

Islamic value integration into ELT: A need analysis of international Islamic class program in high school level

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ABSTRACT

The integration of Islamic values into English Language Teaching (ELT) poses significant challenges for teachers in Islamic schools. This study examines the obstacles and requirements associated with embedding Islamic principles into ELT at SMP IICP Puncak Darussalam. A needs analysis was conducted with students to explore their motivations, learning objectives, and challenges in language acquisition. The findings indicate that students primarily struggle with listening comprehension and speaking skills. To address these issues, the study recommends adopting a task-based approach, communicative language teaching, role-playing activities, and interactive listening exercises incorporating digital media to enhance engagement and align with students' goals. These findings are expected to inform the development of effective ELT strategies in Islamic schools, particularly at SMP Puncak Darussalam, fostering more impactful teaching practices.

Keywords: *ELT; Needs analysis; Islamic values; Teaching strategies*

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1. Introduction

Integrating Islamic values into English language teaching (ELT) is vital for schools in which students have an Islamic background. This integration helps them improve their language skills and stay connected to their cultural and religious beliefs. For schools in Muslim-majority countries, such as Indonesia, the goal is to make sure that teaching English does not conflict with Islamic teachings. However, some teachers worry that learning English might be seen as supporting Western culture, which could clash with Islamic values. This concern can create challenges in the classroom, especially when teachers struggle to balance teaching language and maintaining Islamic principles. Meanwhile, studies show the possibility of incorporating Islamic values into an English classroom. Some researchers have suggested using Islamic stories, sayings, or religious content to teach English, which can help students connect the language to their faith and culture (Rahmadany et al., 2021). By combining Islamic teachings with English language lessons, schools can create a learning experience that supports language development and moral growth (Djamdjuri, 2023).

SMP IICP Puncak Darussalam faces challenges in integrating Islamic values into its English language teaching. The school aims to be internationally recognized and to prepare students to become *da'i* (Islamic preachers), but this goal presents difficulties when trying to incorporate Islamic values into the English curriculum. Some of the main challenges include finding suitable teaching resources and addressing concerns about the potential conflict between English and Islamic principles. This study aimed to explore the best strategies for integrating Islamic values into English teaching at SMP IICP Puncak Darussalam. By conducting a needs analysis, the study looked at the challenges teachers faced and the changes required to improve the integration of Islamic values in English lessons. The findings could suggest to teachers, curriculum developers, and other Islamic schools that wish to adopt similar practices. The study also contributes to further discussion on curriculum development in Islamic-based schools.

The literature suggests several ways to integrate Islamic values into English teaching. One common approach is to include Islamic teachings, such as stories, proverbs, or historical events, in English lessons. This can help students learn English while connecting the language to their religious and cultural values (Rahmadany et al., 2021). For example, using Islamic stories in reading exercises can make the lessons more engaging and relevant to students and help them develop good character (Djamdjuri, 2023). Teachers can also use Islamic values to shape classroom discussions and encourage students to think critically about the connection between language and faith (Irawan, 2020). Another strategy is creating a learning environment where Western and Islamic cultural values are acknowledged and discussed. Alfian et al. (2021) suggest that teachers should help students understand the differences and similarities between Western values and Islamic principles. This approach can inspire students to appreciate their own cultural identity while learning about other cultures. Additionally, teachers need to be well-prepared to teach English in a way that respects Islamic values. According to Safitri

(2023), many teachers struggle with integrating these values because of limited resources and a lack of training. Therefore, providing proper professional development for teachers is essential for successful integration.

Through a needs analysis, the study assessed the challenges faced by teachers and proposed strategies for improving English teaching practices at the school. This study is unique because it is the first to examine the integration of Islamic values into English teaching, specifically at SMP IICP Puncak Darussalam. The school's vision of combining Islamic education with international standards makes it an interesting case for this type of research. The findings are expected to present practical solutions for SMP IICP Puncak Darussalam and contribute to the development of English teaching practices in other Islamic-based schools. The study focused on the current teaching practices, available resources, and the perceptions of both teachers and students on the integration of Islamic values into English language teaching. Therefore, it investigated the integration of Islamic values into English language teaching at SMP IICP Puncak Darussalam. The study aimed to identify the best strategies to integrate these values in a way that fits the school's mission and vision.

