.

The interview touched on a few main issues: first, personal commitment through personal investment in integrating Islamic resources in teaching practice. It also inquired about the experience of integrating the Islamic resource, considering the successful and the less successful elements of the combination of Islamic content with English Language learning. In addition, cognitive challenges were examined in terms of intellectual challenges encountered in the connection between Islamic principles and foreign/second-language education. Interviews also touched upon the emotional challenges encountered, like doubts or discomfort encountered in the process. Another

category focused on the practical challenges encountered in terms of seeking appropriate materials or attempting to reconcile the demands of the curriculum. Participants were also questioned regarding the strategies that they employed in order to succeed in the challenges, including the acts that they undertook, strategies, or plans that were put into action in order to successfully integrate Islamic content.

Finally, the interviews focused on reflective practice in the context of the participants reflecting upon experiences and impact of the inclusion of Islamic resources on the pedagogic practice and personal beliefs of the participants. Such a wide set of interview questions focused on seeking a deeper level of experiences, challenges, and strategies employed by pre-service teachers in including Islamic content while teaching English for Islamic Studies courses.

G. Data Analysis Technique

Data from the interview stage examined through thematic analysis to find key themes about pre-service teachers' experiences in integrating topics about Islam into English language learning. The process begins by looking at the challenges faced by teachers and then looking at the strategies used to overcome the challenges. These challenges were organized into themes that can show what approaches were taken to help pre-service English teachers in integrating topics about Islam into the English learning module. Data resulting from thematic analysis analyzed through transcription, reading and coding.

1. Transcribing

The first step taken in transcribing was recording the interview into written text. This activity was later be carried out by listening to the audio of the interview and typing what the participant said. This transcript ensures that the audio produced from the written interview is complete and clear. This process was carried out by listening to the interview audio carefully and typing every word spoken by the participant.

If there were parts that were unclear, the researcher replays the recording several times until maximum accuracy was achieved. In this process, researcher also mark certain parts in the transcript that were considered important or relevant to the research objectives. The resulting transcript should include the entire conversation, including repetition of words, verbal expressions, or laughter, to ensure complete and authentic data. With accurate and detailed transcripts, researcher can proceed to the next stage of analysis with confidence that the data used represents the interview as a whole.

2. Reading

The next stage was to understand the content and context of the material. This is done after the transcription has been read, and a general sense of what the text was all about was obtained. In this process, the researcher start the work by looking for any recurring patterns, themes, or main ideas that tend to emerge in most interviews. Also, repeated reading allows the researcher to identify sections that require further clarification or that can be used as points of focus in the analysis of the data.

Moreover, it also helps to record emergent observations or insights as one reads through the manuscript in relation to themes of relevance to the study. The exercise allows researcher an avenue to understand the material much better before actually venturing into the coding or thematic analysis proper. By repetitions, the researcher can also have an opportunity to cross-reference his transcription with the recording, ensuring that no gross errors or omissions crept into the earlier operation. The process of re-evaluating the material forms an essential step in creating a wholesome understanding of the data, hence aiding the entire analytical process.

3. Coding

After reviewing the transcript and reading phases comes coding, whereby each main concept in the transcript was given a related code. Coding helps the researcher group data into meaningful categories. All codes assigned were then grouped into clusters representing broader themes, thus helping researcher analyze patterns that emerged during the interviews.

Tabel 3. 2. Example of Thematic Analysis

Main Category	Theme	Example Data
Pre-Service Teacher Experience	The meaning and importance of integration experience	"The integration of Islamic material makes learning more interesting and meaningful for me."
		"I feel the biggest challenge is finding Islamic material that is relevant to the lessons."

Challenges in the Integration Process	Identify key challenges	It is difficult to find credible sources in English that deal with Islamic themes."
		"Sometimes students are less interested if the material is too religious."
Strategies for Overcoming Challenges	Effective strategies to support integration	"I try to create Islamic material that is relevant to general topics, such as ethics in communication."
		"Group discussions help students understand Islamic concepts in a linguistic context."

H. Trustworthiness

The researcher applied methodological triangulation as described by Yin for data trustworthiness.⁶³ This research methodology used different methods and techniques, for example, conducting interviews that entail asking open-ended questions. Additionally, follow-up questions in the interviews can also aid in the quest for more in-depth information. Another significant aspect in the research methodology was the selection of the research informants to enable a thorough research analysis of the research topic. Using both interviews and a range of participants helped to ensure the quality of the data collected was high and helped to gain a well-rounded insight into the research being conducted. Additionally, the reliability of the research was improved since participants came from schools that have different educational backgrounds.

⁶³ R. K. Yin, *Case Study Research and Applications: Design and Methods* (2018), 115–154.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter discusses data relating to the experiences, challenges, and approaches of preservice teachers in integrating topics about Islam into their teaching of the English language, which gives wide insight into the process and its implications for both teachers and learners. The data is complemented by relevant theories and research already conducted to make in-depth understanding possible concerning the phenomenon related to preservice English teachers' experiences in integrating topics about Islam into the learning modules of the English language.

A. Research Findings

This chapter discusses the thematic findings obtained through interviews with participants of pre-service English teachers at UIN Sunan Ampel Surabaya regarding experience involved in the integration of Islamic material within the process of English language learning modules. The data were obtained from interviews with three respondents who enrolled in the subject of "English for Islamic Studies" as pre-service teachers at UIN Sunan Ampel Surabaya. These participants were selected by using purposive sampling, which enabled the researcher to zero in on people with direct experience relevant to the research topic. Drawing on the theoretical frameworks of Rogers⁶⁴ on experience and Bandura⁶⁵ on challenges, this analysis identifies

⁶⁴ Carl R. Rogers, "The Underlying Theory: Drawn from Experience with Individuals and Groups," *Counseling and Values* 32, no. 1 (1987): 38-46.

⁶⁵ Albert Bandura, "Social Cognitive Theory: An Agentic Perspective," *Annual Review of Psychology* 52, no. 1 (2001): 1-26.

the main themes that emerged from the interview data and how these answer the research questions.

1. Pre-service Teachers' Experience of Integrating Topics about Islam in Learning Module

The participants in this study, being pre-service teachers enrolled in the English for Islamic Studies course, embarked on various tasks to develop teaching materials that integrate Islamic materials. Most of the participants integrated materials to teach basic English skills such as reading, writing, speaking, and listening while relating these subjects to relevant Islamic materials. The first research question examined pre-service teachers' experiences in integrating Islamic material into English language modules. The themes that emerged were process, motivation, and references based on the theory of Rogers in the theoretical framework.

1.1. Process Integrating Topics about Islam

Based on Rogers' theory, experience is not just about the end result, but is a continuous journey involving exploration, adaptation, and learning from various contexts. In this context, the experiences of pre-service teachers show how they balance academic needs and strengthen Islamic materials, which are at the core of their approach. This findings section will explore this experience process through several main aspects: development of teaching materials, adaptation to target classes, achievement of learning objectives, integration of Islamic values, and topic selection and guidance.

1.1.1. Development of Teaching Materials

The modules developed by the participants focus on teaching English through an Islamic context. These modules integrate vocabulary and phrases related to religious practices and moral values in Islam. For instance, Participant G shared:

“The material I created was to create a text giving an opinion about the Istiqlal Mosque.”

Participant J also contributed:

“The material I made was about the virtues of tasbih.”

This highlights Islamic practices such as reciting tasbih and discussing its importance. Participant H described a creative approach:

“I made hand puppets, so the tutorial on how to make them was applied to the procedure text for Islamic activities.”

Similarly, Participant D reflected:

“I created narrative text material that contains moral values in it.”

The four participants applied different strategies in embedding Islamic material into English language learning that are a reflection of the relevance and creativity of the contexts each belongs to. Participant G selected a location-related topic, that is, the Istiqlal Mosque, through the creation of an opinion text. Such a strategy employs prominent Islamic symbols to let

students practice writing in the form of arguments while enhancing students' cultural and religious relevance. Participant J applied a more abstract concept like virtues or some virtues in Islamic teachings that reveal an intention to connect the learning of a language with the development of the spiritual character of the students. Participant H applied a creative and functional approach through the creation of a procedural text in making hand puppets that is utilized in Islamic activities like Ramadan lectures. Such an approach is noteworthy in terms of providing interactivity in that the students get to learn through activity that is both funny and relevant. Participant D selected a narrative text with Islamic moral values like honesty and hard work. Such a material enhances the students' skill in terms of reading while instilling Islamic inspirational tales.

An activity- or culturally symbol-based approach like Participant G and Participant H has immediate relevance for a student with an Islamic background, whereas Participant J and Participant D are more centered on universal values with a high flexibility in usage. Participant H had a unique creative approach with the help of props such as hand puppets, in contrast to the more conventional approach taken by Participant J and Participant G. In addition, the interactive approach of Participant H and Participant G attracted more students'

attention compared to the storytelling and reflective approach taken by Participant D and Participant J. Overall, this diversity of approaches shows a significant blend of Islamic values in the combination of creative approaches with interactive and reflective approaches that help achieve holistic and effective learning.

In addition, they created reading comprehension materials with texts on the prophet narratives or Islamic moral tales. Speaking and writing tasks were incorporated to prompt students to talk about values such as honesty, industriousness, and assisting other people. These tasks were integrated in creative exercises, for example, writing essays on mosques or explaining moral lessons gleaned from Islamic tales. These materials were found through a scanning of teaching module papers that gave useful information on the incorporation of Islamic principles in English language study.

1.1.2. Adaptation to Target Class

The modules were adapted to the level and context of the students, including elementary and secondary school students. Most participants prepared materials in consideration of the religious background of the students, especially those from Islamic schools. For instance, Participant F Quote:

"My topic was shaped by the preferences of students in Islamic schools, who already have a basic understanding of Islamic values."

Participant K also added,

"I paid attention to the needs of my classmates and students, ensuring the topic was understandable and relevant to them."

Both Participant F and Participant K emphasized the requirement of tailoring the content to the students' needs and prior knowledge. Participant F informs us that the students' prior knowledge in Islamic values dictates the content of the lesson making it relevant and appropriate to what they already know. The teaching approach possibly adapts the students' cultural and religious background in that it would contribute to more participation and learning effectively. Overall, Participant K believed that learning materials should be meaningful and accessible to all students, with an emphasis on teachers' responsiveness to individual student needs. This statement supports the importance of creating content specific to accommodate diverse student backgrounds for a rewarding educational experience.

1.1.3. Alignment to Learning Objectives (LO)

The integrated participant materials were designed to ensure that students acquire not only language skills but also a

deeper understanding of Islamic subjects. This was evident in what they said. Participant B Quote:

" I realized that combining English learning with Islamic materials is not just about completing assignments, but also has a real impact on our education."

Participant A also added,

"Over time, I began to understand the importance of aligning the content with Islamic materials, especially considering the background of our students."

