

**ISLAMIC VALUES INTEGRATION INTO EFL ONLINE TEACHING  
AND LEARNING PROCESS**

**A THESIS**

Submitted in partial fulfilment of the requirements for a Master's degree in  
English Language Education



**By**  
**Bilhaq Ariwayat**  
**1906631**

**ENGLISH LANGUAGE EDUCATION PROGRAM**  
**FACULTY OF LANGUAGES AND LITERATURE EDUCATION**  
**UNIVERSITAS PENDIDIKAN INDONESIA**  
**2023**

**LEMBAR HAK CIPTA**  
**ISLAMIC VALUES INTEGRATION INTO EFL ONLINE TEACHING  
AND LEARNING PROCESS**

Oleh:  
Bilhaq Ariwayat  
1906631

Sebuah tesis yang diajukan sebagai syarat untuk memperoleh gelar Magister  
Pendidikan (M.Pd.) pada Program Studi S2 Pendidikan Bahasa Inggris  
Fakultas Pendidikan Bahasa dan Sastra  
Universitas Pendidikan Indonesia

©Bilhaq Ariwayat  
Universitas Pendidikan Indonesia  
Agustus 2023

Hak cipta dilindungi Undang-Undang.  
Tesis ini tidak boleh diperbanyak seluruhnya atau sebagian,  
dengan dicetak ulang, difotokopi, atau cara lainnya tanpa izin dari penulis.

APPORVAL PAGE  
BILHAQ ARIWAYAT  
1906631

ISLAMIC VALUES INTEGRATION INTO EFL ONLINE TEACHING  
AND LEARNING PROCESS

Approved by

Supervisor



Prof. Eri Kurniawan, M.A., Ph.D.

NIP. 198111232005011002

Examiner I



Prof. Ahmad Bukhori Muslim, M.Ed., Ph.D.

NIP. 197401232001121003

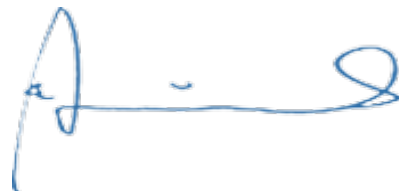
Examiner II



Dr. Fazri Nur Yusuf, M. Pd.

NIP. 197308162003121002

Head of English Language Education Program



Prof. Emi Emilia, M. Ed., Ph. D.

NIP. 196609161990012001

## STATEMENT OF AUTHORIZATION

I solemnly declare that the research entitled “Islamic Values Integration into EFL Online Teaching and Learning Process” is solely and entirely the origination of my own work. I affirm that it is free from any form of plagiarism to the best of my knowledge under the supervision of an eligible supervisor , and I have conducted thorough examinations to ensure its originality. However, I acknowledge and willingly accept full responsibility for any potential ramifications that may arise in the event of any breach of ethical standards in educational research during the course of this study.

Bandung,



Bilhaq Ariwayat  
1906631

## ACKNOWLEDGEMENTS

I wish to convey my profound gratitude to the individuals who have been instrumental in the realization of this thesis. Foremost, my deepest appreciation goes to my esteemed supervisors, Prof. Eri Kurniawan, M.A., Ph.D. and (*Almaghfurlah*) Prof. Dr. H. Didi Suherdi, M.Ed., and my wise examiners, Prof. Ahmad Bukhori Muslim, M. Ed., Ph. D. and Dr. Fazri Nur Yusuf, M.Pd. whose unwavering guidance, expertise, and unwavering support have been pivotal in shaping the trajectory of this study. Your steadfast commitment and scholarly mentorship have propelled me toward academic excellence.

I would also like to extend my heartfelt thanks to the esteemed faculty members of the English Language Education Study Program at Universitas Pendidikan Indonesia. Their unwavering dedication to academic excellence and their imparting of knowledge and wisdom has been instrumental in my growth as a scholar.

To my cherished family and my closest friends, I am forever indebted to your unwavering belief in my abilities and unwavering support. Your encouragement, affection, love, and understanding have been a constant source of inspiration and motivation throughout this arduous journey. I am immensely grateful for your unwavering presence in my life.

I would be remiss not to express my deepest gratitude to As Syifa Boarding School Wanareja Subang for allowing me to perform this study. The teacher and the participants who selflessly contributed their time, knowledge, and insights to this study. Their willingness to engage in this research has been paramount to its success, and their invaluable contributions have shed light on new perspectives and enriched the findings.

In closing, I am profoundly grateful for the immense contributions and unwavering support extended by each individual mentioned above. Their presence in my academic voyage has left an indelible mark, and I am forever grateful for their unwavering belief in my abilities. Thank you for your unwavering commitment and for accompanying me on this transformative journey.

## ABSTRACT

One of Indonesia's national education objectives is to foster faith, piety, and virtuous character for the betterment of the nation. In light of this, the integration of religious values into teaching and learning activities, including Islamic values in online education, assumes paramount importance. This research is centred around investigating how an English teacher incorporates Islamic values within the context of online English as a Foreign Language (EFL) teaching and learning in a junior high school setting. The study's purpose is to shed light on the integration process, identify challenges encountered, and propose corresponding solutions. In pursuit of these objectives, a qualitative case study methodology was employed, involving document analysis, observations, and interviews. The evidence amassed from these methods indicates that the teacher adeptly integrated Islamic values into online English lessons using a variety of approaches. These strategies encompassed code-mixing and code-switching, associating topics with pertinent verses from the Qur'an and/or Hadith, employing Islamic names for individuals, places, or events, assigning tasks rooted in Islamic teachings, commencing and concluding classes with prayers, and leveraging the Connected Model of integration. However, in the process, both the teacher and students confronted challenges, primarily stemming from internet connectivity issues and limitations posed by technological features. To surmount these obstacles, the teacher devised a hybrid approach that combines synchronous and asynchronous teaching methods. This combination ensured that despite the constraints posed by internet connectivity and technology platforms, meaningful engagement and effective learning could be maintained.

**Keywords:** EFL Online Teaching and Learning, Integrated Teaching, Islamic Values

## ABSTRAK

Salah satu tujuan pendidikan nasional Indonesia adalah menumbuhkan keimanan, ketakwaan, dan akhlak yang berbudi luhur demi kemajuan bangsa. Oleh karena itu, integrasi nilai-nilai agama ke dalam kegiatan belajar mengajar, termasuk nilai-nilai Islam dalam pendidikan online, menjadi hal yang sangat penting. Penelitian ini berpusat pada penyelidikan bagaimana seorang guru bahasa Inggris memasukkan nilai-nilai Islam dalam konteks pengajaran dan pembelajaran Bahasa Inggris sebagai Bahasa Asing (EFL) online di lingkungan sekolah menengah pertama. Tujuan studi ini adalah untuk menjelaskan proses integrasi, mengidentifikasi tantangan yang dihadapi, dan mengusulkan solusi yang sesuai. Untuk mencapai tujuan ini, metodologi studi kasus kualitatif digunakan, yang melibatkan analisis dokumen, observasi, dan wawancara. Bukti yang dikumpulkan dari metode ini menunjukkan bahwa guru dengan mahir mengintegrasikan nilai-nilai Islam ke dalam pembelajaran bahasa Inggris online dengan menggunakan berbagai pendekatan. Strategi-strategi tersebut mencakup campur kode dan alih kode, mengaitkan topik dengan ayat-ayat terkait dari Al-Qur'an dan/atau Hadits, menggunakan nama-nama Islami untuk individu, tempat, atau peristiwa, menugaskan tugas-tugas yang berakar pada ajaran Islam, memulai dan menutup kelas dengan doa dan memanfaatkan integrasi Model Terhubung. Namun, dalam prosesnya, baik guru maupun siswa menghadapi tantangan, terutama yang berasal dari masalah konektivitas internet dan keterbatasan yang disebabkan oleh fitur-fitur teknologi. Untuk mengatasi kendala tersebut, guru merancang pendekatan hybrid yang menggabungkan metode pengajaran sinkron dan asinkron. Kombinasi ini memastikan bahwa meskipun terdapat kendala yang disebabkan oleh konektivitas internet dan platform teknologi, keterlibatan yang bermakna dan pembelajaran yang efektif dapat dipertahankan.

