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## INTEGRATION OF ISLAMIC VALUES IN EDUCATION AND CLASSICAL GUIDANCE METHODS IN ENGLISH LANGUAGE TEACHING

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Kata Kunci:	ABSTRAK
Nilai-nilai Islam; classical guidance; pembelajaran bahasa Inggris.	Penelitian ini bertujuan untuk mengetahui bagaimana nilai-nilai Islam dan metode bimbingan klasik diintegrasikan dalam pengajaran bahasa Inggris. Penelitian dilakukan di SMP N 2 Jati Kudus. Peserta dalam penelitian ini berjumlah 40 mahasiswa. Tutor yang terlibat berasal dari BKI Kreatif FDKI IAIN sebanyak 10 orang. Penelitian ini merupakan penelitian lapangan dengan pendekatan kualitatif. Data penelitian dikumpulkan dengan metode observasi, wawancara, dan dokumentasi. Validitas data yang dikumpulkan diuji dengan metode triangulasi sumber. Data yang telah diuji validitas dan dinyatakan valid kemudian dianalisis dengan metode kualitatif deskriptif Miles dan Huberman yang terdiri dari tahapan reduksi data, penyajian data, dan kesimpulan yang ditarik. Temuan penelitian menunjukkan bahwa nilai-nilai ajaran Islam dan metode bimbingan klasik dapat diintegrasikan secara bersamaan dalam pengajaran bahasa Inggris. Siswa menunjukkan sikap positif dan terbuka dengan bimbingan belajar bahasa Inggris yang ditandai dengan antusiasme mereka. Nilai-nilai ajaran Islam yang diajarkan kepada siswa adalah kejujuran, disiplin, tanggung jawab, keberanian, saling menghormati dan menghormati, ketaatan, dan sebagainya. Siswa diajarkan kebiasaan untuk selalu bersyukur, berdoa sebelum dan sesudah belajar. Metode bimbingan klasik telah terbukti efektif dalam meningkatkan motivasi siswa untuk belajar dan nilai-nilai Islam akan membentuk karakter siswa sesuai ajaran Islam dengan percaya diri yang tinggi.

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**Keywords:**

Islamic value;  
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**ABSTRACTS**

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*This study aims to find out how Islamic values and classical guidance methods are integrated in English language teaching. The research was conducted at SMP N 2 Jati Kudus. The participants in the study were 40 students. The tutors involved came from BKI Kreatif FDKI IAIN as many as 10 people. This research is field research with a qualitative approach. The research data was collected by observation, interview, and documentation methods. The validity of the collected data was tested by the source triangulation method. Data that have been tested for validity and declared valid are then analyzed by the descriptive qualitative method of Miles and Huberman which consists of the stages of data reduction, data presentation, and conclusion drawn. The findings of the study show that the values of Islamic teachings and the classical guidance method can be integrated simultaneously in English language teaching. Students show a positive and open attitude with English tutoring which is characterized by their enthusiasm. The values of Islamic teachings taught to students are honesty, discipline, responsibility, courage, mutual respect and respect, obedience, and so on. Students are taught the habit of always giving thanks, praying before and after studying. The classical guidance method has proven to be effective in increasing students' motivation to learn and Islamic values will shape students' character according to Islamic teachings with high confidence.*

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## A. INTRODUCTION

English as a foreign language plays a central role in the international world and is most often used both in various interests. One of the incentives to master English skills and abilities is due to globalization (Risna Estuning Putri et al., 2023). Any individual with English skills and mastery will easily take advantage of the opportunity to access information and technology (Larasaty et al., 2022). For this reason, it is important for each individual to be introduced and given English language lessons as early as possible according to their age. Teaching English as early as possible can help to build their confidence (Muslimah et al., 2021). Mastery of English from an early age tends to give the impression that individuals are more mature to enter into association with various languages and cultures so that they can become qualified and accomplished human resources (Risna Estuning Putri et al., 2023).