The participants' responses demonstrated a clear awareness of the dual function of their teaching materials: improving students' English fluency while simultaneously instilling a deeper awareness of Islamic values. Participant B's statement demonstrated a transformative perspective that went beyond the achievement of academic tasks and emphasized the broader implications of integrating Islamic values into the teaching environment. This in itself demonstrates an awareness of the function of education as a path for moral and spiritual growth that aligns with the goals of holistic learning.

In this statement, Participant A emphasized the contextual relevance of aligning content with students' Islamic backgrounds. This demonstrates strategic thinking in developing culturally and religiously appropriate materials while fostering students' sense of identity and belonging. Similarly, this alignment reflects an

understanding of the importance of culturally responsive pedagogy, which serves not only to foster language acquisition but also to strengthen students' values and beliefs.

Overall, these results demonstrate the strong involvement of participants in creating modules that involve all aspects: education and ethics, as a reflection of the combination of English language proficiency and Islamic principles in one leading and effective learning approach.

1.1.4. Integration of Islamic Values

Islamic values were integrated into all aspects of the training, with a strong emphasis on character development. Participants expressed their feelings about this integration as follows. Participant C shared,

" This activity motivated me to think more about the relationship between Islamic values and English education."

Different opinions emerged from Participant E,

" It initially seemed like an obligation; now I realize the importance of instilling Islamic values in the education system. The impact has been more profound than I initially imagined."

Comments from Participant C and Participant E indicate a significant shift in awareness of how to integrate Islamic values into English language education: from simply a “must-do” factor,

as Participant E put it, to a deliberate exercise with much deeper meaning. Participant C emphasized how the activity created a reflective connection between Islamic teachings and language education, while Participant E highlighted an awareness of its profound impact on the learning experience. Together, these comments illustrate how such integration supports not only the character development of students but also the personal growth of educators themselves. This approach demonstrates how values-based education can be holistic and meaningful, fulfilling goals related to linguistic development as well as ethics.

1.1.5. Topic Selection and Guidance

In developing learning materials integrated with Islamic values, participants used a variety of methods in selecting topics and using references. Furthermore, they emphasized the importance of lecturer and institutional guidance in selecting topics, taking into account student interests and the cultural environment. In this regard, participants stated that a strong background is necessary to have credible sources as one method of verifying the truth and authenticity of the materials they include. This section highlights the methods participants used in selecting appropriate topics and the importance of using valid

and authentic sources in developing their learning modules.

Participants used a variety of methods in selecting topics:

Guidance from lecturers and institutions plays a crucial role in topic selection, as these topics are carefully selected based on input from lecturers or schools to ensure their relevance and effectiveness in the learning process. Participant A explained:

" I shared and demonstrated my topic with my lecturer to ensure it is clear and in line with his/her learning."

Similarly, Participant B stated:

" Lecturer guidance played an important role for me when I want to determine my choice."

Participant G also added:

" I got the topic refinement when discussing with the lecturer."

Participants' responses demonstrated the importance of lecturer advice and the iterative process of topic selection and refinement for incorporating Islamic topics into ELT. Several participants, including A, B, G, and K, indicated that lecturers provided advice on selecting topics that met both academic and Islamic requirements. For example, Participant A reported consulting with lecturers in discussing topics for course requirements, while Participant B reported that lecturers provided advice on narrowing down the choices after narrowing

them down. This illustrates the important contribution lecturers make in balancing the demands of academic rigor and cultural sensitivity.

In addition, Participant K's quote underscores the need for a proper balance between academic and Islamic aspects when selecting topics.

Participant K Quote:

"My topic selection was based on the need to balance academic requirements with the Islamic context. I discussed my ideas with my lecturer and ensured the topic was culturally and religiously appropriate."

In comparison, Participant H's description of providing freedom in topic selection and the use of questionnaires in assessing student interest suggests a more student-centered approach that involves students in making choices to make the material more relevant and engaging. Participant H commented:

" Our lecturers and school gave us the freedom to choose our topics. I also used questionnaires to gauge student interest and ensure the material was relevant."

Therefore, the selection and refinement of a topic becomes a collaborative and dynamic process, coupled with ongoing consultation and feedback from lecturers and students as a means of ensuring effective integration that is appropriate and engaging.

Students' Interests and Context: Understanding students' preferences played a role in topic selection. Participant C mentioned:

"I took into account what would resonate with students, especially considering their religious background."

Similarly, Participant F shared:

"My topic was shaped by the preferences of students at an Islamic school."

Participant J also added:

"I tend to consider Islamic materials and students' interests when selecting topics. I believe it's important to create something that aligns with their cultural and religious backgrounds.."

Quotes from participants A, C, and E demonstrate strong opinions regarding the selection of topics for integrating Islam into ELT regarding students' religious and cultural backgrounds.

Participants C, F, and J shared their views on aligning topics with students' religious values and interests. Participant C's approach highlighted the need to identify topics relevant to students' interests, particularly considering their religious backgrounds, thus demonstrating a deep understanding of students' cultural and religious needs. Similarly, Participant F added that her topics were guided by students' preferences in Islamic schools, which aligns with the importance of understanding the learning contexts in which students are

engaged. Participant J further elaborated on balancing Islamic values and students' interests, thus making the content culturally relevant and engaging.

Participant K turned out to focus on cultural use, participant k considered the needs of classmates and students in ensuring the topic was relevant and at the same time maintaining the Islamic integrity of the topic. Participant K stated,

" In the past, I paid attention to the needs of my students and always made sure the topics were relevant to them while maintaining the integrity of the Islamic material."

Additionally, Participant E relied on a combination of student surveys and lecturer suggestions indicating a more systematic topic selection to ensure that student interests and academic guidance were met.

Participant E mentioned:

"I relied on a combination of student surveys and suggestions from my lecturer to choose an appropriate topic."

The quotes above illustrate how crucial it is for both students and prospective teachers to choose topics that align with their backgrounds. As prospective teachers, we must understand each student's background to gain a deeper understanding of their culture, ensuring the effective integration of Islamic values.

1.2. Motivation to Integrate Islamic Material

This was confirmed by the interview data that the motivation of prospective teachers towards the integration of Islamic material in learning modules can be classified into 2, namely: extrinsic motivation and intrinsic motivation.

Extrinsic motivation, which dominates, is primarily due to the obligations tied to the English for Islamic Studies course. Respondents stated that their primary reason for implementing Islamic content was to fulfill an academic requirement or task.

This is highlighted by Participant A, who stated:

"...we are at a university that has an Islamic culture, and in the English for Islamic Studies course, there is a demand to create a module with Islamic materials in it."

Similarly, Participant B shared:

"...I was working on this project, initially... to fulfill the task."

The need to meet academic standards and course objectives was one of the recurring themes with several respondents. Their first motivation for integrating topics about Islam into the curriculum was academic duties, as shown from the following quotes:

Participant C shared:

"At first, I didn't see a big deal, but it was a requirement within the course, so I did."

Participant D also mentioned:

" The college is predicated upon Islamic principles across all the disciplines, and so the curriculum requires materials that is reflect this."

Supported by the same opinion, Participant E Quote:

"I started the task mainly because it was assigned to us, but I knew it was part of the course requirements."

Besides the view that it's merely a matter of fulfillment, several other perspectives view implementation as merely an obligation that must be completed. Furthermore, some participants finally began to realize the importance of the task as it neared completion, as expressed by the two participants below:

Participant F shared:

" The initial motivation was just to get the job done. I didn't know the larger implications until later."

Participant also added:

" My first response was to see it as just another task to complete; but I began to realize its importance."

Participants' reflections initially referred to it as simply fulfilling an assignment. They viewed completing the assignment as a sign of their obedience to the assigned task, regardless of its importance. The importance of this assignment is not only useful when they implement it with their students, but also when they become educators, eventually entering schools to teach. Yet,

understanding the importance of integrating Islamic values into learning is crucial for prospective teachers.

Ultimately, over time, the participants began to realize the importance of integrating Islamic values. Their experiences deepened their awareness of what they initially viewed as merely a requirement. It turned out that academic influence could encourage participants to shift their thinking and interest in integrating Islamic values.

For some participants, the extrinsic motivation to integrate Islamic materials into the learning modules was evident from the outset. Participant H shared:

"The assignment itself was given, and the focus on Islamic materials was clear from the start. It was part of our academic requirement."

Similarly, Participant I mentioned:

"Initially, I wasn't personally invested, but I had to do it for the course."

Supported by the same opinion, Participant J stated:

"It was a requirement in the curriculum, so at first, it felt like just another assignment to get done."

Participant K also added:

"I started out by simply fulfilling the academic requirement, but later, I became more engaged with the content."

Comments from Participants H, I, J, and K tell similar stories about their initial experiences integrating Islamic values. Participant H stated that the assignments were explained from the beginning by the lecturers, and upon receiving them, they assumed they were simply fulfilling an assignment. Similarly, Participants I and J indicated a lack of personal interest in the assignments, viewing them as merely a requirement for class. This perception of assignments is common in every school. Participants tended to complete them as a form of responsibility in class without developing a personal interest in better understanding what they were doing.

However, a different reaction or perspective came from K's participation. Initially, it was simply a form of completing an assignment, but it changed to a deeper understanding of the material being created. This was due to the interaction and encouragement from the school that requires every prospective teacher to have a good understanding of the material that will be given to students. This experience is part of human psychology that can make interest in something grow over time due to direct interaction with the environment even though at first it was only an obligation to fulfill an assignment. This interest represents a change in motivation from initially only as a matter of compliance.

Some participants began to realize the increasing number of assignments they were given. Eventually, they began to realize that extrinsic motivation was shifting to intrinsic motivation as they recognized the importance of integrating Islamic topics into their pedagogical practice. For instance, Participant A Quote:

" Gradually, I began to understand the importance of ensuring that the content is compatible with Islamic values, more so in consideration of our students' background."

Participant B also mentioned:

"When I became involved in this project, I came to realize the great value in combining English language learning with Islamic content. It's not just completing a task; this project can literally transform our educational terrain."

Similarly, Participant C stated:

" The assignment invited me into a deeper reflection on how Islamic principles related to education in English."

The following participants' feedback from A, B, C, D, E, and F summarizes the common concept of understanding an appreciation for including Islamic content within the study of the English language. The majority of the participants approached the project with the aim of fulfilling an academic requirement. Once they became more involved in the project, their attitude improved and they came to view the broader educational and personal implications of the integration process.

For example, for Participant A, by introspection on the intersection of educational content and Islamic material, it can be understood that sensitivity is enhanced in terms of the consideration of diversity amongst learners within an education system. Additionally, as Participant B described, instead of merely completing an assignment, the project was a movement toward essential transformation in education and thus actualization of inherent value through the integration of Islamic materials into an educational process. Participant C indicated that the assignment prompted increased consideration of how Islamic materials are integrated into English language education. This indicates a shift in perspective toward viewing the assignment not as an intellectual exercise but as a potential enrichment for teaching practice and learning.

