

DEVELOPING ENGLISH MATERIALS WITH ISLAMIC CONTENT THROUGH TECHNOLOGICAL, PEDAGOGICAL AND CONTENT KNOWLEDGE APPROACH

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ABSTRACT

The integration of technology in English teaching materials is essential to meet the growing demands of modern learners including those who learn in Islamic educational contexts. This study aimed to (1) identify the English learning needs related to Technological, Pedagogical, and Content Knowledge (TPACK); (2) develop an English language textbook based on the TPACK approach; and (3) evaluate its suitability for use in Islamic higher education. Employing the Research and Development (R&D) framework by Gall et al. (2003), the study was conducted in seventh phases: research and data collection, planning, preliminary product development, preliminary field testing, product revision, main field testing, and final product revision. The participants were 77 students from three Islamic higher education institutions in Lampung, Consist of 20 students from IAI Agus Salim, 30 students from IAIN Metro, and 27 students from IAI Ma'arif Metro. The subject in this research are expert judgment and user. Data were collected through questionnaires and interviews. The data were analyzed using both qualitative and quantitative techniques. Expert and user evaluations of the developed textbook, *Basic English*, demonstrated its good quality and effectiveness for use in Islamic higher education, with minor revisions recommended for optimization. The findings imply that the integration of the TPACK framework into textbook development can enhance the quality of English language learning in Islamic higher education. It is concluded that the textbook is suitable for use as an English Material in the learning process.

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ABSTRAK

Integrasi teknologi dalam bahan ajar Bahasa Inggris sangat penting untuk memenuhi tuntutan pembelajar modern, termasuk mereka yang belajar dalam konteks pendidikan Islam. Penelitian ini bertujuan untuk (1) mengidentifikasi kebutuhan pembelajaran Bahasa Inggris yang berkaitan dengan Teknologi, Pedagogi, dan Pengetahuan Konten (TPACK); (2) mengembangkan buku teks Bahasa Inggris berbasis pendekatan TPACK; dan (3) mengevaluasi kelayakannya untuk digunakan di pendidikan tinggi Islam. Dengan menggunakan kerangka kerja Penelitian dan Pengembangan (R&D) oleh Gall et al. (2003), penelitian ini dilakukan dalam tujuh tahap: penelitian dan pengumpulan data, perencanaan, pengembangan produk awal, uji coba produk awal, revisi produk, uji coba utama, dan revisi produk akhir. Partisipan

penelitian ini berjumlah 77 mahasiswa dari tiga institusi pendidikan tinggi Islam di Lampung yang terdiri dari 20 mahasiswa dari IAI Agus Salim, 30 mahasiswa dari IAIN Metro, dan 27 mahasiswa dari IAI Ma'arif Metro. Para ahli dan pengguna digunakan sebagai subjek dalam penelitian ini. Sedangkan data dikumpulkan melalui angket dan wawancara. Evaluasi dari para ahli dan pengguna terhadap buku teks yang dikembangkan, *Basic English*, menunjukkan kualitasnya yang baik dan efektivitasnya untuk digunakan di pendidikan tinggi Islam, dengan beberapa revisi minor yang direkomendasikan untuk optimalisasi. Temuan ini mengemukakan bahwa pengintegrasian TPACK ke dalam pengembangan bahan ajar dapat meningkatkan kualitas pembelajaran Bahasa Inggris di Perguruan Tinggi. Sehingga dari hasil tersebut dapat disimpulkan bahwa buku ini dapat digunakan sebagai bahan ajar dalam proses pembelajaran.

Keywords: *Bahan Ajar Bahasa Inggris, konteks keislaman, teknologi, TPACK*

INTRODUCTION

Technology has an important role in the process of transforming teaching and learning pedagogy (Joshi, 2023). The use of technology provide opportunity for the students to learn independently without breaking the interaction with the teacher (Indriani et al., 2021). Technological literacy and competence in the learning process can help teachers in developing teaching material content with current technological developments (Koehler et al., 2011). Development is necessary for the application of technology in learning processes (Zhubi & Ismajli, 2022). To enhance students' learning processes, it is necessary to comprehend how technology is used and how pedagogy and content interact (Yildiz, 2017). This is in line with (Hamidah et al., 2021) state that teacher's perspective, technology skill and using an appropriate method in teaching learning are importance. Ahsani & Raharjo (2024) state that an effective approach is required in the learning process in accordance with the material and technological content; and TPACK (Technological, pedagogical, and content knowledge) is a strategy that can integrate knowledge, technical, pedagogical, and material aspects (Alhamid & Mohammad-Salehi, 2024). Haviz et al (2020) assert that TPACK is essential to the teaching and learning process as it aims to meet the learning objectives that align with technology-based growth. This approach emphasizes on how subject knowledge, pedagogical knowledge, and technology knowledge may be integrated to create learning that is formulated in teaching materials. In this study, the researcher focused on teaching materials for basic English at an Islamic Higher Education in Metro, Lampung, Indonesia.