As Allah says in Q.S. An-Nahl: 78 and Q.S. As-Sajdah: 7-9, man has been given the equipment to carry out the learning process with hearing and sight. Hearing acts as audio and vision acts as visuals in the teaching process. On the other hand, God has also created humans as His most perfect creation with all its components (cognitive, affective, and psychomotor) so that they can be used to maximize the learning process (Aziz, 2016).

Mastery of English language skills and abilities can be obtained through education, both formal and non-formal. Based on the Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 12 of 2024 concerning the Curriculum in Early Childhood Education, Basic Education, and Secondary Education, English subjects are included in the content of compulsory subjects at the secondary education level and its equivalent. This shows that the Government has prepared to form human resources with English proficiency through the role of education that can be used to face the challenges of globalization and open up wider opportunities through their global communication skills.

Based on the results of EF EPI 2024 research, Indonesia is ranked 80 out of 116 countries and provinces with a low level of English proficiency with a global average score of 477. This is one of the reasons for the need for English teaching assistance to improve the quality of human resources in Indonesia. Various ways can be done, one of which is by using innovative teaching methods and learning media so that students' interest in learning English increases. In this study, the English teaching method was carried out with the classical guidance method. The reason is because the classical guidance method provides opportunities for each student to interact with each other, develop social skills, improve understanding and build discipline and confidence of each individual student.

Classical guidance is a basic service that is designed on a scheduled basis so that counselors make direct contact with students in the classroom to be provided guidance services through class discussions or brainstorming (Lu'lu et al., 2023). Classical guidance services are provided by educators or counselors to a group of students in the classroom face-to-face which is generally done with lectures (Kusnawati et al., 2024). The scope of classical guidance can include studying, social, career, and personal. Classical guidance will create a reciprocal relationship between the counselor and the student (Widiatmoko et al., 2023). Classical guidance services are very important services to guide students to develop further, so it needs to be provided as well as possible by involving the role of students during the interaction process (Kamalia et al., 2020). Classical guidance is a service that is often used when there is an inequality between the number of counselors and counselees and is an efficient service to overcome this condition (Khoiriyah et al., 2021). The classical guidance method has been used by many researchers in the world of education, especially to increase students' motivation to learn as done by (Ghufron et al., 2022; Putri et al., 2022). The classical guidance approach allows the students involved to think rationally and be able to solve problems. As a result, the classical guidance method is able to achieve the counseling goals that the counselor wants to achieve.

In the educational aspect, it is important to integrate the values of religious teachings in the teaching process, including teaching English, because it can help students gain a more holistic understanding of English and develop a comprehensive understanding of students regarding the relationship between English and Islamic teachings (Pradana, 2023). As stated in Law Number 20 of 2003 concerning the National Education System, it is explained that the purpose of national education is to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. The goal is so that the intelligence and morals of each individual student can be formed simultaneously and not contradict each other. As in Fathul Bari, Ibn Hajara mentioned that "Al-adab means applying everything that is praised by people, both in the form of words and deeds. Some scholars also define that adab is the application of noble morals". Therefore, it is hoped that the values of religious teachings can be integrated in English teaching so that students are not only able to master English but are able to apply it according to Islamic teachings wisely.

This study aims to find out how Islamic values are integrated with the classical guidance method in English language teaching. The urgency of this research is that the integration of Islamic teaching values and classical guidance methods in English teaching can enrich learning with deep moral and ethical dimensions. The integration

of Islamic values in language learning will encourage students to master English as well as develop character according to Islamic teachings. In Muslim-majority countries, this research is relevant to help align language teaching with a faith-based curriculum to support students to face the challenges of globalization without dismissing their identity and culture. The implications of this research pedagogically can be a new approach in a more holistic language teaching method because it is able to develop language skills with character formation according to religious morality so that it can increase students' motivation to learn English. On the social side, this research seeks to encourage students to use English wisely and effectively in various social and academic contexts.

