

THE STRATEGIES OF EFL TEACHERS TO INTEGRATE ISLAMIC VALUES IN TEACHING ENGLISH AT ENGLISH DEPARTMENT OF IAIN MADURA

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Abstract

Strategy is the way how the teacher achieves the goal based on the objective of teaching or depend on the class and students' need. English department whose science is secular and non religious must deal with the vision and mission of IAIN Madura which is religious and competitive. The researchers uses basic qualitative studies. The aim of this study is to identify the teaching strategies and how the English teachers of IAIN Madura integrate the Islamic value into their teaching. Teacher 1 used brainstorming in teaching English. Teacher 2 used demonstration or games in teaching English. Teacher 3 case-based small group discussion strategy in teaching English, while teacher 4 usually used case-based small group discussion strategy. Holistic integration was done by teacher 2 who used the text of Islam in teaching reading and teacher 3 also used the Islamic audio in teaching listening. While teacher 1 puts the Islamic values in the evaluation. But the teacher 4 did not put Islamic values in the material. The specific integration was done by teacher 1, 2, 3 and 4. They always try to exemplify with a good attitudes and moral values as shown when the teacher always implement honesty, good attitude, patience, and others in teaching learning process. The researcher found that all teachers apply curriculum approach, namely context-fictional approach, the lecturers replace greeting with *Assalamualaikum* and pray or say *Basmalah* before and at the end of the teaching and learning.

Keywords: *Strategy, Islamic Values*

INTRODUCTION

Yunus & Abidin (2012) point out that “strategy comes from the Greek *strategia* which means war knowledge or warlords” (p.32). As Hornby (2012) asserts, “strategy is the art of planning operation in war, of the movements of armies and navies into favourable position for fighting; skill in managing any affair ” (as cited in Yunus & Abidin, 2012, p.32). Alternatively, “ Teaching strategies can be interpreted as tactics used by teachers in order to carry out learning based on the target. A teaching strategy is a generalized plan for a lesson that includes structure, instructional objectives, and an outline of planned tactics, necessary to implement the strategies. (Aziz et al, 2014)

Khomairoh (through personal communication on March 26, 2021) stated that teaching strategies used by lecturer before the pandemic and during the pandemic mostly quite same, such as Brainstorming, Presentation, quiz/games cooperative learning and independent study. Usually, the lectures used presentation strategy in teaching learning before pandemic, moreover independent study is most strategy used by the lecturer during the pandemic era. Beside that Kamelia (through personal communication, March 26, 2021) states usually the English lecturer teach English by using various strategies such as Presentation, quiz/games cooperative learning and independent study.

Mulyadi (through personal communication, March 30, 2021) asserts that when teaching English in IAIN MADURA Usually I ask my students to read Surah Al- Fatihah before going to start the teaching and learning process” it showed that the strategies used by the lecturer to integrate Islamic values in English Teaching learning to other material such as praying in the opening and the end of teaching learning process or reciting Surah Al- Fatihah in the opening and in the end of teaching and learning process.

Saada & Gross, (2017) state in essence, the Islamic education character is a term used to describe norms and values pertaining to Islamic ethical understandings (as cited in Mutmainnah, M, 2020, p.90). Teachers are cultural in education, especially in Indonesia, as the country is considered unique in terms of religious and linguistic diversity in the context of teaching English as a Foreign Language (EFL). It is necessary to consider the content. In the context of Islamic education management, the process of education and learning is controlled to promote the religious attitudes and behaviors of students. Therefore, the ability of teachers, including English teachers, to act as school leaders should be prepared for effective education. (Fachri: 2018)

According to Madkur and Albantani (2017), maintaining religious value by Muslim teachers can be done through educational activities, so Islam must be incorporated into all education, including foreign languages. The integration itself is given through the teaching method described earlier by them, who created four implementations of 1) character values included in the lesson, 2) character values incorporated into each learning activity, and 3) character values. And 4) Educational values of characters that are planted and practiced in everyday life. The Faculty of

English, where science is secular rather than religious, must address the vision and mission of IAIN Madura, which is religious, based on the vision and mission of IAIN Madura above. For this reason, researchers want to know how English teachers integrate Islamic values into their English lessons.