**Kata Kunci:** Pengajaran dan Pembelajaran EFL Online, Pengajaran Terpadu, Nilai-nilai Islam

## TABLE OF CONTENTS

<b>APPORVAL</b> .....	<b>i</b>
<b>AUTHORIZATION</b> .....	<b>ii</b>
<b>ACKNOWLEDGEMENTS</b> .....	<b>iii</b>
<b>ABSTRACT</b> .....	<b>iv</b>
<b>TABLE OF CONTENTS</b> .....	<b>v</b>
<b>LIST OF TABLES</b> .....	<b>vii</b>
<b>LIST OF FIGURES</b> .....	<b>viii</b>
<b>CHAPTER I INTRODUCTION</b> .....	<b>1</b>
<b>1.1. Background of the Study</b> .....	<b>1</b>
<b>1.2. Research Questions</b> .....	<b>3</b>
<b>1.3. Purposes of the Study</b> .....	<b>3</b>
<b>1.4. Significances of the Study</b> .....	<b>3</b>
<b>1.5. Scopes of the Study</b> .....	<b>4</b>
<b>1.6. Definition of the Key Terms</b> .....	<b>4</b>
<b>1.7. Theses Organization</b> .....	<b>5</b>
<b>CHAPTER II LITERATURE REVIEW</b> .....	<b>7</b>
<b>2.1. Concept of Integrated Approach</b> .....	<b>7</b>
2.1.1. Implementing Integrated Teaching and Learning in EFL Context.....	8
2.1.2. Models of Integrated Approach .....	16
<b>2.2. Islamic Values</b> .....	<b>33</b>
2.2.1. Principles of Islamic Values .....	35
2.2.2. Models of Islamic Values Integration.....	38
<b>2.3. Online Teaching and Learning</b> .....	<b>48</b>
2.3.1. Principles of Online Teaching and Learning .....	49
2.3.2. Challenges of Online Teaching and Learning .....	57
<b>CHAPTER III METHODOLOGY</b> .....	<b>62</b>
<b>3.1. Research Design</b> .....	<b>62</b>
<b>3.2. Research Site and Participant</b> .....	<b>62</b>
<b>3.3. Data Collections Techniques and Research Instruments</b> .....	<b>64</b>
3.3.1. Document.....	65
3.3.2. Observation.....	70
3.3.3. Interview .....	73
<b>3.4. Data Analysis</b> .....	<b>73</b>
<b>3.5. Concluding Remarks</b> .....	<b>74</b>



<b>CHAPTER IV FINDINGS AND DISCUSSION .....</b>	<b>75</b>
<b>4.1. The Ways the Teacher Integrated Islamic Values in EFL Online Teaching and Learning Process .....</b>	<b>75</b>
4.1.1. Implementing Integrated Approach .....	75
4.1.2. Implementing Islamic Values Integration in EFL Online Teaching and Learning Process .....	92
4.1.3. Implementing Online Teaching and Learning .....	103
<b>4.2. Challenges and Solutions in Integrating Islamic Values in EFL Online Teaching and Learning.....</b>	<b>107</b>
4.2.1. Challenges Faced and Solution Offered by the Teacher in Integrating Islamic Values into EFL Online Teaching and Learning Process .....	108
4.2.2. Challenges Faced and Solution Offered by the Students in Integrating Islamic Values into EFL Online Teaching and Learning Process .....	113
<b>4.3. Discussion.....</b>	<b>123</b>
<b>CHAPTER V CONCLUSIONS AND RECOMMENDATIONS.....</b>	<b>131</b>
<b>5.1. Conclusions .....</b>	<b>131</b>
<b>5.2. Implications of the Study.....</b>	<b>132</b>
5.2.1. For Stakeholders .....	132
5.2.2. For EFL Teachers and EFL Students .....	133
<b>5.3. Recommendations .....</b>	<b>135</b>
<b>5.4. Limitations .....</b>	<b>136</b>
<b>REFERENCES .....</b>	<b>138</b>
<b>APPENDIXES.....</b>	<b>158</b>

## LIST OF TABLES

<b>Table 2. 1 Principles of Integrated Teaching and Learning.....</b>	<b>9</b>
<b>Table 2. 2 Principles of Islamic Values in Teaching and Learning Process.</b>	<b>37</b>
<b>Table 2. 3 Online Teaching and Learning Principles.....</b>	<b>56</b>
<b>Table 2. 4 Online Teaching and Learning Challenges .....</b>	<b>59</b>
<b>Table 3. 1 Participating Teacher .....</b>	<b>63</b>
<b>Table 3. 2 Participating Students .....</b>	<b>63</b>
<b>Table 3. 3 Data Collections Techniques and Research Instruments.....</b>	<b>64</b>
<b>Table 3. 4 Observation Checklist of Principles of Integrated Teaching and Learning .....</b>	<b>65</b>
<b>Table 3. 5 Integrated Approach Table: Language and Arts Table.....</b>	<b>66</b>
<b>Table 3. 6 Observation Checklist of Islamic Values in Teaching and Learning Process.....</b>	<b>67</b>
<b>Table 3. 7 Observation Checklist of Online Teaching and Learning Principles .....</b>	<b>67</b>
<b>Table 4. 1 The Result of Integrated Approach Principles Observation</b>	<b>75</b>
<b>Table 4. 2 Integrated Approach Table: Language and Arts Table.....</b>	<b>89</b>
<b>Table 4. 3 The Result of Islamic Values Principles Observation .....</b>	<b>91</b>
<b>Table 4. 4 The Result of Online Teaching and Learning Implementation.</b>	<b>102</b>
<b>Table 4. 5 Observation Result of Online Teaching and Learning Challenges .....</b>	<b>115</b>

## LIST OF FIGURES

<b>Figure 2. 1 Models of Integrated Approach .....</b>	<b>33</b>
<b>Figure 2. 2 Monadic Model.....</b>	<b>39</b>
<b>Figure 2. 3 Dyadic Compartment.....</b>	<b>41</b>
<b>Figure 2. 4 Dyadic Complementary .....</b>	<b>42</b>
<b>Figure 2. 5 Dyadic Dialogic .....</b>	<b>44</b>
<b>Figure 2. 6 Triadic Model .....</b>	<b>44</b>
<b>Figure 3. 1 Data Triangulation .....</b>	<b>73</b>
<b>Figure 4. 1 Grammar in Use in learning materials .....</b>	<b>84</b>
<b>Figure 4. 2 Basic Model.....</b>	<b>87</b>
<b>Figure 4. 3 <i>Modified Model</i>.....</b>	<b>88</b>
<b>Figure 4. 4 Integrating Islamic expressions in learning materials .....</b>	<b>95</b>
<b>Figure 4. 5 Integrating Islamic figure in learning materials .....</b>	<b>98</b>
<b>Figure 4. 6 Integrating Islamic expressions in exercise.....</b>	<b>99</b>
<b>Figure 4. 7 providing Quran Verse into learning materials .....</b>	<b>100</b>
<b>Figure 4. 8 The Class of Female Students .....</b>	<b>120</b>
<b>Figure 4. 9 The Class of Male Students .....</b>	<b>121</b>