The TPACK framework consist of seventh domains namely; technological knowledge (TK), content knowledge (CK), pedagogical knowledge (PK), technological pedagogical knowledge (TPK), technological content knowledge (TCK), and technological pedagogical content knowledge (TPACK) (Bwalya et al., 2023). There is relationship between the main components that are interconnected intersects between Technological Knowledge (TK), Pedagogical Knowledge (PK), and Knowledge of teaching materials (CK) which influences learning. The relationship

between three main component can give rise to four new components, namely Knowledge Pedagogical Technology (TPK), Knowledge of teaching material technology (TCK), Knowledge of teaching material pedagogy (PCK) and technological knowledge of teaching material pedagogy (TPACK) (Janah, 2022).

TPACK was developed by Shulman as an approach related to technological, pedagogical, and knowledge content in the learning process (Marice et al., 2019). This is in line with Malichatin (2019) who argues that technological, pedagogical, and content knowledge is knowledge that is integrated into all fields that focus on applying technology to transfer content and achieve pedagogical goals. TPACK is an approach that integrates technology and the teaching process (Alamri, 2023). In other words, the teachers must be able to master the materials and use technology to present interesting and easy-to-understand materials with a brief and clear explanation. Nusa et al (2021) assert that this approach is a way of integrating technology into the learning process by paying attention to the pedagogic and content aspects. This approach allows educators to create innovative and modern learning. This is in line with the mandate of the Ministry of Education and Culture that lecturers and teachers are encouraged to develop learning resources to meet their students' needs (Permendikbud, 2012), particularly for English teaching materials in Islamic Higher Education (PTKI), which require focused development. Currently, these materials primarily emphasize linguistics competence, but there is a notable absence of TPACK-integrated teaching resources despite the widespread use of technology in the learning process.

Previous studies suggest that English instruction should not only focus on delivering subject matter but also integrate technology into the learning process. Köse (2016) explored the perception of TPACK in language instruction within the context of learning English. Using the Research & Development (R&D) method with four steps—introduction, planning, development, and program validation—the study concluded that English instructors need both subject knowledge and the ability to integrate technology with effective pedagogy. Similarly, research by Marice et al. (2019) developed a learning media for reading comprehension in French based on the TPACK framework. Their findings highlight the importance of creating learning media that integrates pedagogical, technological, and content knowledge. The study also demonstrated that TPACK-based learning media can increase student enthusiasm and improve learning outcomes. In another study, Elas et al. (2019) analyzed the influence of technology on learning English as a second language. They found that, in the context of the 21st century and the Industrial Revolution 4.0, technology plays a pivotal role in facilitating English learning and enhancing its effectiveness.

Despite the growing body of literature on TPACK and its applications in language instruction, there is a clear gap in the development of English teaching materials that incorporate both the technological and pedagogical dimensions of TPACK while aligning content with Islamic values and cultural contexts. Köse's (2016) findings underscore the importance of integrating TPACK in English instruction but do not address its cultural specificity. Similarly, while Marice et al. (2019) illustrate the potential of TPACK-based media to enhance enthusiasm and outcomes in language learning, their research does not consider the inclusion of religious or cultural elements. Elas et al. (2019) further highlight the pivotal role of

technology in enhancing English learning, yet their focus remains on general technological integration without emphasizing the cultural relevance of the materials. The novelty of this study lies in its focus on developing English teaching materials infused with Islamic content through the TPACK framework.

By focusing on the use of technology like learning application in integrate with Islamic themes, this research explored how technological can increase student engagement and motivation in learning English, offering a new perspective on the role of digital media in culturally relevant language education. Specifically, this study seeks to (1) identify the needs of English learners in Islamic Higher Education in relation to the TPACK framework, (2) develop Islamic-nuanced English teaching materials using the TPACK approach as a reference for the English learning process, and (3) evaluate the suitability of these materials for use in the Islamic Higher Education context. As Mclennan's (2013) emphasis on the importance of incorporating Islamic perspectives in English Language Teaching (ELT) to better align with the needs of Muslim students, the study contributes to the development of a pedagogical framework that specifically addresses the integration of Islamic content within English language teaching.