In other words, since language is greatly influenced by culture, the target language culture needs to be deemed in English teaching and learning. In my experience being an English education student, I felt that not all lecturers integrate religious during the teaching and learning process. This is contrary to vision and mission of Islamic University, so that the researchers want to know how the English teacher integrate Islamic values into English Learning in IAIN MADURA.

Brown (2021) states "teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning (p.7). Abidin (2012) points out that " strategy comes from the Greek strategica which means war knowledge or warlords" (p.32). As Hornby (2012) asserts, "strategy is the art of planning operation in war, of the movements of armies and navies into favourable position for fighting; skill in managing any affair " (as cited in Abidin, Y, 2012, p.32).

There are many kinds of teaching strategies that can be applied in the language teaching process (Juni & Mokhamad 2018 p. 132) such as Brainstorming, Case-based Small-group Discussion, Demonstration and Games. Pre-Teaching here means Semester learning plan , course outline, or lesson plan that must be done by the English teacher before teaching and learning process. The lecturer prepares the Semester learning plan, referring to the description, specific study programs and outcomes of study program graduates, as well as study program curriculum. Each lecturer prepares Semester learning plan for the course which he holds. Semester learning plan contains at least benefits courses, course descriptions, lecture objectives, material/subject matter, lecture strategies / learning, list of references/references, assignments, assessment criteria, as well as class schedules with topics and reading materials.

Lesson plan is a written description of education process in which it is shown what, when, where and with which method learners should learn and how they should be assessed. Lesson plan is one of the key factors in the educational process. Evaluation refer to the act or process to determining the value of something.

The integration of Islamic education learning includes the following points: (Siswanto, 2019) faith, practice, habit, rational, emotional,functional exemplary, integration, (Rohmah, 2016; Siswanto, 2019). In English teaching and learning context, integrating Islamic can be done through two ways, specific and holistic integration." (p.97) Rambe & Salminawati. (2019) point out that " in integrating Islamic values in English lectures, there are several aspects that need to be synergized, including:" (p.9) approach, education curriculum, lecture method, designing teaching materials. Beside the approach and method of lecturing, designing teaching materials that contain Islamic values is very important.

METHOD

Design

The approach in research is needed to make the study become perfect research. In this case, the researcher only chooses one approach that is the qualitative approach. Qualitative research is a field of inquiring applicable to many disciplines and subject matter that actually qualitative researchers has an aim to gather an in-depth understanding of human behavior this research includes to the qualitative research in which the researchers must do collecting, analyzing the data in form of explanation and or description in words or in paragraph (Asghar Razavieh, 2010)

In a qualitative approach, researchers use basic qualitative research. Basic qualitative research, also known as basic interpretation, provides a wealth of descriptive explanations aimed at understanding phenomena, processes, or specific perspectives from the perspective of the person concerned. The main purpose of this study is to understand the world and experience of others. He also explains that the study is simple, as the name implies. It tries to explain and interpret the experience. (Razavieh 2010, p.453)

Ronald (2018) states “a basic qualitative research study can expose effective practices, strategies, and techniques of administrators and teachers in the field of education” (p.40). During a basic qualitative study, a researchers can inquire about the experiences of participants through interviews or surveys, along with what the participants’ experiences mean to them.

Participant

The participant of this research is the English Teacher in IAIN MADURA, and the object of this research is the strategies used by teacher to integrate Islamic value. There are four teachers that will be researched by the researchers.

Data and Source of Data

There are four teachers researched by the researchers, those are: the teacher 1. He teaches Introduction to Linguistic, Research Method, English Syntax, and Cross Cultural Understanding. He has taught at IAIN MADURA for about twenty years. His under graduate and graduate was in English education and his postgraduate was in political science and social science. He ever became as Secretary for Languages, Editor in Chief Journal OKARA, Head of TBI Study Program, Secretary of the Institute for Research and Community Service, Secretary of the Quality Assurance Agency.

The teacher 2 teaches Listening, Writing and Reading. Her undergraduate and graduate was in English education. He has taught at IAIN MADURA for about ten years. She ever became Okara Journal Editor

Teacher 3 teaches reading, teaching learning theories, teaching English to young children and Speaking. Her undergraduate and graduate was in English education. He has taught at IAIN MADURA for about fifteen years. She ever become Secretary of Language Unit, Head of Language Unit, and Editor in Chief Journal of Okara.