More deeply, Participants D and E shared similar experiences in recognizing the personal and professional impact of integrating Islamic topics into their teaching. Participant D mentioned:

"As I worked on it, I started to appreciate how this task could help me teach in a way that aligns with my values and beliefs."

Participant E reflected:

"At first, it was just a requirement, but now I see the value in integrating Islamic principles into the

learning process. It has a deeper impact than I initially thought."

Participant D explained that the impact of the assignment had an impact on him and his own beliefs in integrating Islamic Values into his learning practices. Meanwhile, Participant E felt a greater sense of impact, who initially only felt that completing an assignment was a means of fulfillment. The shift from initially completing an assignment to paying more attention to the value of the assignment is a form of conceptual shift in motivation theory, where an initially extrinsically motivated task is transformed into an intrinsically motivating activity after its values are actually practiced in everyday life.

Finally, Participants F, G, H, I, J, and K reinforce this trend by expressing how their perspectives evolved over time.

Participant F stated:

"I began to see how I could make the learning experience more relevant to students by integrating topics about Islam into the materials."

Participant G also shared:

"I realized how beneficial this could be for students in understanding English through the lens of our cultural and religious values."

Similarly, Participant H also mentioned:

"Now, I feel like I'm doing something that truly connects with students. It's more than just meeting the requirement; it's about enriching their learning experience."

Several perspectives suggested that participants began to feel more motivated to complete assignments because they felt the Islamic values aligned with their backgrounds, as they came from Islamic universities. Furthermore, participants felt like they were integrating Islamic material into their learning.

Participant I commented:

"After reflecting on the task, I began to see how Islamic materials can enhance the learning process, and I felt personally connected to the task."

Participant J mentioned:

"I was motivated not just by the assignment, but also by the thought that I could contribute something meaningful to our Islamic university's learning context."

Similarly Participant K also reflected:

"In the beginning, I did it because I had to, but now I feel like I'm contributing something valuable to the integration of Islamic materials in education."

For instance, Participant F realizes that the integration of Islamic materials would make learning relevant to the students, while Participant G expresses the importance of allowing students to understand English through their cultural and religious values. Participants H, I, J, and K further stress that after some time, they began to relate personally to the task at hand, as it might enrich students in their learning processes and make a valuable contribution to their educational setting. Overall, the shift from a requirement to the inner realization of the value of such service shows a

transformation in motivation-a way in which educators could, over time, realize a deeper commitment to using values that are significant and meaningful to students' cultural or religious backgrounds.

1.3. Pre-service English Teachers' Reflection in Integrating Topics about Islam

Reflections from pre-service English teachers reveal how their experiences in integrating topics about Islam have shaped their teaching perspectives and practices. This reflection demonstrates their shift from uncertainty to confidence. It also reflects their commitment to ongoing learning improvement. The participants' quotes provide insight into the personal growth they experienced.

Participant A reflected:

"This experience made me understand and learn more about integrating material that contains Islamic materials well."

Similarly, Participant F mentioned:

"I am no longer afraid to create Islamic material after going through this process."

For example, the experience that provides teachers with a better understanding of integrating Islamic values can be seen in Participant A's perspective, who began to feel that the experience was a valuable learning experience. Furthermore, there was a change in the impact of the experience, which is very

important for teachers to increase their confidence, as felt by Participant F, who initially felt afraid but then became confident through the integration process.

Participant J shared:

" At first I was doubtful, but after learning a lot I was able to integrate Islamic material."

Participant K stated:

" This process provided valuable experience for me to continue learning to make good Islamic material."

There's something that can serve as a crucial illustration of the importance of focused learning and its application in addressing a teacher's challenges. This illustration stems from Participant J's experience, which demonstrates that uncertainty can be transformed into competence through learning and experience. Further evidence relating to integration, not merely as practice but as reinforcement, comes from Participant K, who demonstrated a method or further effort to improve their ability to integrate Islamic values gained from their learning experiences.

2. Challenges Encountered by Pre-service English Teachers in Integrating Topics about Islam into Their Learning Module

The findings of this study reveal various challenges encountered by pre-service teachers in integrating topics about Islam into English learning

modules. These challenges are detailed below based on the participants' responses:

2.1. Difficulty in Selecting Suitable Topics

Indeed, many respondents encountered an initial quandary to fix and maintain relevant and appropriate Islamic topics within this English language module; much of their difficulty derived from inexperience in compiling Islamic material as such.

Participant A Quote:

“At first I felt confused about choosing suitable topics, especially because I didn't have experience making Islamic modules, so I needed a lot of consultation with lecturers.”

The answers from the participants reflect the mental difficulties faced by the participants in incorporating Islamic content within English modules, specifically because of their inexperience and the difficulty of maintaining the learning outcomes and religious content. The majority of the participants, such as Participant A, stated that they became confused in the initial stages of deciding on topics with their statement that they have no experience in designing Islamic modules and thereby increasing the difficulty of the task. Such inexperience would lead to greater reliance on consultations from lecturers, as Participant A stated, such that the material would be appropriate and relevant in order to achieve course objectives.

Participant B mentioned:

"It was hard to ensure the content was both educational and appropriately connected to English language learning."

Participant H also added:

"Choosing a unique topic and ensuring it fit the structure of a procedural text was challenging."

This section describes several stages that emerged as challenges for participants when integrating Islamic content into English learning, both structurally and content-wise. Participant B faced mental challenges when attempting to balance religious-based content with the structural demands of English. He felt the difficulty when considering whether the content provided was appropriate and whether it aligned with the learning objectives. Conversely, Participant H encountered and experienced challenges when attempting to choose an innovative topic and adapt it to the structure of a procedural text.

2.2. Balancing Content about Islam with English Learning Objectives

Participants highlighted the difficulty of ensuring that Islamic content was integrated seamlessly into English lessons without overshadowing language learning objectives. Participant G shared:

"Balancing descriptive text structures with Islamic themes, like Masjid Istiqlal, was tricky."

Participant J mentioned:

"The challenge was to integrate Islamic materials into procedural texts without losing the educational focus on English language learning."

Participant K also added:

"The challenge for me was ensuring the Islamic content was presented clearly while still focusing on the English language objectives. It was difficult to keep the balance between the two."

Another recurring issue, as noted by Participant B, was how to make Islamic materials both educational and relevant to English language learning. This cognitive struggle was further emphasized when participants, such as Participant H, attempted to categorize Islamic subjects under specific text types, for example, procedural texts. Similarly, Participant G commented on how the Istiqlal Mosque and other Islamic themes required planning and refinement in their descriptive text writing. Participant J and Participant K both expressed similar challenges in weaving Islamic-related ideas into English language learning, both of which had some difficulty maintaining a clear balance between religious content and linguistic objectives. These issues identify intellectual complexities that prevent Islamic content from dominating the primary goal of developing English language proficiency, at the expense of being neither authentic nor relevant.

2.3. Stress and Lack of Confidence

Some of the challenges identified are self-doubt and pressure to perform up to the expectations of the Islamic partner schools. The participants must ensure that whatever material is prepared is relevant and meets students' needs.

Participant A stated:

"I experienced some stress in managing time, but the support from my peers and lecturers helped me stay on track."

Participant B also added:

"I was nervous at first, but my lecturer's feedback made me feel more confident."

Most of the problems were caused by self-doubt and the pressure to perform as per the expectations of the Islamic partner school. In addition, most participants had stated that they felt stressed, for instance, when time management and trying to make material timely to students' needs. These challenges were overcome thanks to the support of peers and lecturers, who helped participants remain calm and focused. Similarly, Participant B felt nervous at first; however, the reassuring feedback from the lecturer significantly helped build her confidence, and the guidance provided was instrumental in reducing emotional uncertainty during the process.

Participant K Quote:

"There were times I felt unsure about my choices, especially when integrating Islamic content with language learning. However, with support from my lecturer and peers, I felt more confident as I moved forward."

Participant J also added:

"At first, I felt overwhelmed by the task of merging Islamic materials into English learning, but with guidance and feedback, I became more confident."

The quotes above illustrate signs of uncertainty and nervousness at the beginning of the implementation. Participant K felt uncertain in choosing suitable materials to be given to his students, but it turned out that assistance from lecturers and friends influenced the participant to be more confident in choosing his materials. Then, another participant who felt pressured by the task of integrating Islamic content into English learning was participant J. This participant tended to feel pressured because at first he was confused about how to integrate it, but then felt helped by guidance, which made him more confident in doing it. This shows that it is important for a prospective teacher to receive various supports, whether in the form of advice or listening to his stories from lecturers or friends. Participants felt much more confident and no longer anxious about the existing task, and then the process of completing the task was carried out well.

2.4. Limited Resources and Technology

Limited resources and technology are also challenges. The few available Islamic references make them have to search for various

additional sources in order to make the material richer. Participant C shared:

"The biggest obstacle is finding Islamic references that are relevant and accurate, especially since this material is for middle and high school students which must be made interesting."

Participant F also mentioned:

"For me, the integration of multimedia resources into the modules was something new."

Similarly, Participant H added:

"Ensuring the topics met academic requirements and were engaging for students required additional effort."

Participant K Quote:

"A huge challenge was how to make effective use of technology. I needed to create appealing modules that met the technical course requirements, which sometimes felt overwhelming."

The challenges mentioned by the participants were more related to the availability of relevant and accurate Islamic references; therefore, sourcing appropriate materials was a big challenge.

According to Participant C, finding appropriate Islamic references that suit middle and high school students was difficult; additionally, the material needed to be both accurate and interesting. Also, there were issues of integrating multimedia and effective use of technology in the modules by participants like Participant F and Participant K. This was quite a new experience for most of them, and additional time and effort

were needed to ensure that the materials would not only be adequate academically but also be relevant and interactive for the students.

Participant G stated:

"Finding suitable resources for Islamic content that could also cater to the needs of English learners was difficult."

Participant J also mentioned:

"The challenge was ensuring that the materials I created were both engaging and aligned with the required curriculum, especially with the added layer of Islamic content."

Participant G and Participant J highlighted the challenge of integrating the Islamic content with the teaching of the English language; the material had to be culturally and religiously fitting, appealing, and match the curriculum requirements. From these practical challenges, a complex educational material was obtained that balanced Islamic content with academic rigor and the use of technology, making participants resourceful and adaptable.

3. Strategies in The Form of Resilience of Pre-service English Teachers to Overcome Challenges

In answering the third research question on strategies employed, the data were generated from the strategies used by participants to address the challenges identified in the second research question.

