



Integration of Islamic Values in English Language Teaching in the Digital Era: Challenges and Prospectives

Integrasi Nilai-Nilai Islam dalam Pengajaran Bahasa Inggris di Era Digital: Tantangan dan Prospek

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Development of technology in digital era brings significant changes in everyday life, particularly in the area of education. On the other side, technological development has negative effects on the behavior of the young generation. As a result, real efforts are required, such as incorporating Islamic beliefs into English language at school. This study focuses on how to integrate Islamic values in English language learning in digital era. The present study conducts literature review using a number of sources, including papers and research journals from prior relevant studies. This study reveals that the Islamic values are integrated throughout the learning process. Challenges in integrating Islamic values are not only from the teachers, but from students and parents. The prospective of integration Islamic values in English teaching and learning in digital era can be seen from three aspects, including the use of technology in learning, cultural understanding, and theoretical and pedagogical aspects of learning.

Keywords: Islamic Values, English Language Teaching, Digital Era

Perkembangan teknologi di era digital membawa perubahan besar dalam kehidupan, terutama di bidang pendidikan. Di sisi lain perkembangan teknologi membawa dampak negatif terhadap karakter generasi muda. Oleh karena itu perlu dilakukan langkah konkrit, yaitu dengan memasukkan nilai-nilai Islam ke dalam pembelajaran bahasa Inggris. Penelitian ini mengkaji implementasi pembelajaran bahasa Inggris terintegrasi nilai-nilai Islam serta mengetahui tantangan dan peluangnya di era digital. Penelitian ini menggunakan studi literatur dengan menggunakan berbagai sumber data, yaitu jurnal penelitian dari studi terdahulu yang relevan. Temuan dari penelitian ini menunjukkan bahwa integrasi nilai-nilai Islam dilakukan di seluruh aspek pembelajaran. Tantangan dalam mengintegrasikan nilai-nilai Islam berasal dari guru, siswa, dan orang tua. Integrasi nilai-nilai Islam kedalam pembelajaran bahasa Inggris di era digital dapat dilihat dari tiga aspek, yakni pada penggunaan teknologi dalam pembelajaran, *cultural understanding*, dan aspek teoretik serta pedagogik dalam pembelajaran.

Kata Kunci: Nilai-nilai Islam, Pembelajaran Bahasa Inggris, Era Digital

INTRODUCTION

Technological developments in the digital era have brought major changes in life, one in the field of education (Muttaqin, 2022). Technological development globally has influenced educational institutions to follow trends in the use of technology, for example in the learning process (Hasanah, 2021). On the other hand, technological development also has a negative impact, especially in relation to the character of the young generation. The enormous availability of information on the internet, it becomes easier for anyone to access a wide range of knowledge freely (Mansir, 2022). Besides, character issues have become public concerns, including bullying, violence, vandalism, corruption, theft, sexual crimes becoming serious problems (Safitri et al., 2023). Various attitudes of intolerance to religious denominations are still frequently found among students because of their radical and extreme perceptions of the religion they believe (Saefulloh et al., 2021). This condition encourages the government to integrate character values as well as Islamic values in the subjects so that students can study Islamic values and have good character (Hawanti, 2016). In addition, having 21st century competence, students must be equipped with Islamic character and awareness of religious values (Djamdjuri et al., 2023).

Islamic values are the standard values of a Muslim's life based on the Quran and Hadith as the main guidelines (Al Manduriy, 2021). These values are regarded as cultural values or the way of life of Muslims. Value refers to something valuable, quality, and useful to mankind (Irawan, 2020). While Islamic values are concept and belief adopted by society in relation to fundamental issues in Islam as the guidelines of everyday life (Lailiyah, 2022). In this context, Islamic values cover various aspects, such as morality, ethics, social relations, and religious obligations.

The integration of Islamic values has been discussed at various levels of education. In University, Islamic values are integrated in teaching, research, and community service, but the implementation is still evolving. Meanwhile, at the level of primary and secondary education, the Islamic value is integrated in the national vision and mission in the context of education (Rohmah et al., 2022). To realize the educational objectives, the 2013 curriculum has included the integration of Islamic values into the core competence (KI 1) that covers the aspects of divinity. Through this integration, students are expected to be able to appreciate the religion they adhere to. In other words, learning can create a student's understanding of religious values.

