

## CHAPTER V

### CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

In the concluding chapter of the research, I provided an in-depth discussion of the findings, accompanied by a recommendation. The conclusion offers a concise overview of the analyzed data from the preceding chapter. Within the implications of the study, I proposed various suggestions and considerations for English language teachers, stakeholders, and future research directions. Consequently, I emphasized the importance of acknowledging and addressing the limitations of the study.

#### 5.1. Conclusions

The research findings provide compelling evidence of the implementation of integrating Islamic values in the EFL (English as a Foreign Language) online teaching and learning process. The successful implementation of Islamic values integration by the teacher demonstrates their competence in incorporating Islamic values into online EFL instruction. Moreover, the overwhelmingly positive response from students further attests to the successful integration of Islamic values with the English subject. In light of the study results, several conclusions can be drawn:

The integration approach, between Islamic values and English subjects, could be well implemented in EFL online teaching and learning process. The finding shows that the teacher integrates Islamic values into English subjects in online teaching and learning in several fashions such as (1) carrying out code-mixing and code-switching between English expressions and typical Islamic, (2) linking the topics taught with appropriate Islamic teachings by quoting relevant verses of the Qur'an and/or Hadith, (3) using Islamic names for people, places or events in making examples, (4) giving assignments to students to write or make examples related to Islamic values, (5) always began and ended the class by praying and (6) the teacher utilized Connected Model of integration when integrating Islamic values into EFL online teaching and learning process.

It is noteworthy to emphasize that the integration of Islamic values into English subjects is facilitated by the presence of a robust educational system that encompasses both the school and the students' dormitory (boarding school).

Furthermore, the school facilitates this integration by providing teachers with a dedicated book that combines English subjects with selected verses from the Quran and Hadiths.

However, some challenges arose for both the teacher and the students when dealing with (1) internet connection and (2) limitations of technology features. The main issues like inconsistent internet connection and imitations of technology features lead the online class to seamless participation in online activities and challenging communication and interaction. Furthermore, In order to explore alternative communication methods, the teacher implemented asynchronous learning activities or employed a combination of synchronous and asynchronous approaches to ensure meaningful engagement despite the limitations of the internet and technology platforms.

Furthermore, several valuable lessons can be gleaned from successful examples of EFL online courses that have skilfully integrated Islamic values into their curriculum. These lessons provide a blueprint for designing and implementing EFL courses that not only enhance language skills but also nurture ethical awareness and personal growth within the context of Islamic values. These lessons not only shed light on the effectiveness of such integration but also offer insights into best practices for designing and implementing similar courses.

First, holistic approach to learning. Successful EFL online courses integrate Islamic values as an integral part of the curriculum, fostering a holistic approach to education. They emphasize not only language proficiency but also character development, ethics, and moral principles, aligning with the broader objectives of Islamic teachings. This approach ensures that learners develop as well-rounded individuals capable of navigating language challenges while upholding ethical standards.

The second is incorporation of Islamic content. Successful examples seamlessly incorporate Islamic content into the curriculum, embedding it within language lessons. This integration involves using relevant Quranic verses, Hadiths, stories from Islamic history, and examples from the daily lives of Muslims. Such incorporation not only highlights the practical applications of language skills but

also reinforces Islamic teachings in a context that is both educational and spiritually enriching.

The last is cultural relevance. EFL courses that effectively integrate Islamic values take into account the cultural and religious context of the learners. They tailor learning materials, activities, and assessments to resonate with the cultural norms and religious sensitivities of the target audience. This cultural relevance enhances students' engagement and motivation by making the content relatable and meaningful.

## **5.2. Implications of the Study**

The findings of this study have several consequences for stakeholders, particularly those working in Islamic educational environments, EFL teachers and EFL learners, and other researchers interested in Integrating Islamic Values into English subjects. The integration of Islamic values into the EFL online teaching and learning process holds several implications for stakeholders involved. These implications can be examined as follows:

The process of curriculum development assumes a critical role in the effective integration of Islamic values into the EFL online teaching and learning context. It is imperative for educational institutions or policy maker to undertake a comprehensive review and subsequent adaptation of their existing curriculum, encompassing the inclusion of Islamic values. This necessitates a meticulous alignment of the curriculum with the educational goals and principles that are inherent to Islamic teachings, thereby ensuring a comprehensive and holistic learning experience for students. By embracing the integration of Islamic values within the curriculum, educational institutions can furnish students with an enriched educational course, encompassing not only language proficiency but also an appreciation and comprehension of Islamic teaching, principles, and cultural heritage. This harmonization between the curriculum and Islamic values serves to cultivate well-rounded individuals who are equipped to navigate the global landscape while simultaneously fostering a deep-rooted connection to their Islamic identity and values.