## **B. METHOD**

This research is a type of field research in which researchers are directly involved in the field. The research approach uses a type of qualitative research so that it can understand and describe certain social phenomena in a more in-depth and comprehensive manner. This research was conducted at SMP N 2 Jati, Kudus. The participants in this study were students in grades VIII and IX totaling 40 students. The tutors involved in tutoring came from BKI Creative FDKI IAIN Kudus as many as 10 people. Tutoring was carried out 5 meetings with a time of 120 minutes per meeting session. Students will be divided into 10 small groups containing 4 students in each group and 1 tutor as a companion during tutoring. After the first meeting session, the 2nd to 4th meeting session of the tutors will be replaced with tutors from other groups.

The research data was collected by observation, interview, and documentation methods. Direct observation was carried out to observe the English learning process with the classical guidance method and observe the behavior of each student during the guidance process. Interviews with questionnaires were conducted with informants of English teachers of SMP N 2 Jati Kudus and students involved in tutoring. Interviews with English teachers are intended to obtain information related to English teaching activities applied in the classroom. Meanwhile, interviews with students are intended to find out the initial ability to master English and the results of the application of the classical guidance method in English learning that has been carried out. The research instrument in this study is the researcher himself who acts directly to collect and analyze data. Supporting documentation techniques were obtained from the tutoring schedule, the implementation of tutoring and the participant's response during English learning. The validity of the data was tested by the source triangulation method to check the validity of the data collected. The data was analyzed using the Miles and Huberman descriptive qualitative method which consisted of the stages of data reduction, data presentation, and conclusion drawn.

In this study, the researcher together with tutors from BKI Creative FDKI IAIN Kudus acted as educators in teaching English. Therefore, researchers also play a role in fostering, maintaining, and maintaining students' noble morals while teaching students English material. In this study, the English material provided by the tutor is vocabulary, pronunciation, sentence structure, tenses, and expressions as in Table 1.

Table 1. Learning Materials and Outcomes

Session	Material	Listening	Writing	Reading	Speaking
1	Vocabulary and pronunciation	Listening to the song "If I Ain't Got You" – Alicia Keys	Able to write new vocabulary in songs and their meanings	Being able to read the lyrics of the song "If I Ain't Got You" correctly – Alicia Keys	Able to pronounce every word in a song correctly
2	Sentence structure and tenses	Pay attention to the dialogue animation video (simple present tenses, simple past, and simple future)	Students are able to write 1 sentence using simple present tenses, simple past, and simple future)	Read the text of the story and the students can correctly determine the tenses in the text	Can tell about daily routines well
3	Religious	Listening to Surah al-Fatihah and its translations taught by tutors	Writing Surah Al-fatihah and its translation well	Able to read and pronounce the letters and their translations well	Able to pronounce the translation of surah al-fatihah without text
4	Final project	Create a simple narrative and share roles with the theme "The Exemplary Story of the Prophets"			
	Final reflection, evaluation and observation				

### C. RESULT AND DISCUSSION

Teaching English to students must be carried out with concrete or real activities so that students can easily understand what is being conveyed. In this study, English teaching was carried out using the classical guidance method. The classical guidance method based on previous studies has proven to be effective in increasing students' learning motivation so that with the classical guidance method, researchers try to build a way for students who are directly involved in motivated learning to learn English fun and easily. In this study, it is not only focused on the use of the classical guidance method, but the researcher also seeks to integrate Islamic values in the teaching of English. This is intended so that students who take part in this tutoring program have basic English language skills, a character of faith and piety, and high confidence so that they can use their skills wisely. The integration of Islamic values in English teaching must be followed by innovative teaching methods in order to create a holistic learning environment and strengthen students' Islamic identity (Hasyim et al., 2024). An Islamic-based approach in English learning will be a bridge to introduce Islamic values to the international world (Syakbi et al., 2024).