2. Literature review

2.1. Islamic values and their integration into ELT

Islamic values are a comprehensive set of ethical and moral principles derived from the teachings of the Quran and the Sunnah (traditions of the Prophet Muhammad). These values become a guiding framework for personal conduct, social interactions, and organizational practices among Muslims. They cover a wide range of concepts, such as honesty, integrity, justice, and compassion, which are fundamental to the Islamic worldview.

The definition of Islamic values can be understood through different dimensions. Firstly, Islamic values are deeply rooted in the Quran and the exemplary character of the Prophet Muhammad, often referred to as '*uswatun hasanah*' (Batri, 2021). The exemplary character embodies qualities such as *siddiq* (truthfulness), *amanah* (trustworthiness), *tabligh* (advocacy), and *fathanah* (wisdom), which collectively guide Muslims in their daily lives and interactions. The holistic nature of Islam means that these values are not merely theoretical but are expected to manifest in practical actions that promote ethical behavior and social harmony (Batri, 2021). Besides, Islamic values extend to the realm of work ethics, defined as a collection of moral principles that distinguish right from wrong in the context of professional conduct (Bakhri et al., 2018). This perspective suggests that Islamic work ethics are not limited to religious settings but are applicable across all dimensions of life, including business and organizational practices.

The integration of Islamic values into ELT aims to harmonize language education with the ethical and moral principles of Islam. This integration is relevant in contexts where English is taught in Islamic educational institutions, such as pesantren, to maintain Islamic identity while learning English (Irawan, 2020). The integration can enrich the

curriculum and ensure that students develop a sense of cultural and religious identity during their language study.

One of the ways Islamic values are integrated into ELT is through the incorporation of religious narratives and teachings within the English materials. For instance, Umar et al. (2024) suggested the use of Islamic stories and ethical principles as part of the ELT curriculum, which helps students connect their language learning with their faith. Additionally, the use of Islamic literature in ELT has been believed as a means of enriching the curriculum. Irwansyah (2021) discusses the potential of Islamic literature to enhance English language teaching by providing culturally relevant content that resonates with Muslim learners. Qur'anic stories can also be a means of English teaching that connects language learning with religious education (Irwansyah and Yuniarti, 2021). By utilizing familiar texts, teachers can engage students more effectively, so their learning process could be faster. Further, Irawan (2020) proposes a framework for situating Islamic values within the context of English language learning, which comprises integration into the curriculum, learning materials, and learning activities.

In the curriculum integration, Irawan refers to the adaptation of Shah (2013) to the curriculum development model by Kerr, as in the following figure.

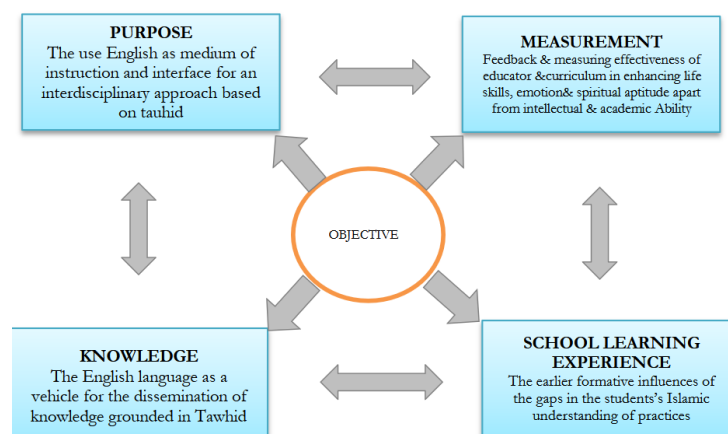


Figure 1. Adaptation of Kerr's curriculum development model by Shah (2012)

