

**THE INTEGRATION OF IBS ENGLISH MATERIALS INTO THE
NATIONAL ENGLISH CURRICULUM**

THESIS

In Partial Fulfillment of the Requirement for Master's
Degree in English Language Education



By

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**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
THE DIRECTORATE OF GRADUATE PROGRAM
UNIVERSITAS MUHAMMADIYAH MALANG
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Monday, 15th July 2024

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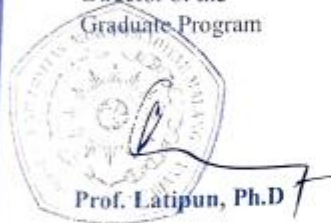
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1. The thesis entitled: **THE INTEGRATION OF IBS ENGLISH MATERIALS INTO THE NATIONAL ENGLISH CURRICULUM** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other's idea or citation except those which have been quoted and mentioned in the bibliography.
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The Writer,



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In the name of Allah, the beneficent and the merciful. All praises belong to the Almighty Allah Azza Wa Jalla, the most Gracious and Merciful. He is the lord of the world, the king of the king, the creator of everything in this universe. Because of this guidance, blessing, and love, I could finally finish this thesis and my study at the University Muhammadiyah Malang, Master in English Language Education. Peace and salutation be upon our prophet Muhammad SAW, along with his family and companions who have brought enlightenment into human life and guided the ummah to the right path.

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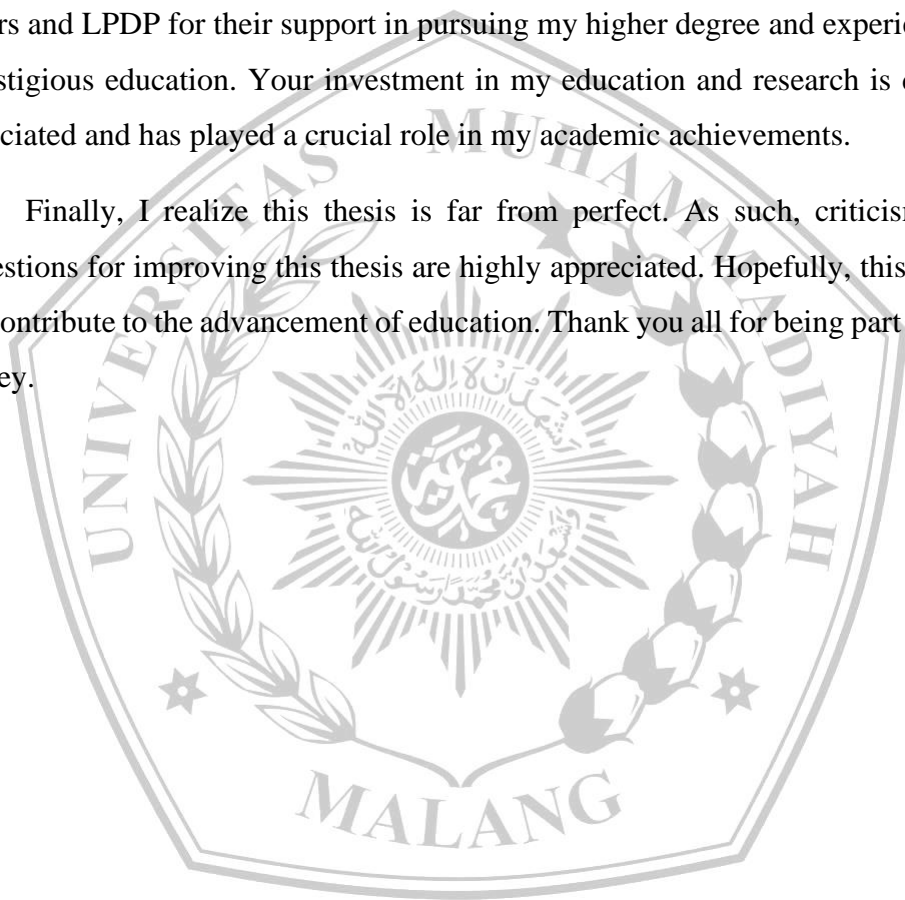


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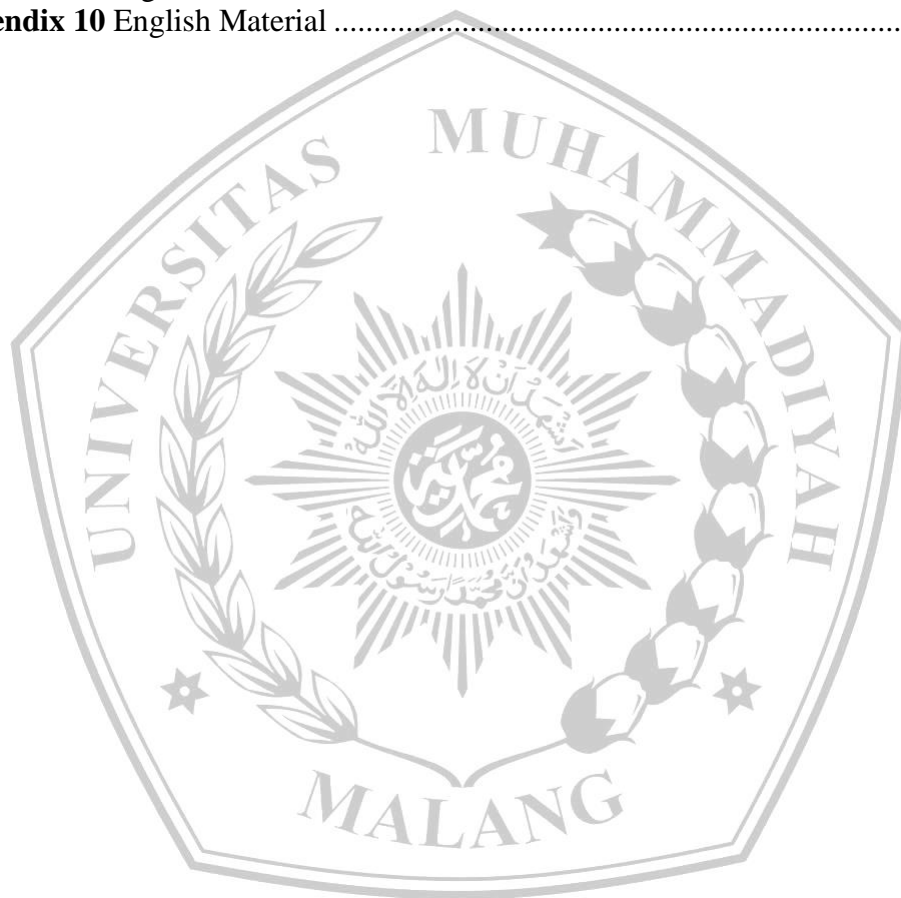
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ABSTRACT

English Language Teaching in Islamic Boarding Schools (IBS) remains an issue in literature because of a lack of integration of Islamic values into the National Curriculum. This study aims to investigate teachers' ways, barriers, and coping strategies used by the teachers to overcome the challenges in integrating IBS English materials into the National curriculum. The qualitative case study was employed through observation, interview, and documentation as data-collecting techniques. The participants were three English teachers and the principal of Ar. Rohmah IBS Putri Malang. Results revealed three ways teachers integrated IBS English materials and the National Curriculum: *Hikmah*, *Al-Qur'an*, and Story or *Siroh*. Meanwhile, several barriers emerged from teachers and students including English learning resources, time constraints, and students' English proficiency. Finally, to overcome the challenges, the teachers applied some strategies. Those strategies are discussion, managing their time more effectively and efficiently, and giving special treatment and approach to students with English difficulties. These findings revealed the need for improvement of the IBS English teachers teaching quality.

Keywords: *Case Study, Curriculum Integration, ELT, IBS*

INTEGRASI MATERI PEMBELAJARAN BAHASA INGGRIS DI PONDOK PESANTREN DENGAN KURIKULUM NASIONAL

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ABSTRAK

Pengajaran Bahasa Inggris di Pondok Pesantren (IBS) masih menjadi isu dalam literatur karena kurangnya integrasi nilai-nilai Islam ke dalam Kurikulum Nasional. Penelitian ini bertujuan untuk menggali informasi mengenai cara, hambatan atau tantangan, dan strategi yang digunakan oleh guru untuk mengintegrasikan materi Bahasa Inggris di pondok pesantren dengan kurikulum nasional. Penelitian ini menggunakan metode kualitatif melalui pendekatan study kasus menggunakan observasi, wawancara, dan dokumentasi sebagai teknik dalam pengumpulan data. Partisipan penelitian ini terdiri dari tiga guru Bahasa Inggris dan kepala sekolah Pondok Pesantren Ar. Rohmah Putri Malang. Hasil penelitian mengungkapkan bahwa ada tiga cara yang digunakan oleh guru untuk mengintegrasikan materi Bahasa Inggris di pondok pesantren dengan Kurikulum Nasional: Hikmah, Al-Qur'an, dan Cerita atau Siroh. Sementara itu, beberapa hambatan muncul dari guru dan siswa, termasuk sumber belajar Bahasa Inggris, keterbatasan waktu, dan kemampuan bahasa Inggris siswa. Akhirnya, untuk mengatasi tantangan tersebut, para guru menerapkan beberapa strategi. Strategi-strategi tersebut adalah diskusi, mengelola waktu mereka lebih efektif dan efisien, serta memberikan perlakuan khusus dan pendekatan kepada siswa yang mengalami kesulitan dalam Bahasa Inggris. Temuan ini mengungkapkan perlunya peningkatan kualitas pengajaran guru Bahasa Inggris di IBS.

Keywords: *ELT, IBS, Kurikulum Integrasi, Studi Kasus*

I. INTRODUCTION

1.1 Background of Study

Teaching English at school is compulsory since it becomes a part of core competency in the national education curriculum. The materials for teaching English at school also have already been developed by the government through the curriculum (Jasminur, 2019). Hence, teachers must comprehend and follow the current curriculum before devising and evolving the materials in the teaching-learning process. There are a lot of ways that can be applied in teaching English, one of which is an integrated curriculum (Kneen et al., 2020). An integrated curriculum is the most widely used method to develop education curricula (Kerkhoff & Cloud, 2020). Curriculum integration is one of the educational approaches that lays the groundwork for students lifelong learning (Fu & Sibert, 2017). The approach stresses the relationship between concepts and materials. Curriculum integration is adopted to increase student engagement in the teaching and learning process, allowing them to synchronize information with prior knowledge and experiences (Niemelä, 2021). Hence, some concepts and skills can be united and synchronized throughout curriculum integration to students' and institutions' needs.

There has been a plethora of studies on curriculum integration (Unaizahroya et al., 2022; Drake and Reid, 2018; Anggraini et al., 2022; Alghamdi, 2017). Through their research about integrated curriculum, Drake and Reid (2018) proved that the teaching integration method is an effective way to teach 21st-century students to accommodate their capabilities. The results show that combining competencies through the integration of materials or curriculum can enrich and provide students with sophisticated learning experiences and atmosphere. In addition, Akib et al. (2020) support the previous research on how curriculum integration provides an opportunity for students to develop the ability to face 21st-century life challenges by understanding the complex problems that exist in the surrounding environment with a complete view. Furthermore, implementing curriculum integration in English language teaching must become a big concern for the educator because its versatility allows teachers and students to work with dynamic and relevant interdisciplinary themes.

The practice of incorporating general education with Islamic Boarding Schools (IBSs) curriculum has become a trend and increased in a few years. Many studies have

researched curriculum integration in IBSs (Alfian et al., 2021; Habiburrahim et al., 2022; Rohmah et al., 2019; Suardi et al., 2017). However, the reality of English teaching in IBSs about curriculum integration remains an issue because there is still a lack of integration of Islamic values in National English materials. Rohmah et al. (2019) conducted descriptive qualitative research related to teacher best practices in incorporating Islamic values in English lessons at Madrasah Tsanawiyah (MTS), East Java. By using descriptive qualitative design, 6 English teachers were involved using interviews and observation. The study reveals that the integration of English and Islamic values fosters students' soft skills to develop. When the integration stage is situated to students, students experience deep learning. Nevertheless, the shortage is the integration of curriculum was still placed as a supplementary not as a primary one because the integration of Islamic values and English content was not strongly practiced.