Here the teacher 4, he teaches Sociolinguistic, Research Method, English Teaching Media, and Introduction to Literature He has taught at IAIN MADURA for about eighteen years. His under graduate and graduate was in English education and his postgraduate was in political science and social science. he was the Head of the Library of IAIN MADURA, Head of the Language Unit, Editor in Chief of OKARA Journal, Head of Academic Quality Improvement, LPM IAIN Madura. The researchers choose those lecturers because the recommendation and the permission of Head Master of English Department.

Data Collecting Technique

At the beginning, the process of data collection will be observation followed by structured interview. Observation was to get the data on what are the strategies used the teacher to integrate the Islamic values. Meanwhile, the data about how the teachers' applied the strategies integration the Islamic values were collected by doing interview. The interview was also done with the head master of English Department to gain rich data about the vision and mission of IAIN Madura and English Department.

Data Analysis Technique

To check the accuracy of research data, the researchers often employs validation procedures such as triangulation, which is aimed at having participants, external reviewers, or the data sources provide evidence of the accuracy of the information for the report.

RESULTS AND DISCUSSION

Result

Teacher 1 used brainstorming and gave the students stimulating question in every week, and asked them to answers it. He also always asks the student to do it honestly and on time. Teacher 1 also used Case-based Small-group Discussion strategy in teaching English, in this strategy he integrates the Islamic values. He

asked the students to discuss a topic or to solve a problem while still pay attention to the Islamic values. In the Pre Teaching showed that Teacher 1 integrate the Islamic values in semester learning plan. In point A on learning outcomes, (.attitude and values) showed the Islamic values such as internalizing Islamic and ethic values. The Lesson plan showed that teacher 1 always start and close the learning with greetings (*salam*) and prayers. Beside that the evaluation question number 1 shows that he integrates the Islamic values.

Teacher 2 usually used demonstration or games in teaching English. She also integrated the Islamic values in teaching English. In the demonstration strategy she asks the students to give their opinion about the topic honestly, and respect to the other's opinion. In the games strategy she asks the students to answer the question honestly to get point from the teacher. In the Pre Teaching showed that Teacher 2 integrate the Islamic values in semester learning plan . In point A on learning outcomes, (.attitude and values) showed the Islamic values such as internalizing Islamic and ethic values. In the Lesson plan showed that teacher 2 always start and close the learning with greetings (*said salam*) and *Basmalah & Hamdalah*. And saying thanking to Allah if the student gets goodness, taking permission if the student want to ask and answer question and the others. Besides that in the material Teacher 2 also put the Islamic values. For example she gave the film that contain about Islam like how to celebrate Eid in our hometown, presented the Islamic movie etc.

Teacher 3 usually used Case-based Small-group Discussion strategy in teaching English. In this strategy she integrate the Islamic values. She asked the students to read and discuss a topic or to answer the question based on the topic in a group while still pay attention to the Islamic values.

In the pre teaching teacher 3 did not integrate the Islamic values in point A, but in the evaluation the teachers ask the student to find the a story that has a good attitude. In the Lesson plan showed, teacher 3 always start and close the learning with greetings (*salam*) and *Basmalah* and *Hamdalah*. Beside that in the material, teacher 3 also put the Islamic values for example she gave the text related to the Islam like the text about *Ramadhan* etc.

Teacher 4 usually used case-based small-group discussion strategy in teaching English, and also he can not integrate Islamic values in the topic, but he always become a good example, honest, and telling how to live with the norms and ethics in the daily life. In the pre teaching, teacher 4 integrates the Islamic values in point A, but in the evaluation the teachers asks the student to find the a story that has a good attitude. In the Lesson plan showed that teacher 3 always start and close the learning with greetings (*salam*) and *Basmalah* and *Hamdalah*

The first interview done by the researcher with teacher 1. He teaches Quantitative Research Methodology. He said in teaching this subject, he used brainstorming, he gives the students stimulating question in every week, and asked them to answers it, he also always ask the student to do it honest and on time. Teacher 1 also used Case-based Small-group Discussion strategy in teaching this subject.

In the pre teaching when he made semester learning plan or Lesson Plan, he put the Islamic values in the objective of teaching based on the religion background

of this Islamic University than he tried to deliver the Islamic value in the teaching learning process and in the mid test or final test (evaluation).