METHOD

This research employed the Research and Development (R&D) method as outlined by Borg & Gall (2003). The R&D approach is a production-based model that systematically tests a product in the field, followed by evaluation and refinement to meet effectiveness criteria and quality standards. This study focused on developing and testing an English textbook based on the Technological Pedagogical and Content Knowledge (TPACK) framework. The participants consisted of 77 students from three Islamic higher education institutions in Metro: 20 students from IAI Agus Salim, 30 students from IAIN Metro, and 27 students from IAI Ma'arif Metro.

The research procedure began with data collection through a needs analysis questionnaire to gather relevant information. Secondly, the researcher undertook the planning phase, which involved creating an outline and compiling references. Thirdly, the product was developed using the Technological Pedagogical and Content Knowledge (TPACK) framework, incorporating an Islamic context. Fourthly, the preliminary product was validated by an expert in language, IT, and content materials. Data for this stage were collected through interviews and validation sheets. Fifthly, the feedback from the validation process was used to revise the product. Sixthly, the revised product was tested on a larger sample comprising students from three Islamic higher education institutions in Metro. Finally, the researcher completed the final revisions based on the results of the main validation. The data in this research were analyzed qualitatively through need analysis and quantitatively through experts and users' judgment.

The instruments used in this study included questionnaires and interviews. Three types of questionnaires were employed: a needs analysis questionnaire, an expert validation questionnaire, and a product trial questionnaire. The interviews, adapted from Sugiyono (2015), were used to gather in-depth qualitative data. Interviews are particularly suitable for preliminary studies to explore issues requiring deeper investigation. In this study, interviews were conducted three

lecturers teaching English at Islamic higher education institutions in Metro, Lampung.

The data were analyzed using both qualitative and quantitative techniques. The qualitative analysis focused on data obtained from the needs analysis and expert feedback, which provided constructive input, including criticism and suggestions, to refine the product. Meanwhile, the quantitative analysis processed data from the needs analysis and product trial responses, as well as learning outcomes. Questionnaire responses and product trial results were analyzed using descriptive and inferential statistical techniques. Needs analysis data were further analyzed using a percentage formula, as follows:

$$K = (\sum ni) / N \times 100\%$$

Information:

K = Percentage of scores obtained,

$\sum ni$ = Total score obtained,

N = is the maximum number of scores

The calculation results are used as data to describe the results of the needs analysis. Validated data from material, linguistic and media experts. The data from the validation of experts, practitioners and colleagues were calculated and categorized into a range of values into 4 categories, namely very good, good, quite good, and not good. Assessment data or responses from product usage trials were analyzed using the formula.

$$K = (\sum ni) / N \times 100\%$$

Information:

K = Percentage of scores obtained,

$\sum ni$ = Total score obtained,

N = is the maximum number of scores

FINDINGS

The Learning Needs of Students and Lecturers on Contextualized English Materials

The findings from the students need analysis questionnaire revealed key insights into students' experiences and needs in learning English as follows:

1. Most students reported having access to textbooks or supplementary materials for studying English, though a significant number actively sought additional resources to enhance their skills. This indicates a general awareness of the importance of diversifying learning tools to improve language proficiency.
2. The students expressed difficulties in adapting to the teaching methods and materials currently in use. Interestingly, most students were already utilizing technology as part of their English learning process, suggesting a readiness for more technologically enhanced materials.
3. While some students found the existing materials helpful for improving their English, others faced challenges in comprehending and applying the

content due to the lack of contextual relevance and technological integration.

4. Regarding the integration of Islamic values and technology into teaching materials, many students noted that the current materials lacked this integration, highlighting a gap between their learning needs and the resources provided.
5. There were positive perceptions among students on the importance of developing English teaching materials that integrate Islamic values and technology. These findings underscore the need for contextualized and technologically advanced resources to address the specific needs of students in Islamic higher education.

In line with the data from the students above, the data from interviews with lecturers revealed that students were not enthusiastic about the learning process. This lack of enthusiasm was attributed to the limited suitability and relevance of the teaching materials. Lecturer A remarked,

"The materials we use do not fully meet the students' needs, which makes it difficult to keep them motivated during the learning process. I think students today are more engaged when technology is involved, but the current materials lack this integration."