Second, Suardi et al. (2017) conducted a study on the practice of English teaching in IBSs in Bone. This research is an ethnography by employing interviews as the data collection technique. The result was that the English teaching in IBS in Bone was operated well by the teachers and stakeholders in the institutions. The two curricula, the curriculum of 2013 and the curriculum of special *pesantren* religious subjects were employed. Besides, in conducting the English teaching and learning process, the teachers used various approaches and methods with the most frequently used being the Contextual Teaching and Learning (CTL) approach. However, the concern about the connection between the two curricula was not implemented well seen by the materials that emerged from the teacher in teaching English. The teacher was too focused on the materials in curriculum 2013. In this research, the findings were not discussed in a detailed order, so the concept and understanding of the best practices in English teaching did not provide support for educational change.

Last, a study by Habiburrahim et al. (2022) investigated the integration of English subject materials into the IBS curriculum context, focusing on teachers' and principals' perceptions of incorporating English material into the IBS curriculum in Banda Aceh. The participants were taken inclusively from four IBSs in Banda Aceh. The study unveiled that teachers and principals agreed that the integration of English teaching into Muslim learning is useful in contributing to the development of students' general and Islamic knowledge. The study further unveils that among these curricula integration challenges are the

inadequacy of Islamic-related knowledge that the teachers master and the subject overload. These two main issues are the main challenges to integrating English materials into the IBS curriculum. Unfortunately, his study is limited in the data source because the data was only taken from the teacher's interview. Thus, they suggest future research to research the same topic with more complex data and information not only relying on the teachers' perception but also the practices of operationalizing the curriculum integration to provide more comprehensive insight for the English teachers or school stakeholders.

Based on the previous studies, the differences in this study lie in the method, focus, and data collection technique. First, related to the method design employed by the previous studies (Alfian et al., 2021; Habiburrahim et al., 2022; Rohmah et al., 2019; Suardi et al., 2017) and the current study. Most of the studies on curriculum integration in the previous studies are conducted using the descriptive qualitative design. In contrast, this study employs a case study approach to dig out the information in depth-investigation. Second, the difference lies in the research focus. The previous studies only focused on the investigation of teacher's beliefs and practices at Junior High Schools in East Java and the other one did not state the specific place of their research setting. In contrast, this study will focus on investigating the teachers' best practices and barriers and also its rigor to extend the focus on the teachers coping strategies that are not found in the previous research. Moreover, what differentiates this study from the previous studies is its rigor to extend the data and information not only from the teachers but also from the students' opinions through a case study approach. In addition, this research. Last, the difference also arises in terms of the data collection technique. Only interviews were used in the previous research, yet this study uses data triangulation techniques using interviews, observation, and documentation.

Hence, this research aims to investigate teachers' best practices and barriers as well as coping strategies used by the teachers to deal with the barriers in integrating National English materials into the IBS curriculum. By addressing the research questions, the researcher believes this research will have positive impacts on the curriculum designers and all school elements, especially English teachers and students. Besides, this research is expected can bring an improvement not only in the context of English Language Teaching but also in the broader context of education. The result of this research can be used as guidance or new insight for further curriculum design and development.

1.2 Research Question

1. How do teachers integrate the IBS English Materials into the National English Curriculum?
2. What are the teachers' barriers to integrating the IBS English Materials into the National English Curriculum?
3. What are the teachers' coping strategies to solve the barriers in integrating the IBS English Materials into the National English Curriculum?



II. LITERATURE REVIEW

2.1 IBS in Indonesia

IBS was established as the local community's religious reaction to assimilate into the local Islamic culture (Khamid et al., 2022). The objective of IBS is to create individuals with a strong understanding of Islamic knowledge by emphasizing morals and ethics. In the past, IBS was only found in Java. However, as this name has been adopted by the central government, IBS is now widely established in other regions of Indonesia (Laksana, 2021). This traditional education has a strategic role in the national development of the nation through knowledge dissemination and moral integrity (Ilyasin, 2020). Thus, there has been a remarkable surge in IBS development in Indonesia that also contributed significantly to the independence revolution and gradually had strong roots in Indonesian society. They are socially acceptable as a means of assisting students' internationalization and personal growth (Jubba et al., 2022). It is supported by Assa'idi (2021) who claims that *pesantren* is a medium of personal growth. Thus, IBS nowadays has taken a new turn in the globalization context related to social demand.

We must keep in mind that Islamic traditions and values are inextricably linked to Indonesian society to comprehend the significance of IBS in that country. IBS can directly affect mindsets and social behavior in life change Inayati (2022) IBS can wield social control and influence community development because it instills values and traditions that are viewed as forms of authority and submission (Hardianti, 2020). Therefore, Indonesia's legacy and acceptance of IBSs have increased socially and educationally.

2.2 Teaching English in IBSs

The teaching of English in IBSs will be quite different from teaching English in general schools. In the context of Islamic education, Habiburrahim et al. (2022) proposed that Islamic education and philosophy follow Al-Qur'an and Sunnah, reflecting the Muslim spirit and principles in the essence of education. IBSs grew and were established within Islamic society. According to Suyadi et al (2022), students are supposed to master general and religious knowledge. As a consequence, teaching English in IBSs will not be easy for certain EFL teachers. They should be able to conceptualize appropriate teaching to achieve the aims. The materials should always insist the Islamic ethics and values.

English instruction is a crucial component of the IBS curriculum. However, the investigation on the implementation of teaching English in IBSs shows conflicting results. For instance, Taib (2021) who studied students' voices on the English language teaching in IBSs in Gorontalo described a clear picture of how the English teaching and learning process in Islamic institutions is implemented. Based on the findings, the students produced unsatisfactory results in learning English. Their achievement in English communicative competence was low. For this reason, the boarding school may need to develop programs and teaching methods to motivate students to study and master English and to help them maximize their English language acquisition. In addition, Tahir et al. (2019) discovered that when students participated in English conversation, there was a disparity in speaking performance between motivated and less motivated students. Similarly, research by Khodaifi (2021) found that time management and finding suitable bilingual models were among the difficulties that students and teachers had when trying to incorporate the use of a foreign language like English in an IBS.

These studies have clearly shown that English instruction in IBSs did not operate and implemented maximally. Teachers still focus on the national content material, while the students show less motivation in learning as an effect of inappropriate teaching approaches. Therefore, this qualitative study intentionally offers a solution to Islamic English Language teaching by providing teachers with new insight since they must be aware of what material should be incorporated and how the lesson will advantage the students (Rabba Farah & Anggareni, 2022). It should become a big concern for all stakeholders at the school especially teachers to provide effective teaching by bringing together materials and students' needs in the learning process. Hence, the teaching of English should be designed as appropriately as possible, especially in IBSs.

2.3 Designing Teaching English Material in IBSs

IBS have different cultures and educational systems than pupils in public schools. IBS requires particular resources, materials, teaching strategies, or media (Anshari & Widyantoro, 2020). The method and subject matter are the most important aspects of successful teaching and learning. Students' success in learning a second or foreign language depends largely on the teachers carefully selecting the right materials for their students. Materials play a crucial role in student's performance, so teachers must prepare the materials to support students' accomplishments.

Students given quality resources and engaging activities can be inspired to study the language and develop their skills. To choose and design creative and effective materials, educators or material developers should take into account several factors, dimensions, context-sensitiveness, the relevance of learning, and engaging text for skills development (Sudiran & Vieira, 2017; Suparjo et al., 2021). Following the English material in IBSs, it should be designed as appropriately as possible and linked to the student's needs in Islamic Schools. The course materials must be adjusted to the demands, traditions, philosophies, and cultures of Islamic schools. The content should be appropriate for Islamic contexts and contents, such as Middle Eastern Islamic culture. The materials also could embrace Islamic surroundings, for example, by integrating Islamic messages in the images, activities, Muslim names Muslim buildings, or subjects, as recommended by Mahmud & Linda (2021). In light of this evidence, it is crystal clear that designing English material in IBSs should consider several factors based on Muslim demands.

2.4 English Learning Curriculum

2.4.1 Curriculum integration

A curriculum can be defined as a set of subjects, materials, documents, or units of education that involve strategies and methods to achieve educational purposes (Torto, 2017). The curriculum in English language teaching is designed to improve the students' English communicative competencies (Ulla et al., 2022). The curriculum of language must be implemented as appropriately as possible by making a connection to the real life of learners (Astri, 2022). The concept of integrated curricula refers to the transformation of learning into a real-life atmosphere and experience through a practical way of teaching that transfers effortlessly into future implementation. Integration of the curriculum has many different meanings and definitions. The more typical examples define an integrated curriculum as a thematic, multidisciplinary, correlated, linked, and holistic area of study (Unaizahroya et al., 2022; McPhail, 2018). For instance, according to Greenberg et al. (2023), integrating means connecting two or more subjects, themes, or material based on a particular topic to dig out and strengthen students' prior knowledge based on the interaction between experiences and environment to create more valuable learning. Moreover, Liao et al. (2023) define integration as a combination or contextualization between a subject, material, and curriculum with another specific topic or curriculum. Vicky (2020) emphasizes that curriculum integration in language education has been placed on the ability to promote collaborative learning as well as assist

students in developing their problem-solving skills. Hence, it can be summarized that integration means the process of mixing or combining two or more subject matters, curriculum, or any particular topics on behalf of to provide a better teaching and learning process.

There have been plenty of studies discovering the effectiveness of integration or curriculum adaptation to enhance learning quality (Barzani et al., 2021; Isnaini & Rohmah, 2019; Simanjuntak, 2020). Nevertheless, the teaching of English in Indonesia remains unsatisfactory. Combining curriculum or subject material in English teaching is still less maximally applied (Irwan et al., 2019; Rohmah et al., 2019). Their studies reveal that even when some teachers have added Islamic values into teaching, the integration of English material was not strongly practiced. Moreover, a huge number of challenges that still surround English teachers also can decrease the practice of integrated curriculum or teaching methods in the class (Akmal et al., 2020; Bonyo et al., 2018). Therefore, the curriculum integration in English language teaching itself still needs to be improved in Indonesia because of the need for English education development and students as a means of communication.

2.4.2 Curriculum Integration in IBS

Nevertheless, the practice of integrating IBS English material into National English curriculum is not easy for English teachers Rohmana (2020). English materials and Islamic values are two different views that also conflict with students' norms of life (Rambe & Salminawati, 2019). It also raises numerous challenges according to Marzulina et al., (2021). Those barriers are in terms of internal and external aspects. Internal factor refers to the identity, motivation, and pedagogy. External factors are class size, teachers' proficiency, learning resources, and textbooks (Cahyati & Madya, 2019).

First, teachers lack Islamic teaching knowledge. Teaching English in IBSs is different from teaching English in public schools. Teaching English in boarding schools requires teachers' knowledge of Islamic issues and values. English teachers should have adequate knowledge of religious values. For this reason, Habiburrahim et al. (2022) their study explains that the main challenge that English teachers face when integrating English material into Islamic values is that they somehow do not have a good understanding of the Islamic teaching topics that they can combine or integrate with the material listed in the syllabus. They have to study harder to understand Islamic issues and material. Besides, they also must ensure that the topic is aligned with the listed material in the National Curriculum. Second, related to motivational factors. It is quite difficult to motivate the *pesantren's* students to learn the

language as they think that English is needed only for examination not for communication. Another challenge is the external side such as subject overload. Overloading the subject learned in IBSs may hamper students' and teachers' focus on teaching and learning (Marzulina et al., 2021). Students have to learn for extra hours starting from morning to night. They have to study all general subjects in the National Curriculum and the institution's Curriculum. The problem here is that there were a lot of subjects that had to be learned by the students within a limited time. On the other hand, teachers must ensure all materials in the syllabus are taught completely. It means that teachers at once have to teach English and Islamic subjects. As a consequence, sometimes teachers cannot achieve the target teaching of English. Teachers and students found it difficult to understand information simultaneously.

To overcome those problems, Sari (2023) offers several strategies. To overcome the barriers related to the curriculum by developing the syllabus using British and American which consist of formal and informal language that specified on *pesantren* and daily speech. In addition, to cope with the barrier in classroom management, it needs the cooperation between the local government and institution stakeholders to provide teachers with training. Nasir, (2023) had highlighted the vital effect of collaborative work among peers for effective teaching. Moreover, improving teachers' proficiency can be done by themselves as they should remain motivated to improve their abilities and skills.

