

**Islamic Values in ELT for Teachers of Primary Education**  
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**Abstract:**

The majority of education today are adapted from well-developed countries such as western world. The western world is a world that fostering the knowledge and science that not suitable with the Islamic live and values. The primary education is the starting education for the human live in their education. The students of Primary education are fresh minded so the knowledge they receive will root in their mind. English language teaching is one of the few subjects which is taught in Primary Education, this subject is crucial and need more attention for the teachers who are teaching in primary education because the originality of this language is from the western world. Therefore, the integration of Islamic values to teach this subject is highly recommended for the teachers of ELT in Primary Education

**Keywords:**

Islamic Values, ELT, Primary Education

**Abstrak:**

Mayoritas pendidikan saat ini diadaptasi dari negara-negara berkembang seperti dunia barat. Dunia barat adalah dunia yang mengembangkan pengetahuan dan ilmu pengetahuan yang tidak sesuai dengan kehidupan dan nilai-nilai Islam. Pendidikan dasar merupakan pendidikan awal bagi manusia untuk menjalani pendidikannya. Para siswa pendidikan dasar memiliki pikiran yang segar sehingga pengetahuan yang mereka terima akan mengakar di benak mereka. Pengajaran bahasa Inggris adalah salah satu dari sedikit mata pelajaran yang diajarkan di Pendidikan Dasar, mata pelajaran ini sangat penting dan perlu perhatian lebih bagi para guru yang mengajar di pendidikan dasar karena asal-muasal bahasa ini berasal dari dunia barat. Oleh karena itu, pengintegrasian nilai-nilai Islam untuk mengajarkan mata pelajaran ini sangat dianjurkan bagi para guru Pengajaran Bahasa Inggris di Pendidikan Dasar

**Kata Kunci:**

*Nilai-nilai Islam, Pengajaran Bahasa Inggris, Pendidikan Dasar*

### **Introduction**

Education is the main measure of a person nowadays; without education a person will be seen as not having the ability and even it will be difficult to live in today world. Learning models in educational institutions today are very diverse and varied, on average in the world many educational institutions are adopting the learning model from develop countries, develop countries tend to

have a develop and well-organized education.

Based on the Law of the Republic of Indonesia No. 20 of 2003, Article II Paragraph 3, the purpose of national education is to develop the potential of students to become human beings who have a balance between mastery of science and technology with appreciation of the values of faith and devotion to God Almighty. For this reason, the teaching and learning process in Indonesia must be integrated with the values of faith and piety (IMTAQ). It is in this context that this research was conducted.

English as an international language plays a very important role in the world. Almost all aspects of life in the world use English as a medium or means of communication<sup>1</sup>. English is used in the fields of education, politics, economics, social and culture. The Indonesian government as part of the world views English as very necessary. English must be understood or understood by all Indonesian people. This understanding is necessary for foreign relations or for dealing with free markets. Indonesians must be able to communicate using English. Seeing this, the Indonesian government feels the need to incorporate English into the learning curriculum in schools and madrasas<sup>2</sup>. The government's goal is to include English in the learning curriculum, so that the younger generation of Indonesia can communicate using English.

The word Learning is a combination of two learning and teaching activities. Methodological learning activities tend to be more dominant in students, while instructional teaching is carried out by teachers. So, the term learning is a summary of the words learning and teaching. learning is defined as a process of interaction between students and educators and learning resources in a learning environment<sup>3</sup>. According to this understanding, learning is assistance provided by educators so that there is a process of acquiring knowledge and knowledge, mastery, skills, and character, as well as the formation of attitudes and beliefs in students. In other words, learning is a process to help students learn well. In carrying out learning, in order to achieve more optimal results, several learning principles need to be considered. Learning principles are built on the principles drawn from psychological theory, especially learning theory and research results in the process of developing learning and implementing learning to obtain more optimal results. In addition, it will improve the quality of learning by providing the theoretical foundations to build a high-quality instructional system.

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<sup>1</sup> Michaela Oliver, "What Styles of Reasoning Are Important in Primary English?," *Curriculum Journal* (2021).

<sup>2</sup> Djoko Setyo Widodo et al., "What Is Important With English Language Skills Students? Survey in University at Bekasi City, Indonesia," *International Journal of Linguistics* 11, no. 3 (2019).

<sup>3</sup> Ariel Sarid, "A Theory of Education," *Cambridge Journal of Education* 48, no. 4 (2018).