Islamic values are very important to be integrated in all subjects at school, including in English courses, it is done as one way to build character and spirituality for students (Nafiah, 2020) (Al Manduriy, 2021). Examples of Islamic values that are integrated in learning are tauheed, muamalah, and akhlakul karimah. By incorporating Islamic values in teaching and learning, students are expected to be able to develop their understanding in depth of Islamic value and apply it in everyday life. Thus, this effort is able to be a step to strengthen the character and behavior of students in accordance with the Islamic principle (Rahmadany et al., 2021).

Teaching English needs to be integrated with local culture, because the Western cultures and Indonesian peoples are different from each other, even some are contradictory. It is done to avoid misunderstandings of students about Western

culture (Safitri et al., 2023). Teaching English as a foreign language would be more meaningful if teachers were able to integrate local cultures and students' religious values, for example in writing and speaking activities could be integrated with Islamic values derived from their background (Annisa & Hadijah, 2017).

In digital era, it is not easy to integrate Islamic values into subjects, especially in English language lessons due to differences in cultural values and religious values (Djamdjuri et al., 2023). However, the use of technology in the digital age is an important element in improving the quality of education. Teachers have broader access to use technology in learning activities and using more innovative learning methods (Hasanah, 2021). It could be an easy way for teachers to integrate Islamic values using technology. For example, in learning activities students are asked to create content related to Islam such as tolerance, humanitarian issues, religious moderation, pluralism and so on. It is an effort that helps students in developing tolerance, understanding the differences of beliefs in different countries. Thus, English is not only a means of communication, but as a way of understanding the development of tolerance and understanding of different religions. (Ghufron, 2022).

The integration of Islamic values in the learning of English has been done by several researchers, however the majority of their studies focus on the implementation of the integration in the study of English as well as the development of English modules integrated in the Islamic value (Kusumah, et al., 2024 ; Djamdjuri et al., 2023 ; Hanifiyah et al., 2023 ; Al Manduriy, 2021; Rahmadany et al., 2021; Nafiah, 2020). Thus, the novelty of this study reveals the integration of Islamic values in the learning of English in the digital age. This study focuses on the implementation of Islamic integration in the Digital era, the challenges and prospectives in integrating Islamic values in learning English in the digital era.

METHOD

This study used a literature review to synthesize research finding and identify areas for further research, which is crucial for developing theoretical frameworks and conceptual models (Snyder, 2019). The researcher gathered a variety of resources, including articles, journals from previous studies. After that the research synthesize the results, discussing the current issues and concluding the current research.

RESULT AND DISCUSSION

A. Intergrating Islamic Values into English Language Teaching in Digita Era

1. Integrating Islamic Values in Curriculum, Syllabus/ Lesson Plan and the Text Book

The integration of Islamic values into the curriculum can be done by adopting an integrated curricular development model. Schools can design and implement English curricula by analyzing the advantages and challenges in Education. Teachers have the opportunity to integrate specific content according to the purpose or mission of the institution/school (Kusumah, et al., 2024). Teachers can design Islamic-based materials in English language learning, for example, by including verses of the Quran or hadiths related to the topic discussed. This activity

is designed not only to strengthen students' understanding of Islamic values but also to develop English language skills (Rohmana, 2020).

Islamic values can be integrated through a lesson plan. Lesson plans are part of teaching planning and are important aspects of learning (Farhang, et al., 2023). Lesson plans can be a guide for teachers in systematically delivering material. Before integrating Islamic values into the material, teachers should ensure that the material is in line with the university's lesson plan (Mulyati & Kultsum, 2023). It is crucial to remember that the integration of Islamic values in the lesson plan should be matched to the standard of competence and basic competence in accordance with the curriculum, besides the learning media used is also related to the values of Islam (Annisa & Hadijah, 2017). The integration of Islamic values into the lesson plan can be done by inserting verses of the Quran or Hadiths that are relevant to the material discussed (Maharani, 2020). Islamic values can be integrated into lesson plan such as honest, discipline, responsible, caring (tolerance and mutual cooperation), polite and confident. By presenting a clear theme, it can facilitate teachers in achieving the best of learning (Lailiyah, 2022).