Figure 1 explains the curriculum development model by integrating English language instruction with Islamic teachings, referred to as Tauhid. At its core, the model contains a central objective, supported by four interrelated components: Purpose, which positions English as the medium for interdisciplinary learning rooted in Tawhid; Measurement, which assesses the effectiveness of education in enhancing life skills, spirituality, and academic competence; School Learning Experience, which addresses gaps in students' Islamic understanding through early educational influences; and Knowledge, which frames English as a vehicle for disseminating Islamic teachings.

2.2. Research on Islamic value integration into ELT

Islamic value integration into ELT has gained attention in recent years, especially in contexts where students come from Islamic backgrounds. This integration helps students ensure that the learning process is aligned with their cultural and religious beliefs. The integration can be done by using Islamic stories, teachings, or proverbs as part of reading materials or classroom discussions. By doing so, students can practice English in contexts familiar and relevant to their lives. Islamic value integration allows students to understand how language can be used to communicate their beliefs and values in a global context. This approach can significantly advance language acquisition and moral development (Rahmadany et al., 2021).

Moreover, challenges follow the integration. Teachers often face difficulties in finding appropriate teaching materials that reflect Islamic teachings while meeting the requirements of the English language curriculum. Limited knowledge of Islamic values among teachers and a lack of relevant resources can make this integration process challenging. Some studies also noted that many teachers are not adequately trained to incorporate these values effectively into their lessons (Rohmana, 2020). Therefore, professional development and curriculum adjustments are required to support teachers in overcoming the challenges. Some researchers suggest that the English language curriculum should be adapted to include Islamic values alongside global English usage. This approach can build students' English proficiency and encourage cultural sensitivity. By combining Islamic values with English language learning, schools can create a balanced educational environment where students are prepared for international engagement while staying true to their cultural and religious roots (Alfian et al., 2021).

Integrating Islamic values into ELT promotes cultural identity, moral development, and effective language acquisition. However, it also requires careful planning, teacher training, and resource development to overcome the challenges. As research suggests, when successfully implemented, this integration can lead to culturally relevant learning experiences for students in Islamic schools.

2.3. Hutchinson and Waters' (1987) framework of needs analysis

Hutchinson and Waters' framework for needs analysis, proposed in 1987, has become a foundational tool in the design of English for Specific Purposes (ESP) courses (Hutchinson and Waters, 1987). The framework suggested that learners' specific needs are key points for creating effective language courses that align with their goals. According to Nurdiana (2023), needs analysis can effectively develop ELT materials for a vocational high school English club. Similarly, Nugroho (2020) emphasized the necessity of conducting a needs analysis to ensure that the materials developed for accounting students align with their specific language requirements. Wartu (2020) explored the application of the Hutchinson and Waters' model in a vocational college, focusing on the target situation needs of students. This study suggested that identifying students' necessities, lacks, and wants can create a fine ESP curriculum.

This approach divides the needs analysis into two elements: target needs and learning needs. Target needs refer to what learners need to do with the language in their specific contexts, which are divided into three components: necessities, lacks, and wants. Meanwhile, learning needs focus on how learners can acquire the necessary language skills, which includes considerations of the learners' backgrounds, learning styles, and preferences. Hutchinson and Waters argue that understanding these factors is crucial for designing effective instructional strategies that cater to the specific needs of the learners (Warti, 2020). By focusing on these areas, educators can understand what students need and expect from their English language learning experience. Table 1 presents the key elements of the framework.

Table 1

Key components of Hutchinson and Waters' framework.