## REFERENCES

- Abdullah, M. A. (2014). Religion, science and culture: An integrated, interconnected paradigm of science. *Al-Jami'ah*, 52(1), 175–203. <https://doi.org/10.14421/ajis.2014.521.175-203>
- Abrahamson, C. E. (1998). Issues in interactive communication in distance education. *College Students Journal*, 32(1).
- Achddou, R., Di Martino, J. M., & Sapiro, G. (2021). Nested learning for multi-level classification. *ICASSP, IEEE International Conference on Acoustics, Speech and Signal Processing - Proceedings, 2021-June*. <https://doi.org/10.1109/ICASSP39728.2021.9415076>
- Adebo, P. (2018). Online Teaching and Learning. *International Journal of Advanced Research in Computer Science and Software Engineering*, 8(2), 73. <https://doi.org/10.23956/ijarsse.v8i2.549>
- Ahern, C. M., Van De Mortel, T. F., Silberberg, P. L., Barling, J. A., & Pit, S. W. (2013). Vertically integrated shared learning models in general practice: A qualitative study. *BMC Family Practice*, 14. <https://doi.org/10.1186/1471-2296-14-144>
- Ajala, I. (2022). Islamic Fashion: Subversion or Reinvention of Religious Values? *Journal of Muslim Minority Affairs*, 42(1). <https://doi.org/10.1080/13602004.2022.2064053>
- Ajzen, I. (1998). Models of human social behavior and their application to health psychology. *Psychology and Health*, 13(4). <https://doi.org/10.1080/08870449808407426>
- Alfian. (2021). The favored language learning strategies of islamic university efl learners. *Studies in English Language and Education*, 8(1). <https://doi.org/10.24815/siele.v8i1.17844>
- Amelia, R. (2012). Merancang Pembelajaran Bahasa Inggris Berbasis Pendekatan Islami. *Jurnal Pemikiran Islam*, 37(1).
- Artieda, G., Roquet, H., & Nicolás-Conesa, F. (2020). The impact of age and exposure on EFL achievement in two learning contexts: formal instruction and formal instruction + content and language integrated learning (CLIL).

- International Journal of Bilingual Education and Bilingualism*, 23(4), 449–472. <https://doi.org/10.1080/13670050.2017.1373059>
- Aryanti, T., Adriyany, V., & Sukyadi, D. (2020). *Penelitian kualitatif: Konsep dasar dan isu metodologis* (T. A. V. S. D. Aryanti, Ed.; Pertama). UPI PRESS.
- Asgari, M. (2011). The effect of lack of homogeneity among students regarding their basic english knowledge on their accomplishment in preliminary English course at universities. *Australian Journal of Basic and Applied Sciences*, 5(11).
- Ashaari, M. F., Ismail, Z., Puteh, A., Samsudin, M. A., Ismail, M., Kawangit, R., Zainal, H., Nasir, B. M., & Ramzi, M. I. (2012). An Assessment of Teaching and Learning Methodology in Islamic Studies. *Procedia - Social and Behavioral Sciences*, 59, 618–626. <https://doi.org/10.1016/j.sbspro.2012.09.322>
- Aslan, A. (2021). Problem- based learning in live online classes: Learning achievement, problem-solving skill, communication skill, and interaction. *Computers and Education*, 171. <https://doi.org/10.1016/j.compedu.2021.104237>
- Auletta, G. (2007). Science, philosophy, and religion today: Some reflections. *Theology and Science*, 5(3). <https://doi.org/10.1080/14746700701622016>
- Bagir, Z. A. (2015). The “Relation” Between Science And Religion In The Pluralistic Landscape Of Today’S World. *Zygon*, 50(2). <https://doi.org/10.1111/zygo.12177>
- Bagir, Z. A., Wahyudi, J., & Anshori, A. (2005). *Integrasi Ilmu dan Agama: Interpretasi dan Aksi* (Z. A. Bagir, J. Wahyudi, & A. Anshori, Eds.; 1st ed., Vol. 1). Mizan Pustaka. <https://books.google.co.id/books?id=pWw1wXbzX1cC&lpg=PA4&hl=id&pg=PA5#v=onepage&q&f=false>
- Baharun, H., & Astriani, S. A. (2019). Pendekatan webbed learning pada pembelajaran tematik terhadap peserta didik inklusif di madrasah. *Journal AL-MUDARRIS*, 2(1). <https://doi.org/10.32478/al-mudarris.v2i1.220>
- Banegas, D. L., & del Pozo Beamud, M. (2022). Content and Language Integrated Learning: A Duoethnographic Study about CLIL Pre-Service Teacher

- Education in Argentina and Spain. *RELC Journal*, 53(1).  
<https://doi.org/10.1177/0033688220930442>
- Barbour, I. G. (2000). When Science Meets Religion: Enemies, Strangers, or Partners? In *When Science Meets Religion: Enemies, Strangers, or Partners?*
- Barrios, E., López-Gutiérrez, A., & Lopez-Agudo, L. A. (2022). Language-related perceptions: How do they predict student satisfaction with a partial English Medium Instruction in Higher Education? *Journal of English for Academic Purposes*, 57. <https://doi.org/10.1016/j.jeap.2022.101121>
- Bawden, D., & Robinson, L. (2020). Information Overload: an overview David Bawden and Lyn Robinson Summary. In *Oxford Encyclopedia of Political Decision Making* (Vol. 8206).
- Beffa-Negrini, P. A., Cohen, N. L., & Miller, B. (2002). Strategies to motivate students in online learning environments. *Journal of Nutrition Education and Behavior*, 34(6). [https://doi.org/10.1016/S1499-4046\(06\)60116-4](https://doi.org/10.1016/S1499-4046(06)60116-4)
- Bennett, S., & Lockyer, L. (2004). Becoming an online teacher: Adapting to a changed environment for teaching and learning in higher education. *Educational Media International*, 41(3).  
<https://doi.org/10.1080/09523980410001680842>
- Binkley, S. C. (2007). Integrating faith and learning in the foreign language classroom. *Christian Higher Education*, 6(5), 429–438.  
<https://doi.org/10.1080/15363750600790256>
- Borzova, T. V., & Mosunova, L. A. (2020). The conditions for fostering meaningful understanding of information in learning. *Science for Education Today*, 10(1). <https://doi.org/10.15293/2658-6762.2001.01>
- Brown, J. S., Collins, A., & Duguid, P. (1989). Situated Cognition and the Culture of Learning. *Educational Researcher*, 18(1).  
<https://doi.org/10.3102/0013189X018001032>
- Burns, L. R., Nembhard, I. M., & Shortell, S. M. (2022). Integrating network theory into the study of integrated healthcare. *Social Science and Medicine*, 296. <https://doi.org/10.1016/j.socscimed.2021.114664>
- Cacioppo, J. T., Gardner, W. L., & Berntson, G. G. (1999). The affect system has parallel and integrative processing components: Form follows function.