The integration of Islamic values into the curriculum/lesson plan and textbooks can be done with the CLIL (Content and Language Integrated Learning) approach. CLIL is a pedagogical approach that combines learning with content, as in a foreign language. CLIL is better implemented for foreign language learning in primary school, as it uses activities that relate to language aspects and content simultaneously. In a cultural context, the insertion of Islamic-based content is very fundamental because it relates to contextual teaching and learning (CTL), where English teaching should be adapted to the real context of the student (Khoiriyah et al., 2022). Therefore, schools that are affiliated with Islamic values, English teaching will be more efficient if the CLIL model is used. It can be done by integrating content related to local differences, namely Islamic value, into the curriculum or school material. The curriculum is designed by integrating four aspects of the 4C framework: content, communication, cognition, and culture. Examples of application of CLIL in primary school learning such as the research conducted by Khoiriyah, et al. Integrating content knowledge including science, math, Islamic content, and art. In her research, the material focused on vocabulary matching, gap filling, and so on. As for the topics discussed in the communication aspect, the speaking practice relates to the themes of living and dead things around students, their favorite heroes, and their dream jobs. The prominent aspects of this curriculum are related to culture, students are introduced to Islamic values on the material discussed, for example Allah as the Creator, Muslim heroes, Muslim scientists, and some hadiths related to the materials discussed.

Next, the integration of Islamic values can be done by inserting Islamic value in the English text book. Some of the characteristics of Islamic schools under the Ministry of Religion, provide additional or supplementary teaching materials that contain Islamic values (Nafiah, 2020). The textbook is an important source in learning activities in the classroom. The textbook presents structured material that can help teachers in designing systematic learning, thus facilitating students in understanding the material (Rohmana, 2020). Some examples of themes discussed in

the textbook such as "my friend and I", "my food and drink", "time, at school", and "hobbies". These themes were developed by inserting Islamic value (Rahmadany et al., 2021). Other themes that can be discussed in the text book are how to perform wudhu, the economy in Islam, and so on (Irawan, 2020). The integration of Islamic values in language learning, can improve language skills, i.e. listening, speaking, reading and writing, while providing knowledge of the values of Islam (Rohmana, 2020). Which needs to be the attention of teachers in using or compiling teaching materials that English text should be easy to understand, have an attractive and colorful appearance, and use Islamic nuances. The images displayed in the book should be adapted to the reality of the Muslim community, the images of women in veils, images of mosques, and so on (Irawan, 2020). It is done to make learning English more interesting and relevant to the context of Islamic values (Rahmadany et al., 2021).

2. Integrating Islamic Values through Teaching Material

a. Using authentic material

Authentic material that has Islamic content can be used in learning English in all language skills (Elfi, 2018). In using authentic material, teachers must adapt to the purpose of learning, the standard of competence, and what character can be developed in the material. Some examples of authentic materials that can be used as a source of learning to integrate Islamic values include newspapers, magazines, internet, movies, songs, comics, poems, novels, short stories and so on (Irawan, 2020). Teachers can use Islamic themes from Al Jazeera News (Kusumah, et al., 2024), or can use English-language online videos from native speakers on a variety of Islamic-related themes. In this activity, the students are asked to make an impression, doing presentation in front of the classroom, discuss, give feedback and draw conclusions from what they have learned. From this activity, the language skills of students will be improved, because these activities involve the skills of listening, speaking, reading, and writing. Students will be more interested in studying English because there are Islamic values that are studied. Students will also be more interested in learning English because there are Islamic values learned (Djamdjuri et al., 2023). In addition, the subject or material taught is linked to Islamic teaching by quoting the verses of the Quran or with relevant hadith (Wijayanto, 2020). Islamic values that can be integrated into English, such as Islamic civic education, Islamic tradition, and fiqh. In learning of morality, it is integrated with greetings, leaving, thanking, apologizing, related to the system of greeting and interacting with others is definitely an important discussion in moral learning. Besides, moral learning can also be associated with the introduction material. Students practice how to introduce themselves to a proper language and use appropriate expressions.