3.1. Collaboration and Feedback

This section contains strategies faced by pre-service English teachers from the emotional challenges they experience such as stress and lack of confidence. Collaboration and feedback from lecturers and peers were vital strategies:

Participant A stated:

"I received feedback from both my peers and lecturer that helped me clarify my ideas."

Participant K also reflected:

"I relied on feedback from both my peers and lecturer to adjust my work. Peer discussions helped me refine my ideas, and the lecturer's guidance ensured that I was on the right track."

Feedback and collaboration are approaches that have a significant impact on overcoming the difficulty of developing Islamic-based materials in English learning. Participants A and K explained that feedback from lecturers and peers was helpful. Compared to other participants, these two felt that the ideas gained from asking and discussing with peers and lecturers helped them develop the content they created. Participant A welcomed the feedback and recognized that the ideas they developed were clearer and more focused than those they had developed alone. This serves as an example of how support from lecturers and peers can be more helpful in developing content. In addition to providing support through storytelling, participants also received feedback that could refine initial content ideas that were still lacking.

The role of peer feedback is important for participants B and J. Both participants felt that peers can help add new ideas and refresh the content being created. Participant B mentioned:

"Peer feedback was very helpful in refining my work."

Participant J also added:

"The feedback I received from friends turned out to be important in helping me work on the content and structure of my material."

The discussions held by several participants significantly influenced the content they were creating. Sometimes, during content development, challenges arise, such as ensuring the content is appropriate. Sharing perspectives and sharing stories with peers can help participants focus on creating the right content and gain a better understanding of what's good and what's lacking.

Participant G shared:

"Feedback from lecturers helped clarify my confusion."

Participant K also added:

"I relied on feedback from both my peers and lecturer to adjust my work. Peer discussions helped me refine my ideas, and the lecturer's guidance ensured that I was on the right track."

On the other hand, guidance provided by lecturers plays a role in ensuring that the developed material remains aligned with academic expectations, or can be said to be on track. Participants G and K stated that guidance from lecturers can eliminate any

confusion regarding the material being created. This can help participants focus more on the content while still adhering to academic standards. Although friends' opinions are also helpful, lecturers' opinions are useful for guiding and directing in the right direction and also for solving any confusion problems that participants are facing.

3.2. Resource Utilization

This section contains strategies used by prospective English teachers based on practical challenges they experience, such as limited resources and technology. Sometimes, in the process of working on something, challenges are inevitable. Participants creatively utilize technology and external resources to overcome these challenges:

Participant H shared:

"YouTube and other online platforms provided inspiration for creating engaging materials."

Participant J added:

"I used Canva for designing materials and Google for research. Technology played a key role in creating engaging and visually appealing content."

Similarly, Participant K mentioned:

"I used digital tools like Canva to design engaging materials and Google Scholar for more in-depth research. These resources helped me create high-quality content."

Participant H demonstrated how websites like YouTube and the Web serve as tools for measuring and motivating student content. This demonstrates the importance of technological resources as a means to develop engaging materials for students while remaining current. Participants J and K used tools like the Canva app, which boasts several engaging features and can be provided to students as engaging content. These findings demonstrate that technology helps create content that aligns with student interests, remains relevant, and is structurally sound.

At the same time, some participants remained loyal to original Islamic books and the Quran as sources for developing their material. Participant G, for example, used books and the Quran as references to integrate Islamic values. This participant believed that good Islamic values would be much more certain when drawn directly from reliable sources.

Participant G stated:

"Books and Qur'anic references were central to maintaining the authenticity of Islamic values."

This demonstrates a balance between the modern and the authentic. Modern technology can ensure content is up-to-date and current, while authentic Islamic value textbooks provide valuable material for students. The two are a powerful combination, as they both support the integration of Islamic values.

3.3. Balancing Content

Prospective English teachers employ several strategies to overcome the cognitive challenges they face. Selecting a topic and balancing it with the content and objectives of English language learning can sometimes be challenging. This section discusses efforts to maintain the alignment of Islamic values with learning objectives:

Participant A shared:

"I worked to ensure the content remained academically rigorous while also reflecting Islamic principles."

Similarly, Participant B mentioned:

"I focused on keeping a balance between language learning goals and maintaining the authenticity of the Islamic content."

While Participant H shared:

"I ensured every text adhered to English language structures while embedding Islamic principles."

Throughout the interviews, participants were constantly aware of how to strike a balance between Islamic values and the implications of language learning. This further complicated the integration of religious content into English language learning. Participant A and Participant B emphasized the need to maintain academic rigor while ensuring that the content reflected Islamic principles. The prospective teachers appeared to be aware of the need to present content that was both informed by religious values and oriented towards academic standards. H joined in to confirm that he ensured each text adhered to the English format but had Islamic

implications, thus ensuring a conscious effort in designing lessons to be both linguistically appropriate and culturally responsive.

Participants such as G and J pointed out that balancing the Islamic content with the curriculum requirements was crucial.

Participant G shared:

"I kept the Islamic content relevant by aligning it with academic requirements."

Participant J also added:

"Balancing between keeping the Islamic content true to its values and aligning it with language learning objectives was crucial. I tried to make sure that the Islamic elements enhanced the learning experience, not overshadowed it."

Participant G framed the Islamic content in relation to academic relevance, making sure that it would not fail in the standards of a language class and at the same time be faithful to its religious integrity. Likewise, Participant J referred to this balance as fundamental to the learning process; it should support and not override the language learning objectives.

Finally, Participant K pointed to the challenge of integrating Islamic values organically and without forcing the content for integration. This shows a subtle approach that participants have adopted in the pursuit of effective integration of Islamic teaching with language instruction.

Participant K explained:

"I worked hard to ensure that Islamic values were highlighted while also meeting the language learning goals. The key was to integrate them naturally, without forcing the content to fit."

Overall, these insights highlight the thoughtful and intentional approach pre-service teachers took to ensure both educational and cultural relevance in their materials.

B. Research Discussions

This part of the study contains all earlier research findings. After that, they will be connected to the theories which have been included in related literature and prior research in the second chapter of research. Henceforth, every single output of this research shall be linked to the theories in literature reviews and previous studies which have been involved for the whole discussion purposes.

1. Experiences of Pre-Service Teachers in Integrating Topics about Islam

Previous findings have shown that pre-service English teachers experience in the form of processes, motivation and also their reflections in integrating topics about Islam into learning modules. Based on the data findings, the researcher did the abroad discussion that was supported by several theories.

The process of developing teaching materials is an initial experience carried out by pre-service English teachers. They not only develop materials but also have to pay attention to class targets and the integration of Islamic values in them and must ensure that they are in accordance with the learning

objectives. Integrating topics about Islam into English language teaching (ELT) provides pre-service teachers with various experiences that highlight opportunities and challenges. Many pre-service teachers report that integrating topics about Islam enriches the learning context and enhances student engagement. For instance, Ali underscores the significance of balancing religious identity with academic skills through the use of Islamic-based materials, suggesting that such integration fosters a holistic learning experience.⁶⁶ In practice, pre-service teachers frequently utilize Islamic stories or principles, such as tales of the prophets or discussions on moral values, to develop language skills, particularly reading and writing.

In addition, Hasan and Musa argue that using culturally and religiously relevant materials can lead to more meaningful engagement, as students are more likely to resonate with content that reflects their values and beliefs.⁶⁷ This cultural relevance also enhances critical thinking skills, as students are encouraged to reflect on the content in relation to their own lives. Pre-service teachers' experiences in integrating Islamic values into ELT reflect this theoretical framework, as they observe increased student motivation when lessons are grounded in familiar and meaningful contexts.

⁶⁶ M. Ali, "Integrating Islamic Teachings into English Language Education," *Journal of Islamic Education* 5, no. 1 (2009): 35–47.

⁶⁷ S. M. Hasan and R. Musa, "The Role of Islamic Education in Promoting Student Motivation and Engagement in English Language Learning," *Journal of Educational Research* 2, no. 4 (2017): 70–81.

The motivation of pre-service English teachers to integrate Islamic material into learning modules can be divided into extrinsic and intrinsic motivation.⁶⁸ Initially, extrinsic motivation dominated, driven by academic obligations to fulfill the requirements of the English for Islamic Studies course. Most of the participants expressed that they did this assignment mainly to fulfill this obligation, as stated by Participant A, who said that they were at a university that has an Islamic culture, and in the English for Islamic Studies course, there was a demand to create a module with Islamic material in it. However, as time went by, many participants began to realize that this project was not just about completing assignments, but also had more educational value. They begin to see the integration of Islamic material as an important part of their teaching practice, which is not only related to academic assignments, but also to the development of morals and values relevant to the students' backgrounds. For example, Participant B said that when they were involved in this project, they realized the great value in combining English language learning with Islamic material.

This shift in motivation indicates the way in which activities that were initially perceived as duty alone could be turned into more meaningful experiences. The majority of the students who had no personal interest in the content initially began to feel a higher level of connection with their assignment. They began to realize that these kinds of assignments had the

⁶⁸ Edward L. Deci and Richard M. Ryan, *Intrinsic Motivation and Self-Determination in Human Behavior* (New York: Springer Science & Business Media, 1985), 45–60.

potential to enrich students' learning experiences and enable learning to be more relevant to their religious and cultural beliefs. For example, Participant D discussed that in completing this assignment, they began to recognize the ways that this assignment would enable them to teach in a way that was aligned with their values and beliefs. This shows a shift away from extrinsic motivation and towards intrinsic motivation, in that participants become more personally engaged in the material that they are teaching and recognize its relevance to the lives of their students.

The experiences that pre-service English teachers have had can be a reflection when they want to integrate Islamic materials. Participants said that they learned a lot in integrating Islamic material, this was a provision that could be used in the future when they were given the task of integrating Islamic material into learning modules. Another critical perspective comes from Dewey's theory of experiential learning, which emphasizes the importance of grounding education in real-life contexts.⁶⁹ By integrating topics about Islam, pre-service teachers align with Dewey's principles, as the materials offer students opportunities to learn English through experiences that are meaningful and reflective of their cultural and religious realities.

In conclusion, the integration of Islamic materials into ELT presents significant opportunities for contextualized and meaningful learning while

⁶⁹ J. Dewey, *Experience and Education* (Macmillan, 1938), 44.

posing challenges that require careful balancing and thoughtful preparation. Drawing on insights from previous studies and expert perspectives, it is evident that with appropriate strategies, pre-service teachers can effectively navigate these challenges, creating a learning environment that fosters both linguistic proficiency and cultural understanding.

2. Holistic Dimensions of Challenges in Integrating Topics about Islam

From previous findings, it was found that there were several challenges encountered by pre-service English teachers when integrating topics about Islam into the learning module. There are several challenges, including difficulties in choosing topics, balancing content with learning objectives, stress and lack of confidence, and limited resources and technology. Some of these findings are classified according to Bandura's opinion, which states that challenges include cognitive, emotional and practical in the theoretical framework. Based on the findings, the researcher provides a discussion that connects the findings and supporting theories.