2.4.3 Material Development

The effectiveness of the learning process is influenced by multiple interconnected factors such as educators, students, infrastructure, and other elements (Suparjo et al., 2021). Consequently, the interaction among these components reflects a successful learning process. Among these factors, teaching materials play a crucial role alongside educators, students, and facilities. High-quality teaching materials should inspire students to engage more actively in learning and help them realize their potential.

English material development in boarding schools involves creating and organizing educational resources tailored to these institutions' unique environments and goals. The theoretical framework for this process includes several key concepts and principles such as the need analysis, curriculum design, and the selection of the materials and adaptation (Syam & Furwana, 2022). The need analysis involves understanding students' specific needs, goals, and language proficiency levels, and considering the cultural, social, and academic contexts of the

boarding school environment. The design of English materials in IBS can be started with the desired outcomes and designed curriculum to achieve goals. In addition, incorporating Islamic subject matter content (such as science, history, or literature) into language instruction becomes crucial. The Islamic Education and Character building from the National curriculum highlight the importance of character development, or *akhlakul karimah*, alongside imparting knowledge about Islam. The scientific dimension underpins the reinforcement of moral attitudes and behaviors, thereby fostering a righteous individual or noble personality both personally and within society.

2.4.4 Integration of IBS English Materials into the National English Curriculum

Many ways can be used to integrate IBS English materials into the National curriculum. Rohmana (2020) & McPhail (2018) who conducted a descriptive qualitative study using a library research approach found that there were a lot of ways to integrate the material into Islamic values. He said that teachers can design English material with Islamic messages. Teachers should pay attention not only to teaching material but also to teaching methods. Furthermore, a study by Arisandi & Irawan (2022) proposes that the integration of English material with Islamic values can be done by infusing Islamic messages into the teaching curriculum, material, and learning activities. Another study by Hanifiyah et al. (2023) states that the integration of English and Islamic content can be done by inserting Islamic values into English lesson plans. Moreover, Sholeh et al. (2022) reveal through their study that the integration of religious moderation can be included in lesson plans, teaching and learning activities, learning material, and evaluation. The findings of these previous studies are supported by Habiburrahim et al. (2022), they suggest that the integration of Islamic messages in English teaching can be implemented in several ways, such as using EFL books following Islamic messages, using authentic material, using ELTIS, establishing the connection between Islamic culture and local culture, and switching the listed material in the syllabus into Islamic curriculum.

Suryaningsih et al. (2020) propose more specific ways to integrate English Material and Islamic values, those are :

1. Select the main sourcebook or materials by analyzing the course learning outcome (CLO) and learning outcomes program (PLO)
2. Structuring the learning phase by designing the concept maps without eliminating both course objective and program objective

3. Characterizing the structured phase into smaller fragments for comprehension of the learning objectives
4. Reduction phase

To integrate Islamic values into National English materials in the classroom, the first step does teacher should take is to search and collect the most related English materials that are considered appropriate to teach IBS students. After selecting the English materials, teachers then start to structure their lesson phases in the class and design the teaching concept map. Concept maps are made to let teachers know what concepts will be taught both integrated and non-integrated by adhering to both learning objectives in the National Curriculum and the IBS curriculum. Next, is the characterization stage where the concepts that have been structured are characterized for comprehension. This characterization can involve mixing Islamic expressions and relevant English expressions with the main lesson, using code-mixing and code-switching between English and Islamic expressions, connecting the lesson with verses of Al-Qur'an that relate to the theme and topic being discussed, and using Islamic names for characters, places, and activities. Last is the reduction stage. It is used if it finds difficult concepts so that the teaching materials designed can be better understood.

2.5 Documented Literature on Students' and Teachers' Perception

A huge number of studies have explored students' and teachers' perspectives or perceptions about teaching and learning activities (Arisandi & Irawan, 2022; Park & Kim, 2023; Zhunussova, 2023). Students' and teachers' perceptions of education are imperative in contributing to the change in education quality. According to a review of the empirical study by Zhunussova (2023), he states that good EFL teachers can be varied from several angles, one of which is having the ability to create positive teacher-student relationships. The teacher-student relationship describes a composed learning atmosphere and suitable teaching method for the learners. Owning good perception in teaching assists teachers in realizing the importance of contextual and cultural settings in EFL classrooms. Obtaining a positive perception simply implies a good teacher in the class. For this reason, both favorable perceptions between teacher and student cannot be ignored in English language teaching.

The documentation of teachers' and students' perceptions about curriculum integration in English language teaching is provided to prove that curriculum integration is an effective method to implement. The study conducted by Setyaningrum (2022) has explained the advantages of curriculum integration, especially in teaching English to Muslim learners. Her

qualitative study aimed at investigating 30 Pre-service English Teachers' (PSETs) views dealing with the incorporation of English for Muslim students. The result showed that almost all participants confirmed a positive perspective related to curriculum integration. Some said that curriculum integration is an effective method for teachers teaching English at IBSS. Curriculum integration enables learners to understand English through religious learning media which increases students' interest in English. Besides, based on the interview results of English teachers, they agreed that teaching English using curriculum integration allows teachers to teach English more efficiently and maximally. Teachers can provide two materials at once: general knowledge and Islamic values.

Similar findings were also reported by Yavuz & Arslan (2018) from their quantitative study using quasi-experimental to investigate the effect of integrated learning or curriculum on students' English achievement in an English course at an Anatolian high school. They unveiled that the integration method had a significant effect on the student vocabulary mastery, reading skills, grammar, and listening skills compared to the traditional method of Teacher Talking Time (TTT). These findings have also been supported by Atifnigar & Zaheer (2020) who discovered that integrated learning had positively affected the EFL learners in Afghanistan. There was an improvement in EFL learners' speaking skills, improved students' English comprehension, and most importantly increased learners' involvement and encouragement in English language learning. In addition, Dzo'ul Milal et al. (2020) their qualitative study of Islamic character integration in English teaching showed that curriculum integration had offered favorable impacts for learners and teachers. The adaptation of integration in English teaching can decrease the number of teachers centered in the class and help the learners polish their language skills. The implementation of curriculum or material integration in English teaching not only contributes to the small scale of enhancement but to a large scale.

III. METHODOLOGY

3.1 Research Design

This research employed a qualitative method using a case study approach to address the research issues in-depth scale (Creswell & Creswell, 2018). The case study was chosen to determine the research questions on how the English teacher integrates IBS English material into the National English Curriculum. In addition, it was also used to explore English teachers' barriers and coping strategies to deal with the barriers.

3.2 Research Setting and Subject

The present research was conducted at Ar. Rohmah IBS Putri, Malang. This school was chosen because the school is a prolific and famous school in Malang that adapts based on Islamic and modern education (Umiarso & Mawardianti, 2019). Therefore, the integration of the National English curriculum with the Institution's curriculum becomes crucial to ensure the quality of the institution. The participants of this research are 3 English teachers and the principal of Arrohmah IBS Putri, Malang. The participants were selected based on some criteria in which the researcher intentionally selects participants who are considered knowledgeable about the topic being studied (Gill, 2020) such as having an English diploma, and at least 3 years of teaching experience. All selected participants have a college degree to teach English as a foreign language and their teaching experience varies from 6 to 11 years of teaching.

3.3 Data Collection Technique

In line with the function of the case study design which is to dig out information through in-depth investigation, the data collection in the case study must be gathered using multiple data sources (Creswell & Creswell, 2018). Therefore, the data collection in this research used interviews, observation, and documentation.

3.3.1 Observation

The primary data collection method was observation. This choice follows the definition that observation is a way to gather data in a natural setting and provide a wide array of information (Barrett & Twycross, 2018). To ensure that the English teaching at Ar-Rohmah IBS Putri implements curriculum integration in the teaching and learning process, the researcher applied observation techniques using field notes as a research instrument.

For the data collection, the researcher came into the class of 10th, 11th, and 12th grade and observed how the teaching and learning process of English conducted in the class with the focus is on how the teacher integrates the material into the IBS curriculum. The field note used in the observation was adapted from Dwi & Pramesti, (2018) and was conducted for about a month from the 1st to the 21st of January. After obtaining the data through observation in class, the next step that the researcher did an elevation to clarify between teachers' statements in the interview and what was found in the observation.

3.3.2 Interview

As a secondary data collection method, interviews were carried out with three English teachers and the school principal as a form of triangulation. This follows the notion that affirms that an interview is a qualitative data collection technique in which the researcher asks participants using structured, unstructured, and semi-structured questions and records the answers (Cresswell, 2014) The interview was structured to explore the participants' insight and implementation of curriculum integration. The instrument used interview guidelines adapted from (Hafidhah, 2021) consisting of 15 to 20 questions as guidance for the researcher when conducting the interview session. Among the sample of questions are *"How do you integrate the National English materials and Islamic values in English lessons?"* and *"Have you ever encountered any challenges or barriers when integrating National English materials into the IBS?"* (see Appendix 4).

To obtain accurate information about the way teachers integrate the material into the institution's curriculum, the interview process conducted an open-close interview in Bahasa Indonesia. This made the interview process run well, helped participants understand the questions, and gave more space for them to explore answers. Before the interview session, the researcher had a few minutes of semi-discussion to create a more relaxed atmosphere. This is in line with the theory by (Knott et al., 2022) who state that an interview session should be relaxed and could adapt flexibility to the context and content as well as the interaction between the participant and interviewer.

3.3.3 Documentation

Documentation technique was also employed as a secondary data collection method, which contributes to the data triangulation. This follows the theory by Yin (2016) stating that a case study requires multiple data collection including relevant documents or documentation.

In this present study, the researcher collected all relevant documents that can be used to support the primary data such as English Materials, and pictures of the teaching and learning process. This documentation technique was taken to ensure that the teachers truly integrate English material and the IBS curriculum.

3.4 Data collection procedures

Several procedures were carried out to collect data related to the research questions. This study aimed to determine the ways teacher integrates the IBS English materials into the National English Curriculum. Moreover, it intended to figure out the teachers' barriers and coping strategies in dealing with the barriers. The procedures of the data collection are explained as follows.

First, the researcher designed the open-ended interview guidelines which were adopted from Hafidhah (2021) to investigate the English teachers' ways of incorporating the IBS English materials into the National English Curriculum and also about the challenges and solutions they undertook. Not only interview guidelines for the teachers but also for the principal as the source of secondary data. After designing the guidelines, the researcher then asked for validation from the advisors to validate and ensure whether the instruments were appropriate to be used or not.

When the data instruments were validated by experts, on 22 December 2023 the researcher continued to seek a research approval letter from the stakeholders of the Universitas Muhammadiyah Malang to conduct the research. Next, on Monday, 25 December the researcher directly visited the research object and met with the IBS principal to hand over the research approval letter.

After obtaining the principal's permission to conduct research in Ar Rohmah IBS Putri on 25 December 2023, the researcher asked for information about the English teacher at that IBS and started to select the participants using several criteria that were decided at the beginning. Based on the information obtained from the principal, four English teachers teach English in the IBS. However, only three of them are eligible to be the research participants as one did not meet the research criteria that should have at least three years of teaching experience. Then, the researcher communicated with those three participants and requested their participation in this research. Fortunately, the participants agreed to participate in the research. Soon the researcher asked for the teachers' teaching schedules to collect the research data through observation and interview.

In the following seven days after obtaining the permission, on Monday, 1st January 2024 the researcher started to collect the data through observation. The observation was conducted during classroom activities. It was facilitated with video recording using photo recording devices. The researcher came and observed how the teacher committed to the process of English teaching in the class. The researcher used the fieldnote observation to record and describe how the teacher integrated the English materials with the IBS Curriculum more specifically about Islamic values. The observation was conducted before interviews because it will ease the researcher to know whether the answer in the interview is in line with the evidence of the teacher process that happened in the class or not. Finally, all participants had already been observed in the class.