Fiqh can be integrated with the material day, month, year, because it relates to the discipline in carrying out the prayer on time (Hanifiyah et al., 2023). In listening activities, teachers can use YouTube as a learning resource for example students are asked to listen to Islamic talk show, then students are requested to discuss the content of the talk show embedded in their perspective (Elfi, 2018). In addition, the teacher can use the topic of humanitarian issues in the teaching material. It should be taught to students to care and sensitive to the problems of humanity, because mutual care is one of the values of Islamic teaching (Kusumah, et al.,

2024).

b. Using Text or Story and Islamic Picture Media Integrated with Character Values

The first thing teachers do in integrating Islamic values into the text is to analyze the learning indicators of the stories taught. It is done in order that teachers are able to know how effective the teaching is and in order to optimize the student's learning experience. Teachers match the vocabulary of the learning indicators with the characters integrated in the learning. The text used should relate to everyday life, for example "True friends". Besides, the text can be integrated with the story of the life of Prophet Muhammad and the Khalifa. The values of Islamic character that can be chosen by teachers to be integrated such as honesty, tolerance, discipline, diligence, democracy, curiosity, friendly, communicative, and a desire to read (Annisa & Hadijah, 2017). The moral values that can be obtained from reading text activities, i.e. students can have faith in God, understand the Islamic pillars, care for friends, help each other, have a spiritual attitude which can be applied in everyday life. Some teaching materials (texts) that can be used for learning methods can be accessed on the Internet, for example from Khan Academy, myenglishpages.com, alim.org, twinkl.co.id, teachmeislam.org and so on.

In integrating Islamic values in learning activities, teachers can use Islamic image media by asking students to write short stories according to the images provided. This activity can help students develop their writing and grammar skills (Rambe & Salminawati, 2019). In addition, teachers can also use picture description, this learning model is an interesting, fun learning, can improve student activity (Ningsih & Al-washliyah, 2019), and student learning results (Hafidz et al., 2023). Some of the teaching materials that can be used by teachers can be obtained through the internet, for example from freepik.com, gettyimages.com, unsplash.com and pexels.com.

3. Integrating Islamic Values in Teaching and Learning Activities

a. Integration of Islamic values in the opening and closing of lessons, and the evaluation process

The formation of character and aspects of students' personality is not only the responsibility of religious teachers, but also of the entire element of the school, including teachers and staff (Safitri et al., 2023). In general, the integration of Islamic values can be done by teachers in various ways (Zalisman, 2020). The integration of Islamic values into learning activities can be done at the beginning of learning with greetings and prayers. The opening is done by saying greetings. When the teacher begins the lesson with greetings, linguistically, the word "Assalamualaikum" is a speech that indicates that students and teachers have a close relationship between Muslims. Saying greetings is the way a Muslim respect another Muslim. Therefore, Islam encourages the Muslims to spread greetings. "Spread the greeting, give the food, and be worshiper of Allah in brotherhood (Al Hadith). By greeting, the teacher gives a good example of the practice of a Muslim in keeping the ukhuwah (Annisa & Hadijah, 2017). Before start the class, the teacher asks the students

to pray, then read the translation in English. This activity is interesting, because students can learn additional vocabulary in English and can understand the prayers read (Kusumah, et al., 2024). By reading "basmallah" before the lesson is a form of obedience and trust in God. The activities that can be done by the teacher in implementing the values of Islam are to start learning activities by reading the Quran, performing the prayer of dhuhur, and Ashar prayer. This activity is carried out as a way to remind them of their obligations as a Muslim (Rohmah et al., 2022). In the management of the classroom, students can be accustomed to sitting apart between men and women. By applying this habit, students are expected to understand that Islam has clear rules on how to socialize (Rambe & Salminawati, 2019). Evaluation is performed by teachers in learning by assessing attitudes that are visible at the time of the learning process, the aspects of assessment include honesty, discipline, responsibility, tolerance, cooperation, self-confidence, and politeness (Annisa & Hadijah, 2017). Evaluation also carried out through daily tests in oral and written form, as well as informal assessments in the form of oral questions, observations, assignments, and reading related to Islamic values.