- Journal of Personality and Social Psychology*, 76(5).  
<https://doi.org/10.1037/0022-3514.76.5.839>
- Capra, F. (1976). Modern Physics and Eastern Mysticism. *Journal of Transpersonal Psychology*, 8(1).
- Carless, D. (2023). Feedback for student learning in higher education. *International Encyclopedia of Education(Fourth Edition)*, 623–629.  
<https://doi.org/10.1016/B978-0-12-818630-5.14066-7>
- Carreras, A. L., & Kaur, P. (2011). Teaching Problem Structuring Methods: Improving Understanding Through Meaningful Learning. *INFORMS Transactions on Education*, 12(1). <https://doi.org/10.1287/ited.1110.0074>
- Carrillo, C., & Flores, M. A. (2023). Online teaching and learning practices in teacher education: past, present and future. *International Encyclopedia of Education(Fourth Edition)*, 698–709. <https://doi.org/10.1016/B978-0-12-818630-5.04086-0>
- Casey, K., Shaw, E., Whiltingham, J., & Gallavan, N. (2021). Improving online instruction: A study of online course delivery methods. *Journal of Educators Online*, 18(1). <https://doi.org/10.9743/jeo.2021.18.1.8>
- Chang, C. C., & Chen, Y. (2020). Cognition, Attitude, and Interest in Cross-Disciplinary i-STEM Robotics Curriculum Developed by Thematic Integration Approaches of Webbed and Threaded Models: a Concurrent Embedded Mixed Methods Study. *Journal of Science Education and Technology*, 29(5). <https://doi.org/10.1007/s10956-020-09841-9>
- Cheng, J., & Wang, H. (2021). Adaptive algorithm recommendation and application of learning resources in english fragmented readinga. *Complexity*, 2021. <https://doi.org/10.1155/2021/5592534>
- Chiu, T. K. F., Lin, T. J., & Lonka, K. (2021). Motivating Online Learning: The Challenges of COVID-19 and Beyond. In *Asia-Pacific Education Researcher* (Vol. 30, Issue 3). <https://doi.org/10.1007/s40299-021-00566-w>
- Ciges, A. S. (2001). Online learning: New educational environments in order to respect cultural diversity through cooperative strategies. *Intercultural Education*, 12(2). <https://doi.org/10.1080/14675980120064782>



- Clegg, B. A., DiGirolamo, G. J., & Keele, S. W. (1998). Sequence learning. *Trends in Cognitive Sciences*, 2(8), 275–281. [https://doi.org/10.1016/S1364-6613\(98\)01202-9](https://doi.org/10.1016/S1364-6613(98)01202-9)
- Coyle, D. (2007). Content and language integrated learning: Towards a connected research agenda for CLIL pedagogies. *International Journal of Bilingual Education and Bilingualism*, 10(5), 543–562. <https://doi.org/10.2167/beb459.0>
- Creswell, J. W. (2009). Qualitative, Quantitative, and Mixed Methods Approaches The Selection of a Research Design. In *Research design* (Issue 3).
- Deckert, G., & Johnston, B. (2006). Values in English Language Teaching. *TESOL Quarterly*, 40(4). <https://doi.org/10.2307/40264321>
- Dennis, M., & Halbert, J. D. (2022). Effective Online Course Delivery in Correctional Settings: A Pilot. *Journal of Higher Education Theory and Practice*, 22(8). <https://doi.org/10.33423/jhetp.v22i8.5324>
- Dewey, J. (1904). The Relation of Theory to Practice in Education. *Teachers College Record: The Voice of Scholarship in Education*, 5(6), 9–30. <https://doi.org/10.1177/016146810400500601>
- Domenico Cucinotta, & Maurizio Vanelli. (2020). WHO Declares COVID-19 a Pandemic. *Acta Biomedica*, 91(1).
- Dossey, L. (2019). Consilience: Are Science and Religion Compatible? *EXPLORE*, 15(4), 245–252. <https://doi.org/10.1016/J.EXPLORE.2019.04.006>
- Dumford, A. D., & Miller, A. L. (2018). Online learning in higher education: exploring advantages and disadvantages for engagement. *Journal of Computing in Higher Education*, 30(3). <https://doi.org/10.1007/s12528-018-9179-z>
- Dwyer, C. P., Hogan, M. J., & Stewart, I. (2014). An integrated critical thinking framework for the 21st century. *Thinking Skills and Creativity*, 12. <https://doi.org/10.1016/j.tsc.2013.12.004>
- Elhoshi, E. R. F., Embong, R., Bioumy, N., Abdullah, N. A., & Nawi, M. A. A. (2017). The Role of Teachers in infusing Islamic Values and Ethics.



- International Journal of Academic Research in Business and Social Sciences*, 7(5). <https://doi.org/10.6007/ijarbss/v7-i5/2980>
- Esposito, D. (1973). Homogeneous and Heterogeneous Ability Grouping: Principal Findings and Implications for Evaluating and Designing More Effective Educational Environments. *Review of Educational Research*, 43(2). <https://doi.org/10.3102/00346543043002163>
- Farah, R. R., Waloyo, A. A., & Sumarsono, P. (2021). Incorporating English and Islamic Knowledge into Workbook Development for Primary School Students. *IJOTL-TL*, 6(2).
- Feldman-Maggor, Y., Blonder, R., & Tuvi-Arad, I. (2022). Let them choose: Optional assignments and online learning patterns as predictors of success in online general chemistry courses. *The Internet and Higher Education*, 55, 100867. <https://doi.org/10.1016/J.IHEDUC.2022.100867>
- Ferri, F., Grifoni, P., & Guzzo, T. (2020). Online learning and emergency remote teaching: Opportunities and challenges in emergency situations. *Societies*, 10(4). <https://doi.org/10.3390/soc10040086>
- Festiyed, Novitra, F., Yohandri, & Asrizal. (2022). Networked-based Inquiry: An Effective Physics Learning in the New Normal COVID-19 Era in Indonesia. *International Journal of Instruction*, 15(2). <https://doi.org/10.29333/iji.2022.15255a>
- Fogarty, R. (1991). Ten Ways to Integrate Curriculum. *Educational Leadership*, 49(2).
- Fogarty, R. J., & Pete, B. M. (2009). How to integrate the curricula. In *Google Books* (3rd ed.). Corwin Press. [https://books.google.co.id/books?hl=en&lr=&id=sdt0AwAAQBAJ&oi=fnd&pg=PP1&dq=+R+Fogarty+&ots=X6IZmVJyH4&sig=qRDaYysX0gwSbmAcPVxxVcsWKOE&redir\\_esc=y#v=onepage&q=R%20Fogarty&f=false](https://books.google.co.id/books?hl=en&lr=&id=sdt0AwAAQBAJ&oi=fnd&pg=PP1&dq=+R+Fogarty+&ots=X6IZmVJyH4&sig=qRDaYysX0gwSbmAcPVxxVcsWKOE&redir_esc=y#v=onepage&q=R%20Fogarty&f=false)
- Fronk, E. (2018). Online Teaching and Learning: A Practical Guide for Librarians. *Journal of Web Librarianship*, 12(1). <https://doi.org/10.1080/19322909.2018.1408454>

- Fuchs, K. (2021). The Online Teaching Survival Guide: Simple and Practical Pedagogical Tips. *American Journal of Qualitative Research*, 5(1). <https://doi.org/10.29333/ajqr/10981>
- Gamal, M. A. (2020). Teaching Islam in an international school: A bourdieusian analysis. *Religions*, 11(7). <https://doi.org/10.3390/rel11070338>
- Garcia, A., Cantrill, C., Filipiak, D., Hunt, B., Lee, C., Mirra, N., & Pepler, K. (2014). Teaching in the Connected Learning Classroom. In *Digital Media + Learning Research Hub*.
- Göbel, U. (1995). Connected Classrooms: Campus 2000 in English Teaching. *Educational Media International*, 32(3). <https://doi.org/10.1080/0952398950320311>
- Gonzalez, D., & St.Louis, R. (2018). Online Learning. In *The TESOL Encyclopedia of English Language Teaching* (pp. 1–6). John Wiley & Sons, Inc. <https://doi.org/10.1002/9781118784235.eelt0423>
- Grandpierre, A. (2003a). On the Fundamental Worldview of the Integral Culture: Integrating Science, Religion, and Art: Part One. *World Futures*, 59(6). <https://doi.org/10.1080/02604020310140>
- Grandpierre, A. (2003b). On the Fundamental Worldview of the Integral Culture: Integrating Science, Religion, and Art: Part Two. *World Futures*, 59(7). <https://doi.org/10.1080/713747071>
- Green, P. (2016). How to Succeed with Online Learning. In *The Wiley Handbook of Learning Technology*. <https://doi.org/10.1002/9781118736494.ch15>
- Groff, L. (2022). Religion and Peace, Inner–Outer Dimensions of. *Encyclopedia of Violence, Peace, & Conflict*, 377–390. <https://doi.org/10.1016/B978-0-12-820195-4.00241-7>
- Halstead, J. M. (2004). An Islamic concept of education. *Comparative Education*, 40(4), 517–529. <https://doi.org/10.1080/0305006042000284510>
- Halstead, J. M. (2007). Islamic values: A distinctive framework for moral education? In *Journal of Moral Education* (Vol. 36, Issue 3, pp. 283–296). <https://doi.org/10.1080/03057240701643056>
- Hamied, F. A. (2017). *Research methods: A guide for first-time researchers* (D. Sukyadi, Ed.; Second). UPI PRESS.