The integration of Islamic values in English language learning is also a way to realize the goals of national education. Based on Q.S. Luqman: 12-19, it is explained that education should help foster awareness of the spiritual potential contained in religious teachings, as well as foster, guide, and shape individual insights, morals, and behaviors according to Islamic religious teachings. Education should inspire every individual to do good as a form of religious to Allah SWT. This goal can be achieved through various

forms of guidance including advice, prompting, and direction as well as counseling services that are useful for providing guidance both individually and in a group setting (Fitriyani, 2024).

The behavioral psychology perspective states that human behavior is largely shaped by external environmental factors. This approach assumes that individuals are inherently neutral, with their actions both beneficial and detrimental dependent on situational and contextual influences and thus advocate various environmental conditioning techniques as effective methods to modify or change human behavior (Novitasari & Nur, 2017). Man is the most perfect creature created by God, who is distinguished by his intellect that surpasses other creatures created by God. The concept of perfection in man is thus closely related to his rational capacity. In Islamic thought, man is encouraged to continue to engage in moral and virtuous behavior for the sake of his own well-being and spiritual development. Ideal human beings are characterized by the ability to fully obey and realize the teachings of Islam, as exemplified by the Prophet Muhammad. Despite having inherent limitations, human beings are thus called to continue to strive to develop themselves morally and spiritually with the ultimate goal of achieving success both in this world and the hereafter.

Islamic education emphasizes the development of noble morals such as compassion, honesty, integrity, and humility. These noble morals are considered important to foster ethical behavior and improve social cohesion. Educators play an important role in maintaining ethical awareness, moral judgment, and character formation of students through the demonstration of exemplary behavior and the establishment of a conducive learning environment (Ibrahim et al., 2024). Based on initial observations before English tutoring with the classical guidance method and the integration of Islamic values, it is known that there are 30% of the total students who participate in tutoring who have lower English skills than other students. This condition will be a challenge for educators in tutoring to find the most appropriate learning media so that their English skills improve after this tutoring. Not only that, educators must also give the impression that learning English is easy and fun to change students' perceptions of English that are considered difficult.

In order to effectively embed Islamic ethical principles in contemporary educational practice, it is essential to use a holistic approach that blends traditional Islamic concepts with innovative pedagogical methodologies. In English subjects, educators can include Islamic themes, narratives, and teachings accompanied by relevant content. This is done to deepen students' understanding of the moral dimensions in education so that they have the provision to actively apply ethical principles in various contexts (Ibrahim et al., 2024). In this study, the values of Islamic teachings are simple, namely always starting everything in a state of ablution, reading basmalah, saying alhamdulillah. Saying greetings and praying is also one of the aspects of integrating Islamic values in English teaching in research (Alfian et al., 2021). The habit of reciting prayers, reciting basmallah, hamdallah will make students understand that learning English is part of seeking the knowledge recommended in Islam without hindering them from becoming a good Muslim (Hidayati, 2016).

The habit of starting everything by saying basmalah and praying is a form of our practice to seek Allah's pleasure, including when we are going to study. As in Q.S. Ali Imran: 139, if our practices are not done with the intention of seeking Allah's pleasure, then the efforts we make will only yield worldly results. On the other hand, if our practice is done with the sincere intention of pleasing Allah and always begins with the saying "Bismillah", then the practice can yield benefits both in this world and in the hereafter. Furthermore, the development of self-esteem and the development of individual potential among Muslims should be directed specifically to increase faith and piety.