Next, interviews were conducted using an interview guide as the instrument to obtain more complete data. The interview session was conducted at the time and locations agreed upon by the participants ensuring the participants feel comfortable during the interview. There were around 6 to 8 main questions that had been adjusted to the research topic for each participant. The average duration taken by each participant was 18 to 20 minutes. Moreover, the interview process was conducted in Bahasa Indonesia to gain more accurate information about curriculum integration including the teachers' challenges and solutions in the process of integration. Besides, the use of Bahasa Indonesia in the interview also made the participants understand the questions properly and enabled them to give necessary information related to the research questions. Furthermore, the researcher recorded all the answers during the interview using audio recorded so that the researcher could analyze the result data. Previously, the researcher had asked the participant's permission regarding the recording of the interview results. However, some of them did not agree to be recorded.

Regarding the documentation, the researcher took some pictures of the teaching and learning process in the class with the teacher's permission. Additionally, the researcher did not forget to ask about the lesson plans to strengthen the research data found in the observation and interview.

The last procedure undertaken by the researcher in collecting the data was to analyze the data. After the interview had finished, the researcher soon analyzed the data and documents using the data analysis theory used in this research to figure out the research answers based on the research questions.

3.5 Data Analysis

The researcher used the technique of data analysis based on Miles B. et al. (2014). The data were analyzed using some procedures such as data reduction, data display, and conclusion, which are explicated as follows.

3.5.1 Data reduction.

During the data collection, the researcher took notes at every step of the observation and interview to analyze the data properly. Data gathered from the observation, interview, and documentation were compiled. After, the researcher broke down the data compilation into smaller fragments and pieces. The researcher coded the data manually by labeling the statements of each participant to find out specific themes and categories that were appropriate to answer the research questions. Based on the data observation and interview that was conducted from 1st January until 21st January 2024, several data related to the way teachers integrate the English Materials and IBS curriculum were presented to answer the first research question.

Table 1: Coding of the teachers' way of Integrating the IBS English Material into the National English Curriculum

Initial	Position	Obv	Intv	Time	App / Ln
P1	Teacher 1	Conduct integration verbally, stress the lesson learn	"...correlate the material with the life obligation as Muslim believer"	Monday, 1 st January 2024	1 & 4 / 5
P2	Teacher 2	Showing surah An-Naba 1-3, a small discussion about the conflict between Israel and Palestinians	"...is infusing Ayah Al-Qur'an..." "...combine the material from the book, internet, & ayah Al-Qur'an..."	Wednesday, 10 th January 2024	2 & 5 / 2
P3	Teacher 3	Make a story of Islamic culture & Muslim scientific	"...bring the Islamic knowledge into the material..."	Monday, 17 th January 2024	3 & 6 / 3
Principal	Principal	-	"...is not always about the Qur'an, but also about Hikmah and stories which are told about Allah's novelty"	Friday, 21 st January 2024	7 / 3

Table 2: Coding of the challenges in Integrating the IBS English Material into the National English Curriculum

Position	Intv	Time	App	Ln
P1	<ul style="list-style-type: none"> time boundaries Finding appropriate learning resources 	Monday, 1 st January 2024	4	2
P2	<ul style="list-style-type: none"> Insufficient time Learning resources Teacher's Islamic knowledge 	Wednesday, 10 th January 2024	5	1

	<ul style="list-style-type: none"> • Inappropriate material (Song) 			
P3	<ul style="list-style-type: none"> • Creating an attractive material requires a longer time to prepare • English references 	Monday, 17 th January 2024	6	3
Principal	<ul style="list-style-type: none"> • Teacher's understanding of religion • Students' different inputs and language skill 	Friday, 21 st January 2024	7	3

This step was conducted twice as a part of the trial and error. When the researcher found the specific terms of each data, the researcher then removed all unnecessary data and transcribed it into English.

3.5.2 Data display.

In this stage, data were organized and structured so that it would be easier to understand. Specifically, the researcher organized the data that has been summarized in descriptive organization to provide more structured data. After being structured, the researcher continued to analyze the data by finding the similarities and diversities between the primary and triangulation data. Then, the researchers interpreted the data following how the findings match with previous related literature and theories that are used in this research.

3.5.3 Conclusion

Finally, the researcher concluded the data based on the objectives of the research to find the answer about the way and challenges in the curriculum integration that was conducted by the teachers of IBS Ar. Rohmah Putri, Malang.

IV FINDINGS AND DISCUSSION

4.1 Findings

In this section, the researcher presents findings following the statement of the research questions about the way teachers integrate IBS English materials into the National English curriculum, the teachers' barriers to integrating IBS English materials into the National Curriculum, and the teachers' coping strategies to solve the barriers in integrating the IBS English materials into National curriculum.

4.1.1 The teachers' ways of integrating the IBS English Material into the National Curriculum

Three English teachers were observed when teaching English in the class. The result of the observation of the first participant showed that the teacher integrated the IBS English materials and the National curriculum verbally. Through the Hikmah approach, she connected the material given with Islamic morals and values. After explaining the material and the students already understood, she provided students with factual examples and reminded students about their obligation as Muslims.

From the table above, the integration can be seen when the teachers taught English about "Analytical Exposition Text". She brought up the topic of Tornado to the students and showed some videos about it. After showing the video and explaining about the Tornado, she asked the students to analyze the text provided by the teachers that explained the same topic as in the videos, then explained the materials clearly. Considering that her students had already understood the text, then at the end of her teaching phase, she tried to connect the material with the factual example of students' lives related to how students as human beings should always realize their obligation to maintain their good deeds to Allah SWT. She told the students that natural disasters like tornadoes could occur as a sign of warning from Allah to His servants of their bad actions that made Him angry, thereby Allah created natural disasters such as earthquakes, tornadoes, and so on.



Figure 4.1. Classroom Activities

After observing English teaching in the class, the researcher continued to interview the participants to ensure that they integrated IBS English material and the National English curriculum. In the interview, the participant said:

“The most important thing to do when teaching at the school is to look for the sources of material. First, I used to look at the related material in the book provided by the school and tried to find another resource that could level up students Tauhid. Then, as usual, we began to construct our lesson plan that integrated with our beliefs and religion as Hidayatullah. Somehow, in the last of the teaching, students were invited to correlate the material learned with their surroundings”. (Teacher 1)

The data found from the interview showed the same result as what had been gotten in the observation. The interview result revealed that the teaching of English in the class of IBS Ar. Rohmah was designed to link to religious knowledge. Teachers not only relied on the main course book from the IBS but also other resources that evolved Islamic values and morals. In this case, the teacher had integrated the main English material into particular moral values which was correlated with the main English material itself.

Second, the data observation gained from the second participant who taught the twelve grade students, showed that she integrated the National curriculum by using the Qur’anic approach. She incorporated the English materials with some verses from the Al Qur’an that related to the topic discussed in the class. The detailed integration is elaborated on below:

On Monday, 8th of January 2024, the teacher came to the class. She asked the students to open the teaching and learning process by reciting *dua* together. Then began to explain the materials that had been prepared for the class. The material was under the theme of “News Item”. Here the teacher explained the “News Item” material to the students by elaborating the generic structure such as the newsworthy, elaboration, and the source of information. After

accommodating students understanding of the material, then the teacher divided the students into some groups and gave one magazine to each group. In the middle of her teaching, the teacher showed and invited the students to read one of the surahs in Al-Quran (An-Naba: 1-5) which was told about the Announcement (Big news of the awful tidings). Next, the teacher and students discussed together the news told in the Quran and briefly explained the latest news about the conflict between Israel and Palestinians to strengthen students' understanding of the material and keep students learning through Al-Quran. The teacher then concluded her explanation by persuading the students to stand for the Palestinians as a sign that they support the Islamic religion.



Figure 4.2. Classroom Activities

The result of the observation of the second participant was supported by the result of the participant's interview which also explained the teacher's way of integrating the IBS English Material into the National Curriculum. She said that she used to integrate English material by involving Islamic values throughout Al-Qur'an and Hikmah as she said below:

“What I have done during my working period as an English teacher in this Boarding School is that by infusing ayahs Al. Quran when teaching English in the class. Yet, we do not teach English using the Tafsir approach instead by Hikmah. For instance, in English material related to environmental damage in teaching Procedural text, I will look for and tell them some ayahs that correlate with environmental damage, as explained in Surah Ar. Rum verses 1 to 2 which are mean “Corruption has appeared throughout the land and sea by (reason of) what the hands of people have earned... (1)”. After explaining the material along with the example in the Qur'an, I usually invite them to conclude the lesson learned or Hikmah gained from the environmental phenomenon”. (Teacher 2)

Moreover, she then elaborated more specifically on the ways she integrated the English material with some Islamic values in the class:

“In designing the materials, I like to combine the material from the book, internet, and ayahs Al-Qur’an as well as the Tauhid knowledge. I began by reading some books that are related to the material, and then summarizing them into PowerPoint. Then, I will rethink the appropriate topic that might fulfill students’ needs in IBSs. I do not forget to involve the Al’ Qur’an in the PowerPoint. After presenting the material, I asked the students to think critically about what the Al-Qur’an meant. Somehow, I also play a video with the Islamic nuance in the class. Then, continuing the activity with something applicative. So that the teaching and learning process will not stuck in the material only”. (Teacher 2)

The result of the interview above showed that the teacher incorporated Islamic values in her English teaching using Al-Qur’an. The teacher often correlated the English materials discussed with the religious insight. The result of the observation and interview answered the first research question as the teacher does not merely focus on the national English material, she teaches the English material by infusing some Islamic teaching using Al-Qur’an as Muslims’ holy book.

Moreover, research observation from the third participant also reflected that the teachers in their teaching applied curriculum integration to keep the students aware of Islam, especially Tauhid. The researcher found that participants who taught English to 10th-grade students had applied the curriculum integration in the class. The teacher integrated the National English material about Recount into the story of Islamic values and culture. She encouraged students to retell their experience of the Islamic moments of Eid Al-Fitr Mubarak, the biography of Muslim figures, and some Islamic events that could enrich students' knowledge about Islam. This integration is described below:

First, the teacher and students prayed together and continued with the teacher’s questions which were proposed to stimulate students' understanding of the upcoming material like *“ Have you ever heard about Isra’ Mi’raj in our religion?, What do you think of the Month of Ramadhan?, and How was your experience in the last Eid Al-Fitr Mubarak?”*. Then the teacher began introducing and explaining the material about “Recount Text”. Next, the teacher displayed some pictures about The Battle Of Uhud, Isra’ Mi’raj, Eid Al-Fitr Mubarak, Eid Al-Adha Mubarak, The Month of Ramadhan, and Makkah. Students were asked to choose one of the pictures that would become their topic to be recounted. Then, the students started to make a story about the topic that had been chosen briefly. After all students finished their recount, the teacher concluded the material and told some moral values contained in the pictures that were expected could help the students understand deeper about the imperative events in Islam.



Figure 4.3. Classroom Activities

In line with the data observation of the third participant, the findings on the interview also shared similar findings as the teacher had integrated the English Materials with the Islamic morals values as she stated:

“As I have experienced teaching English in this Boarding School for almost 10 years, I think it is important for us as teachers to keep in mind that our Institution is an integrated Boarding School based in Tauhid. So, in each meeting of my class, I try to bring the Islamic knowledge correlated with the English materials. For instance, in the material about Biography Recount Text, I design the teaching content by bringing the topic of Muslim scientific figures or Islamic events such as Ramadhan, Pilgrimage, Eid Mubarak, etc. In addition, for other materials except for English Song material, never I forget to input content that can enrich students’ Islamic values such as students’ daily habits in the Boarding, Siroh, and other Islamic knowledge”. (Teacher 3)

The interview transcription above explained that the teacher always incorporated religious insight into the English materials. She synchronized between the National English materials and several Islamic materials such as Muslim scientific figures and several Islamic content knowledge.

Not only did the researcher interview the teacher, but also the Boarding School’s principal to prove the teachers’ answers. Amazingly, the result of the principal’s interview also proves all the teachers’ statements. In her interview section, she said:

“Every single subject including English has mobilized to Tauhid-based learning. The teachers not only teach the English material in the National Curriculum but also retain Islamic values like Tauhid in each meeting in the class. Therefore, is not always about the Qur’an, but also about Hikmah and stories which are told about Allah’s novelty. For example, when I supervised one of the English teacher’s teaching activities in the class. The text that was given to the students was the text which talked about the creation of human beings. Therefore, I can summarize that the teachers are clever and creative enough because they do not merely take the material directly from the book, but they design the language by themselves and never forget to infuse the Islamic stories, Siroh, etc”. (Principal)

The principal's statement above clearly showed that in IBS Ar. Rohmah Putri, the integration between the national materials in all subjects including English had mobilized to the Islamic content knowledge. The infusion of Islamic knowledge and nuances through Al-Qur'an, *Siroh*, and *Hikmah* became the medium for the teaching of English in this IBS. Therefore, it is crystal clear that the integration is strongly implied.