Based on the findings of the present study, the integration of Islamic values into English subjects demonstrates a high degree of efficacy and applicability. This

is attributed to the school's policy of equipping teachers with a dedicated instructional book that combines English subjects with carefully selected verses derived from the Quran and Hadiths. The provision of such a specialized book serves as a facilitative measure, enabling educators to seamlessly incorporate Islamic values into the teaching and learning of English. This deliberate integration not only enhances the educational experience but also promotes a deeper understanding and appreciation of Islamic teachings among students. The utilization of this instructional resource underscores the commitment of the school towards fostering an environment that nurtures the harmonious coexistence of English language proficiency and Islamic values.

Overall, the integration of Islamic values into the EFL online teaching and learning process offers a promising approach to education, fostering cultural understanding, ethical development, and a stronger connection to Islamic values among students. It is vital for educational institutions and policymakers to recognize the significance of curriculum alignment and the provision of instructional resources in achieving successful integration.

According to the findings of this study, the integration of Islamic values into the EFL online teaching and learning process has profound implications for both EFL teachers and EFL learners. These implications can be described in more detail as follows:

To integrate Islamic values into EFL online teaching and learning process, EFL teachers may implement many strategies in teaching practice. Nowadays, there are many digital tools and e-learning media that can be explored, accessed, and available for free. Additionally, English language teachers should seize the opportunity from the Covid-19 pandemic. Even after the Covid-19 pandemic is over, online teaching and learning activities are possible to be conducted after this period through the judicious use of the internet, e-learning platforms online resources, and any other digital-based educational tools.

Besides the technology mastery, EFL teacher should also possess a dependable willingness and awareness of pedagogical transformation. Integrating Islamic values in the EFL online teaching and learning process requires EFL teachers to adapt their pedagogical strategies. They need to incorporate Islamic

principles, examples, and references into their English lessons to provide a culturally relevant and meaningful learning experience for students.

According to the findings of this study, the findings indicate that EFL teachers could integrate Islamic values into online English teaching and learning in various ways, including using a combination of English and Islamic expressions (code-mixing or code-switching), connecting the topics taught with relevant Islamic teachings by quoting verses from the Qur'an or Hadith, incorporating Islamic names in examples, assigning students to write or create examples related to Islamic values, starting and ending each class with prayers, and utilizing the Connected Model of integration for integrating Islamic values into EFL online teaching and learning.

Implementing an integrated approach, according to this study, might also become a concern for EFL students. They must be able to adapt to cultural awareness and understanding. Integrating Islamic values into the EFL online teaching and learning process enhances cultural awareness and understanding among EFL learners. It exposes them to Islamic principles, traditions, and practices, fostering a broader understanding of different cultures and promoting intercultural competence.

In addition, integrating Islamic values into EFL online teaching and learning processes would also be beneficial for EFL students if EFL students are able to engage with ethical and moral development. EFL students benefit from the integration of Islamic values by engaging in discussions and activities that promote ethical and moral development. By exploring Islamic principles and applying them to their language learning journey, students develop a stronger sense of integrity, empathy, ethical decision-making skills and many more.

Given the limitations of the present study, it is recommended that future researchers direct their attention towards developing a comprehensive framework that specifically addresses the integration of Islamic values into English subjects. While this study focused on the broader context of EFL online teaching and learning, it would be of greater significance for researchers to undertake further investigations on the impact of integrating Islamic values on students' attitudes that center on the three domains (cognitive, affective, and psychomotor) of learning

within the EFL students. This research could be conducted within the contexts of both online and offline English language teaching and learning, as it is anticipated that even after the conclusion of the Covid-19 pandemic, online teaching and learning will continue to be a prominent component of educational practices.

Furthermore, it is encouraged for future researchers to undertake more extensive investigations, particularly with regard to the development of Islamic integration, as this would contribute to the enrichment of the available data within the research field. Similarly, comparisons between face-to-face teaching and online teaching processes are expected to yield notable differences, highlighting the importance of conducting comprehensive research that encompasses diverse instructional modalities.