Teaching English in younger generation means the teacher have to prepare the characteristic of this younger students in this case is primary education. This primary education students have its unique character, their fresh mind will take the advantages in this situation, the children fresh mind can be used to form a good base knowledge, if the teacher really pay attention to this thing, they will teach them a good characteristic as well as they teach their subject. The English subject in this case is need to integrated a good characteristic teaching of Islamic values, so their teaching of English will make the character of this students result well behaved.

### Research Method

The research method of this study is literature review. a literature review is an excellent way of synthesizing research findings to show evidence on a meta-level and to uncover areas in which more research is needed, which is a critical component of creating theoretical frameworks and building conceptual models<sup>4</sup>. In this research the researcher gathering many and various resources whether it is article, journal of research from the previous and latest studies about the current topic. After that the research synthesize the result of the finding and discuss the current topic latest issues and finally conclude the current research.

### Discussion and Findings

#### A. Islamic Values in ELT

The teaching of English is developing the ability to speak English in a contextual and acceptable manner according to the context and conditions and daily situations of students<sup>5</sup>. This is to produce a form of English learning that is more in touch with the language needs of students. Teaching English in Indonesia is more memorizing than understanding. This is felt to be less supportive in preparing someone to be able to use English in conversations with others and for academic matters.

Islamic values are the values of standard life of a moslem, the standard life of moslem is Qur'an and Hadist, so the values in Islam refers to the values of the moslem life based on the Qur'an and Hadist. Integrating these values in English language Teaching will make a lot of differences in culture, since English language is the language from the

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<sup>4</sup> Hannah Snyder, "Literature Review as a Research Methodology: An Overview and Guidelines," *Journal of Business Research* 104 (2019).

<sup>5</sup> Ligang Han, "A Review of the Major Varieties of English Language," *International Education Studies* 12, no. 2 (2019).

western world. Rohmah said in her research that integrating Islamic messages in the English teaching can prevent students from feeling confused<sup>6</sup>. This will make a dilemma for the Moslem teachers of English to teach their subject especially they who are teaching in Islamic Educational institution, because they will have to integrated the Islamic Values in their teaching.

## **B. Primary Education Today**

Primary school age is late childhood that lasts from the age of six to roughly the age of eleven or twelve. In accordance with the characteristics of elementary school age children who like to play, have great curiosity, are easily influenced by the environment, and like to form peer groups. Therefore, learning in elementary schools is endeavored to create a conducive and pleasant atmosphere. For this reason, teachers need to pay attention to several learning principles needed to create a conducive and pleasant atmosphere, namely: the principles of motivation, background, concentration, integration, problem solving, discovering, learning while working, learning while playing, individual differences, and social relations. Some of these learning principles can be described briefly<sup>7</sup>, as follows:

1. The principle of motivation is the teacher's effort to foster an urge to learn, both from within the child or from outside the child, so that children learn as optimally as possible according to their potential.
2. The background principle is the teacher's effort in the teaching and learning process to pay attention to the knowledge, skills and attitudes that children have so that boring repetition does not occur.
3. The principle of concentration is an attempt to focus the child's attention by way of proposing the problem to be solved more directed to achieve the goal to be achieved.
4. The principle of cohesiveness is the most important thing in learning. Therefore, the teacher in delivering the material should link a subject with other subjects, or sub-topics with other sub-topics so that children get a picture of integration in the process of acquiring learning outcomes.
5. The principle of problem solving is a learning situation that is faced with problems. This is intended so that children are

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<sup>6</sup> Zuliati Rohmah, "Incorporating Islamic Messages in the English Teaching in the Indonesian Context," *International J. Soc. Sci. & Education* 2, no. 2 (2012).

<sup>7</sup> Arthur William Pereira da Silva et al., "Education Principles and Practises Turned to Sustainability in Primary School," *Environment, Development and Sustainability* 22, no. 7 (2020).

sensitive and also encourage them to seek, choose, and determine problem solving according to their abilities.

6. The principle of finding is an activity to explore the potential of children to seek and develop their results in the form of facts and information. For this reason, the teaching and learning process that develops children's potential does not feel bored.
7. The principle of learning while working, which is an activity carried out based on experience to develop and gain new experiences. The learning experiences gained through work are not easily forgotten by children. Thus, the teaching and learning process that provides opportunities for children to work, do something will foster self-confidence, joy, and satisfaction because their abilities are channeled by seeing the results of their work.
8. The principle of learning while playing is an activity that can create a pleasant atmosphere for students in learning, because by playing children's knowledge, skills, attitudes, and fantasy power develop. Such an atmosphere will encourage children to be active in learning.
9. The principle of individual differences is the teacher's efforts in the teaching and learning process that pay attention to individual differences in the level of intelligence, nature, and habits or family background. Teachers should not treat children as if they were all the same.
10. The principle of social relations is socialization during a growing child which is heavily influenced by the social environment. Learning activities should be carried out in groups to train children to create an atmosphere of cooperation and mutual respect for one another.