In line with the interview result, it was proven that the English teacher in Ar. Rohmah IBS used curriculum integration in operating their teaching and learning process in the class.

4.1.2. The Teachers' Challenges in Integrating IBS English Materials into The National Curriculum

From the data collected, many teacher challenges were found in integrating the IBS English Materials into the National Curriculum such as the time boundaries, lack of learning sources, teachers' Islamic knowledge, and student English proficiency and inappropriate materials. These findings are based on the transcription below:

"However, the problem here is that so many classes should be handled in a week. So our time to prepare is limited when the target is to make students understand Islamic education in English learning material. There are many English subjects, and it is difficult to make them understand all of the subjects, and they are overwhelmed. They can't master and more to the practice time, the number of the lesson. A lot of material that must be memorized simultaneously, that impact is less profitable". (Teacher 1)

Another teacher also shared the same challenge. She said:

*"All English materials in the National Curriculum could be integrated into our school's curriculum. However, we found it as a challenge because of the time. We did not have sufficient time to design our materials and found appropriate *Siroh* or *ayahs* that correlated with the material". (Teacher 2)*

Furthermore, another teacher argued that:

*"We as the English teachers in this school were supposed to be more creative and engage our students in the class. Moreover, our principal was stressed about the infusion of *Tauhid* in or beyond the class. This became a challenge for us to provide interactive material with Islamic nuances. Hence, we need more time to prepare the material, so that it would become interesting for the students. Nevertheless, our time was not enough for it as we were also mandated to handle many classes in a week". (Teacher 3)*

Derived from the transcription above, the first challenge that the English teachers faced when integrating the English materials into the Institution's curriculum was time boundaries. They need more time to prepare the appropriate material that contains Islamic values. They said that they did not have sufficient time to design the materials and found appropriate *Siroh* or *ayahs* that correlated with the national materials. One of them also argued that it was not

easy to make an interesting English and Islamic integration as each teacher was obligated to handle several classes in a week.

The second challenge faced by the teachers was related to the learning resources. Almost all English teachers faced similar challenges to integrate the material with the National English Material. They stated that during their teaching experience, never did they found an English book that designed and integrated Islamic values or cultures with English. Whereas they should fulfill the IBS expectations.

“The challenge that I faced was to tend to the learning resources. We all know that the National Curriculum or English curriculum is very unrelated to religion. As of now, I seldom found an English book that is integrated with religion or designed for an IBS. It might be because the English knowledge is general”. (Teacher 2)

Moreover, other teacher conveyed that:

“ One of our challenges was the English references that were suitable with the School characteristics”. (Teacher 3)

A similar challenge was also gained from another teacher who said that the teacher should ensure the curriculum runs based on the school curriculum. However, finding appropriate learning resources was quite difficult for them.

“The challenges for a teacher in practicing the integrated curriculum. I think about how to find the learning resources and ensure this curriculum runs as expected because it must be right on target. Must be following the student's abilities and need to be required, and this curriculum must bring convenience for all parties, such as teachers, students in delivering materials”. (Teacher 1)

The next challenge was related to the teachers' Islamic knowledge. One of the teachers answered that:

“Sometimes we were afraid of being mistaken in deciding the appropriate English materials as we are not the experts in tafsir too. We also did not know whom to share with. Finally, some materials run directly without any integration with Islamic values. Yet, in general, we tried to add some Islamic knowledge”. (Teacher 2)

This teacher's challenge was supported by the school principal who said:

“...Then it also might be because of the teacher's understanding of the religion and need to be improved, so that also becomes a challenge for the teacher in integrating Islamic values in teaching National English materials”. (Principal)

Concerning the next challenge, the data was gained from the teacher as well. She said that in the listed English materials in the National Curriculum, there was inappropriate material that was not supposed to be used and taught in IBSs concerning the Ar. Rohmah's students are hafidzoh.

“There were many basic competencies in curriculum starting from 10th grade, 11th grade, and 12th grade that involved the material about Song. Unfortunately in this school, the material is forbidden. Some people might be deemed Song neutral. However, in our school curriculum, songs could not be taught to the students as they memorized Al-Qur’an as well”. (Teacher 2)

Not only from the teachers but the challenge also conveyed by the school’s principal. She said that the challenge in integrating the IBS English material into the National Curriculum which is designed with Tauhidan exists because of student input and level of knowledge in English. Therefore, the teachers should also consider the students' level of knowledge in designing the appropriate vocabulary or topics to be discussed in the class.

“There a various students’ input in this school as the school’s philosophy is to accept all the students who are insisted by their parents with us. It is because the students come here to learn both general and Islamic knowledge. Therefore, because of their various inputs, their English skill did. Owing to this condition, the English teacher found it difficult to associate students understanding in learning English”. (Principal)

4.1.3. The Teachers’ Coping Strategies in Solving the Barriers to Integrate IBS English Materials Into the National Curriculum

To cope with the challenges, derived from both teacher and principal data findings that had been collected, it was found that many solutions were tackled by the teachers to deal with the challenges encountered when integrating the English materials into the IBS curriculum. The first solution was tackled to overcome the challenge related to the time boundaries in preparing the materials. They argued that the teacher discussed with teachers as the teachers did not have sufficient time and knowledge to prepare the English materials for IBS students.

“I preferred to do discussions with friends that I considered had a deeper understanding than me in religion to make the same perception about the materials and religion. Also learned from different resources to strengthen my understanding”. (Teacher 1)

In addition, another solution conveyed that the teacher began to manage their time effectively and efficiently. Furthermore, they collaborated with another English teacher in collecting of finding the appropriate English references.

“I have to manage my time wisely and actively discuss and collaborate with other English teachers about all the things we need in teaching English such as the way to find appropriate references quickly and teaching English in the class efficiently”. (Teacher 3)

The second solution in dealing with the learning resources is that the teacher tried to be as creative as possible in finding and designing the English materials as a reflection of the advancement of technology.

“The teacher cannot just rely on the English textbook. However, the teacher can explore the material through the internet considering that in today’s era, internet access is easier”. (Teacher 1)

Another English teacher said the same thing.

“I can explore learning material on the internet. I should be creative in conducting a class that can build the student’s character as well. So, push myself to be a creative teacher to find and design English materials as efficiently and appropriately as possible following the institution’s curriculum”. (Teacher 2)

Last but not least, the school’s principal added another solution related to the challenge of students’ various input and English ability. She argued that to cope with this challenge, the teacher tried to give special treatment and approach to students with less motivation and lower English skills.

“The students’ character or condition in learning is one of the teachers’ responsibility so the teacher should be patient in guiding the students. What I concluded from the teachers when facing obstacles in teaching or integrating English material into the school curriculum in the aspect of Tarbiyah Ruhiyah, Aqliyah, and Jasmiyah is they gave some special treatment and approaches for the students with different English skills and motivation. For instance, invited the students to talk privately about their difficulties in English learning or provide more opportunity for them to talk and express their feelings in English”. (Principal)

In summary, all the English teachers at Ar. Rohmah IBS Putri used the integration curriculum to teach the English subject in the class. They had implied some steps to design the materials that infused Islamic values such as looking for the appropriate material, deciding the specific Islamic topic to integrate into the Boarding’s teaching objective, constructing and designing the teaching plan, and implementing the lesson plan that had been created by the teachers. However, there were many challenges faced by the English teacher. It was because of the time management, the teacher’s Islamic knowledge, learning resources, and different student inputs. Fortunately, they started to find solutions that they thought were effective and appropriate to fix their challenges in integrating the National English Materials into the IBS curriculum.

4.2 Discussion

This research discussed the research findings above. Three research questions are the way teachers integrate the IBS English material into the National Curriculum, teacher barriers in integrating National English material into the IBS curriculum, and teachers' coping strategies in solving the obstacles in integrating National English material into the IBS curriculum. The Findings showed three ways teachers integrated the IBS English materials and National Curriculum: *Hikmah*, *Al-Qur’an*, and Story or *Siroh*. Meanwhile, the teachers face several barriers such as time boundaries, learning resources, and students’ English proficiency. To deal with the barriers, discussion, time management, and giving special treatment and approach to students were some coping strategies that the teachers tackled.

The first way that teachers used when integrating the IBS English Materials and the National curriculum was through *Hikmah*. This approach was used in the integration because the teacher intended to correlate the material given and students' surrounding values and norms as what was explained on the research literature by Arisandi & Irawan (2022). Interestingly, the materials could embrace Islamic surroundings unconsciously through Islamic messages in the images, activities, or subjects. The integration was applied verbally in the class. Stressing on the lesson learned (*Hikmah*) enables students to understand the values in their everyday interactions within society, allowing them to discern and prioritize relevant cultural aspects, while simultaneously developing foreign language skills appropriately (Mahmud & Linda, 2021).

Second, using the Qur'anic approach. As Suryaningsih et al. (2020) explained in the literature review, the integration can be done by infusing the Qur'an verses. For Muslim students, learning English through al-Quran can increase motivation and engagement due to their spiritual significance and reverence for the Quranic text. The con unveiled that al-Quran is a complex and advanced text, which may be challenging for beginners or students with limited English proficiency (Zitouni et al., 2022). This complexity can hinder the learning process. The Quran's classical Arabic may not always translate easily into modern English, potentially leading to misunderstandings or inaccuracies. However, this research noted that the Quran provides rich and meaningful content that can make language learning more engaging and relevant to students' lives. Using the Quran ensures that the content is culturally and religiously familiar to students, which can facilitate a deeper connection and understanding. The Quran teaches moral and ethical values, which can be reinforced through language lessons, promoting holistic education. This Qur'an becomes a crucial message that must be understood since it is an important book for Muslims (Harley, 2020). Hence, combining religious studies with language learning promotes interdisciplinary education, helping students see connections between different areas of knowledge.

Third, through story or *Siroh*. The recent finding shows that integrating the National English material and the IBS curriculum through *Siroh* could assist students in understanding and remembering the Islamic values contained in the story. Integrating the curricula using story or *Siroh* is to maintain the student awareness of Islamic stories, especially to enhance students' Tauhid by modifying the English topic discussion. Habiburrahim et al. (2022) shared that integration can be done through the adaptation of English-related topics with other religious

topics that should synchronize with the syllabus. The story is not only meant to assist students in mastering the four language skills but also to motivate students to learn literary aspects, critical thinking, and integrate cultural awareness (Andriani, 2019).

Moreover, several challenges in integrating the curriculums hindered the teachers. The first is the time barrier. The teachers did not have sufficient time to prepare the English materials. The finding is contradictory to a theory by Fitria (2023) who affirmed that effective English language instruction is created within the effective time provided for careful planning and organization to ensure the attainment of superior standards in both teaching and learning. It said creative teachers need enough time. However, the present study indicated that the time to prepare the appropriate material was insufficient as the teaching schedule was overloaded. Some experts complain about the amount of time devoted to the course and believe that in many cases teachers cannot teach all subjects in this limited time (Marzulina et al., 2021). In addition, Islamic schools face obstacles in managing the schedule of language instruction and a lack of English teachers to fulfill the school's vision and mission (Tahir et al., 2019). It became a common challenge for Boarding school teachers. When the demand is to become creative, English teachers should be able to engage students by providing them with interactive English internalized with Islamic nuances.

Another obstacle comes from the English materials in the textbook. There is an inexistence of the appropriate Islamic material in the textbook. This finding could prove that not all English textbooks for boarding schools are designed appropriately as what was discovered in the study by Muhith (2018) said English textbooks for boarding schools contain embedded Islamic values in education. This study unveiled the challenge confronting educators is the scarcity of English materials incorporating Islamic moderation values. The teachers found it difficult to find and internalize Islamic values due to the absence of such Islamic content to cultivate the values. This would suggest that it is not easy for boarding school teachers to incorporate English material with Islamic values (Syafrietal et al., 2022).