- Hamied, F. A. (2020). Perkuliahan Daring di Era COVID-19: Perspektif Evaluasi Hasil Belajar. In T. Belawati & Nizam (Eds.), *Potret Pendidikan Tinggi di Masa COVID-19* (1st ed., Vol. 1, pp. 227–249). Direktorat Jenderal Pendidikan Tinggi. <http://repositori.kemdikbud.go.id/id/eprint/19140>
- Haniffah, N. L., Shaiban, M. S., & Ahmed, P. (2021). Development and Validation of a Performance Measurement System Based on Islamic Principles. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.3969172>
- Harfiyani, A., Sudrajat, A., & Sumantri, M. S. (2018). The Effect of Integrated Learning (Webbed and Connected) and Cognitive Style on Critical Thinking Skills in Social Knowledge Learning. *East African Scholars Journal of Education, Humanities and Literature*, 1(3).
- Hartwick, J. M. M. (2005). An investigation into the spiritual, religious, and prayer lives of Wisconsin public school teachers: The inner life of the teacher. *Dissertation Abstracts International Section A: Humanities and Social Sciences*, 65(11-A).
- Hasan, N. (2012). Education, Young Islamists and Integrated Islamic Schools in Indonesia. *Studia Islamika*, 19(1). <https://doi.org/10.15408/sdi.v19i1.370>
- Haight, J. F., & Selk, E. E. (1996). Science and Religion: From Conflict to Conversation. *American Journal of Physics*, 64(12). <https://doi.org/10.1119/1.18441>
- Hauptman, R., & Ong, W. J. (1983). Orality and Literacy: The Technologizing of the Word. *World Literature Today*, 57(4). <https://doi.org/10.2307/40139364>
- Heo, S. (2022). Teacher scaffolding and immersion language learning of refugee-background students in an elementary immersion classroom. *Linguistics and Education*, 70. <https://doi.org/10.1016/j.linged.2022.101055>
- Herdiansyah, H. (2019). *Wawancara, observasi, dan focus groups: Sebagai instrument penelitian* (H. Herdiansyah, Ed.; Third). Rajawali Pers.
- Heri, D., & Ruswandi, U. (2022). S Konsep Integrasi Nilai-Nilai Keislaman Dalam Pembelajaran Pendidikan Agama Islam pada Lembaga Pendidikan. *Jurnal Dirosah Islamiyah*, 4(2). <https://doi.org/10.47467/jdi.v4i2.920>
- Hidayatullah, S. (2019). Agama dan sains: sebuah kajian tentang relasi dan metodologi. *Jurnal Filsafat*, 29(1).

- Hilgendorf, E. (2003). Islamic education: History and tendency. *Peabody Journal of Education*, 78(2). [https://doi.org/10.1207/S15327930PJE7802\\_04](https://doi.org/10.1207/S15327930PJE7802_04)
- Hofer, S. I., Nistor, N., & Scheibenzuber, C. (2021). Online teaching and learning in higher education: Lessons learned in crisis situations. *Computers in Human Behavior*, 121, 106789. <https://doi.org/10.1016/J.CHB.2021.106789>
- Holt, J. D. (2022). Teaching Islam. In *Religious Education in the Secondary School*. <https://doi.org/10.4324/9781003211617-14>
- Hong, J. C., Lee, Y. F., & Ye, J. H. (2021). Procrastination predicts online self-regulated learning and online learning ineffectiveness during the coronavirus lockdown. *Personality and Individual Differences*, 174. <https://doi.org/10.1016/j.paid.2021.110673>
- Huberman, A. M., & Miles, M. B. (1994). Qualitative Data Analysis: An Expanded Sourcebook. *Journal of Environmental Psychology*, 14(4). [https://doi.org/10.1016/s0272-4944\(05\)80231-2](https://doi.org/10.1016/s0272-4944(05)80231-2)
- Huda, M., Sudrajat, A., Muhamat, R., Mat Teh, K. S., & Jalal, B. (2019). Strengthening divine values for self-regulation in religiosity: insights from Tawakkul (trust in God). *International Journal of Ethics and Systems*. <https://doi.org/10.1108/ijoes-02-2018-0025>
- Hussain, K. (2007). An Islamic consideration of western moral education: An exploration of the individual. *Journal of Moral Education*, 36(3). <https://doi.org/10.1080/03057240701552802>
- İhsanoğlu, E. (2020). Islam and Modern Science. In *Studies on Ottoman Science and Culture*. <https://doi.org/10.4324/9781003120148-14>
- Imam Tabroni, Putra, D. D., Adawiah, N., & Rosmiati. (2022). Forming Character With Morals Prophet Muhammad Saw. *EAJMR: East Asian Journal of Multidisciplinary Research*, 1(1). <https://doi.org/10.54259/eajmr.v1i1.455>
- Irawan, Y. (2020). Situating Islamic Values in English Language Teaching. *Islamika : Jurnal Ilmu-Ilmu Keislaman*, 20(01). <https://doi.org/10.32939/islamika.v20i01.617>
- Isa, Q. N. M. (2018). Pengintegrasian Nilai Islami Dalam Pelaksanaan Simulasi Pembelajaran Bahasa Inggris Oleh Mahasiswa Micro Teaching Prodi Pendidikan Bahasa Inggris FTK UIN Ar-Raniry. *ARICIS Proceedings*, 1.

- Jacobs, H. H. (1999). Interdisciplinary Curriculum: design and implementation. In *Ìkala, Revista De Lenguaje Y Cultura* (Vol. 8, Issue Curriculum design).
- Jiang, Y. (2018). The Effective Application of Fragmented Learning Guided by Constructivism. *International Journal of Education, Culture and Society*, 3(1). <https://doi.org/10.11648/j.ijecs.20180301.13>
- Jiang, Y. L. B., García, G. E., & Willis, A. I. (2014). Code-Mixing as a Bilingual Instructional Strategy. *Bilingual Research Journal*, 37(3), 311–326. <https://doi.org/10.1080/15235882.2014.963738>
- Johnson, K. A., Okun, M. A., & Moon, J. W. (2023). The interaction of faith and science mindsets predicts perceptions of the relationship between religion and science. *Current Research in Ecological and Social Psychology*, 4. <https://doi.org/10.1016/j.cresp.2023.100113>
- Johnson, S. D., & Aragon, S. R. (2003). An instructional strategy framework for online learning environments. *New Directions for Adult and Continuing Education*, 2003(100). <https://doi.org/10.1002/ace.117>
- Johnston, B. (2003). Values in English Language Teaching. In *Values in English Language Teaching*. <https://doi.org/10.4324/9781410606983>
- Kim, Y. A., Kim, E., & Oliver, J. S. (2023). Integrated STEM curriculum and its assessment. *International Encyclopedia of Education(Fourth Edition)*, 409–420. <https://doi.org/10.1016/B978-0-12-818630-5.13003-9>
- Krish, P. (2008). Language Learning in the Virtual World: Instructors' Voices. *International Journal of Pedagogies and Learning*, 4(4). <https://doi.org/10.5172/ijpl.4.4.113>
- Laeheem, K. (2020). Causal relationships between religion factors influencing ethical behavior among youth in the three southern border provinces of Thailand. *Children and Youth Services Review*, 108, 104641. <https://doi.org/10.1016/J.CHILDYOUTH.2019.104641>
- Lai, T., & Land, S. M. (2015). Supporting reflection in online learning environments. *Educational Media and Technology Yearbook*.
- Lai, Y., Saab, N., & Admiraal, W. (2022). University students' use of mobile technology in self-directed language learning: Using the integrative model of