One of the primary cognitive challenges faced by the pre-service teachers was the difficulty in selecting appropriate Islamic topics and ensuring that they fit well with the language learning objectives. The challenge was evident in the difficulty of ensuring that the content was both educational and appropriately connected to English language learning. This reflects the cognitive complexity involved in balancing religious content with language objectives. In line with Bandura's framework, cognitive

challenges arise when individuals are unsure about their ability to navigate the integration of diverse content successfully. This is very relevant to the findings of Aziz and Toyyibah who stated that the English textbooks provided by the government were only general English and paid little attention to religious values.⁷⁰ Pre-service teachers often feel forced to adapt or create new teaching materials that are more in line with Islamic values. Afifah and El-yunusi stated that external student factors such as student background can influence each student.⁷¹ Based on the findings, it was clear that they had difficulty adapting the topic to Islamic values, perhaps because the background of each participant was different.

This means that each student has a different religious background and understanding, so teaching material related to Islam requires a more sensitive and inclusive approach. It is important for pre-service teachers to understand that in teaching religious material, they must be able to maintain the diversity of views and interpretations in Islam. This relates to the need for teachers to ensure that all students feel valued and not alienated by the material being taught. This research shows that some participants find this difficult, especially when they have to teach Islamic values that may not be fully accepted by students with different religious interpretations.

⁷⁰ E. N. Al Azis and T. Toyyibah, "Pre-Service English Teachers' Readiness to Develop Digitalized Authentic Materials with Islamic Values," *Premise: Journal of English Education and Applied Linguistics* 12, no. 1 (2023): 275–295.

⁷¹ L. N. Afifah and M. Y. M. El-Yunusi, "Tantangan dan Strategi Mengatasi Permasalahan dalam Pembelajaran Pendidikan Agama Islam di MIN 2 Surabaya," *ANSIRU PAI: Pengembangan Profesi Guru Pendidikan Agama Islam* 8, no. 1 (2024): 79–86.

Therefore, it is important for pre-service teachers to have a broad and deep understanding of various views in Islam, so that they can teach religious values in a way that is acceptable to all students.

Challenges emerge when pre-service teachers attempt to balance language learning objectives with the conveyance of religious values. Zia highlights that one of the primary difficulties lies in maintaining equilibrium between teaching language skills and embedding moral or spiritual lessons.⁷² Pre-service teachers, in their reflections, often mention the need to carefully curate their materials so that neither aspect—language skills nor religious values—is compromised. Furthermore, Al-Mahrooqi and Denman highlight that while religiously integrated materials can enhance student engagement, they require careful planning to avoid the risk of cultural or religious insensitivity in diverse classrooms.⁷³ This perspective is particularly relevant when pre-service teachers are working in multilingual or multicultural contexts, where students' levels of familiarity with Islamic concepts .

Another very significant challenge is how to maintain a balance between religious content and language learning objectives. Research conducted by Ramadhani et al which examined efforts to implement the

⁷² A. Zia, "Balancing Religious Values and Language Learning in ELT: Challenges Faced by Teachers," *Journal of Educational Development* 15, no. 2 (2019): 45–58.

⁷³ R. Al-Mahrooqi and C. Denman, "Language, Identity, and the Role of Religion in English Language Teaching: The Case of Oman," *International Journal of Applied Linguistics and English Literature* 7, no. 4 (2018): 1–7.

integration of Islamic values and science learning explained that the main challenge lies in the indicators and learning objectives of low class material which is not as extensive as high class material.⁷⁴ The research findings show that high class indicators can provide more varied and extensive learning. Arabic language students are currently faced with many challenges in the era of globalization in writing topics English.⁷⁵ Meanwhile, in this research, pre-service English teachers had different experiences in certain classes where sometimes the material had to focus on the curriculum of the school itself.

In addition, most participants reported that they found it difficult to maintain focus on language learning goals, such as reading, writing, listening, and speaking skills, while at the same time they also wanted to convey the moral and spiritual values contained in Islamic materials. This research shows that although pre-service teachers strive to develop teaching materials that combine English and Islamic values, they often feel hampered by the need to balance these two seemingly contradictory goals. It is therefore very important for pre-service teachers to plan their teaching carefully and carefully, so that both, language goals and religious goals, can be achieved effectively. A good balance between these two elements will

⁷⁴ A. I. Ramadhani, R. Vebrianto, and A. Anwar, "Upaya Integrasi Nilai-nilai Islam dalam Pembelajaran IPA di Madrasah Ibtidaiyah," *Instructional Development Journal (IDJ)* 3, no. 3 (2020): 188–202.

⁷⁵ Nadia Ahmad Shukri, "Second Language Writing and Culture: Issues and Challenges from the Saudi Learners' Perspective," *Arab World English Journal* 5, no. 3 (2014): 190-207

ensure that language teaching not only covers essential language skills, but also supports student character development through Islamic values.

Emotional challenges were also significant, with many participants feeling stressed or lacking confidence in their ability to successfully integrate Islamic content into their teaching. In the face of these difficulties, support from lecturers and peers played a crucial role in boosting confidence and reducing uncertainty. The role of mentors, especially lecturers and peers, was vital in helping pre-service teachers move beyond self-doubt and emotional distress. Previous research suggests that feelings of threat and challenge also emerge among preservice teachers in different learning environments, such as in virtual and blended courses.⁷⁶ The emotional conditions experienced by pre-service English teachers could be due to different environments. This is because participants have to create Islamic material that is in accordance with the wishes of the school and also in a short time, resulting in them experiencing emotional challenges such as stress and lack of self-confidence.

Another practical challenge, namely limited physical resources, can be overcome by using technology. In this study, several participants reported that they utilized various digital tools, such as learning videos, interactive presentation applications, and online resources to create more

⁷⁶ Zeichner, O., & Zilka, G. "Feelings of Challenge and Threat among Pre-Service Teachers Studying in Different Learning Environments—Virtual vs. Blended Courses." *Journal of Educational Technology* 13, no. 1 (2016): 7-19.

interesting and relevant material on Islamic themes. Japar et al explained that having learning resources utilized optimally and variedly can increase student interaction.⁷⁷ Technology can enable pre-service teachers to create more interactive and engaging learning experiences for students, as well as overcome barriers that arise due to a lack of physical resources. However, it is important to ensure that teacher candidates receive sufficient training on how to use this technology effectively to support their learning goals.

Overall, although the challenges faced by pre-service English teachers in integrating Islamic material are considerable, this research shows that with appropriate training, use of technology, and a deep understanding of the diversity of religious views, pre-service teachers can be more effective in dealing with these difficulties. Stronger institutional support, especially in terms of providing relevant resources and adequate training, would greatly assist them in integrating Islamic values in English language learning effectively and efficiently. Thus, it is important for educational institutions to pay attention to and overcome these challenges so that pre-service teachers can develop their skills in teaching English that do not only focus on linguistic skills, but also build students' character and moral values.

⁷⁷ M. Japar, D. N. Fadhillah, and G. L. Hp, *Media dan Teknologi Pembelajaran PPKN* (Jakad Media Publishing, 2019), 58.

3. Effective Strategy to Overcome Challenges in Integrating Topics about Islam

In overcoming the challenges they face, prospective English teachers rely on various strategies. One of the main strategies they employ is collaboration and feedback to overcome emotional challenges that arise. One very helpful support is from lecturers, who provide direct advice regarding adapting the module format to the material being taught. This is very useful in dealing with the confusion and emotional stress experienced by pre-service teachers when integrating Islamic material.

Apart from lecturer support, several pre-service teachers stated that family support helped reduce stress due to confusion when developing Islamic materials. Getting attention, even though sometimes it's just a little attention, can make you feel a little more relieved or feel a little less troubled, so that you feel less stressed and give rise to speculation that there is still someone who cares about you.⁷⁸ Even though the attention a child gets when they grow up is different from when a child was small. Bastian shows that parental involvement in students' lives is difficult to operationalize compared to when students were at primary and secondary education levels.⁷⁹ This is because sometimes many students choose to live in dormitories because the distance between home and campus is relatively far, making students live far from their parents. Apart from that, students

⁷⁸ A. Labiq, N. Nashcihah, and S. Hulaiyah, "Pentingnya Dukungan Keluarga dalam Meningkatkan Kesehatan Mental Mahasiswa Prodi Bimbingan Penyuluhan Islam," *Observasi: Jurnal Publikasi Ilmu Psikologi* 2, no. 1 (2023): 20–27.

⁷⁹ J. J. Bastian, *Exploring Parental Perception of Involvement with College Students* (2010). 5–11.

are already at a mature age, so sometimes it makes parents feel that their children are already independent.

The parents' suggestions and the attention given can increase the enthusiasm of pre-service English teachers when they feel confused about integrating Islamic material into learning modules. This confusion stems from the choice of topic and the lack of previous experience in integrating material that contains Islamic values. When someone sometimes feels confused about doing something, it can cause a feeling of loss of enthusiasm. Even though parents do not provide supportive advice that refers to the technical integration of Islamic material as a lecturer does, parental encouragement has an influence in creating enthusiasm for pre-service English teachers who are experiencing emotional and emotional challenges.

Other support for overcoming emotional and emotional challenges comes from peers. Social support refers to comfort, care, appreciation, or assistance to someone that comes from other people in a particular group.⁸⁰ The peers who helped provide support to the prospective English teacher came from a group where they gathered to discuss their respective difficulties in creating Islamic material. Peer social support is resources in the form of emotional, informational and instrumental originating from

⁸⁰ E. P. Sarafino and T. W. Smith, *Health Psychology: Biopsychosocial Interactions*, 7th ed. (United States: John Wiley & Sons, 2012), 150–170.

peers.⁸¹ So apart from helping with topic suggestions, peers also help to relieve feelings of stress and confusion.

To address practical challenges, pre-service teachers apply various strategies. In overcoming the challenges of pre-service resources, English teachers create material by referring to the knowledge they have. Becoming a prospective teacher is also defined as requiring a prospective teacher to think creatively and be able to develop within all limitations. Apart from that, pre-service English teachers can adopt Soleh English, which is a teaching material developed to include some Islamic material. Even though the material contains Islamic material, the teacher remains the main part of the implementation stage.⁸² This is because students still need teachers to explain what students don't understand when learning takes place.