The following challenge is teachers' Islamic knowledge. English teacher at IBS Ar. Rohmah Putri faced difficulties in the integration because of their Islamic knowledge. Almost all teachers argued that they did not have sufficient knowledge about religion and still needed improvement. Since there is a theory that knowledgeable Islamic English teachers can understand and integrate the content areas well affecting the improvement of students' achievement (Obaid et al., 2024). However, a recent study showed conversely, English teachers

lack a thorough understanding of Islamic teaching topics that can be seamlessly integrated with the content outlined in the textbooks Habiburrahim et al. (2022). Occasionally, they need to engage in additional study to obtain accurate information on Islamic teachings related to the topics specified in the syllabus. In any case, the inadequacy of Islamic-related knowledge can hamper a teacher in selecting teaching and learning materials that suit the topic listed in the syllabus. Teachers can be reluctant to choose appropriate Islamic materials that link to the syllabus because they worry that they cannot master the issues of Islamic knowledge well. As teachers, they hesitate to directly infuse English lessons with Islamic values due to a lack of confidence and clear guidelines. It aligns with (Assalihee & Boonsuk, 2023) who emphasized the conditions and readiness of Islamic Boarding teachers that still need to be facilitated with Islamic content knowledge.

Last but not least, students have different inputs and backgrounds. The students come from diverse backgrounds which makes the students' English skills abilities and motivations differ from each other. Consequently, the teacher felt challenged to mobilize the English and Islamic content knowledge. There is a study arguing that traditional IBS students accepted English well because of their proficiency and enthusiasm (Al-Barokah et al., 2018). It is due to the school environment and English exposure. However, the present study unveiled teacher challenges in the integration due to student difficulties and motivation in learning. It happened because some students' backgrounds were from *non-pesantren* and the English is still not applied properly. Similarly, the problems in teaching methods, students and class conditions, students' background, and motivation are the common problems in teaching English at boarding schools (Fatihah, 2022). Therefore, teachers and the principal have to struggle to discover ways to generalize students' skills and understanding.

Despite these challenges, several strategies can be employed better to integrate English into the curriculum of IBSs. To cope with those challenges, the teachers at the IBS have their own strategies. To begin with, the initial coping strategies related to the time barrier in integrating the curricula. Integrating English into the curriculum of IBSs is a complex task that requires careful consideration of time management, curriculum priorities, and cultural attitudes (Obaid et al., 2024). By employing strategic approaches and fostering an environment that values both religious and secular education, it is possible to enhance English language learning within these institutions, thereby discussing and brainstorming with peers to construct attractive integrated English materials and reliable learning references is done by the teachers at this IBS. Collaborating in collecting or finding the appropriate Islamic English references,

helps the teachers a lot in effective teaching. Nasir, (2023) highlights the vital role of collaborative practices among educators and the key constructs contributing to effective teaching. Therefore, collaboration among peers could precisely overcome the difficulties in the teaching and learning process at school.

The next is the English materials problems. The challenges in promoting Islamic values exist from the student characteristics and the limited availability of English materials for instilling these Islamic values. To overcome this hurdle, the English teacher tried to be more creative and innovative in class to shape the student character and understanding. Dependence on traditional English textbooks is not sufficient. Instead, the teacher should explore online resources, considering the easy accessibility of the internet in this era. According to Cahyo et al. (2019), developing Islamic-based English teaching materials is necessary for Islamic schools to achieve the national education goal and for the Islamic faith itself. This approach aligns with Wafiroh & Nur Indah, (2022) argued that teachers need to be creative in integrating such values into English teaching due to the scarcity of textbooks containing Islamic values. She emphasizes the adaptability of materials from the internet, given the widespread availability of technology, including Islamic English books, songs, videos, and mp3 files that can be freely accessed and utilized for teaching purposes.

The last solution is related to the student's various inputs. It involves the teacher motivating students to become more dedicated and engaged in the teaching and learning process. Additionally, the English teacher underscores the importance of patience in guiding students, as the teacher plays a crucial role in shaping their understanding of the materials. Rahmawati & Fadil (2022), highlight the teacher's significant role in imparting moral values and character-building. Teachers are responsible for contributing to the development of the student's achievement in learning English and Religion. This study deals with the problem of students' variations in character and inputs among students by involving personalized attention or a tailored approach for each student. Recognizing the distinct competencies of students is crucial, and a comprehensive understanding of their skills and abilities significantly influences the success of competence development endeavors (Meilinda, 2022).

All in all, the findings of this research are consistent with the theories elaborated in the literature review (Arisandi & Irawan, 2022; Habiburrahim et al., 2022; Suryaningsih, 2020) which confirms the integration of English materials could be implemented in various ways and sides of teaching and learning at the school including in the syllabus, lesson plan,

materials, or learning activities. Also, the common challenges and dealing strategies related to time constraints, teacher content knowledge, and references (Habiburrahim et al., 2022d; Marzulina et al., 2021; Nasir, 2023).



V. CONCLUSION AND SUGGESTION

5.1 Conclusion

This research investigates the way, challenges, and coping strategies used by English teachers in incorporating the IBS English materials and the National curriculum. It has been shown that integrating National English material into the IBS curriculum is conducted in some ways such as using *hikmah*, al-Quran, and *Siroh*. The teaching and learning process was running better when the teacher integrated both curricula with those ways into the class. Nevertheless, even though the integration had been applied properly, the implementation remained challenging for the teachers. Still, many obstacles were found when cultivating the values of Islamic knowledge in English material which came from the students and the teachers themselves. Fortunately, the teachers are still able to deal with those challenges by collaborating with peers and the school staff. Therefore, the collaboration among government, school stakeholders, and teachers should be improved for the fulfillment of language teaching and learning at boarding schools and also as part of the responsibility for Islamic education in the modern era.

5.2 Implication and Suggestion

The study essentially has two implications. The incorporation of Islamic values into EFL teaching and learning is theoretically justified by the fundamental tenets of holistic integration. The pedagogical implications might be mapped to show how integration encourages students' soft skill development. Students get deep learning and meaningful learning when teachers structure their English classes with integration stages. Learning would be beneficial for students to have a strong feeling of awareness and interconnectivity among English, Islam, and local cultural components. The study suggests that further exploration into students' needs for more comprehensive integration is recommended, along with the development of an integration model for EFL teaching at IBS, as it holds significant potential for fruitful research. It is also suggested curriculum developers give more attention to IBS by designing or providing English textbooks incorporating Islamic content based on what students and teachers need.

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APPENDICES

APPENDIX 1

Observational Fieldnote

Date : Monday, 1st January 2024
Time : 07.00 – 08.30 am
Class : 11th grade
Participant : Teacher 1
Observer : Ely Hardianti
Topic : The integration of National English Materials into the IBS Curriculum

In the beginning, the teacher came into the classroom and asked the class chairperson to ensure the class was ready to study. Then, she asked the chairperson to do *Tilawah* before starting the lesson. After that, she greeted me and checked the attendance list. Then, she began the lesson by informing the materials of Chapter 2 (**Analytical Exposition Text**) and explained what goals and activities would be done in the teaching and learning process. Next, she showed the video about Tornadoes. Afterward, she asked for help from one of the students to distribute the jumbled sentences to each group. Then, she motivated the students with the ice-breaking activities. Next, she provided opportunities for the students to ask some questions related to the video. She answered and gave rewards to the students who asked the questions. Then, she explained the things in the video to the students. She also asked the students to guess about the learning topic. She didn't forget to give a plus to the student who asked the question. After that, she asked the students to repeat some expressions after her and explained the topic. She also stated the goal of the lesson on the whiteboard.

In the following stages, the teacher began to explain the purpose of the jumbled sentences distributed before and showed two videos about tornadoes that were about the process of creating tornadoes and the other one about why tornadoes happen in real life. By showing two videos, the students were asked to rearrange the sentences based on the video and had to decide which video was procedural and analytical. After the students understood their obligations in the class, the teachers started to play the videos 3 times and students began to arrange and decide the text. The students looked excited when finishing their tasks while the teacher was walking around to check students' activities. Soon after the students finished the task, the teachers stimulated students' understanding of the topic by asking questions to the students about their answers and the reasons why they decided one was procedural and analytical. After the question and answer, the teacher gave her explanation about the difference between procedural text and analytical text. In her explanation, the teacher stated that procedural text is the text that is used to tell about the steps or procedures to make something, while analytical was different as the text was used to explain the process of natural phenomena happening in the universe.

Then, the teacher showed the curriculum integration method. Here the teachers then correlate the topic being discussed with some Islamic insight. She explained to the students that disasters like tornadoes or other disaster phenomena like earthquakes can happen because of human sins. Humans keep making sin and disobedience behave to Allah SWT. As Muslims, students had to be aware of that in religion and start to maintain world stability by worshipping Allah SWT. Surprisingly, one of the students tried making a Hikmah from the teacher's explanation. She said that human beings were created in this world to worship Allah SWT and did not mean to damage this world.

At the end of the lesson, the teacher asked the students to conclude the lesson. Most of the students were able to conclude the lesson by themselves. Then, the teacher gave the task to the students to do at home about the lesson. The class was over.

APPENDIX 2

Observational Fieldnote

Date : Wednesday, 10th January 2024
Time : 10.20 – 11.45 am
Class : 12th grade
Participant : Teacher 2
Observer : Ely Hardianti
Topic : The integration of National English Materials into the IBS Curriculum

Initially, the teacher came into the classroom and greeted the students. Then, she asked the chairperson to do *Tilawah* before starting the lesson. After that, she greeted me and checked the attendance list. She began the lesson by informing the materials of Chapter 1 (**News Item**) and explained what goals and activities would be done in the teaching and learning process. Before explaining the material, the teacher first elicits the students' background knowledge about the material. Many of the students delivered their opinions about the news Item material, and some of them only paid attention to their friend's answers.

Considering that the students were familiar with the material, the teacher began to elaborate the entire content material to the students. First, the teacher showed two kinds of news that were newsworthy and were not. Then, students were required to analyse why the news was readable or not. After the students' analysis, the teacher then confirmed the material by explaining all about the things related to the news such as why should we read the news?, what kind of news should we read?, To whom the news is made, and the fourth.

Most of the students understood the material. Then the teacher continued teaching the English material about News Item by showing a slide of surah An-Naba which also explained Islamic news. The teacher invited the students to read the ayah together, the discuss the latest news happening in the world. The teacher once again showed the slide of news that explained the condition of Palestinians and the battle between Israel and Palestinians. Here, the teacher tried to integrate Islamic knowledge by infusing the surah of Al-Qur'an and made the students realized that as Muslims, the students had an obligation to support Palestina to maintain the Muslim historical Mosque, Masjidil Aqso. Then the teacher asked the students' opinions on why the Masjidil Aqso is imperative for Muslims. About four of them answered the teachers' questions.

At the end of the lesson, the teacher asked the students to conclude the lesson. Most of the students were able to conclude the lesson by themselves. Then, the teacher gave the task to the students to do at home about the lesson. The class was over.

APPENDIX 4

INTERVIEW PROTOCOL

Project : The integration of National English Materials into the IBS Curriculum
Interviewer : Ely Hardianti
Interviewee : English teacher 1

My name is Ely Hardianti, a researcher from the University of Muhammadiyah Malang.

My aim is to investigate the ways English teachers integrate National English Materials into the IBS Curriculum. Moreover, I also want to know about the teachers' challenges and the coping strategies they used to deal with the challenges.

To participate in this research, you must be the one who graduated from the English Education program and teaches English in Ar. Rohmah IBS Putri with teaching experience of at least 2 years. The interview will be conducted for around 15 to 30 minutes and your identity will be hidden as this is only for the final project.

Thanks for your participation and hopefully this research will advantage us.

Teachers' Interview

1. If you do not mind, please mention your name, position, what subject you teach, and how long have you been teaching English in Ar. Rohmah IBS Putri in Malang?

Answer: *My name is BR. I have taught English in this IBS for almost ten years*

2. Have you ever heard about the integration into the curriculum?

Answer: *Yes I have*

3. What is your opinion about curriculum integration in English language teaching?

Answer: *An integrated curriculum is very good and important to practice in an educational institution because it can make it easier both in terms of students and teachers. Especially when we have found an integrated curriculum that is right to practice in boarding schools, integrated curriculum is a combined subject of both curricula which Islamic education curriculum and curriculum 2013, even important to facilitate both parties in the teaching and learning process.*

4. During your teaching experience, have you ever used curriculum integration as your approach to teaching English in IBS?