The integration of Islamic values into EFL online courses significantly influences the perception of potential learners and stakeholders in Muslim-majority regions. This integration serves as a bridge between language acquisition and the ethical principles inherent in Islamic teachings, thereby enhancing the attractiveness and relevance of EFL courses. Firstly, the incorporation of Islamic values resonates deeply with the cultural and religious sensitivities of learners in Muslim-majority regions. It addresses the need for education that aligns with their beliefs, fostering a sense of identity and cultural preservation. This, in turn, creates a positive perception of EFL online courses as an avenue for both language development and the reinforcement of Islamic values.

Moreover, the integration of Islamic values in EFL online courses can bolster the endorsement and support of key stakeholders, such as educational institutions, community leaders, and parents. These stakeholders acknowledge the holistic development offered by courses that promote both linguistic competence and ethical awareness. The alignment with cultural and religious values enhances the courses' credibility and ensures that learners are equipped not only with language skills but also with the ability to navigate global communication ethically and responsibly.

In conclusion, the integration of Islamic values into EFL online courses positively impacts the perception of potential learners and stakeholders in Muslim-majority regions. It creates a compelling value proposition that resonates with

cultural norms, practical relevance, and holistic development, positioning these courses as valuable assets for language acquisition and character-building in a diverse and interconnected world.

### **5.3. Recommendations**

The present research has demonstrated the successful implementation of integrating Islamic values into the EFL online teaching and learning process, even in the face of internet challenges. Therefore, this study provides valuable recommendations for educational stakeholders, teachers, and students. It is crucial for educational stakeholders, including principals and local government authorities, to utilize the findings of this research in the development and design of learning materials, which can then be integrated into the school curriculum. The integration of Islamic values should be considered as a fundamental aspect of the modern educational system, adapting appropriately to the demands of the 21st-century learning environment.

In my humble opinion, the findings of this study will inspire teachers and educators to enhance their creativity and resourcefulness, strengthening their abilities to evaluate the effectiveness of technology, Islamic values, and language acquisition. The integration within an integrated approach serves as a "bridge" that connects various elements involved in the learning process. This bridge can take the form of a central theme, focusing on multiple concepts to be instilled, specific behavioral objectives, or skills required across different disciplines. It can also manifest in activities that incorporate diverse concepts, methodologies, and skills.

By embracing the integration of Islamic values within the EFL online teaching and learning process, educators can foster a comprehensive educational experience that nurtures the holistic development of students. This approach promotes a deeper understanding and appreciation of Islamic values while simultaneously enhancing language proficiency and other essential skills.

While the current study has been conducted diligently, drawing upon an extensive review of literature and theoretical frameworks, it is important to acknowledge its inherent limitations. This section discusses the limitations of the present study across various aspects, including generalizability, research implementation, participant number, and the study's duration.

Firstly, regarding generalizability, this study employed a case study research design and relied on qualitative data analysis. Consequently, the findings cannot be generalized to a broader research population, as conditions and individuals vary. The study's outcomes are contextually specific to the integration of Islamic values into the EFL online teaching and learning process at a prestigious private junior school in Subang, West Java, Indonesia. However, these findings may serve as a valuable reference for researchers conducting similar studies in comparable settings.

Secondly, due to the research being conducted during the global COVID-19 pandemic, it was limited to online implementation. This posed certain challenges, particularly in optimizing the integration between Islamic values and English subjects, given the limited interaction between students and teachers. Furthermore, the issue of inconsistent internet connectivity hindered the learning process. Nevertheless, the findings of this study can provide teachers with valuable insights and strategies for conducting EFL online teaching and learning incorporating Islamic values.

Moreover, considering the case study design employed in this research, the number of participants was limited to only three representative students from each proficiency level (Fair, Good, and Very Good), resulting in a total of nine participants in a single class. This restricted sample size may not fully capture the diversity and nuances of the larger student population.

Finally, due to the limited timeframe available for data collection, with the study being conducted within a one-month period, it is possible that certain aspects may not have been explored comprehensively or in detail. Therefore, further studies with longer durations and broader considerations should be undertaken to provide more comprehensive and nuanced insights into the integration of Islamic values into the EFL online teaching and learning process.