Education is an organized, planned and continuous effort throughout life to foster students to become complete, mature, and cultured human beings. To achieve this development, the principle of education must be oriented to the development of all aspects of the potential of students, including cognitive, affective, and psychomotor aspects.

For students, learning is a process of interaction between various potentials of students (physical, non-physical, emotional, and intellectual), interaction of students with teachers, students with other students, as well as the environment with concepts and facts, interaction of various stimuli with various directed responses<sup>8</sup>. to bring about

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<sup>8</sup> Areti Chalkiadaki, "A Systematic Literature Review of 21st Century Skills and Competencies in Primary Education," *International Journal of Instruction* 11, no. 3 (2018).

change. To develop the potential of students, it is necessary to apply an innovative and constructive learning model. In preparing for learning, educators must understand the characteristics of the subject matter, the characteristics of students or learners, and understand the learning methodology so that the learning process will be more varied, innovative, and constructive in reconstructing knowledge insights and its implementation so that it will improve activity and creativity of students.

In connection with the above, there are several other things that need to be considered, with regard to efforts to realize a varied, innovative, and constructive learning process<sup>9</sup>, namely: a) classroom situations that can stimulate children to learn freely; b) the role of the teacher as a guide in learning; c) the teacher acts as a provider of facilities; d) the teacher acts as a motivator; and e) teachers act as assessors of children's learning processes and outcomes.

### **C. Teaching Islamic Values in ELT in Primary Education**

Character education for children is our obligation as parents who must be held accountable before God Almighty. Therefore, Islamic education is the main choice chosen by Muslim parents. The emergence of various private public educational institutions with Islamic nuances, such as Islamic elementary schools, Islamic junior high schools, Islamic high schools, and Islamic universities, which provide learning with an Islamic approach in response to the increasing demand for Muslim parents.

Currently, there are many non-religious subjects, for example mathematics, language, physics whose presentation is not touched by religious values. The various subjects are presented by the teacher to the students on the basis of logic alone. Relying solely on logic and not at all mentioning how it is the result of God's creation and great will, it is a practice that occurs in educational institutions in secular countries, where religion is considered an individual matter for which there is no state obligation to include it in the provision of education. Even though it is clear that our country is not a secular state that separates religious affairs from state interference. When the book of legislation is opened, it is found that the purpose of education is to become citizens who believe and fear God Almighty. The integration of divine values in the presentation of any subject is part of the mandate of the Act. Learning

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<sup>9</sup> Irene Guzmán-Alcón, "Investigating the Application of Communicative Language Teaching Principles in Primary-Education: A Comparison of CLIL and FL Classrooms," *English Language Teaching* 12, no. 2 (2019).

English is the main subject that must be taught, from elementary to university. The English that is taught to students is active and passive. It not only teaches grammar but also includes its various social uses in native-speaking communities.

Primary Education is typically the first stage of formal education, coming after preschool/kindergarten and before secondary school. The students in this stage are fresh minded. Teaching Islamic values will make a challenge for the teacher of English to teach their subject in this situation<sup>10</sup>. Thus, students are introduced to the social values of English speakers. As long as these values do not conflict with Islamic values, there is nothing wrong with that. However, cultural differences and thoughts that are not in accordance with what Islam has taught must be explained by English teachers so that their students do not imitate these values.

### Conclusion

The teaching of English in primary education today are challenges because the teacher needs to integrate Islamic values in it. English is language that comes from the western world, the world that's not produced the Islamic values in their culture. Teaching English language to the children in primary education are crucial. The children's mind is so fresh that we need to maximize this chance to teach a good character to them. The teaching that they receive will root in their mind and will make a good base knowledge with a good characteristic as well. The teachers need to really pay attention to the methods and model of teaching they used in their classroom in this primary education.

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<sup>10</sup> Shohibul Muttaqien Al-Manduriy, "THE NEED TO USE CONTRASTIVE ANALYSIS FOR ELT IN ISLAMIC HIGHER EDUCATION INSTITUTIONS," *OKARA: Jurnal Bahasa dan Sastra* 12, no. 1 (May 31, 2018): 87, <http://ejournal.stainpamekasan.ac.id/index.php/okara/article/view/1764>.

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