Apart from creating material based on knowledge, pre-service English teachers are also helped by books available in the library. Even though there is now technology that helps to access books more easily on the internet, pre-service English teachers feel that the books available in libraries are more complete and have a physical form that can be read well. Reading books can be done by everyone, but the challenge is conveying the message in the book. Pre-service teachers must have the ability to dissect

⁸¹ S. Cohen, L. G. Underwood, and B. H. Gottlieb, *Social Support Measurement and Intervention: A Guide for Health and Social Scientists* (New York: Oxford University Press, 2000). 67–71

⁸² S. H. Hassim and A. Abdul Aziz, "Using Soleh English (SE) Teaching Materials with The Integration of Cultural and Islamic Values: Islamic Preschool Teachers' Voices," *Malaysian Journal of Social Sciences and Humanities (MJSSH)* 6, no. 4 (2021): 178–190.

the messages in the book before using it in the classroom.⁸³ Even though reading can increase understanding, pre-service English teachers must also choose the right parts to take Islamic values from and then implement them in Islamic materials.

Apart from accessing books from the library, pre-service English teachers also use technology to search for information on Islamic topics. As we already know, the best way to find information that we don't know is through technology. Technology is a supporting tool used in education to make it easier for teachers to teach students with the results they want to achieve.⁸⁴ It's the same as what pre-service English teachers do, looking for information through platforms such as Google and YouTube to look for Islamic topics. This is because there is still a lack of related resources that provide a combination of English language learning and include Islamic material in it. Even though pre-service English teachers get some topic suggestions from the internet, they still have to create their own version of Islamic material and adapt it to the needs of students at school.

In facing cognitive challenges related to selecting appropriate topics and balancing content with English language learning goals, the pre-service English teachers demonstrated deliberate efforts to maintain a balance

⁸³ F. Waseem, "The Hidden Curriculum of English Language Teaching in Elite Pakistani Schools," *Journal of English as an International Language* 10, no. 2 (2015): 68.

⁸⁴ A. Maritsa, H. Salsabila, U. Wafiq, R. Anindya, and M. Azhar Ma'shum, "Pengaruh Teknologi dalam Dunia Pendidikan," *Al-Mutharahah: Jurnal Penelitian Dan Kajian Sosial Keagamaan* 18, no. 2 (2021): 91–100.

between Islamic values and the academic goals of language learning. Participants such as A and B stressed the importance of maintaining academic rigor while ensuring that the material continues to reflect Islamic principles. Participant H also ensured that each text adhered to the correct English structure, while inserting Islamic values in it. Other participants, such as G and J, highlighted the importance of the relevance of Islamic content to curriculum requirements and ensuring that the material taught is not only faithful to religious values, but also in line with language learning objectives. This shows that they are trying to balance the two, so that the integration of religious content does not override the goal of language teaching itself.

In addition, some participants, such as K, emphasized the importance of integrating Islamic values organically without forcing the content to fit language learning goals. This approach shows awareness that the integration of Islamic material must be done in a natural way, so that it remains relevant in the context of language teaching. These efforts by prospective teachers to integrate religious values in a way that does not interfere with language learning goals reflects a deliberate and considered approach. Overall, these interviews suggest that prospective English teachers strive to create the right balance between academic rigor and cultural relevance in their teaching materials, in order to provide a well-rounded learning experience for students.

It can be concluded that knowledge, technology, and human resource support can help pre-service English teachers when they experience challenges in integrating Islamic material into learning modules. Having knowledge makes them creative to make their own materials. Furthermore, the existence of a library can make it easier for them to access books directly. Then technology can help to find information when you feel confused about finding a topic. However, the factor that most influences the success of pre-service English teachers in integrating Islamic material into learning modules comes from resource factors in the form of suggestions and feedback from lecturers, parental support and peer support.



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CHAPTER V

CONCLUSION AND SUGGESTION

This chapter summarizes the researcher's recommendation to the parties involved regarding pre-service English teachers' experience, challenges, and strategy in integrating topics about Islam in the learning module based on the previous findings and discussion that have been described.

A. Conclusion

This study investigates how pre-service English teachers at UIN Sunan Ampel Surabaya have been integrating topics about Islam into their ELT modules. The findings show that the pre-service teachers acknowledge the importance of integrating topics about Islam in order to give meaningful and contextually relevant learning to their future students. They said the inclusions of Islamic values and topics in language learning do not only improve the linguistic skills of the students but also add to their moral and spiritual development, which coincides with the concept of holistic education.

Pre-service teachers mentioned that integrating Islamic themes, such as Islamic history, stories of the Prophets, and moral teachings from the Qur'an and Hadith, would help. This type of material will make students connect their religious beliefs to the language they are learning and will make their education a richer one. However, pre-service teachers also face several challenges in integrating topics about Islam: lack of suitable resources, balancing religious content with language learning objectives, and diversity of interpretations of Islamic teachings among students.

Despite these challenges, pre-service teachers used several strategies to navigate through the difficulties. Adaptation of existing materials, designing thematic units based on Islamic values, and incorporation of activities that promote collaborative learning-all these were done to create more engaging content. The reflection was also cited to be an important tool in modifying their teaching practices to suit the challenges they face in the classroom. These approaches permitted pre-service teachers to devise more inclusive, culturally relevant learning, and meaningful experiences for their future students.

B. Suggestion

Based on the findings of this study, the following suggestions are made to support pre-service teachers in integrating topics about Islam into English language teaching more effectively.

1. Development of Contextual Teaching Materials

Most pre-service teachers experience a shortage in Islamic-themed material, specifically tailored to ELT needs. It is recommended that institutions and curriculum developers ensure the creation and availability of sufficient teaching resources to effectively cover Islamic content while addressing the goals of language learning. The teaching resources must also mirror the diversity in Islamic teachings so that it will not be alien to any group of students.

2. Enhanced Teacher Training Programs

More focused training is needed to help pre-service teachers integrate Islamic materials into their teaching of the English language. Training programs should target how to choose the appropriate content, handle various religious interpretations, and balance the learning of the language with the integration of Islamic values. This may be achieved by offering specific workshops or courses that focus on these aspects so that the pre-service teachers develop the skills and confidence to effectively include Islamic materials in their practice.

3. Promote Reflective Practice

This will also involve reflective practice to be encouraged throughout the pre-service teacher training. Opportunities should be given to the pre-service teacher to assess his or her practice in teaching, identify the challenges, and explore other strategies to integrate Islamic materials into his lessons. It will help him fine-tune his approaches to engage learners meaningfully and will ensure progress in his own practice continuously. Regular peer discussions and mentor feedback can also help in effective reflective practice.

4. Collaborative Learning and Peer Support

With pre-service teachers facing these challenges, it is very important to establish a collaborative learning environment whereby

teachers share ideas, resources, and experiences. Such a collaborative platform will provide opportunities for the pre-service teachers to work in groups on projects or lesson plans that integrate Islamic material, enabling them to gain confidence and a new perspective on how to approach teaching with Islamic content. Peer mentoring and group discussions will provide support, especially in cases where teachers face difficulties in balancing religious and language learning goals.

5. Ongoing Professional Development

Pre-service teachers have to be encouraged to start their professional development after training. This includes seminars, workshops, and conferences focusing on best practices in the integration of Islamic materials in language education. By being abreast of new teaching methodologies, Islamic pedagogical approaches, and educational innovation, pre-service teachers are in a better position to adapt to evolving classroom needs and effectively integrate Islamic content into their ELT practices.

6. Future Research Directions

Further research is needed regarding how the integration of Islamic material in language teaching develops within the career lifespan of a pre-service teacher. It would be relevant to study the long-term effects of such an integration on their teaching, students' proficiency in the language, and the moral development of the students. Other studies

might delve into the challenges faced by pre-service teachers in diverse Islamic contexts and yield insights into how such challenges may best be surmounted.



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APPENDICES

A. Appendix 1: Matrix for Research Instruments

No	Research Question	Definition of Key Terms	Theoretical Framework	Data	Data Collection Techniques	Items of Instrument
1.	1. What are the pre-service teachers' experiences in integrating topics about Islam in the English language learning module in the English for Islamic class?	Pre-service teacher experience Integrating Islamic Material English Learning Module	According to Carl Rogers, the most significant learning is learning that involves personal involvement and student feelings. This learning includes two important aspects:	Teachers' expressions in the form of statements that including feelings, story of Pre-Service English Teachers in integrating topics about Islam.	Interview	1. Process of developing Islamic Material <ul style="list-style-type: none"> • How did you first become interested in developing Islamic materials for English learning modules? <ul style="list-style-type: none"> ○ What motivated you to start this project? Is the fulfillment of tasks your main factor in developing it? Or were you already interested in developing Islamic material before that? ○ Was there inspiration or personal experience that prompted this decision? Or was it because of your university background that made you feel inspired to create Islamic material and integrate it into the learning module. • What was the process for selecting the Islamic topics or themes that you decided to include in the material? <ul style="list-style-type: none"> ○ Do you follow certain guidelines? like from the course lecturer or do you use personal