- behavior prediction. *Computers and Education*, 179. <https://doi.org/10.1016/j.compedu.2021.104413>
- Lan, Y. J. (2020). Immersion into virtual reality for language learning. In *Psychology of Learning and Motivation - Advances in Research and Theory* (Vol. 72). <https://doi.org/10.1016/bs.plm.2020.03.001>
- Leibold, N., & Schwarz, L. M. (2015). The art of giving online feedback. *Journal of Effective Teaching*, 15(1).
- Lewin, D., & Lundie, D. (2016). Philosophies of Digital Pedagogy. In *Studies in Philosophy and Education* (Vol. 35, Issue 3). <https://doi.org/10.1007/s11217-016-9514-7>
- Lim, D. H. (2004). Cross cultural differences in online learning motivation. *Educational Media International*, 41(2). <https://doi.org/10.1080/09523980410001685784>
- Liu, T., Yu, X., Liu, M., Wang, M., Zhu, X., & Yang, X. (2021). A mixed method evaluation of an integrated course in improving critical thinking and creative self-efficacy among nursing students. *Nurse Education Today*, 106. <https://doi.org/10.1016/j.nedt.2021.105067>
- Lu, H. P., & Chiou, M. J. (2010). The impact of individual differences on e-learning system satisfaction: A contingency approach. *British Journal of Educational Technology*, 41(2). <https://doi.org/10.1111/j.1467-8535.2009.00937.x>
- Lubis, L., Huda Harahap, N. Z., & Fajri Syahroni Siregar, M. (2021). Muslim Youths and Islamic Values: an Implementation in Tanah Enam Ratus Medan. *Jurnal Pendidikan Islam*, 4(1).
- Luo, H., Chen, Y., Chen, T., Koszalka, T. A., & Feng, Q. (2023). Impact of role assignment and group size on asynchronous online discussion: An experimental study. *Computers & Education*, 192, 104658. <https://doi.org/10.1016/J.COMPEDU.2022.104658>
- Mahan, K. R. (2022). The comprehending teacher: scaffolding in content and language integrated learning (CLIL). *Language Learning Journal*, 50(1), 74–88. <https://doi.org/10.1080/09571736.2019.1705879>

- Mahase, E. (2020). Covid-19: WHO declares pandemic because of “alarming levels” of spread, severity, and inaction. *BMJ (Clinical Research Ed.)*, 368. <https://doi.org/10.1136/bmj.m1036>
- Mamat, M. N., & Mahamood, S. F. (2017). Islamic Philosophy on Behaviour-Based Environmental Attitude. *Asian Journal of Environment-Behaviour Studies*, 2(2). <https://doi.org/10.21834/aje-bs.v2i2.179>
- Maor, D. (2003). The teacher’s role in developing interaction and reflection in an online learning community. *Educational Media International*, 40(1–2). <https://doi.org/10.1080/0952398032000092170>
- Maul, A., Penuel, W. R., Dadey, N., Gallagher, L. P., Podkul, T., & Price, E. (2017). Measuring experiences of interest-related pursuits in connected learning. *Educational Technology Research and Development*, 65(1). <https://doi.org/10.1007/s11423-016-9453-6>
- Membrillo-Hernández, J., Cuervo Bejarano, W. J., Mejía Manzano, L. A., Caratozzolo, P., & Vázquez Villegas, P. (2023). Global Shared Learning Classroom Model: A Pedagogical Strategy for Sustainable Competencies Development in Higher Education. *International Journal of Engineering Pedagogy (IJEP)*, 13(1). <https://doi.org/10.3991/ijep.v13i1.36181>
- Michael, K. (2012). Virtual classroom: Reflections of online learning. *Campus-Wide Information Systems*, 29(3). <https://doi.org/10.1108/10650741211243175>
- Mirra, N. (2019). From Connected Learning to Connected Teaching: Reimagining Digital Literacy Pedagogy in English Teacher Education. *English Education*, 51(3).
- Mohd-Asraf, R. (2005). English and Islam: A Clash of Civilizations? *Journal of Language, Identity & Education*, 4(2), 103–118. [https://doi.org/10.1207/s15327701jlie0402\\_3](https://doi.org/10.1207/s15327701jlie0402_3)
- Moorhouse, B. L. (2020). Adaptations to a face-to-face initial teacher education course ‘forced’ online due to the COVID-19 pandemic. *Journal of Education for Teaching*. <https://doi.org/10.1080/02607476.2020.1755205>
- Morrison, L., & Jacobsen, M. (2023). The role of feedback in building teaching presence and student self-regulation in online learning. *Social Sciences &*



- Humanities Open*, 7(1), 100503.  
<https://doi.org/10.1016/J.SSAHO.2023.100503>
- Muedini, F. A. (2012). Teaching “Islam and human rights” in the classroom. *PS - Political Science and Politics*, 45(1).  
<https://doi.org/10.1017/S1049096511001776>
- Mupinga, D. M. (2005). Distance Education in High Schools: Benefits, Challenges, and Suggestions. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 78(3). <https://doi.org/10.3200/tchs.78.3.105-109>
- Murphey, M. G. (1968). On the Relation between Science and Religion. *American Quarterly*, 20(2). <https://doi.org/10.2307/2711193>
- Nasir, M., Mulyono, Y., & Nastiti, L. R. (2020). Reconstructing distinction pattern of science education curriculum in Indonesian Islamic Universities: An integrated paradigm for science and religion. *Journal of Turkish Science Education*, 17(1). <https://doi.org/10.36681/tused.2020.10>
- Nasution, M. A. (2020). Philosophy of Science in Islamic Thought Perspective. *Al-Lubb: Journal of Islamic Thought and Muslim Culture (JITMC)*, 2(1). <https://doi.org/10.51900/lubb.v2i1.8585>
- Nebehay, G., Chibamu, W., Lewis, P. R., Chandra, A., Pflugfelder, R., & Yao, X. (2013). Can diversity amongst learners improve online object tracking? *Lecture Notes in Computer Science (Including Subseries Lecture Notes in Artificial Intelligence and Lecture Notes in Bioinformatics)*, 7872 LNCS. [https://doi.org/10.1007/978-3-642-38067-9\\_19](https://doi.org/10.1007/978-3-642-38067-9_19)
- Nicol, D. J., Minty, I., & Sinclair, C. (2003). The social dimensions of online learning. *Innovations in Education and Teaching International*, 40(3). <https://doi.org/10.1080/1470329032000103807>
- Noyes, J. M., & Thomas, P. J. (1995). Information overload: an overview. *IEE Colloquium (Digest)*, 223.
- Nurtanto, M., Kholifah, N., Masek, A., Sudira, P., & Samsudin, A. (2021). Crucial problems in arranged the lesson plan of vocational teacher. *International Journal of Evaluation and Research in Education*, 10(1). <https://doi.org/10.11591/ijere.v10i1.20604>