This highlights the pressing need to integrate technology into the learning process to foster self-governing technology use among students. Additionally, the lecturers emphasized the importance of embedding Islamic expressions and contexts into English learning materials as a reflection of the institutions' educational goals. This is expressed by lecturer B, explaining,

"Including Islamic values in the learning process is vital because it aligns with the identity and mission of our institution. But we don't have that kind of materials and I am not confident enough to make it by myself. We often use materials from various sources because there is a lack of teaching materials that combine Islamic contexts with English learning."

Here, the lecturers indicated the importance contextualized English materials but they can only on external resources. This reliance on external resources underscores the need for comprehensive, contextually relevant teaching materials that integrate Islamic values and technological advancements to meet both institutional goals and learner needs.

The Development of English Materials with TPACK

Based on the learning needs analysis result, a product was arranged as the respond of analyzing the outcome following procedures of learning material development (See Figure 1).

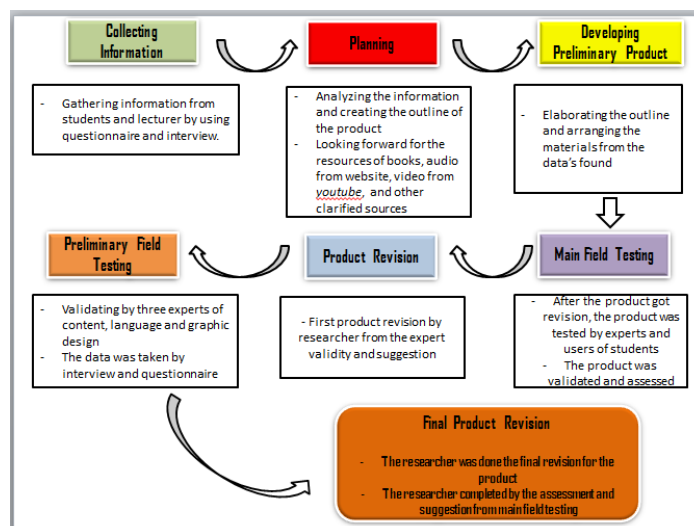


Figure 1. Procedures of developing product

The product development was designed to address the needs of both students and lecturers in Islamic institutes. While it may not fully meet the requirements of all Islamic institutes, it is specifically tailored to the needs of students and lecturers in Islamic institutes in Metro. The textbook consists of five chapters, as outlined in Table 1 below.

Table 1. Product Development Description

Chapter	Title	Content	Activity
1	Family	<ul style="list-style-type: none"> - It is started by the goal of the study - The relation of the materials to verse of Al-Qur'an - Grammar usage of pronoun - Small unit of words up to paragraph - Reading passage of family - Listening of family topic to a video on <i>youtube</i> - Speaking of introduction 	<ul style="list-style-type: none"> - Personal and group task - Using link of website - Using a video from <i>youtube</i>
2	Restaurant	<ul style="list-style-type: none"> - It is started by the goal of the study - The relation of the materials to verse of Al-Qur'an - Grammar usage of verb - Writing of sentence - Reading passage of Islamic rules in eating and drinking - Listening to conversation in restaurant from website audio - Speaking for suggestion and advice 	<ul style="list-style-type: none"> - Personal and group task - Using link of website - Using audio from website
3	Travel	<ul style="list-style-type: none"> - It is started by the goal of the 	<ul style="list-style-type: none"> - Personal

		study	and group
		- The relation of the materials to verse of Al-Qur'an	- Using link of website
		- Grammar usage of noun	- Using audio from website
		- Writing of compound sentence	
		- Reading passage of travel from website	
		- Listening to audio	
		- Speaking about asking and giving direction	
4	Organizing a Group Project	- It is started by the goal of the study	- Personal and group task
		- The relation of the materials to verse of Al-Qur'an	- Using link of website
		- Grammar usage of adverb	- Using audio from website
		- Writing of complex sentence	
		- Reading from a website of planning an event	
		- Listening to audio on website	
		- Speaking about common expression	
5	The First English Class	- It is started by the goal of the study	- Personal and group task
		- The relation of the materials to verse of Al-Qur'an	- Using link of website
		- Grammar usage of adjective	- Using a video from youtube
		- Writing of compound and complex sentence	
		- Reading passage of first day at school	
		- Listening to audio on website	
		- Speaking of telling about experience	
	Closing statement	- The steps of using application <i>socratic</i> for teacher	- Doing a task from quizziz