			<p>intellectual and emotional involvement, where the learning process is influenced by the way individuals feel and respond to natural experiences. Rogers also emphasized that feelings and thoughts need to be included in the learning process, but</p>			<p>intuition in choosing topics?</p> <ul style="list-style-type: none"> ○ How do you ensure that the topic is relevant to the learning context? ● What steps did you take in compiling this Islamic material? <ul style="list-style-type: none"> ○ Is there a particular method or approach that you use in compiling material? ○ How important are external reference sources such as books, articles, or scholars in this process? ○ Do you use technology to organize material? <p>2. Experience in Integrating topics about Islam into Learning Modules</p> <ul style="list-style-type: none"> ● How do you ensure that the Islamic material you create can be integrated well into learning modules? <ul style="list-style-type: none"> ○ What concrete steps did you take to include this material in the learning module? ○ Were there any technical difficulties you faced during this process, for example aligning the content with the module format? ● How do you feel during the process of integrating Islamic material into learning modules? <ul style="list-style-type: none"> ○ Are you feeling overwhelmed, motivated, or perhaps
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			<p>without dominating them, meaning that a person's experience is summarized by reflection and emotion.</p>			<p>experiencing certain emotional challenges?</p> <ul style="list-style-type: none"> Was there a specific experience that made you feel more connected to this process? <ul style="list-style-type: none"> Is there a significant difference in integrating Islamic material compared to other general material? <ul style="list-style-type: none"> If so, what are the differences, and how do you adapt to them? <p>3. Reflections on Development and Integration Experiences</p> <ul style="list-style-type: none"> How do you reflect on the process of developing and integrating topics about Islam once it is complete? <ul style="list-style-type: none"> Is there anything you would like to change or improve after going through this process? How do you feel about the end result of the material you integrated into the module? Has this experience influenced how you view future learning module development? <ul style="list-style-type: none"> Do you feel more confident in creating material or do you feel more careful? How does this experience impact your understanding of the role of Islamic materials in learning? <ul style="list-style-type: none"> Do you see greater value in integrating religious aspects into
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						<p>learning after this process?</p> <p>4. Challenges and Solutions in Development and Integration</p> <ul style="list-style-type: none"> What are the main challenges you face in the process of developing Islamic materials? <ul style="list-style-type: none"> Are the challenges related more to specific Islamic content, resources, or the technical process of integrating it? How did you overcome these challenges, both technically and emotionally? How do you find a balance between maintaining the authenticity of Islamic values and the relevance of English learning in the materials you create? <ul style="list-style-type: none"> Are there any particular dilemmas you face in maintaining that balance? How do you resolve such dilemmas if they arise? Are there any difficulties in finding or accessing resources that support the
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						<p>process of developing Islamic materials?</p> <ul style="list-style-type: none"> ○ If so, what kinds of resources do you feel are inadequate or difficult to access? ○ Are there any particular ways you use to overcome resource limitations? <p>5. Support and Collaboration</p> <ul style="list-style-type: none"> ● Did you receive support during the process of developing this material? <ul style="list-style-type: none"> ○ Who provides this support (e.g. lecturers, colleagues, institutions)? ○ What kind of support would be most helpful to you in completing this project? ● Was there any collaboration with other parties when developing this Islamic material? <ul style="list-style-type: none"> ○ Do you collaborate with other colleagues in preparing materials? ○ How does this form of collaboration help the process of material development and integration? ● To what extent is the role of feedback or input from other parties in this process? <ul style="list-style-type: none"> ○ Did you get feedback from lecturers, or peers during the development process?
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						<ul style="list-style-type: none"> Does the feedback change or influence the final result of the material you create?
2.	What challenges do pre-service teachers face when integrating topics about Islam in the English language learning modules?	<p>Pre-service teacher experience</p> <p>Integrating Islamic Material</p> <p>English Learning Module</p>	<p>Albert Bandura states that challenges can be interpreted as obstacles or difficulties in the form of obstacles related to actions, thoughts, and feelings.</p> <p>This means that challenges are not only</p>	<p>Challenges in the form of obstacles related to the actions, thoughts and feelings of Pre-Service English Teachers in including Islamic Materials.</p>	Interview	<p>1. Practical Challenges (Actions)</p> <ul style="list-style-type: none"> What practical or technical obstacles do you face when integrating topics about Islam into the modules? <ul style="list-style-type: none"> Are there any difficulties related to accessing resources or references? Have you experienced time constraints or other limitations that hinder the process of material development? How do these practical obstacles affect the process of developing the materials you create? <ul style="list-style-type: none"> Have these challenges led you to modify the approach or method used in integrating the materials? What steps have you taken to overcome these practical obstacles? <ul style="list-style-type: none"> Did you receive any support or assistance from others to overcome these challenges? <p>2. Cognitive Challenges (Thoughts)</p> <ul style="list-style-type: none"> Have you encountered difficulties in understanding the Islamic concepts or values

			<p>physical or practical obstacles, but also include cognitive (thoughts) and emotional (feelings) obstacles that hinder effective action or desired outcomes.</p>			<p>you want to convey in the materials?</p> <ul style="list-style-type: none"> ○ If so, how did these difficulties affect the way you structured or presented the material? ● Are there any cognitive dilemmas or considerations when deciding which materials are appropriate to integrate? <ul style="list-style-type: none"> ○ How do you ensure that the Islamic materials you choose are relevant to the context of English language learning? ● How do you overcome confusion or uncertainty in selecting or structuring the appropriate materials? <ul style="list-style-type: none"> ○ Are there any references or strategies that help you resolve these challenges? <p>3. Emotional Challenges (Feelings)</p> <ul style="list-style-type: none"> ● How do you feel during the process of integrating topics about Islam? Have you felt any pressure or concerns? <ul style="list-style-type: none"> ○ Do you feel burdened by the responsibility to accurately convey Islamic values? ● Have you encountered emotional challenges when receiving criticism or feedback on the materials you developed? <ul style="list-style-type: none"> ○ If so, how did this affect the development process or your
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						<p>confidence in creating the materials?</p> <ul style="list-style-type: none"> • How do you manage these feelings to remain focused on the goal of integrating the materials? <ul style="list-style-type: none"> ○ Have you received emotional support from mentors or peers that helped you? <p>4. Other Challenges Not Categorized</p> <ul style="list-style-type: none"> • Are there any challenges that are not directly related to practical, cognitive, or emotional factors but still affect the process of integrating topics about Islam? <ul style="list-style-type: none"> ○ How do these challenges influence your overall perspective on the process of material integration?
3	What strategies do pre-service teachers employ to overcome these challenges?	Pre-service teacher experience Integrating Islamic Material English Learning	Masten & Reed (2002) states that strategies can be interpreted as resilience	Strategies in the form of actions, approaches and plans of Pre-service English teachers to overcome challenges.	Interview	<p>1. Actions (What steps or actions did they take?)</p> <ul style="list-style-type: none"> • What specific actions did you take to address the challenges you encountered when integrating topics about Islam into the learning modules? <ul style="list-style-type: none"> ○ Can you provide examples of concrete actions that helped overcome these challenges?

		g Module	used by pre-service English teachers to overcome challenges in integrating Islamic material into learning.			<ul style="list-style-type: none"> • Were these actions something you developed on your own, or did you learn them from others (mentors, peers, resources)? <ul style="list-style-type: none"> ○ How did these actions contribute to solving practical issues, such as time constraints or access to resources? <p>2. Approaches (What overall approach or mindset did they adopt?)</p> <ul style="list-style-type: none"> • What approach did you adopt to overcome cognitive or intellectual challenges related to Islamic content? <ul style="list-style-type: none"> ○ Did you adjust your way of thinking or change your perspective to better integrate Islamic values into the material? • How did you approach the emotional challenges you faced during the process? <ul style="list-style-type: none"> ○ Did you employ any specific techniques (such as stress management or seeking emotional support) to maintain a positive attitude? <p>3. Plans (What kind of long-term or short-term planning did they use?)</p> <ul style="list-style-type: none"> • Did you develop a specific plan to tackle the challenges you faced in integrating topics about Islam? <ul style="list-style-type: none"> ○ How did you organize or structure your work to manage these challenges effectively?
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						<p>4. Collaboration and Resources (How did they involve others or use external resources?)</p> <ul style="list-style-type: none"> • Did you seek help from colleagues, mentors, or other external resources to help you overcome these challenges? <ul style="list-style-type: none"> ○ If so, how did their support or input assist you in addressing the issues? • Were there specific tools or resources (books, articles, digital tools) that you found useful in overcoming challenges related to Islamic content integration? <ul style="list-style-type: none"> ○ How did these resources shape your approach or strategy?
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B. Appendix 2: Result of Data Collection

Thematic Analysis

Main Category	Theme	Example Data
Pre-Service Teacher Experience	Teaching Material	<p>“I created narrative text material that contains moral values in it” (D)</p> <p>“I made hand puppets, so the tutorial on how to make them was applied to the procedure text for Islamic activities” (H)</p> <p>“The material I created was to create a text giving an opinion about the Istiqlal mosque” (G)</p>

		<p>“The material I made was about the virtues of <i>Tasbih</i>”. (J)</p>
	Target Class	<p>"My topic was shaped by the preferences of students in Islamic schools, who already have a basic understanding of Islamic values." (F)</p> <p>"I paid attention to the needs of my classmates and students, ensuring the topic was understandable and relevant to them." (K)</p>
	Learning Objectives	<p>"I realized that combining English learning with Islamic values is not just about completing a task, but also making a real impact on our education." (B)</p> <p>"Over time, I began to understand the importance of aligning the content with Islamic values, especially considering the background of our students." (A)</p>
	Integrated Values	<p>"The activity motivated me to think much deeper about the connection between Islamic values and English education." (C)</p> <p>"At first, it was just a requirement; now I realize the importance of having Islamic values within the education system. Its impact is deeper than I initially thought." (E)</p>
	Motivation	<p>Extrinsic:</p> <p>"...we are at a university that has an Islamic culture, and in the English for Islamic Studies course, there is a demand to create a module with Islamic values in it." (A)</p> <p>"...I was working on this project, initially... to fulfill the task." (B)</p> <p>"At first, I didn't see a big deal, but it was a</p>

		<p>requirement within the course, so I did."(C)</p> <p>" The college is predicated upon Islamic principles across all the disciplines, and so the curriculum requires materials that will reflect this." (D)</p> <p>"I started the task mainly because it was assigned to us, but I knew it was part of the course requirements." (E)</p> <p>" The initial motivation was just to get the job done. I didn't know the larger implications until later." (F)</p> <p>" My first response was to see it as just another task to complete; but I began to realize its importance." (G)</p> <p>"The assignment itself was given, and the focus on Islamic values was clear from the start. It was part of our academic requirement." (H)</p> <p>"Initially, I wasn't personally invested, but I had to do it for the course." (I)</p> <p>"It was a requirement in the curriculum, so at first, it felt like just another assignment to get done." (J)</p> <p>"I started out by simply fulfilling the academic requirement, but later, I became more engaged with the content." (K)</p> <p>Intrinsic:</p> <p>" Gradually, I began to understand the importance of ensuring that the content is compatible with Islamic values, more so in consideration of our students' background." (A)</p> <p>"When I became involved in this project, I came to realize the great value in combining English language learning with Islamic content. It's not just completing a task; this project can literally transform our educational terrain." (B)</p>
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		<p>" The assignment invited me into a deeper reflection on how Islamic principles related to education in English." (C)</p> <p>"As I worked on it, I started to appreciate how this task could help me teach in a way that aligns with my values and beliefs." (D)</p> <p>"At first, it was just a requirement, but now I see the value in integrating Islamic principles into the learning process. It has a deeper impact than I initially thought." (E)</p> <p>"I began to see how I could make the learning experience more relevant to students by integrating Islamic values into the materials." (F)</p> <p>"I realized how beneficial this could be for students in understanding English through the lens of our cultural and religious values." (G)</p> <p>"Now, I feel like I'm doing something that truly connects with students. It's more than just meeting the requirement; it's about enriching their learning experience." (H)</p> <p>"After reflecting on the task, I began to see how Islamic values can enhance the learning process, and I felt personally connected to the task." (I)</p> <p>"I was motivated not just by the assignment, but also by the thought that I could contribute something meaningful to our Islamic university's learning context." (J)</p> <p>"In the beginning, I did it because I had to, but now I feel like I'm contributing something valuable to the integration of Islamic values in education." (K)</p>
	Topic Selection and	"I discussed my topic with the lecturer and made sure it was in line with the course requirements."