Component	Subcategory	Description	Example
Target Needs	Necessities	What learners need to know to function effectively in the target situation.	A software engineering student needs technical vocabulary and communication skills.
	Lacks	The gap between learners' current proficiency and what they need to know.	A student can speak English but struggles with writing technical reports.
	Wants	Learners' subjective preferences and motivations for learning.	A student wants to improve conversational skills for social networking.
Learning Needs	Learning Preferences	Factors that influence how learners best acquire language skills, including background, learning styles, and preferences.	Some learners prefer visual aids, while others benefit from interactive discussions.

(Hutchinson and Waters, 1987, p. 55)

The advantage of conducting a needs analysis is that it inspires curriculum development. By identifying the students' specific necessities, lacks, and wants, teachers can tailor their teaching methods and materials to meet the needs of students. This learner-centered approach helps students acquire language effectively, as they are more likely to be engaged in lessons relevant to their personal and professional goals.

3. Method

3.1. Research design

This study employed a mixed-methods approach, combining quantitative and qualitative methods to conduct a needs analysis for recommending effective learning strategies and materials. The study adapted Hutchinson and Waters' (1987) framework, widely used in assessing students' learning needs and challenges, to align teaching strategies with their conditions and institutional objectives.

3.2. Research setting and time

The research was conducted at SMP IICP Puncak Darussalam, Palengaan, Pamekasan, East Java, from September 12 to October 16, 2024. In the first week, the researchers conducted interviews with three teachers of the school. In the following weeks, the teachers performed observations and distributed questionnaires to the students.

3.3. Sampling method

The participants of this study were three teachers and 29 students from the International Islamic Class Program at Puncak Darussalam Junior High School. The sample consisted of 12 eighth-grade students and 17 ninth-grade students, selected based on purposive sampling to ensure that the study focused on students actively engaged in the program.

3.4. Data collection technique

Data were collected through questionnaires distributed to the 29 students. The questionnaire was designed based on Hutchinson and Waters' (1987) framework, which examines target needs (necessities, lacks, and wants) and learning needs. In addition to the questionnaire, teacher interviews were conducted to gain deep insights into students' learning challenges and institutional expectations.

3.5. Data analysis techniques

The questionnaire responses were categorized into key elements based on Hutchinson and Waters' (1987) needs analysis framework. The data were then organized into tables to facilitate analysis. A descriptive approach was employed to analyze and interpret the findings from the teacher interviews. The results of this analysis were used to formulate teaching strategies and materials tailored to the students' learning needs and the school's objectives.

4. Findings and discussion

4.1. Students' profiles

The students at SMP IICP Puncak Darussalam were mostly Madurese, who are mostly tight with the Islamic tenets from a very young age. Their exposure to Islam typically starts from pre-school, and they have a close connection with Islamic values.

Islam has become deeply embedded within Madurese cultural life and traditional activities (Achmad et al., 2021; Roifah, 2021; Siddiq et al., 2018). They hold Islamic teachings in high regard and integrate them into individual and collective aspects of their society (Roifah, 2021).

Puncak Darussalam is an Islamic boarding school (pesantren) that voices for integrating science and Islamic values. They promote the teachings of the classical Islamic book, and even the pesantren leader invented an effective method, called Iktisyaf, for learning grammatical structures of Arabic, the language used in the classical book. In the first year, the students learn Iktisyaf to be capable of reading and translating classical books. In the second year, they focus on developing English skills while learning to translate classical books into English and explain the content. In the third year, they usually learn public speaking and presentation, regarding Islamic values in English. It is interesting to explore the integration of Islamic values into English language teaching within the institution.

4.2. *Islamic value integration into ELT at SMP IICP Puncak Darussalam*

The integration of Islamic values into English Language Teaching (ELT) at SMP IICP Puncak Darussalam represents the school's mission of preparing students to be international da'i with strong communication and religious competence. As an international-standard Islamic school, it promotes harmony between science and Islamic teachings. This integration is systematically embedded in curriculum development, learning materials, and public speaking training to develop students' competence in delivering Islamic teachings effectively in English.

