

CHAPTER I

INTRODUCTION

A. Background of study

Islamic education is now the primary focus of the educational system during schooling practices. The combination of education system and Islamic value has changed the Islamic perspective. The notion of Islamic education leads the mind and human perspective based on Islamic values and revelations.

According to Rohmah (2012), language would be dependent of cultural background and is not value-free. Aldosari (2013) states that cultures express themselves through specific languages. Recognizing that each language group has culturally distinct characteristics. Cultures differ in ideas, behavior, and values while sharing some similarities.

Teachers have a unique opportunity to shape their students' character by instilling values. Teachers bear a significant responsibility for their pupils' moral growth due to their position of authority. When planning lessons and class sessions, teachers should consider not just the knowledge and skills that students will learn, but also the values they want to teach. Integrating English instruction requires a structured and organized approach. This can be accomplished through well-designed lessons that align with the purpose.

Pesantren, Pondok Pesantren, or Pondok, is an Islamic boarding school. Islamic boarding school students, also known as santri, attend this school and live in the school's dormitory. Usually, a kyai leads Islamic boarding schools. Education in Islamic boarding schools aims to deepen

knowledge of the Quran and the Prophet's Sunnah through the study of Arabic and Arabic grammatical rules. The term Pondok comes from Arabic (funduug), whereas Pesantren comes from the word pesantri-an (Tarihoran, 2010).

There are also Islamic-based schools known as madrasah. Madrasahs are educational institutions where the educational process takes place. In another sense, a madrasah is a place where people can learn Islamic sciences and other skills that were developed at the time. Around the turn of the twentieth century, it was recognized as an Islamic educational institution in Indonesia. The Islamic religious education curriculum structure varies from madrasah to madrasah (Baya'gub, 2013).

According to Hasan, cited in Saifuddin (2015), people perceive the curriculum as a plan of learning activities for students at school or as a set of objectives to be met. Curriculum can also refer to a document that includes objectives, teaching materials, schedules, and evaluations. Aside from that, the curriculum can be described as a written document created through a collaborative effort between curriculum developers, educational policymakers, and the community to cover a specific scope, such as a school, district, province, or entire country.

Nada (2022) states that the curriculum of an Islamic boarding school is intrinsically connected to the fundamentals and objectives of Islamic philosophy. Some aspects of the curriculum material can be tailored to the demands of the times and the human environment, but synchronization with

the nature of human events as caliphs and faithful servants of Allah must not be neglected.

According to research findings by Zalisman (2020), the level of integration of English language teaching with Islamic values carried out at the Daarun Nahdhah Thawalib Bangkinag Islamic Boarding School can be classified as partial integration because the syllabus is not designed for the integration, the main topics in the main learning material and the media used are not selected based on Islamic values, and the Islamic values that are integrated only function as enrichment material, not as the content of the lesson.

On the other hand, some Islamic boarding schools do not use English because they prefer to teach their students Arabic. English is only offered as an extracurricular activity, not as a required subject, and some Islamic boarding schools do not even include English in their curriculum. This is because they believe that they do not need to use English at all and that it has nothing to do with their learning objectives, which are memorizing the Qur'an and learning other religious knowledge (Anggraini and Andini, 2022).

According to Umam (2014), English is the language of business, law, higher education, the media, and government. Especially for English which is the language of chance to acquire an adequate job. English has been established a core prerequisite throughout education. Today, English is often regarded as a worldwide language. As a result, English became a lingua franca for a variety of purposes and industries. Furthermore, one of the key aims of

combining Islamic values and teaching English is to encourage students to act as Islamic approach and live directed effectively.

According to the Quran, there is to be found the using media on education, in surah Al-Baqarah verse 31:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ
هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ

According to Quraish Shihab's interpretation in Pito (2018), Allah showed the angels the objects after creating Adam and teaching him their names and characteristics so that he could live and benefit from nature. "Mention to Me the names and characteristics of these objects, if you think that you are more entitled to the caliphate, and that no one is better than you because your obedience and worship are true," Allah said to the angels.

According to Annisa (2017), teaching a language also teaches its native speaker's culture, which establishes a context for cognitive and affective behaviour and serves as a model for personal and social existence. Teaching English requires integrating language, culture, and local wisdom, including religious values.

Teaching English as a Foreign Language (TEFL) requires teachers to incorporate local expertise, including religious values, in addition to societal culture and teachers use media as supporting education in the class like board game, activities using board games is one kind of media. There are many of opportunities to incorporate different topics into activities using board games.

Board games are a type of game played on a specially created board that is used to connect English learning with Islamic beliefs. The design may be customized to the students' English lessons. As a result, the researcher would integrate English learning media with Islamic ideals so that students could readily grasp and get Islamic value from their learning.

Board games are frequently used in language classes to help students learn to communicate. One of the fundamental purposes of language training is to prepare pupils to communicate in the target language. Board games in the language classroom are an excellent, low-anxiety, and pleasant approach for students to acquire and practice communication skills, as well as build communication techniques that can be applied in the real world.

Previous researches indicate that there are Islamic based schools that are incorporating Islamic values into English learning. As in the article "Incorporating Values of Moderate Islam for the 21st Century Learners in an English as a Foreign Language Class" by Ali (2018) says that it is important to integrate Islamic values in order to emphasize Islamic teaching to improve students' dynamic attitudes and avoid radicalization.

In another article titled "Islamic Values Integration in English Lesson at Madrasah Tsanawiyah: Teachers' Beliefs and Practices" by Rohmah et al. (2019) discussing about the importance of Islamic values integration into the content of English Classes which considered to be difficult by the teacher.

Another article by title "The Use of Board Game in Teaching Speaking to Young Learners" by Syakur (2020) focusing the benefits of using board

games activity in English classes. The result from the article indicates that using board games activity is an effective approach for English teachers.

In this summary, this study addresses a critical research gap by not only using board game activities as an English learning media but also integrating Islamic values into the board games. If proven effective, this strategy may help the teacher to teach both English and Islamic values, especially for Islamic based school.

Based on the foregoing explanation, the researcher is interested in conducting a research Integrating English Learning Media with Islamic Values in Board Game Activities. Therefore, the researcher did a study titled: Integrating English Learning Media with Islamic Values in Board Game Activities, the researcher is interested in learning about the media board games used by teachers to help students' English learning and Islamic values.

B. Research Questions

1. How can Islamic values be integrated into board games as an English learning media?
2. What are the potential benefits and challenges associated with integrating Islamic values into board games as an English learning media?

C. Objectives of the Study

1. To describe how to integrate Islamic values to board games activities.
2. To identify the potential benefits and challenges associate with integrating Islamic values into board games as an English learning media.

D. Significance of Study

The results of this study can be used by teachers or others as a guideline in preparing media for learning, especially those in form of games activity.

1. As a source of literature or reference for further researchers with a broader scope of research.
2. For educators, as reference for activities for learning both language and also providing Islamic values by integrating it into the activities, especially for Islamic based educational institutions.
3. For researchers, it can open new insights regarding to develop various activities by integrating Islamic values as a new experience.

E. Definition of Key Terms

1. Learning Media

Learning media refers to the materials, tools, or resources used to facilitate learning and instruction. These can include traditional materials like textbooks, as well as digital resources such as educational games, videos, and interactive platforms.

2. Islamic Values

Islamic values are a series of guide of how to live according to Islamic teachings which are the students have learned formally and informally.

3. Board Games

A board game is a game played on a specially designed board, often involving counters or pieces that are moved or placed on the board

according to a set of rules. These games are like Monopoly and Snake and Ladders.