Answer: *Yes, I have. We always use this method to teach English in IBS*

5. If you do not mind, could you please explain one example of the integration of National English material into the IBS curriculum?

Answer: *In our National Curriculum using the Independence Curriculum, there is material about Analytical Exposition text. As we know that Analytical Exposition text is a text that elaborates the writer's idea about the phenomenon surrounding it and persuades the reader that the idea is an important matter. So, I chose one topic of phenomenon like the process of "Tornado". After the students had comprehended all about the natural phenomena, I used to link their understanding with their obligation as human beings to always keep our surroundings stable with ibadah and good behavior to maintain the environment. This is how the concept of Hikmah is implied in my English teaching.*

6. How do you integrate the National English materials and Islamic values in English lessons?

Answer: *The most important thing to do when teaching at the school is to look for the sources of material. First, I used to look at the related material in the book provided by the school and tried to find another resource that could level up students Tauhid. Then, as usual, we began to construct our lesson plan that integrated with our beliefs and religion as Hidayatullah. Somehow, in the last of the teaching, students were invited to correlate the material learned with their surroundings and obligation as a Muslim believer*

7. Do you think that all the English materials listed in the National Curriculum Could be integrated with the institution's curriculum?

Answer: *I think so. However, there was still English material that could not be taught in our IBS like "Song"*

8. Do you think that curriculum integration is important and beneficial for you as the teacher and is there any progress and improvement on your students' achievement?

Answer: *Yes. It is simple and helpful*

9. What is your students' response after implementing the curriculum integration in your English instructional process?

Answer: *They were excited about learning because the teaching of English was not merely the English theory, but also it correlated with their background knowledge as Pesantren students*

10. How do you design English materials following the IBS curriculum?

Answer: *In designing the English materials, I always bear in mind that the English teaching should be related to the banality of IBS itself. Therefore, I used to combine the National English material and the Islamic content. So that will be easier for the students to understand the English lesson as the material was designed based on their interest in Islamic knowledge.*

11. How did you feel after applying the curriculum integration in English teaching?

Answer: *It was really interesting to integrate the English material into the IBS curriculum as it helped me to assist my students in focusing on learning in the class.*

12. Have you ever encountered any challenges or barriers when integrating National English materials into the IBS?

Answer: *The problem here is that there are so many classes that should be handled in a week. So our time to prepare is limited when the target is on how to make students understand Islamic education in English learning material. There are many English subjects, and it is difficult to make them understand all of the subjects, and they are overwhelmed. They can't master and more to the practice time, the number of the lesson. A lot of material must be memorized simultaneously, and that impact is less profitable*

13. What are the most challenging aspects you encountered during integrating National English materials into the IBS?

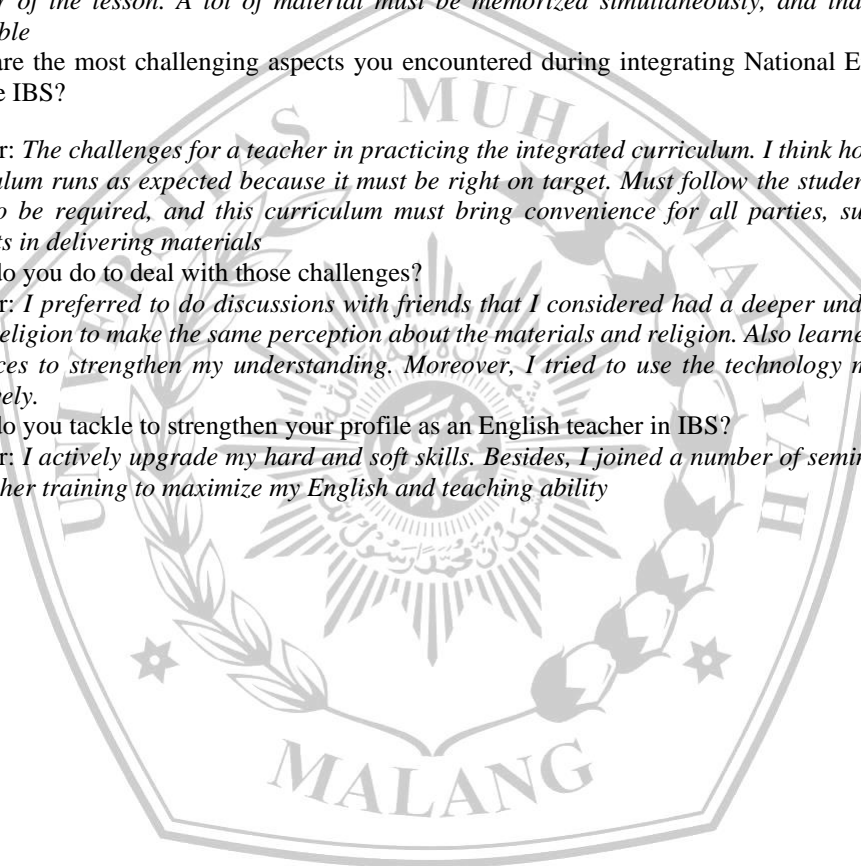
Answer: *The challenges for a teacher in practicing the integrated curriculum. I think how to ensure this curriculum runs as expected because it must be right on target. Must follow the student's abilities and need to be required, and this curriculum must bring convenience for all parties, such as teachers, students in delivering materials*

14. What do you do to deal with those challenges?

Answer: *I preferred to do discussions with friends that I considered had a deeper understanding than me in religion to make the same perception about the materials and religion. Also learned from different resources to strengthen my understanding. Moreover, I tried to use the technology more wisely and effectively.*

15. What do you tackle to strengthen your profile as an English teacher in IBS?

Answer: *I actively upgrade my hard and soft skills. Besides, I joined a number of seminars, workshops or teacher training to maximize my English and teaching ability*



APPENDIX 5

INTERVIEW PROTOCOL

Project : The integration of National English Materials into the IBS Curriculum
Interviewer : Ely Hardianti
Interviewee : English teacher 2

My name is Ely Hardianti, a researcher from the University of Muhammadiyah Malang.

My aim is to investigate the ways English teachers integrate National English Materials into the IBS Curriculum. Moreover, I also want to know about the teachers' challenges and the coping strategies they used to deal with the challenges.

To participate in this research, you must be the one who graduated from the English Education program and teaches English in Ar. Rohmah IBS Putri with teaching experience of at least 2 years. The interview will be conducted for around 15 to 30 minutes and your identity will be hidden as this is only for the final project.

Thanks for your participation and hopefully this research will advantage us.

Teachers' Interview

1. If you do not mind, please mention your name, position, what subject you teach, and how long have you been teaching English in Ar. Rohmah IBS Putri in Malang?
Answer: *My name is LNPC. I have taught English in this IBS for almost six years*
2. Have you ever heard about the integration in the curriculum or curriculum integration?
Answer: *Sure I have. I had known this term and the implication since I was in college and used this approach in my teaching*
3. What is your opinion about curriculum integration in English language teaching?
Answer: *Curriculum integration in English language teaching is one of the beneficial and supportive techniques that help us as teachers especially when we teach at IBS. Using the integration method in teaching the subject especially English could help us to attract students' attention to learn by involving all the things that are interlinked with real life and beliefs.*
4. During your teaching experience, have you ever used curriculum integration as your approach to teaching English in IBS?
Answer: *I believe that curriculum integration can support and advantage many educational elements, so I try to apply this method in my teaching because this method also can be used to bring authentic material to the students.*
5. If you do not mind, could you please explain one example of the integration of National English material into the IBS curriculum?
Answer: *There are many examples of the integration in English language teaching, for instance, teaching News items material using surah An-Naba, asking students to make news related to the Muslim or religion, and many more.*
6. How do you integrate the National English materials and Islamic values in English lessons?
Answer: *What I have done during my working period as an English teacher in this Boarding School is that by infusing ayahs Al. Quran when teaching English in the class. Yet, we do not teach English using the Tafsir approach instead by Hikmah. For instance, in English material related to environmental damage in teaching Procedural text, I will look for and tell them some ayahs that correlate with environmental damage as what has been explained in Surah Ar. Rum verses 1 to 2 which are mean "Corruption has appeared throughout the land and sea by (reason of) what the hands of people have earned... (1)". After explaining the material along with the example in the Qur'an, I usually invite them to conclude the lesson learned or Hikmah gained from the environmental phenomenon*
7. Do you think that all the English materials listed in the National Curriculum Could be integrated with the institution's curriculum?
Answer: *All English materials in the National Curriculum could be integrated into our school's curriculum. However, we found it as a challenge because of the time. We did not have sufficient time to design our materials and found appropriate Siroh or ayahs that correlated with the material*
8. Do you think that curriculum integration is important and beneficial for you as the teacher and is there any progress and improvement on your students' achievement?
Answer: *Definitely yes. Because this approach could create good collaboration between the students and teachers in the class. It also improves students' motivation as they have wider knowledge and opinion about the material given*

9. What is your students' response after implementing the curriculum integration in your English instructional process?
Answer: *They looked enthusiastic and often asked unpredictable questions that related to the English and its correlation with their religion.*
10. How do you design English materials following the IBS curriculum?
Answer: *In designing the materials, I like to combine the material from the book, the internet, and Ayahs Al-Qur'an as well as the Tauhid knowledge. I began by reading some books that are related to the material, and then summarizing them into PowerPoint. Then, I will rethink the appropriate topic that might fulfill students' needs in IBSs. I do not forget to involve the Al' Qur'an in the PowerPoint. After presenting the material, I asked the students to think critically about what the Al-Qur'an meant. Somehow, I also play a video with the Islamic nuance in the class. Then, continuing the activity with something applicative. So that the teaching and learning process will not stuck in the material only*
11. How did you feel after applying the curriculum integration in English teaching?
Answer: *I could say they not only do the students feel that this approach is really interesting and helpful, but also I as an English teacher feel this approach had taught me a lot in teaching English at IBS.*
12. Have you ever encountered any challenges or barriers when integrating National English materials into the IBS?
Answer: *Yes of course I have. One of them is about the time and materials that are sometimes difficult to deal with*
13. What are the most challenging aspects you encountered during integrating National English materials into the IBS?
Answer: *The challenge that I faced was to tend to the learning resources. We all know that the National Curriculum or English curriculum is very unrelated to religion. As of now, I never found an English book that is integrated with religion or designed for an IBS. It might be because the English knowledge is general. In addition, there were many basic competencies in the curriculum starting from 10th grade, 11th grade, and 12th grade that involved the material about Song. Unfortunately in this school, the material is forbidden. Some people might be deemed Song neutral. However, in our school curriculum, songs could not be taught to the students as they memorized Al-Qur'an as well.*
14. What do you do to deal with those challenges?
Answer: *I can explore learning material on the internet. I should be creative in conducting a class that can build the student's character as well. So, push myself to be a creative teacher to find and design English materials as efficiently and appropriately as possible following the institution's curriculum*
15. What do you tackle to strengthen your profile as an English teacher in IBS?
Answer: *Being a teacher does not mean that we already know everything, we should keep going in learning new knowledge and actively joining various supporting activities and education programs that could improve our self-potential and ability as English teachers and Muslim*

APPENDIX 6

INTERVIEW PROTOCOL

Project : The integration of National English Materials into the IBS Curriculum
Interviewer : Ely Hardianti
Interviewee : English teacher 3

My name is Ely Hardianti, a researcher from the University of Muhammadiyah Malang.

My aim is to investigate the ways English teachers integrate National English Materials into the IBS Curriculum. Moreover, I also want to know about the teachers' challenges and the coping strategies they used to deal with the challenges.

To participate in this research, you must be the one who graduated from the English Education program and teaches English in Ar. Rohmah IBS Putri with teaching experience of at least 2 years. The interview will be conducted for around 15 to 30 minutes and your identity will be hidden as this is only for the final project.

Thanks for your participation and hopefully this research will advantage us.

Teachers' Interview

1. If you do not mind, please mention your name, position, what subject you teach, and how long have you been teaching English in Ar. Rohmah IBS Putri in Malang?