In the curriculum, Islamic values are embedded as topics for discussion and speaking practice. Lessons often revolve around fundamental Islamic teachings, such as the exemplary character of Prophet Muhammad (*siddiq, amanah, tabligh, fathanah*), ritual purity (e.g., *wudhu* and *shalat*), and moral discipline (e.g., *cleanliness as part of iman*). These themes provide students with a contextualized learning experience, where language acquisition goes beyond grammar and vocabulary to include moral and ethical discourse. By practicing English through discussions on Islamic values, students can articulate their faith fluently and persuasively, a crucial skill for their future roles as international da'i.

In addition to standard Indonesian high school textbooks, teachers develop customized handouts that embed Islamic content into various ELT activities. These supplementary materials integrate Qur'anic verses, Hadith, and Islamic teachings into reading passages, writing exercises, and speaking tasks. A unique aspect of this integration is the use of classical Islamic books, which are translated into English using the literal translation method. It allows students to explore authentic religious texts while developing comprehension and translation skills. The translated content is further discussed and analyzed in the classroom to improve critical thinking and public speaking.

Beyond the classroom, public speaking training is also promoted to reinforce Islamic value integration into ELT. Every three months, the school holds presentation competitions, where students compete to deliver the best speeches based on classical Islamic texts. These competitions motivate students to refine their English proficiency and strengthen their confidence to communicate religious messages effectively. The most outstanding presenters throughout the year are given the honor of delivering their speeches at the annual graduation ceremony, in front of invited guests, parents, and teachers. This approach is believed to build a sense of purpose and responsibility, as students recognize that their English learning is not only for academic success but also for pursuing a great mission of *da'wah*.

4.3. Needs analysis results

The needs analysis referred to the students' target needs by Hutchinson and Waters' framework (1987). It found that most students learn English for personal development (38%) and future studies (28%). Some students aspired to be international preachers who can spread awareness and good values behind Islamic tenets. Besides, some other students, though in a small number, learn English for other goals, such as traveling and professional growth.

In terms of necessities, they perceive a need for English for academic success (45%) and international communication (40%). They are aware of the significance of English during their academic pursuit in the future, as English is not a prerequisite for entering reputable universities in the country or abroad. International communication is the dominant factor (40%) for learning English. Interestingly, some students (15%) love learning English for a strong motivation to be a great *da'i* who spreads Islamic values. The motivation to become a *da'i* could rise among students due to the vision and mission embedded in the institution. The teachers, during the interview, affirmed that sometimes they inspire students to be international *da'i* with some stories of successful preachers, their contribution to Islamic development, and related videos.

Meanwhile, over half of the students (55%) struggle with listening comprehension. They encounter difficulty understanding listening materials, especially those by native speakers. The deficiency in the listening section happens because they seldom give listening materials during the learning process. The lack of resources for audio is also an issue within the institution. Besides, speaking is the second skill that the students struggle with. Speaking is the skill that receives attention the most in the learning process. Even if the school applies an English-speaking rule for all of the students, the rule could be deemed 80% successful in terms of application. Most students speak English in the area. However, more than one-third of the students still found speaking challenging. Therefore, new strategies are required to boost the students' speaking comprehension.

In the key element of wants, the students strongly desired practical speaking skills, conversational activities, and communicative teaching methods. They inquire about learning environments that make the most of real-life activities that train them to speak

naturally. Almost half of the students aspire to develop their speaking skills through activities that support speaking practice. They believe that consistent practice can help them advance in speaking comprehension.

Table 2 below lists the needs analysis results based on the questionnaire results.

Table 2

Students' needs analysis at SMP IICP Puncak Darussalam.