As shown in the table, the product integrates elements of technology, pedagogy, and Islamic context. The lessons begin with basic materials and gradually progress to more advanced levels. The materials are consistent, reinforced by exercises, and utilize technology to support activities and practice. All language skills—grammar, writing, reading, listening, and speaking—are included in every chapter. Each chapter starts with grammar, followed by the other skills in sequence. The aim is to enable learners to apply these skills in practical contexts. While each skill is covered with distinct materials, they remain interconnected to ensure coherence. Additionally, the materials are enhanced with

the use of the Socrative application, allowing teachers to upload questions that students can access through the app. Figure 1 illustrates the book's cover and chapter layout, complete with visuals.



Figure 1. Cover and chapters of the product development

The pictures included in each unit were designed to provide students with initial insight into the topic while capturing their interest. These visuals encouraged students to interpret the content of the materials and stimulated their curiosity about what would come next. The use of pictures not only boosted students' enthusiasm but also aligned with the study's goals, offering an engaging starting point for learning. Additionally, the integration of technology enhanced students' familiarity with modern tools, making the materials relevant to the current era.

The product was developed in five units, with each chapter offering progressively challenging materials to help students improve their cognitive levels and skills. The TPACK approach was implemented specifically in the listening, reading, and writing materials. Tasks were delivered through the Socrative application, enabling teachers to create and manage quizzes that students could access via the app. This approach not only helped students enhance their technological knowledge but also encouraged teachers to develop their digital literacy. Teachers play a crucial role in guiding students' technological skills, and using tools like Socrative supports creativity and innovation for both parties. To utilize the app, teachers can download it from the App Store or Play Store, sign in, and start creating quizzes. The integration of technology in this way is widely recognized as beneficial for learning activities. However, it is essential to ensure that technology is effectively integrated into English teaching and learning processes; improper use could potentially hinder students' progress.

The textbook materials were systematically arranged based on the learning objectives. These objectives were clearly outlined to ensure that students could comprehend and apply the skills through practical activities supported by technology. Furthermore, some of the materials incorporated Islamic teachings, particularly in reading passages and tasks enriched with Qur'anic verses related to

the topics. This integration provided an added dimension to the learning experience, making it both academically and spiritually enriching.

The Feasibility of the Developed Material

The assessment results of the textbook's feasibility indicate its strong potential for use, with some minor improvements. For the content suitability aspect, the book received a total score of 35 from 10 questions, resulting in an average score of 3.5 or 87.5%. The suitability of references and citations aspect earned a total score of 17 from 5 questions, yielding an average of 3.4 or 85%. Lastly, the presentation feasibility aspect achieved a perfect score of 8 out of 8 questions, with an average score of 4 or 100%. Based on these results, the textbook is considered suitable for use, with a few adjustments recommended to optimize its quality further.

Language Assessment

The textbook's language aspect, particularly in terms of straightforwardness and accuracy, achieved a total score of 14 out of 4 questions, with an average score of 3.5 or 87.5%. For the suitability of communicative language use, the total score was 6 out of 2 questions, resulting in an average score of 3 or 75%. These results indicate that while the language used in the textbook is generally suitable, minor improvements are needed to enhance its communicative effectiveness.

Graphic Design Assessment

The use of illustrations received a score of 11 out of 3 questions, with an average value of 3.7, corresponding to 91.6%. The design of the content pages scored 18 out of 5 questions, resulting in an average score of 3.6 or 90%. Similarly, the book cover design obtained a score of 17 out of 5 questions, with an average of 3.4 or 85%. These results suggest that the visual design of the textbook is well-received, with high percentages indicating its appeal and functionality.

User Assessment

From the user perspective, the material interest aspect received a score of 14 out of 4 questions, with an average value of 3.5 or 87.5%. For the difficulty level, a score of 9 out of 3 questions was recorded, resulting in an average score of 3 or 75%. The usefulness aspect scored 7 out of 2 questions, with an average of 3.5 or 87.5%. Finally, the language aspect also achieved a score of 7 out of 2 questions, with the same average of 3.5 or 87.5%. These findings highlight that users found the textbook useful, interesting, and suitable for their learning needs, though some adjustments could enhance its accessibility and ease of use.