b. The Advising Method (Moralizing)

Moralizing activities can be done by teachers by giving advice to students regarding the material discussed during learning activities (Safitri et al., 2023), for example, discussion of material related to bullying, then teachers give advice related to the negative impact of bullying. In relation to cultural differences, English material is generally related to Western culture, e.g. Easter, valentine, where the topic does not correspond to local and Islamic culture. In this case, the teacher can provide students with an understanding of the culture differences related to the celebration (Hassim & Abdul Aziz, 2021).

c. Using Advertising as a Learning Media

Learning activities can be done by providing examples of halal food ads and asking students to create ads in the Islamic style. This shows that the learning material not only covers the functional aspects of advertising, but there is an integration of Islamic values in the context of halal food advertising (Wijayanto, 2020).

d. Watching a Cartoon about the Birth and Death of Prophet Muhammad SAW

Learning can be done by showing cartoons that tell the birth and death of Prophet Muhammad SAW. It is done to help students remember the birth and death of the Prophet easily. It can also be accomplished by telling stories about Prophet Muhammad and the other Prophets (Wijayanto, 2020). The use of cartoons as a medium of learning English has several advantages. First, it is able to improve the motivation of students in learning English. The images presented in cartoons are very interesting so they can motivate students to learn English. Second, it can inspire students. Cartoons of today have moral values that can inspire students in everyday life. Third, it can improve student language skills. The language used in cartoon is authentic in accordance with the language that is used in real life so can enrich student vocabulary. Some examples of

cartoon titles are Islamic cartoon films such as Family of Prophet Muhammad SAW, the story of Khadija, story of prophet Ayub, and so on. Activities that can be developed from cartoon are social discussion problems, role play, and synopsis (Azzahra, 2023).

e. **Discussing the Procedure Texts Related to Zakat, Wudhu, Dakwah and Custom of the Islamic Community**

Learning activities are carried out by discussing procedural texts related to how to perform the zakat properly and correctly according to Islam, so students can apply it in everyday life. Other material that can be integrated into the text is related to the wudhu. By integrating the material in the reading activities of the text, students are easier to capture the procedure because the Wudhu becomes the daily activity of the students. The students can mix between English and Islamic expressions based on context situations, for example "insyaAllah". They also can use the names that are commonly used in the Islamic context for the names of people, places, or events in making examples of sentences or text conversations (Wijayanto, 2020). Some examples of the names of places that can be used are Palestine, Mecca, mosque, and so on (Kusumah, et al., 2024). Integrating material with the activities that are familiar to the students will make easier for students to understand the things that are related to each other (Rohmah et al., 2022). In addition, the integration of Islamic values is done by making texts of dakwah, how to do the dakwah well (Wijayanto, 2020).

The integration of Islamic values in boarding school can be done by providing material related to Islamic culture, customs of the Islamic community in everyday life related to the students' study program. The integration of Islamic values into learning material is done by providing examples of texts related to Islamic cultural elements (Zalisman, 2020). For the Muslims of the world, culture is very influential with the belief that there is no God but Allah and that Muhammad is the Messenger of Allah. For the Muslims, the life and character of the Prophet not only inspiring but also provoking a deep love for strengthening the identity of Muslims (Shah et al., 2019).

f. **Making Announcements Related to Islamic Topics**

Announcement can be written and oral. Some of the topics that can be used for announcement activities include: holidays in the month of Ramadan, Isra' mi'raj, Wali songo, and tilawatil Qur'an. Teachers can divide students into groups, each group is asked to make an announcement based on the selected topic. The purpose of this activity for students to learn about the great days of Islam, considering the history of Islam and the struggle of the Wali Songo in disseminating the teachings of Islam in Indonesia. The Islamic values that can be taken from this learning activity are cooperation, discipline, hard work, creative, friendly, and communicative (Annisa & Hadijah, 2017). In this activity, students make an announcement in group, it requires team cooperation and timely assembly of tasks. This activity trains students to be disciplined and cooperative. In writing announcements, students also must pay attention to punctuation marks and order of sentences, it trains the students for discipline and creative. When sharing with other friends, students use a friendly

language. This trains students to always speak good and using communicative words.