Referring to this Islamic University, with very strong religion background, integrating Islamic values in all courses was very important. It has been strengthened by the head master's of English Department Program vision and mission of faculty.

The second interview with teacher 4 showed that, to integrate the Islamic values it can shown in the semester learning plan or Lesson Plan. He teaches Sociolinguistic and Qualitative Research Methodology. He said that in these subjects, he can not give them material about Islamic values because he thinks that it based on the contexts. When the teacher or lecturer teaches English skill such as reading it can be used text about Islamic values which will differ from English Knowledge.

I can not put the Islamic values in my subject because it does not talk about language skill. In language skill for example reading the lecture can use the Islamic text to integrate the Islamic values.

The third interview was done by the researchers with teacher 3. She teaches reading and teaching-learning theories. Teacher 3 usually used Case-based Small-group Discussion strategy in teaching English. In this strategy she integrates the Islamic values. In the pre teaching when she made semester learning plan or Lesson Plan, she put the Islamic values in the objective of teaching based on the religion background of this Islamic University than she tried to deliver the Islamic values in the teaching learning process by saying *basmalah* to open the class, I hope having very great Ramadhan, happy and healthy my students, may Allah bless you all and:

I did the teaching by daring, I use whatsapp application and YouTube. In teaching learning theories, I teach the first the topic about "modern and traditional, and Islamic education" I give assignment to make little research about Islamic, traditional, modern education, so comparing between the three education above, I hope the student by dissecting text that contain Islamic values, the students get the Islamic values from the text. Besides that, in this semester I am more emphasis the student to know more about "environmental literacy" which is actually aware of the environment also one of Islamic values because in Islam we are taught to live in balance with the nature. In reading subject I integrate Islamic values from material that contain Islamic values.

The Last interview was done to teacher 2 teaching Listening. Teacher 2 usually used demonstration or games in teaching English. She also integrates the Islamic values in teaching English. In the demonstration strategy she asks the students to give their opinion about the topic honestly, and respect the other's opinion. Beside that in the material, teacher 2 also put the Islamic values. For example she gave the film that contain about Islam like how to celebrate Eid in our hometown, Islamic movie, etc.

In Listening subject I integrate Islamic values from material that contain Islamic values. I ask my students to watch a movie about Islam, and try to used the Islamic Name such as Aisyah, ect when I give the example

Based on the observation in teaching learning process, teacher 1 in the

opening and closing the class said *salam* and praying. When greeting, the lecturer said "Good Morning / Afternoon / Evening. How are you today? " He replace it by saying "*Assalamu'alaikum* good people, Then, ask the students to start by reciting *Al-fatihah* , and at end the lesson, students must pray first.

It is almost same as teacher 3. She replace greeting by saying "*Assalamu'alaikum*, Then, ask the students to start by reciting *Basmalah* , and at end the lesson, ask the students to reciting *Hamdalah*.

Teacher 2 also did the same way, but she still used greeting. She said "*Assalamu'alaikum*, asking the students to start by reciting *Basmalah* , and at end the lesson, asking the students by reciting *Hamdalah*.

Teacher 1 tries to give the students education about Islamic values in teaching learning process, He always teach their students about honest. For example before beginning the Quiz, middle test or final test, he always said "please do it by yourself"

Usually I ask my students to do their assignment by their self . I always said "please be honest". In the evaluation I also add exercises that reflect Islamic values.

In the whilst teaching, teacher 3 said *salam* to open the class and take a prayer in the beginning, the teacher 3 also always teach students and integrate Islamic values such us said

"I hope you are having very greet ramadhan, may Allah always make you happy and healthy my students, may Allah bless you all.

The teacher 3 put Islamic values in material of reading subject. for example in text that contain Islamic values. Beside that, by choosing the text that contain Islamic values, teacher 3 also teach student how to be aware of environment.

I did the teaching by daring, I use whatsapp application and YouTube. In teaching learning theories, I teach the first the topic about "modern and traditional, and Islamic education" I give assignment to make little research about Islamic, traditional, modern education, so comparing between the three education above, I hope the student by dissecting text that contain Islamic values, the students get the Islamic values from the text. Besides that, in this semester I am more emphasis the student to know more about "environmental literacy" which is actually aware of the environment also one of Islamic values because in islam we are taught to live in balance with the nature. In reading subject I integrate Islamic values from material that contain Islamic values. I try to use English texts for example history or stories of the Prophets Muhammad, and also Inserting Islamic names for people, places or events into added exercises.