Category	Types	Percentage
Goals	Future studies	28%
	Personal development	38%
	international preacher (da'i)	18%
	Other goals (e.g., travel, professional growth)	16%
Necessities	Academic success (studying abroad)	45%
	International communication	40%
	Promoting Islamic values	15%
Lacks	Speaking	30%
	Listening	55%
	Reading and Writing	15%
Wants	Speaking	40%
	Digital media	35%
	Real-life situation	25%

4.4. Applicable instructional strategies

The needs analysis results could be a guide for the researchers to propose the relevant teaching strategies to improve ELT in SMP IICP Puncak Darussalam. Below are the recommended teaching approaches to consider by the stakeholders upon the curriculum and material development.

4.4.1. Task-based language teaching (TBLT)

This is an approach to teaching that focuses on using tasks to help facilitate language learning. It motivates learners to carry out authentic, real-life activities that require them to use the target language to communicate. It develops the communicative competence of students, enabling them to learn the language that is relevant to everyday life and can be applied to real-life situations (Branden, 2023; Musazay, 2018). The characteristics of TBLT are highly relevant if implemented in Islamic-based schools, like SMP IICP Puncak Darussalam, because this school's philosophy of education is to transfer knowledge that can directly increase students' skill levels in the real world. These could include activities like role-playing a da'I, discussing a lecture, or discussing the importance of Islamic values, which can give students a context to practice English in ways that are meaningful to them and aligned with their goals and motivations.

This approach corresponds to the goals of Islamic education to foster such competencies as problem-solving, collaboration, and critical thinking (Crookes &

Ziegler, 2021). Well-designed TBLT challenges help students prepare for situations they will encounter as international professionals, leaders in Islamic cultures, scientists, and so forth. TBLT is one way in which language learning in Islamic-based schools can be greatly improved, as it will teach students real language that they can use outside the classroom.

4.4.2. Communicative language teaching (CLT)

The communicative approach to teaching speaking is deemed relevant to SMP IICP Puncak Darussalam because it equips students to use the target language in authentic, purposeful exchanges. In the Islamic educational context, this reflects what should be established toward effective and ethical communicative efforts, which is one of the components emphasized in Islam according to the Prophet Muhammad (Maylaffayza, 2022). The approach also allows students to learn the language and build confidence in using it to connect with other people, whether on an international level or within Islamic discussions.

Including aspects of culture and fostering intercultural understanding are also essential ingredients of the communicative approach, which is why it is appropriate for Islamic-based schools. This method instills in students the exploration of other cultures and perspectives (Byram and Wagner, 2018) in Islam. For example, interactive methods such as role-play are effective in improving speaking skills as they replicate real-life situations in which students can practice English in a meaningful and fun way (Annisa, 2023). Another example is taking the case of SMP IICP Puncak Darussalam, which aims to train and teach students to become international da'i. This approach will enable the students to use skills in conversation and communication with their counterparts in local or international contexts in spreading and sharing Islam.

4.4.3. Interactive listening practice

Listening is identified as a major weakness, with 55% of students struggling in this area. To address this, it is essential to incorporate interactive listening activities that expose students to a variety of accents and contexts. Interactive listening, a crucial aspect of language learning, engages students in real-world tasks that promote practical language use, which aligns with the Islamic educational principle of applying knowledge in meaningful ways (Almefleh, 2023; Kawa, 2023). Teachers can utilize audio recordings or video clips featuring native speakers discussing topics relevant to students' goals, such as international communication, Islamic preaching, or academic discussions. As the students prefer digital media, integrating resources like podcasts, YouTube videos, or TED talks on topics such as leadership, communication, or Islamic values can enhance engagement and support language development (Yaniafari et al., 2020). Furthermore, the use of language laboratories and authentic listening materials can overcome the challenges students face in listening comprehension. These resources provide students with exposure to natural speech and a variety of accents (Nurchalis et al., 2021). In the

context of Islamic-based schools, incorporating Islamic content into multimedia listening materials can improve students' learning experiences and deepen their connection to the curriculum (Yaniafari et al., 2020). The successful implementation of interactive listening practices also depends on effective teacher training. It ensures that educators are equipped with the skills to design task-based activities that meet students' specific needs (Almefleh, 2023).