g. **Using Islamic Song**

English songs with religious themes can be an alternative for teachers to integrate Islamic values (Masita, 2022). The teacher can choose a song that contains Islamic values, such as the song entitled "insyaAllah". The song of Insyallah contains the values of Islam that relate to life, how to stand firm in any situation. The teacher can ask the student to read the lyrics, after that the teacher discusses the message contained in the song with the student (Lailiyah, 2022). Another activity that can be done is the students are asked to listen to songs while filling out the blankfill exercise (Annisa & Hadijah, 2017). The positive thing that can be taken from this song is that people do not despair when they are tested by God. God is always with us, and He will guide us. Using Islamic songs in English language learning activities not only improves listening skills, but also improves students' understanding of Islamic content that can be applied in everyday life. By using the song as a learning medium, it can help to shape the student's Islamic character (Elfi, 2018).

B. **Teacher Challenges in Integrating Islamic Values into English Language Teaching in Digital Era**

Integrating Islamic values into English courses is not an easy thing. Teachers often have difficulty associating the learning material with Islamic courses, which are often related to grammar, vocabulary, communication skills, which may not be directly related to religious values (Rohmana, 2020). The challenges in integrating Islamic values into English language learning are:

1. **Cultural Differences, Religious Values**

Teaching English in countries where English has little exposure, especially in Islamic countries, is a challenge due to a number of factors, including cultural differences, religious values and limited access to English. Therefore, Islamic traditions, customs, and beliefs must be understood by the teacher in order to provide a diverse learning experience (Djandjuri et al., 2023). The cultures of Western and Indonesian communities are different from each other, even some are contradictory, so teaching English needs to be integrated with local cultural values, especially at the boarding school and the madrasah. It's done to avoid student misunderstandings about Western culture (Safitri et al., 2023). In this case, teacher can internalize the verses of the Qur'an or Hadits with the material discussed, so the students understand that Islam has a lot to do with knowledge and culture. In studying texts relating to cultural diversity, teachers can explain the importance of tolerance to the different cultures that exist in Indonesia and in other countries (Maharani, 2020). For listening activities, teachers can use videos from youtube, for example the speech by Mufti Menk about the importance of tolerance, Abdul Nashir Jangda about tolerance and patience.

2. **Lack of Understanding of Islamic Values**

A teacher must understand the material to be taught in order to benefit the student in the future (Alfian et al., 2021).

The lack of understanding of Islamic values makes difficult for teachers to integrate Islamic Values into English language learning. Therefore, having adequate knowledge of Muslim values is important to teachers, because it can help teachers in embedding Islamic value in English language learning. With adequate understanding of the values of Islam, teachers can design the learning activities and materials properly (Hawanti, 2016).

3. Learning Goals

Some teachers consider that the achievement of students is the most important thing, therefore teachers focus more on material discussion. Besides, teaching culture is considered time-consuming, when learning activities are done by integrating culture, they are worried that material cannot be completed (Hawanti, 2016).

4. Preparation for Learning is Time-Consuming

Integrating Islamic values in teaching and learning requires a lot of preparation (Safitri et al., 2023). The limitations of textbooks relating to the integration of Islamic values, make teachers have to be more creative in designing learning activities. Teachers must ensure that the Islamic values they teach are relevant to the material, this require extensive preparation (Lailiyah, 2022). Making teaching materials using media also takes a lot of time and energy (Salam et al., 2023)

5. Lack of English Language Competence

The lack of language competence of the teacher will hinder the process of learning activities. Teachers need to explain material that integrated with Islamic values, when teachers do not have adequate competence of the teachers, they have difficulty in explaining the material (Hawanti, 2016).