- Otani, A. (2002). When science meets religion. In *American Behavioral Scientist* (Vol. 45, Issue 12). SAGE Publications Inc. <https://doi.org/10.1177/0002764202045012012>
- Öztürk, B., Kaya, M., & Demir, M. (2022). Does inquiry-based learning model improve learning outcomes? A second-order meta-analysis. *Journal of Pedagogical Research*, 6(4). <https://doi.org/10.33902/JPR.202217481>
- Panadero, E., & Lipnevich, A. A. (2022). A review of feedback models and typologies: Towards an integrative model of feedback elements. In *Educational Research Review* (Vol. 35). <https://doi.org/10.1016/j.edurev.2021.100416>
- Parada, M. L. (2022). Integrating religion/spirituality into professional social work practice. *Journal of Religion and Spirituality in Social Work*, 41(4). <https://doi.org/10.1080/15426432.2022.2102102>
- Park-Johnson, S. K. (2020). Teachers' Attitudes and Beliefs About Code-Mixing by Bilingual Students. *Educational Studies - AESA*, 56(2), 125–144. <https://doi.org/10.1080/00131946.2019.1694026>
- Parsell, G., & Bligh, J. (1998). Educational principles underpinning successful shared learning. In *Medical Teacher* (Vol. 20, Issue 6). <https://doi.org/10.1080/01421599880229>
- Pedaste, M., Mäeots, M., Siiman, L. A., de Jong, T., van Riesen, S. A. N., Kamp, E. T., Manoli, C. C., Zacharia, Z. C., & Tsourlidaki, E. (2015). Phases of inquiry-based learning: Definitions and the inquiry cycle. In *Educational Research Review* (Vol. 14). <https://doi.org/10.1016/j.edurev.2015.02.003>
- Prayitno, H. J., Markhamah, Nasucha, Y., Huda, M., Ratih, K., Ubaidullah, Rohmadi, M., Boeriswati, E., & Thambu, N. (2022a). Prophetic educational values in the Indonesian language textbook: pillars of positive politeness and character education. *Heliyon*, 8(8), e10016. <https://doi.org/10.1016/J.HELIYON.2022.E10016>
- Prayitno, H. J., Markhamah, Nasucha, Y., Huda, M., Ratih, K., Ubaidullah, Rohmadi, M., Boeriswati, E., & Thambu, N. (2022b). Prophetic educational values in the Indonesian language textbook: pillars of positive politeness and

- character education. *Heliyon*, 8(8), e10016.  
<https://doi.org/10.1016/J.HELIYON.2022.E10016>
- Preskill, H., & Torres, R. T. (1999). Building capacity for organizational learning through evaluative inquiry. *Evaluation*, 5(1).  
<https://doi.org/10.1177/13563899922208814>
- Puad, L. M. A. Z., & Ashton, K. (2021). Teachers' views on classroom-based assessment: an exploratory study at an Islamic boarding school in Indonesia. *Asia Pacific Journal of Education*, 41(2).  
<https://doi.org/10.1080/02188791.2020.1761775>
- Puspita, R. D., Hoerudin, C. W., & Yudiantara, R. A. (2020). Integrating Thematic Instruction Using Webbed Curricula Model to Improve Students' Reading Comprehension on Informational Text. *Anatolian Journal of Education*, 5(2), 1–18. <https://doi.org/10.29333/aje.2020.521a>
- Rahman, M. (1994). A Holistic and Institutional Analysis of Islamic Education. *American Journal of Islam and Society*, 11(4).  
<https://doi.org/10.35632/ajis.v11i4.2411>
- Ratan, R., Ucha, C., Lei, Y., Lim, C., Triwibowo, W., Yelon, S., Sheahan, A., Lamb, B., Deni, B., & Hua Chen, V. H. (2022). How do social presence and active learning in synchronous and asynchronous online classes relate to students' perceived course gains? *Computers and Education*, 191.  
<https://doi.org/10.1016/j.compedu.2022.104621>
- Rediehs, L. (2022). The Quaker Experiential Integration of Science and Religion. *Theology and Science*, 20(2).  
<https://doi.org/10.1080/14746700.2022.2051247>
- Reid, T. (1996). Shared learning. *Nursing Times*, 92(19), 22–23.  
<https://doi.org/10.1287/mnsc.36.8.938>
- Reiss, M. J. (2008). Should science educators deal with the science/religion issue? *Studies in Science Education*, 44(2).  
<https://doi.org/10.1080/03057260802264214>
- Resnick, L. B. (2010). Nested Learning Systems for the Thinking Curriculum. *Educational Researcher*, 39(3). <https://doi.org/10.3102/0013189x10364671>

- Rinekso, A. B., & Muslim, A. B. (2020). Synchronous online discussion: teaching English in higher education amidst the covid-19 pandemic. *JEES (Journal of English Educators Society)*, 5(2). <https://doi.org/10.21070/jees.v5i2.646>
- Rohmah, Z. (2012). Incorporating Islamic Messages in the English Teaching in the Indonesian Context. *International J. Soc. Sci. & Education*, 2(2).
- Romar, J. E., Björkgren, M., Enkvist Snellman, J., Ruostekoski, A., Harjunpää, P., & Juslenius, V. (2020). Preservice secondary subject teachers incorporating movement integration into classroom practice. *Teaching and Teacher Education*, 94. <https://doi.org/10.1016/j.tate.2020.103119>
- Roy, R. (1981). Reality: Where Religion and Science Meet as Equals. *Experimenting with Truth*, 57–143. <https://doi.org/10.1016/B978-0-08-025820-1.50006-5>
- Russel, R. (1998). Spirituality and religion in graduate social work education. *Social Thought*, 18(2). <https://doi.org/10.1080/15426432.1998.9960224>
- Sabine, G. H. (1931). “ Science ”: A History of Science and Its Relations with Philosophy and Religion . *The Journal of Higher Education*, 2(6). <https://doi.org/10.1080/00221546.1931.11772420>
- Sahin, A. (2018). Critical issues in islamic education studies: Rethinking islamic and western liberal secular values of education. *Religions*, 9(11). <https://doi.org/10.3390/rel9110335>
- Sandika, R. (2021). The Effect of the Webbed Learning Model on Learning Outcomes. *Journal of Innovation in Teaching and Instructional Media*, 1(2).
- Savvidou, C. (2004). An Integrated Approach to Teaching Literature in the EFL Classroom. *The Internet TESL Journal*.
- Scherer, R., Siddiq, F., Howard, S. K., & Tondeur, J. (2023). The more experienced, the better prepared? New evidence on the relation between teachers’ experience and their readiness for online teaching and learning. *Computers in Human Behavior*, 139, 107530. <https://doi.org/10.1016/J.CHB.2022.107530>
- Schwandt, T. A. (1996). Qualitative data analysis: An expanded sourcebook. *Evaluation and Program Planning*, 19(1). [https://doi.org/10.1016/0149-7189\(96\)88232-2](https://doi.org/10.1016/0149-7189(96)88232-2)