	Guidance	<p>(A)</p> <p>"Lecturer guidance played a significant role in narrowing down my choices." (B)</p> <p>"Topics were refined through consultations with lecturers." (G)</p> <p>"My topic selection was guided by the need to balance the academic requirements and the Islamic context. I discussed my ideas with my lecturer and made sure the topic was culturally and religiously appropriate." (K)</p> <p>"We were given freedom to choose topics by our lecturers and schools. I also used a questionnaire to gauge students' interests, ensuring the materials were relevant." (H)</p> <p>"I took into account what would resonate with students, especially considering their religious background." (C)</p> <p>"My topic was shaped by the preferences of students at an Islamic school." (F)</p> <p>"I considered both the Islamic values and the interests of students when selecting topics. It was important to create something that resonated with their cultural and religious background." (J)</p> <p>"I relied on a combination of student surveys and suggestions from my lecturer to choose an appropriate topic." (E)</p>
	Pre-service teachers reflection	<p>"This experience made me understand and learn more about integrating material that contains Islamic materials well."(A)</p> <p>" I am no longer afraid to create Islamic material after going through this process." (F)</p> <p>" At first I was doubtful, but after learning a lot I was able to integrate Islamic material." (J)</p> <p>" This process provided valuable experience for me to continue learning to make good Islamic material." (K)</p>

Challenges in the Integration Process	Cognitive Challenges	<p>“At first I felt confused about choosing suitable topics, especially because I didn't have experience making Islamic modules, so I needed a lot of consultation with lecturers.” (A)</p> <p>"It was hard to ensure the content was both educational and appropriately connected to English language learning." (B)</p> <p>"Choosing a unique topic and ensuring it fit the structure of a procedural text was challenging." (H)</p> <p>"Balancing descriptive text structures with Islamic themes, like Masjid Istiqlal, was tricky." (G)</p> <p>"The challenge was to integrate Islamic values into procedural texts without losing the educational focus on English language learning." (J)</p> <p>"The challenge for me was ensuring the Islamic content was presented clearly while still focusing on the English language objectives. It was difficult to keep the balance between the two." (K)</p>
	Emotional Challenges	<p>"I experienced some stress in managing time, but the support from my peers and lecturers helped me stay on track." (A)</p> <p>"I was nervous at first, but my lecturer's feedback made me feel more confident." (B)</p> <p>"I felt motivated because of the ideas and guidance provided, so emotional challenges were minimal." (H)</p> <p>"There were times I felt unsure about my choices, especially when integrating Islamic content with language learning. However, with support from my lecturer and peers, I felt more confident as I moved forward." (K)</p> <p>"At first, I felt overwhelmed by the task of</p>

		merging Islamic values into English learning, but with guidance and feedback, I became more confident." (J)
	Practical Challenges	<p>"The biggest obstacle is finding Islamic references that are relevant and accurate, especially since this material is for middle and high school students which must be made interesting." (C)</p> <p>"For me, the integration of multimedia resources into the modules was something new." (F)</p> <p>"Ensuring the topics met academic requirements and were engaging for students required additional effort." (H)</p> <p>"A huge challenge was how to make effective use of technology. I needed to create appealing modules that met the technical course requirements, which sometimes felt overwhelming." (K)</p> <p>"Finding suitable resources for Islamic content that could also cater to the needs of English learners was difficult." (G)</p> <p>"The challenge was ensuring that the materials I created were both engaging and aligned with the required curriculum, especially with the added layer of Islamic content." (J)</p>
Strategies for Overcoming Challenges	Collaboration and Feedback	<p>"I received feedback from both my peers and lecturer that helped me clarify my ideas." (A)</p> <p>"I relied on feedback from both my peers and lecturer to adjust my work. Peer discussions helped me refine my ideas, and the lecturer's guidance ensured that I was on the right track." (K)</p> <p>"Peer feedback was very helpful in refining my work." (B)</p> <p>"The feedback I received from both peers and lecturers helped me adjust the content and</p>

		<p>structure of my materials." (J)</p> <p>"Feedback from lecturers helped clarify my confusion." (G)</p> <p>"I relied on feedback from both my peers and lecturer to adjust my work. Peer discussions helped me refine my ideas, and the lecturer's guidance ensured that I was on the right track." (K)</p>
	Resource Utilization	<p>"YouTube and other online platforms provided inspiration for creating engaging materials." (H)</p> <p>"I used Canva for designing materials and Google for research. Technology played a key role in creating engaging and visually appealing content." (K)</p> <p>"Books and Qur'anic references were central to maintaining the authenticity of Islamic values." (G)</p>
	Balancing Content	<p>"I worked to ensure the content remained academically rigorous while also reflecting Islamic principles." (A)</p> <p>"I focused on keeping a balance between language learning goals and maintaining the authenticity of the Islamic content." (B)</p> <p>"I ensured every text adhered to English language structures while embedding Islamic principles." (H)</p> <p>"I kept the Islamic content relevant by aligning it with academic requirements." (G)</p> <p>"Balancing between keeping the Islamic content true to its values and aligning it with language learning objectives was crucial. I tried to make sure that the Islamic elements enhanced the learning experience, not overshadowed it." (J)</p> <p>"I worked hard to ensure that Islamic values were highlighted while also meeting the language</p>

		learning goals. The key was to integrate them naturally, without forcing the content to fit." (K)
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C. Appendix 3: Surat Validasi Research Instrument

SURAT VALIDASI

Setelah membaca dan menelaah lebih lanjut mengenai *Research Instrument* pada bimbingan skripsi mahasiswa oleh:

Nama : Inaka Trisna Nastiti
NIM : 06010521010
Prodi : Pendidikan Bahasa Inggris
Judul : ISLAM AND ELT: EXPLORATION OF PRE-SERVICE ENGLISH
TEACHER'S EXPERIENCES IN INTEGRATING ISLAMIC
MATERIALS IN LEARNING MODULE

Dengan ini saya,

Nama : Sigit Pramono Jati
Pekerjaan : Dosen

Menyatakan bahwa instrumen yang diajukan bisa digunakan dalam penelitian.

Demikian untuk dipergunakan sebagaimana mestinya,

Surabaya, 29 Oktober 2024
Validator,


Sigit Pramono Jati

D. Appendix 4: Surat Tugas Dosen Pembimbing



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Jend. A. Yani 117 Surabaya - 60237 Telp. (031) 8437893
Website: <https://uinsa.ac.id/ftk> E-mail: ftk@uinsby.ac.id

SURAT TUGAS

Nomor : B-6006/Un.07/04/D/PP.00.9/7/2024

- Menimbang : a. bahwa untuk meningkatkan kelancaran pelaksanaan ujian/munaqosah skripsi mahasiswa maka perlu memberikan tugas kepada dosen untuk membimbing skripsi pada mahasiswa.
b. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a, maka perlu menugaskan nama-nama dosen pembimbing.
- Dasar : Keputusan Rektor UIN Sunan Ampel Surabaya nomor 1018 Tahun 2023 tentang Pedoman Akademik Program Sarjana, Magister, dan Doktor Tahun 2023 UIN Sunan Ampel Surabaya

MEMBERI TUGAS

- Kepada : 1. Nama : M. Hanafi, MA
NIP : 197408042000031002
Pangkat/Gol.Ruang : Penata (III/c)
Jabatan : Lektor
2. Nama : Dr. Siti Asmiyah, M. TESOL
NIP : 197704142006042003
Pangkat/Gol.Ruang : Penata (III/c)
Jabatan : Lektor
- Untuk : Membimbing skripsi Mahasiswa :
Nama : **INAKA TRISNA NASTITI**
NIM : 06010521010
Judul Skripsi : Islam And Elt: Exploration Of Pre-Service
Englishteachers' Experiences In Integrating Islamic
Topics Inlearning Module
Prodi : PBI

pada semester Gasal 2024/2025 mulai tanggal, 7 Agustus 2024. Harap dilaksanakan dengan sebaik-baiknya.

Surabaya, 7 Agustus 2024






Tembusan :

1. Yang bersangkutan;
2. Arsip.


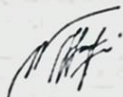
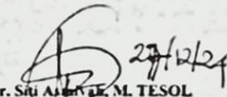


E. Appendix 5: Approval Sheet of Thesis Proposal

 UIN SUNAN AMPEL SURABAYA	FORMULIR PERSETUJUAN PEMBIMBING UNTUK MUNAQOSAH PROPOSAL	No Dokumen	FM/02/GKM/12/FTK-
		Revisi	0
		Tanggal	29-Apr-16
		Halaman	2 dari 5

Hari/Tanggal	Jum'at, 06 September 2024
Nama Mahasiswa	Inaka Trisna Nastiti
NIM	06010521010
Judul Skripsi	<p style="text-align: center;">ISLAM AND ELT: EXPLORATION OF PRE-SERVICE ENGLISH TEACHERS' EXPERIENCES IN INTEGRATING ISLAMIC MATERIALS IN LEARNING MODULE</p>
Pembimbing telah menyetujui isi proposal, menyatakan sesuai panduan skripsi dan layak untuk diajukan dalam munaqosah seminar proposal	
Pembimbing I	Jum'at, 06 September 2024  M. Hanafi, MA
Pembimbing II	Jum'at, 13 September 2024  Dr. Siti Asmuyah, M. TESOL
Formulir setelah ditandatangani pembimbing diserahkan ke JFU Jurusan/Prodi	
Cek list dokumen	Dokumen proposal Skripsi rangkap 3 (lengkap/tidak lengkap)* coret tidak perlu
Diterima oleh JFU	Nama
Waktu	Tanggal.....Bulan.....Tahun.....
paraf JFU prodi/jurusan	
form 1.2.PPMPS	1 Asli untuk Dosen 2 Copy untuk Fungsional Umum Jurusan/Program Studi/Akademik

F. Appendix 6: Approval Sheet of Thesis

 UIN SUNAN AMPEL SURABAYA	FORMULIR PERSETUJUAN PEMBIMBING UNTUK MUNAQSAH SKRIPSI	No Dokumen	FM/03/GKM/12/FTK-UIN
		Revisi	0
		Tanggal Terbit	29-Apr-16
		Halaman	3 dan 5
Hari/Tanggal		Selasa, 18 Desember 2024	
Nama Mahasiswa		Inaka Trisna Nastiti	
NIM		06010521010	
Judul Skripsi	ISLAM AND ELT: EXPLORATION OF PRE-SERVICE ENGLISH TEACHERS' EXPERIENCES IN INTEGRATING ISLAMIC MATERIALS IN LEARNING MODULE		
Pembimbing telah menyetujui isi proposal, menyatakan sesuai panduan skripsi dan layak untuk diajukan dalam munaqosah Skripsi			
Pembimbing I	 M. Hanafi, MA		
Pembimbing II	 Dr. Siti Aslamah, M. TESOL		
Formulir setelah ditandatangani pembimbing diserahkan ke JFU Jurusan/Prodi			
Cek list dokumen	Dokumen Skripsi rangkap 4 (lengkap/tidak lengkap)* coret tidak perlu		
Diterima oleh JFU	Nama		
Waktu	Tanggal.....Bulan.....Tahun.....		
paraf JFU prodi/jurusan			
form 1.2. PPMPs	1 Asli untuk Dosen 2 Copy untuk Fungsional Umum Jurusan/Program Studi/Akademik		