6. Lack of Teacher Understanding of How to Integrate Islamic Values in Teaching and Learning Activities OKIJ

The lack of understanding of teachers in integrating Islamic values is due to the lack of teacher participation in training or workshops related to the integration of Islamic values in teaching and learning. In the end, teachers integrate Islamic values in teaching and learning based on their understanding (Safitri et al., 2023). Teachers should be trained to gain knowledge in integrating Islamic values into learning activities (Ihwani et al., 2023). Currently there are many available webinars that teachers can access to improve their skills. Training programmes that can be followed by teachers may include teaching methods, knowledge of Islamic religion, and also student character development.

7. Lack of Guidelines and Textbooks Related to the Integration of Islamic Values

The lack of guidance on how to integrate Islamic values makes teachers doubt in integrating Islamic value, teachers feel less confident to explicitly include Islamic Values in the teaching material (Rohmah et al., 2022). Besides, the lack of textbooks become an obstacle to the teachers in

integrating Islamic values. A textbook is an important element in supporting learning activities (Safitri et al., 2023). The lack of textbooks related to the integration of Islamic values can hinder learning activities. To overcome these obstacles, teachers can use other learning resources that can support learning activities, such as using authentic material from the Internet, magazines, newspapers, poems, novels, short stories, and so on (Irawan, 2020). The teaching materials used by teachers should be adapted to the local cultural situation and conditions of the students. So teachers must take the initiative of developing English language materials that are appropriate to Islamic and cultural values (Hassim & Abdul Aziz, 2021).

8. Students' Lack Motivation in Learning English

Teaching English not only makes students master language skills and language components, but must be able to develop a good attitude, enthusiasm and motivation to learn (Alfian et al., 2021). Students' lack motivation in learning English becomes one of the barriers and challenges of teachers in learning. Students think that learning English is a difficult and not very important thing to learn (Wardah, 2016). Students have difficulty understanding the meaning of the English vocabulary, which makes students lazy in learning English (Azzahra, 2023). Students who live in boarding school are also less motivated to learn English because they feel that they do not need to study English for their future (Sari, 2023). In this case, teachers need to make an effort to motivate students to learn English. Teachers should be more creative in their teaching and learning activities, because the creativity of teachers in teaching and learning activities will have a positive impact on students. Teachers can create an attractive learning environment and use technology-based learning media and in accordance with the character of the student (Herman et al., 2022). In vocabulary learning, teachers can use electronic flashcard media to help students improve English vocabulary (Alghamdi & Elyas, 2020). Pictures used in flashcards should have Islamic nuances, for example with images of mosques. The use of the word mosque can also be replaced by the word "masjid" because the term is a symbol of Islamic institution (Hassim & Abdul Aziz, 2021).

9. Lack of Support From Parents

Integrating Islamic values is a challenging task if not supported by parents (Ihwani et al., 2023). Teaching of Islamic values is not only the responsibility of teachers, but also of parents. But, the reality there is still no synergy between schools and parents in integrating Islamic values (Mardiani et al., 2023). Parents have an important role in shaping the character of children, without their support implanting Islamic values could be more difficult.

10. Lack of Teacher Expertise in Digital Literacy

In digital era, it is important for teachers to master technology and implement it in learning activities. In fact, some teachers are not familiar with technology and don't know how to use it in teaching (Salam et al., 2023). The lack of training in ICT affects the techno-pedagogy of teachers. Besides, the lack of digital literacy that teachers have is also due to a less supportive environment, the minimum resources that schools have (Fauzi & Raya, 2024)

C. Prospectives in Integrating Islamic Values Through English Language Teaching in Digital Era

The prospective in integrating Islamic values in teaching and learning English in the digital era in this study covers several aspects. First, the use of technology to support the integration of Islamic value in English language learning. In this case, teachers can use technology that is in harmony with Islamic principles, cultivate a learning environment that respects each other, and create an inclusive learning environment. Second, cultural understanding and use of English with a communication ethic that is consistent with Muslim values. Third, theoretical and pedagogical implication of integrating Islamic values in English language teaching