- Selvi, K. (2010). Motivating factors in online courses. *Procedia - Social and Behavioral Sciences*, 2(2). <https://doi.org/10.1016/j.sbspro.2010.03.110>
- Sengul, T., Shoqirat, N., Singh, C., Mahasneh, D., & Karadag, A. (2022). A qualitative evaluation of online active learning modalities in the chronic wound management lecture of nursing students' experiences in Turkey. *Journal of Tissue Viability*, 31(4). <https://doi.org/10.1016/j.jtv.2022.07.014>
- Shakman, K., Goodyear, L., DeLisi, J., Schiavo, N., Mansori, S., Rodriguez, S., McMahon, T., Louie, J., Greller, S., Fitzhugh, G., & Irwin, C. (2017). Book Review: Qualitative Research & Evaluation Methods: Integrating Theory and Practice (4th ed.). *American Journal of Evaluation*, 38(4). <https://doi.org/10.1177/1098214016689486>
- Shea, P. (2023). Online learning. *International Encyclopedia of Education (Fourth Edition)*, 423–430. <https://doi.org/10.1016/B978-0-12-818630-5.14041-2>
- Smart, J. J. C. (1958). Philosophy and religion. *Australasian Journal of Philosophy*, 36(1), 56–58. <https://doi.org/10.1080/00048405885200071>
- Smith, C. (2001). Addressing Standards through Curriculum Integration. *Middle School Journal*, 33(2), 5–6. <https://doi.org/10.1080/00940771.2001.11494657>
- Smith, C. (2012). Evaluating the quality of work-integrated learning curricula: A comprehensive framework. *Higher Education Research and Development*, 31(2), 247–262. <https://doi.org/10.1080/07294360.2011.558072>
- Son, J.-B. (2018). Technology in English as a Foreign Language (EFL) Teaching. In *The TESOL Encyclopedia of English Language Teaching*. <https://doi.org/10.1002/9781118784235.eelt0448>
- Sorush, A. (1996). The functions and benefits of religion. *Index on Censorship*, 25(4). <https://doi.org/10.1080/03064229608536137>
- Sukartiningsih, W., Mariana, N., & Waliyyul Mursyidah, R. (2023). *Building Naturalist Intelligence through Integrated Threaded Material and Team Teaching Model*. <https://doi.org/10.4108/eai.6-10-2022.2327437>
- Suparjo, Hanif, M., & Indianto, S. D. (2021). Developing Islamic Science Based Integrated Teaching Materials for Islamic Education in Islamic High School.

*Pegem Egitim ve Ogretim Dergisi*, 11(4).  
<https://doi.org/10.47750/pegegog.11.04.27>

- Suzuki, Y., & Hanzawa, K. (2022). Massed task repetition is a double-edged shord for fluency development. *Studies in Second Language Acquisition*, 44(2), 536–561. <https://doi.org/10.1017/S0272263121000358>
- Tao, J., & Gao, X. (2022). Teaching and learning languages online: Challenges and responses. *System*, 107, 102819. <https://doi.org/10.1016/J.SYSTEM.2022.102819>
- Temirova, F., & Westall, D. (2015). Analysis of First and Foreign Language Use in Content and Language Integrated Learning (CLIL) Classrooms. *Procedia - Social and Behavioral Sciences*, 178, 217–221. <https://doi.org/10.1016/J.SBSPRO.2015.03.184>
- Temple, F. (2009). The Relations between Religion and Science. In *The Relations between Religion and Science*. <https://doi.org/10.1017/cbo9780511692789>
- Thalgi, M. J. (2019). Global citizenship from an Islamic educational perspective. *Cumhuriyet Dental Journal*, 23(2). <https://doi.org/10.18505/cuid.527285>
- Toninho, B., Caires, L., & Pfenning, F. (2013). Higher-order processes, functions, and sessions: A monadic integration. *Lecture Notes in Computer Science (Including Subseries Lecture Notes in Artificial Intelligence and Lecture Notes in Bioinformatics)*, 7792 LNCS. [https://doi.org/10.1007/978-3-642-37036-6\\_20](https://doi.org/10.1007/978-3-642-37036-6_20)
- VanTassel-Baska, J., & Wood, S. (2010). The Integrated Curriculum Model (ICM). *Learning and Individual Differences*, 20(4), 345–357. <https://doi.org/10.1016/J.LINDIF.2009.12.006>
- Vargas-Madriz, L. F., & Nocente, N. (2022). Exploring Students' Willingness to Provide Feedback: A Mixed Methods Research on End-of-Term Student Evaluations of Teaching. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.4244501>
- Vlachopoulos, D., & Makri, A. (2019). Online communication and interaction in distance higher education: A framework study of good practice. *International Review of Education*, 65(4). <https://doi.org/10.1007/s11159-019-09792-3>

- Wahab, M. A., Quazi, A., & Blackman, D. (2016). Measuring and validating Islamic work value constructs: An empirical exploration using Malaysian samples. *Journal of Business Research*, 69(10), 4194–4204. <https://doi.org/10.1016/j.jbusres.2016.03.005>
- Wan Embong, W. H., Safar, A. J., & Basiron, B. (2020). Teaching Aqidah: Islamic Studies in Malaysia. *UMRAN - International Journal of Islamic and Civilizational Studies*, 7(1). <https://doi.org/10.11113/umran2020.7n1.366>
- Waring, C. J. (1978). Science, Religion and Origins: An Experimental Course in Confluent, Holistic Education. *Journal of Geological Education*, 26(5). <https://doi.org/10.5408/0022-1368-26.5.183>
- Wighting, M. J., Liu, J., Rovai, A. P., Jing, L., & Rovai, A. P. (2008). Distinguishing sense of community and motivation characteristics between online and traditional college students. *Quarterly Review of Distance Education*, 9(3).
- Winarti, A., Yuanita, L., & Nur, M. (2019). The effectiveness of multiple intelligences based teaching strategy in enhancing the multiple intelligences and Science Process Skills of junior high school students. *Journal of Technology and Science Education*, 9(2). <https://doi.org/10.3926/jotse.404>
- Winchester, D., & Guhin, J. (2019). Praying “Straight from the Heart”: Evangelical sincerity and the normative frames of culture in action. *Poetics*, 72, 32–42. <https://doi.org/10.1016/j.poetic.2018.10.003>
- Wood, D., Underwood, J., & Avis, P. (1999). Mini-Review Integrated learning systems in the classroom. In *Computers & Education* (Vol. 33). [www.elsevier.com/locate/compedu](http://www.elsevier.com/locate/compedu)
- Xie, Y., Liu, Y., Zhang, F., & Zhou, P. (2022). Virtual Reality-Integrated Immersion-Based Teaching to English Language Learning Outcome. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.767363>
- Xu, S. (2022). Recommendation of Online Learning Resources for Personalized Fragmented Learning Based on Mobile. *International Journal of Emerging Technologies in Learning*, 17(3). <https://doi.org/10.3991/ijet.v17i03.29427>
- Yap, J. B. H., & Shavarebi, K. (2022). Enhancing project delivery performances in construction through experiential learning and personal constructs:

- competency development. *International Journal of Construction Management*, 22(3). <https://doi.org/10.1080/15623599.2019.1629864>
- Yildiz, K. (2021). Experiential learning from the perspective of outdoor education leaders. *Journal of Hospitality, Leisure, Sport and Tourism Education*. <https://doi.org/10.1016/j.jhlste.2021.100343>
- Yimwilai, S. (2015). An integrated approach to teaching literature in an EFL classroom. *English Language Teaching*, 8(2). <https://doi.org/10.5539/elt.v8n2p14>
- Yin, R. K. (2013). Applications of case study research. *Applied Social Research Methods Series*, 34. <https://doi.org/10.1097/FCH.0b013e31822dda9e>
- Yuhanna, I., Alexander, A., & Kachik, A. (2020). Advantages and disadvantages of Online Learning. *Journal Educational Verkenning*, 1(2). <https://doi.org/10.48173/jev.v1i2.54>
- Zamani, M. (2016). Cooperative learning: Homogeneous and heterogeneous grouping of Iranian EFL learners in a writing context. *Cogent Education*, 3(1). <https://doi.org/10.1080/2331186X.2016.1149959>
- Zein, S., Sukyadi, D., Hamied, F. A., & Lengkanawati, N. S. (2020). English language education in Indonesia: A review of research (2011-2019). In *Language Teaching* (Vol. 53, Issue 4, pp. 491–523). Cambridge University Press. <https://doi.org/10.1017/S0261444820000208>
- Zeshan, M. (2022). 66.4 Powerful Conversations Between a Father and a Religious Scholar: Lessons From Islamic Teaching. *Journal of the American Academy of Child & Adolescent Psychiatry*, 61(10). <https://doi.org/10.1016/j.jaac.2022.07.376>