Answer: *My name is LNPC. I have taught English in this IBS for almost six years*

2. Have you ever heard about the integration into the curriculum?

Answer: *Yes I have tried to use the curriculum integration in teaching English in the class and another English course*

3. What is your opinion about curriculum integration in English language teaching?

Answer: *An integrated curriculum is a combination of two or more subjects in both curricula. And provides a good guide in boarding school.*

4. During your teaching experience, have you ever used curriculum integration as your approach to teaching English in IBS?

Answer: *Well. We are in an IBS, which has Dayah and a general school. So, we already integrated both curricula, and the implementation is great according to the rule of implementation itself. As we can see the result is also good and student have a very high score in their education.*

5. If you do not mind, could you please explain one example of the integration of National English material into the IBS curriculum?

Answer: *For instance, when I teach English Recount Text, the material will be designed closely related to the morals, lessons learnt as a Muslim, tauhid, and other Islamic values*

6. How do you integrate the National English materials and Islamic values in English lessons?

Answer: *As I have experienced teaching English in this Boarding School for almost 10 years, I think it is important for us as teachers to keep in mind that our Institution is an integrated Boarding School based in Tauhid. So, in each meeting of my class, I try to bring the Islamic knowledge correlated with the English materials. For instance, in the material about Biography Recount Text, I design the teaching content by bringing the topic of Muslim scientific figures or Islamic events such as Ramadhan, Pilgrimage, Eid Mubarak, etc. In addition, for other materials except for English Song material, never I forget to input content that can enrich students' Islamic values such as students' daily habits in the Boarding, Siroh, and other Islamic knowledge.*

7. Do you think that all the English materials listed in the National Curriculum Could be integrated with the institution's curriculum?

Answer: *Yes. All English materials in the National Curriculum could be integrated into our school's curriculum.*

8. Do you think that curriculum integration is important and beneficial for you as the teacher and is there any progress and improvement on your students' achievement?

Answer: *Sure. This approach provides good opportunity and creates significant improvement for students' achievement in English language learning*

9. What is your students' response after implementing the curriculum integration in your English instructional process?

Answer: *They behaved well and were happy when I taught them English using the strategy of curriculum integration as all the materials always synchronized with their Islamic background knowledge*

10. How do you design English materials following the IBS curriculum?

Answer: *I used to mix the English materials listed in the Independence Curriculum and the Islamic content knowledge. First, the general topic was decided, and another Islamic topic. Then I tried to make a connection between both topics. Then tried to structure the materials following the steps and techniques to teach the material in the class.*

11. How did you feel after applying the curriculum integration in English teaching?

Answer: *I love to apply curriculum integration and will always use the approach in my teaching activities as this approach is helpful and could arouse my students' motivation and attention in the class*

12. Have you ever encountered any challenges or barriers when integrating National English materials into the IBS?

Answer: *Yes of course I have. One of our challenges was the English references that were suitable to the Islamic students' characteristics.*

13. What are the most challenging aspects you encountered during integrating National English materials into the IBS?

Answer: *We as the English teachers in this school were supposed to be more creative and engage our students in the class. Moreover, our principal was stressed about the infusion of Tauhid in or beyond the class. This became a challenge for us to provide interactive material with Islamic nuances. Hence, we need more time to prepare the material, so that it would become interesting for the students. Nevertheless, our time was not enough for it as we were also mandated to handle many classes in a week.*

14. What do you do to deal with those challenges?

Answer: *I have to manage my time wisely and actively discuss and collaborate with other English teachers about all the things we need in teaching English such as the way to find appropriate references quickly and teach English in class efficiently.*

15. What do you tackle to strengthen your profile as an English teacher in an IBS?

Answer: *Upgraded myself and actively searched for good opportunities to improve*



APPENDIX 7

INTERVIEW PROTOCOL

Project : The integration of National English Materials into the IBS Curriculum
Interviewer : Ely Hardianti
Interviewee : Principal

My name is Ely Hardianti, a researcher from the University of Muhammadiyah Malang.

My aim is to investigate the ways English teachers integrate National English Materials into the IBS Curriculum. Moreover, I also want to know about the teachers' challenges and the coping strategies they used to deal with the challenges.

To participate in this research, you must be the one who graduated from the English Education program and teaches English in Ar. Rohmah IBS Putri with teaching experience of at least 2 years. The interview will be conducted for around 15 to 30 minutes and your identity will be hidden as this is only for the final project.

Thanks for your participation and hopefully this research will advantage us.

Principal's Interview:

1. If you do not mind, may I know what curriculum is used in this school (K-13/ Kurikulum Merdeka)?
Answer: *There are 3 Curricula used in this IBS, those are Merdeka Curriculum, K-13, and the Institution's curriculum which was designed to guide the Teaching and learning process.*
2. Would you like to describe or explain the process of English teaching in this IBS?
Answer: *The teaching and learning process in this IBS is not only conducted in the class but also there are abundant supporting activities beyond the class that can improve students' achievement on all sides such the English language mastery, Diniyah, Digital literacy, and fourth. Because of those various programs, the process of teaching and learning especially for English and Religious Knowledge is actively operated by the teachers and all school parties.*
3. What do you think about the way the English teacher teaches English in or outside the classroom?
Answer: *I think all is good and meets the objectives of our curriculum or government. The teachers have tried their maximal endeavor to help students master general knowledge and Islamic knowledge at once as they design and teach English through interactive methods and techniques.*
4. Do the teachers insist the Islamic values in teaching English in the class?
Answer: *Every single subject including English has mobilized to Tauhid-based learning. The teachers not only teach the English material in the National Curriculum but also retain Islamic values like Tauhid in each meeting in the class. Therefore, is not always about the Qur'an, but also about Hikmah and stories which are told about Allah's novelty. For example, when I supervised one of the English teacher's teaching activities in the class. The text that was given to the students was the text which talked about the creation of human beings. Therefore, I can summarize that the teachers are clever and creative enough because they do not merely take the material directly from the book, but they design the language by themselves and never forget to infuse the Islamic stories, Siroh, etc.*
5. Are there any challenges or barriers faced by the teacher when integrating Islamic values into English materials?
Answer: *The student's character or condition in learning is one of the teachers' responsibilities. So the teacher should be patient in guiding the students. Then it also might be because of the teacher's understanding of the religion and need to be improved, so that also becomes a challenge for the teacher in integrating Islamic values in teaching National English materials".*
6. How does the teacher deal with the challenge?
Answer: *What I concluded from the teachers when facing obstacles in teaching or integrating English material into the school curriculum in the aspect of Tarbiyah Ruhiah, Aqliyah, and Jasmiyah is they gave some special treatment and approaches for the students with different English skills and motivation. For instance, invite the students to talk privately about their difficulties in English learning or provide more opportunities for them to talk and express their feelings in English.*

APPENDIX 8

English Material

Date : Monday, 1st January 2024

Time : 07.00 – 08.30 am

Class : 11th grade

Material : Analytical exposition

Participant : Teacher 1

TORNADO



General Statement

Tornadoes are vertical funnels of rapidly spinning air. Their winds may top 250 miles an hour and can clear a pathway a mile wide and 50 miles long. Also known as twisters, tornadoes are born in thunderstorms and are often accompanied by hail. Giant, persistent thunderstorms called supercells spawn the most destructive tornadoes. Tornadoes only form when a thunderstorm has a particular combination of winds.

Explanation

Air rising in a thunderstorm can begin to spin when it is affected by winds blowing it in different directions. It starts to rise and is pushed to the side by the wind. It rises a bit more and is jostled again by wind moving in another direction. Winds moving at different speeds and directions at different altitudes cause the rising air to start spinning. Air that spins as it rises is typical in a supercell, the strongest type of thunderstorm, but not all spinning air creates a tornado.

For a tornado to form, there also needs to be spinning air near the ground. This happens when the air in the storm sinks to the ground and spreads out across it in gusts. Gusts of warmer air rise and gusts of cooler air sink as they blow across the land. If there are enough rising and sinking gusts, the air near the ground starts spinning. The spinning air near the ground speeds up as it is drawn inward toward its axis of rotation. This happens in the same way that figure skaters spin faster when their arms are drawn in rather than when their arms are outstretched. This is called the conservation of angular momentum. The rotating air moves horizontally across the ground and can be tilted vertically by the force of the rising, rotating air. This allows a tornado to form.

APPENDIX 9

English Material

Date : Wednesday, 10th January 2024

Time : 10.20 – 11.45 am

Class : 12th grade

Material : News Item

Participant : Teacher 2

What is Hamas and why is it fighting with Israel in Gaza?



Israel and the Palestinian group Hamas have been at war since early October.

It began when Hamas gunmen launched an unprecedented attack on Israel from Gaza - the deadliest in Israel's history. An Israeli military campaign has followed, which has killed thousands in the Palestinian territory.

What happened during the Hamas attacks on Israel?

On the morning of 7 October, waves of Hamas gunmen stormed across Gaza's border into Israel, killing about 1,200 people. Hamas also fired thousands of rockets. Those killed included children, the elderly, and 364 young people at a music festival. Hamas took more than 250 others to Gaza as hostages. The BBC has also seen evidence of rape and sexual violence during the Hamas attacks.

What is Hamas and why is it fighting Israel?

Hamas became the sole ruler of Gaza after violently ejecting political rivals in 2007. It has an armed wing and was thought to have about 30,000 fighters before the start of the war. The group, whose name stands for Islamic Resistance Movement, wants to create an Islamic state in place of Israel. Hamas rejects Israel's right to exist and is committed to its destruction. Hamas justified its attack as a response to what it calls Israeli crimes against the Palestinian people. These include security raids on Islam's third holiest site - the al-Aqsa Mosque, in occupied East Jerusalem - and Jewish settlement activity in the occupied West Bank.

Hamas also wants thousands of Palestinian prisoners in Israel to be freed and for an end to the blockade of the Gaza Strip by Israel and Egypt - something both countries say is for security. It has fought several wars with Israel since it took power, fired thousands of rockets, and carried out many other deadly attacks. Israel has repeatedly attacked Hamas with air strikes and sent troops into Gaza in 2008 and 2014. Hamas, or in some cases its armed wing alone, is considered a terrorist group by Israel, the US, the EU, and the UK, among others. Iran backs Hamas with funding, weapons, and training.

Why is Israel fighting in Gaza?

Israel immediately began a massive campaign of air strikes on targets in Gaza, in response to the Hamas attack. Prime Minister Benjamin Netanyahu said Israel's aims were the destruction of Hamas and the return of the hostages. Israel launched a ground invasion three weeks later. It has also bombarded Gaza from the sea. Attacks were initially focused on northern Gaza, particularly Gaza City and the tunnels beneath it, which Israel said were the center of military operations by Hamas. Israel ordered all 1.1 million people living in the north to evacuate south for their safety.

What is the situation for civilians in Gaza?

The UN and aid agencies say Gaza is suffering severe shortages of food and other essentials including fuel and medicine. This is particularly acute in northern Gaza, where it is especially difficult to deliver aid that enters the territory from the south. A UN-backed report says the situation across Gaza is turning into a man-made famine. Several children have starved to death in northern Gaza, the UN says. Humanitarian agencies and Israel have blamed each other. Agencies say

Israeli security checks on aid going into Gaza are complex and arbitrary, causing major delays. Israel denies impeding aid and says agencies are failing to distribute the allowed aid. However, Israel has agreed to open a crossing into northern Gaza and allow its nearby port of Ashdod to receive shipments of aid, after sharp criticism from the US. That came after the Israeli military killed seven aid workers in a drone attack, an incident which drew worldwide condemnation. Israel said the strike was a "grave mistake" due to misidentification. Gaza's health system is in a state of collapse. Medical facilities are overwhelmed by the huge number of injured and are struggling with staff shortages, medical supplies, food, fuel, and water. Hospitals have been repeatedly attacked by the Israeli military, which says it has been targeting Hamas gunmen using the facilities as cover. A two-week raid on al-Shifa hospital in Gaza City in March left the complex in ruins and beyond use.



APPENDIX 10

English Material

Date : Monday, 17th January 2024

Time : 07.00 – 08.30 am

Class : 10th grade

Material : Recount Text

Participant : Teacher 3

Choose and recount one of the following pictures based on your experience!

The Battle of Uhud



Al Isro' and Mi'raj



Eid Al- Fitr



The Fasting of Ramadhan



Eid Al- Adha