1. Use of Technology to Support the Integration of Islamic Values in English Language Teaching

The use of technology is an essential element in improving the quality of education by providing wider access to learning activities and the use of more innovative learning methods (Hasanah, 2021). However, technological developments, the Internet, and globalization have led to new perspectives and have had a positive impact on Islamic interaction and English teaching (Yanda, 2023). In integrating Islamic values into English teaching, teachers can use learning platforms to give students tasks, to discuss, as well as to provide feedback to students. Thus, the use of technology in learning provides great benefits in expanding access to education, improving the quality of learning and creating a more interactive learning environment (Ulmadevi et al., 2023). Teachers are expected to be more skilled in developing their competences in the field of technology, as technology offers many options to make learning activities more interesting. It could be an easy way for teachers to integrate Islamic values using technology, such as online learning applications, educational software, and interactive platforms have opened up new opportunities in English teaching. For example, in learning activities students are asked to create content related to Islam such as tolerance, gratitude, grateful or current topics such as humanitarian issue, religious moderation, pluralism and so on. It is an effort that helps students in developing tolerance, understanding the differences of beliefs in different countries. Thus, English is not only a means of communication, but as a way of understanding the development of tolerance and understanding of different religions (Ghufron, 2022).

2. Cultural Understanding and Communication Ethics

English as a foreign language in Indonesia contains Western norms and cultures that differ from the Islamic values held by the majority of Indonesian society (Nafiah, 2020). In this context, learning English often covers elements of Western culture and norms that are contrary to Islamic values, even though these elements do not cover the entire material. Some of the Western cultures contained in English courses are relevant to Islamic values, e.g. discipline, hard work, and other good

attitudes (Kusumah, et al., 2024). Elyas, (in Masita, 2022) Islamic scholars and practitioners of education argue that the Islamic world and the Western world have deep similarities in the context of learning English for the Muslim community. On the other hand, there is difference between the two, in order to minimize these differences, it is suggested to do a locality in the learning of English by blending Islamic approaches. Through this approach English teaching can be aligned with Islamic values. Teaching the differences between Western and local cultures in learning English is an initiation of teachers in teaching tribal, and cultural differences as described in the Quran Surat Al Hujarat verse 13.

Communication and culture are very closely linked, because culture does not just determine who speaks, to whom, about what and where the conversation takes place. Culture determines the interpretation of the meaning of the message delivered by the speaker (Rabiah, 2020). Learning English aims to equip students to have good communication skills. Communication skills not only relate to the ability to communicate and receive information, but can also build confidence and establish relationships with the environment. In this case students need to be equipped how to choose the right words in communicating, setting eye contact, accents, and so on (Abdikarimova et al., 2021). Communicating ethically makes communication more directed, organized and effective so that the purpose of communication is achieved (Suryani, 2016).

3. Theoretical and Pedagogical Implication in English Language Teaching

Indonesia is one of the countries with the largest Muslim population, in this way integrating Islamic values in English teaching is essential to help students more easily understand English language material, and can make students more active in learning (Mulyati & Kultsum, 2023). The integration of Islamic values into the learning of English has both theoretical and pedagogical implications. Theoretically, the integration of Islamic values into the learning of English is based on holistic integration, which means that the integration of Islamic values is not carried out separately, but is thoroughly integrated into English language learning. Pedagogically, the integration of Islamic values can help students develop their social skills. Apart from the linguistic functions, the learning activities also focus on the development of social, emotional, and interpersonal dimensions. The integration of Islamic values into learning provides value to students' understanding of the openness and connection between various cultural aspects, including local culture, English, and Islam, in addition to the development of linguistic skills (Rohmah et al., 2022).

CONCLUSION

Islamic values are important to be integrated in all subjects at school, including English. It is done because there are still moral issues, such as bullying, violence, intolerance, corruption, and so on (Irawan, 2020). The integration of Islamic values is seen as a way of building student character as in core competence 1 and core competency 2 of English subjects. It's also one way to build the student's Islamic spirit. The integration of Islamic values into learning English in the digital

age is gaining challenges and opportunities. These challenges are not only from teachers, but from students and parents. Meanwhile, the prospective of the integration of Islamic values into English language learning can be seen from a number of key aspects, namely the use of technology in English teaching and learning, students' understanding of culture, and theoretical and pedagogical implications in learning English. This paper is expected to be useful for educators in the use of appropriate methods and media in integrating Islamic values in the learning of English in the digital age.

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