During the tutoring meeting, the students showed high enthusiasm. The little thing that is visible is that they are time disciplined by arriving early before tutoring begins. This indicates that students are very open to new language learning methods. This attitude is very positive and very helpful for educators to achieve the goals of the learning carried out. In the first meeting with vocabulary and pronunciation materials, they were interested in the learning media used. They all agreed that learning media such as songs, animated videos really caught their attention. They can pronounce the words "Ain't", "God", "World", "Nothing" which are quite confusing pronunciation. According to (Ayu Ningsih et al., 2024) The use of songs in English learning will involve many senses so that children will be freer to express and develop their linguistic skills. This has a great impact on children's motivation, motor and linguistic skills, speaking skills and collaboration. Meanwhile, according to (Megawati et al., 2023) The use of songs in English teaching can improve students' motivation, cultural understanding, and communicative skills so that songs can be used as effective tools to achieve effective language learning goals. Therefore, according to Q.S. An-Nahl: 78 and Q.S. As-Sajdah: 7-9, the use of songs in English teaching carried out by tutors is a form of appropriate use of human senses for learning.

At the end of the first session, given the "Homophone Challenge" quiz, students can say words that are similar but have different meanings, such as "Accept" and "Except", "Complement" and "Compliment", "To" and "Too" and so on. All the members of the group scrambled to answer the quiz given. This quiz teaches students prudence and rigor in speaking and acting, patience and perseverance in learning, honesty, openness, respect for differences, and critical thinking. According to (Hudriati et al., 2021) Games are a good medium to convey teaching in an interesting and simple way so that you can overcome boredom and difficulties during learning.

In the second meeting session with sentence structure and tenses material, students were taught how to compose a sentence with the right sentence structure and tenses. For example, given the example "They prayed at the mosque last friday" then analyzed the sentence structure (subject, predicate, object, and caption). As an exercise to increase students' confidence, they were given a simple task in the form of a short story about a "daily routine". The exercise is aimed at training students to be responsible, time disciplined, empathetic and caring for others. In the third meeting session, students were taught about religious. These values have also been integrated into the teaching of English in research (Madkur & Albantani, 2018). According to (Setiani et al., 2023) The responsibility of learning is an obligation for everyone. The

existence of this responsibility encourages character development to be able to solve problems and develop to achieve achievements. While discipline is part of character education taught in Islam (Ariza et al., 2024).

In simple terms, students are taught translations of Surah al-Fatihah. Educators use animated videos to make teaching easier. After that, students are guided to be able to pronounce and write translations of surah al-fatihah correctly. (Kurnanto, 2016) Using Al-Fatihah-based Classical Guidance for the purpose of increasing students' religiosity. Thus, the researcher adopted this approach in learning English with the classical method carried out.

In the 4th meeting session, students were given a final project with the theme "The exemplary story of the Prophets". The goal is for students to be able to apply the material that has been taught in the previous meeting session into a short, simple narrative. Indirectly, educators teach students to love the Prophets and Messengers, trust, justice, honesty, and obedience to Allah. This is one way for educators to foster confidence to appear in public. After that, the educator gives feedback to each student in the form of a gift. According to (Efrizal, 2022) Appreciating students' creativity in the form of gifts is a way to foster student motivation to learn.

In this final session, students were given a questionnaire that aimed to find out the impact, benefits, responses, and understanding of each student's English after tutoring was carried out. The results showed that all students agreed that the use of classical guidance methods and innovative learning media in each meeting session to learn English had a positive impact on them. In addition, students' perspectives have also changed in a positive direction about English language teaching. So, what changed it? delivery and media used during tutoring. Effective teaching materials must integrate relevant religious values and cultural attitudes in order to encourage the acquisition of meaningful language. Teaching materials should be carefully selected and evaluated by experts to ensure cultural appropriateness so as to encourage student engagement, intercultural understanding and the development of communication competencies in diverse educational contexts (Anshari & Widyantoro, 2020). According to research (Muzammil, 2019) students' positive perceptions of the English material provided can affect students' motivation to learn.

The researchers also found findings in the form of students who previously did not understand tenses and sentence structures, they began to understand even in simple sentence arrangements. According to (Nurhayati & Nirmalawati, 2021) Students need more opportunities to gain exposure to an authentic and real language despite potential constraints such as limited resources and environmental factors. Such in-depth experience is useful for developing comprehensive English literacy skills for academic success and professional advancement in an increasingly globalized economy.