To effectively support the language learning needs of SMP IICP Puncak Darussalam students, some relevant materials should be incorporated into the curriculum. This approach will address the specific challenges and motivations that students have for learning English, especially in an Islamic-based educational context. By using a combination of digital media, interactive tools, and materials connected to the students' academic and personal goals, the school can create an effective language-learning environment (Rahmadany et al., 2021; Yaniafari et al., 2020).

One of the most useful resources for enhancing listening skills is digital media. Students at SMP IICP Puncak Darussalam prefer such materials, and these resources can improve their exposure to authentic English in diverse contexts. TED Talks, YouTube interviews with international preachers, and podcasts provide students with opportunities to hear different accents and speech patterns. These materials help students understand the cultural contexts in which English is used, as emphasized by studies in the field of interactive listening (Almefleh, 2023; Kawa, 2023). Integrating these resources into the curriculum will support language development and students' religious motivations (Yaniafari et al., 2020).

In addition, language learning apps like Duolingo and Quizlet are beneficial for interactive listening and speaking practice. These platforms provide exercises and quizzes that focus on vocabulary, pronunciation, and sentence structure. These apps engage students in a self-paced learning environment and help them build a solid foundation in English. As suggested by Nurchalis et al. (2021), such interactive digital tools are effective ways to address the needs of students while keeping them motivated.

For speaking practice, role-play cards and scenario-based worksheets are excellent resources. These materials can simulate real-life situations, such as academic discussions, international relations, or Islamic teachings. Role-playing as an international preacher delivering a speech on Islamic values in English or discussing global topics will improve speaking and listening skills. This approach is relevant for SMP IICP Puncak Darussalam, as it combines real-world language use with the institution's mission of producing future *da'i*. The task-based learning approach (TBLT) proposed by Branden (2023) is relevant, as it encourages students to engage in meaningful, task-oriented activities that enhance their communicative competence and allow them to practice English in ways aligned with their personal and academic goals.

Reading materials regarding Islamic values is also fundamental for the integration of English language learning with students' religious beliefs. Materials such as articles about influential Muslim figures who used English for international preaching provide

students with culturally relevant content that connects their language skills with their religious aspirations (Djamdjuri, 2023). Reading about Muslim leaders who have succeeded in spreading Islamic values globally can motivate students and expand their vocabulary. This type of content also strengthens their understanding of how English can be used to communicate cultural and religious messages in a global context.

To improve listening comprehension, teachers should use audio clips and interactive exercises where students listen to a passage and complete tasks like filling in blanks or answering comprehension questions. These activities provide exposure to different accents, speech speeds, and contexts, helping students become comfortable with real-world listening challenges (Nurchalis et al., 2021). By incorporating Islamic-themed audio materials, such as lectures or discussions on Islamic teachings, students can connect their listening practice to language learning and their religious values.

5. Conclusion

This study highlights the significance of integrating Islamic values into English Language Teaching (ELT) at SMP ICP Puncak Darussalam, a school that blends international educational standards with Islamic principles. A needs analysis revealed challenges faced by students and teachers in aligning the English curriculum with the school's mission to nurture skilled international da'i (Islamic ambassadors). The study proposes teaching strategies that emphasize practical language skills while upholding Islamic values. Recommended approaches include task-based language teaching, communicative language teaching, and interactive listening practices to enhance students' speaking and listening proficiency. Additionally, incorporating digital media, role-playing, and materials rooted in Islamic values can make lessons more engaging and relevant. By adopting these strategies, SMP ICP Puncak Darussalam can support students in achieving their academic goals and preparing them to become confident communicators and global representatives of Islam. The study's recommendations aim to guide teachers and curriculum developers in designing effective ELT programs for Islamic schools. Future research could focus on developing research and development (R&D) initiatives to create comprehensive, tailored materials that align with students' needs and the school's vision and mission.

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