Teacher 2 tries to give the students education about Islamic values in teaching learning process. She always teaches their students to take permission and raise their hand when they have a question and to answer the question moreover she emphasizes the students to say *salam* when they enter and get out from the class.

I always teach my student respect the elders and love the younger. Beside that I give the film that related to Islamic values.

Discussion

Based on the result of interview and observation the researcher concludes that the teachers did not used the specific strategies to integrate the Islamic values in

teaching English. They used various strategies in teaching English such as brainstorming, case-based small- group discussion, demonstration and games.

In the pre teaching, all of the teachers integrated the Islamic values. Based observation of data on semester learning plan, in point A. learning outcomes, attitudes and values showed the Islamic values such as internalizing Islamic and ethic values. In the Lesson plan also showed that teachers changes greeting with "*Assalamualaikum wr.wb*" or started and closed the teaching learning with greetings and prayers.

Whilst teaching, showed that all teachers said *salam* in the beginning and the end of teaching leaning process. Siswanto (2019) points out the integration of Islamic education learning includes the following points : faith, practice, habit, rational, emotional, functional, exemplary, and integration. (p.129)

Siswanto (2019) stated that the study of faith in Islamic education should provide students with an opportunity to develop an understanding of the existence of God as a source of universal value (Siswanto, 2019) .Based on the explanation the researchers concludes that *Salam* or praying is related to Faith.

Siswanto (2019) states that " practice and habits are the Islamic education learning which allows students to be able to feel and put into practice the universal values of Islamic teachings when they performs their duties and roles of life and to rely their daily attitudes and behavior towards the Islamic values". (p.129)

All teachers always implement the honesty, good attitude, patience, and others in teaching learning process. It is showed that the teachers practice and habituate the Islamic value in teacher learning process.

In the evaluation not all the teachers integrate the Islamic values based on the skill that he or she teaches. In integrating Islamic values there are several approached based on Rambe & Salminawati (2019) the researchers found that all lecturers apply curriculum approach it show that their provide the Islam in their education based on the vision and mission IAIN Madura. It also showed in the context-fictional approach, the lecturers replace greeting with *Assalamualaikum* and pray before and the end of the teaching and learning.

From the teachers' semester learning plan , all the teachers indicated that they said *salam* at the beginning and the end of teaching leaning process.

The integration of Islam in the context of teaching and learning English can be achieved in two ways: concrete integration and holistic integration (Rohmah, 2019). As we know, holistic integration is a model that allows teachers to internalize Islamic values while learning English. This can be done during the topic selection process for all language skills and learning tools.

Holistic integration was done by teacher 2 using the text of Islam in teaching

reading and teacher 3 also used the Islamic audio in teaching listening. While teacher 1 put the Islamic values in the evaluation. But the teacher 4 did not put Islamic values in the material.

Specific integration has a weakness as not all teachers of Islamic-based courses have intercultural competence which then, they only teach purely about religion without trying to give interconnection between the values and students' cultural background.

The specific integration was done by teacher 1, 2, 3 and 4. They always try to exemplify with a good attitudes and moral values.

There are several approaches in integrating Islamic values based on Rambe & Salminawati (2019) as found in teacher 1,2 and 3 that their design of their teaching materials contain Islamic values.

CONCLUSION

The integration of Islamic values is seen as an important aspect for all educational units, including English education. Integration was seen as a way to strengthen a student's personality. This is supported by school conditions and policies that allow teachers to integrate into the material. However, integration is not fully understood by teachers. Integration was seen as a formal way to incorporate religious aspects and routines into English lessons.

The result showed that all the teachers implement Islamic values in various strategies, in the pre teaching , whilst teaching and in evaluation.

In the evaluation not all the teachers integrate the Islamic values based on the skill that he or she teaches. For example teacher 4 can not integrate the Islamic values in the material.

The teacher also gives the student a good example about honest, good attitude, patient, and others in teaching learning process. It is shown that the teachers practice and habituate the Islamic value in teaching and learning process.

The researcher suggests that the English teacher implement the Islamic values in all material by using the specific strategies and for future researchers to find out the specific strategies to integrate the Islamic values in teaching English.

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