The cultivation of Islamic values taught during English learning not only has a positive impact on students but also on educators. According to (Karimah & Tiwiyanti, 2023) The integration of Islamic values in the teaching of English will foster good character. Teaching assistance to integrate Islamic values in English will form an inclusive and ethical way of promoting inclusive and ethical education in diverse



contexts. Research findings (Pradana, 2023) states that the integration of Islamic values in English teaching has a significant positive impact on increasing students' learning motivation, holistic understanding, character and moral development and students' language skills. The integration of Islamic values in English teaching will form a strong and relevant Islamic identity according to Islamic teachings. A strong character of an individual will foster one's level of confidence (Arifin et al., 2023).

If associated with the findings of this study, all components involved in classical guidance carried out at SMP N 2 Jati Kudus have an awareness of responsibility and willingness to complete all learning tasks for personal and environmental purposes. This can be an opportunity to achieve the goal of optimal classical guidance. Students are responsible for completing the learning process from start to finish well. Meanwhile, tutors are responsible for providing English learning services to students. Respect for others and patience is shown when the tutor is explaining, demonstrating, and giving directions during the learning process, all students remain calm and speak when allowed by the tutor. They take turns asking questions when there is material that they do not understand. When given a quiz by a tutor they don't cheat and when there is a wrong answer, they are happy to be corrected both by their fellow friends and by the tutor. These attitudes and good habits are very simple, but show that Islamic values have been applied in daily life. This was also done in the research (Sholeh et al., 2022) through group projects whose goal is to form students to respect each other, respect and be tolerant of others.

In the classical guidance method, the teacher or tutor plays the main role or as the center of learning in the classroom. This requires the tutors involved to be more active and innovative during the learning process so that it runs optimally according to the plan that has been designed. The positive changes seen in the students of SMP N 2 Jati Kudus are the increase in students' understanding and ability to pronounce vocabulary, analyze sentence structure, and compose simple sentences in English with confidence. According to (Lestari et al., 2022) Classical guidance services can increase student confidence up to 49% from cycle I to cycle II and 48% from pre-cycle to cycle II which is measured by increasing the courage to speak in front, delivering tasks, doing tasks on time, not cheating, not depending on others and not feeling inferior to other friends. School educators or counselors are responsible for implementing classical guidance services to students by implementing effective learning strategies and classroom management techniques according to student needs. The success of classical guidance services must be in accordance with standards and criteria ranging from planning, implementation, to evaluation of classical guidance programs (Nurrofifah et al., 2022).

Based on this, it can be concluded that the implementation of tutoring with the classical guidance method is able to increase the motivation of SMP N 2 Jati Kudus students to learn English in a more fun way. The integration of Islamic values in English teaching through tutoring forms the character and morals of students who can wisely apply the English skills they master. The finding that students' English skills show improvement and students' character develops according to Islamic teachings, then Islamic values can be integrated simultaneously with the classical guidance method in

English teaching. As according to (Megawati et al., 2023) that the importance of integrating Islamic values in English teaching is to align education with religious values and character development.

## CONCLUSION

Islamic values in English learning with the classical guidance method can be integrated simultaneously. The classical guidance method is used to foster motivation so that every student has a strong interest and willingness to learn English in a fun and interesting way. Meanwhile, Islamic values are integrated in English teaching so that students are not only able to master English but also are able to apply their English skills wisely. The integration of Islamic values and classical guidance methods in learning English will shape the character and morals of students according to Islamic teachings. The stronger the individual character of students is formed, the higher their confidence in appearing in public so that their toughness to face challenges, proficiency in communication will also follow. However, in integrating Islamic values and classical guidance methods in English learning, innovative learning media is needed so that experienced and creative tutors are one of the determinants of the success of the guidance program implemented.

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