The findings demonstrate that the textbook has high validity across eight assessed aspects. Both experts and users strongly agree on its usefulness, comprehensibility, and engaging content. The integration of technology, pedagogy, and Islamic content knowledge within the materials not only meets the educational goals of Islamic higher education institutions but also preserves Islamic values while supporting students' English language development. The

specific incorporation of local-context ELT pedagogies reinforces the importance of tailoring materials to align with institutional values and cultural identity.

DISCUSSION

Need analysis findings exposed challenges faced by students in adapting to the current teaching methods and materials, indicating a potential mismatch between their learning needs and the instructional approach. Interestingly, despite these challenges, the majority of students demonstrated a readiness for technologically enhanced materials, as they were already incorporating technology into their English learning processes. This readiness highlights the potential for leveraging digital tools and resources to enhance learning experiences. The findings underscore the importance of reevaluating the current materials and the need for teaching materials that integrate technology effectively (Joshi, 2023) while addressing pedagogical and content knowledge to bridge the gap between students' technological engagement and their struggles with existing methods (Koehler et al., 2011; Köse, 2016). This supports the growing emphasis on utilizing frameworks such as TPACK (Technological, Pedagogical, and Content Knowledge), which combine technology with sound pedagogical practices and relevant content to create more engaging and effective learning environments.

Moreover, the readiness of students for technology-enhanced learning reflects a broader trend in education, particularly in the context of 21st-century learners who are increasingly tech-savvy (Haviz et al., 2020). By aligning teaching materials with students' technological preferences and learning styles, educators can create a more interactive and motivating learning environment, ultimately addressing the adaptation challenges reported in this study. Furthermore, the study also demonstrated that TPACK-based learning media can increase student enthusiasm and improve learning outcomes. As Elas et al., (2019) highlighted, the influence of technology in education and the Industrial Revolution 4.0 plays a pivotal role in facilitating English learning and enhancing its effectiveness..

The findings related to both lecturers and students' positive perceptions of contextualized materials underline the critical role of integrating technology and contextual content into English teaching materials, particularly in Islamic higher education. The developed textbook, "Basic English", aligns with the Technological, Pedagogical, and Content Knowledge (TPACK) framework, addressing the specific needs of learners in Islamic educational contexts. Moreover, the results highlight the practicality of the TPACK framework in developing materials that cater to the diverse requirements of learners by blending technological tools, pedagogical strategies, and relevant content (Malichatin, 2019; Marice et al., 2019). This reflects the increasing demand for teaching materials that not only enhance linguistic skills but also incorporate cultural and religious relevance. Nusa et al (2021) assert that this approach is a way of integrating technology into the learning process by paying attention to the pedagogic and content aspects. This approach allows educators to create innovative and modern learning. This is in line with the mandate of the Ministry of Education and Culture that lecturers and teachers are encouraged to develop learning resources to meet their students' needs (Permendikbud, 2012).

The needs analysis revealed that students were eager for materials that integrate Islamic values and modern technology, confirming the importance of contextualized resources. This aligns with previous studies emphasizing the significance of cultural and religious context in language learning materials, particularly for Muslim learners (Farah et al., 2021, Farah&Khoiriyah, 2023, Khoiriyah et al.,2022). Specifically, the incorporation of Qur'anic verses in the developed book accommodated the religious background of the students in order to make them feel that English is actually not far from their culture. This is in concordance with a study by Irwansyah and Yuniarti (2021) revealing that Qur'an-based stories can be used in ELT practices when they are prepared with suitable language level, accurate evaluation system, reflective thinking activities, self-generated illustration, and appropriate transliteration of Islamic terms.

In conclusion, the development of English teaching materials with Islamic content through the TPACK approach proved to be an effective strategy for addressing the needs of learners in Islamic higher education. The study contributes to the growing body of literature on contextualized and technology-enhanced language teaching and provides a practical framework for integrating cultural and religious values into English language education. However, as Kumar (2022), reminds us, technology integration process must be considered and planned so that the use of technology in ELT practices can make a major contribution.

CONCLUSION

The development of English teaching materials can be integrated with Islam and technology, so that they can support English language lectures at Islamic higher education institutions that always follow the development of science and technology. In conclusion, the integration of Islam into English language materials through the Technological Pedagogical Approach and Content Knowledge (TPACK) framework offers a promising pathway for creating culturally responsive and meaningful learning experiences. By leveraging technology, pedagogical expertise, and content knowledge, educators can develop engaging and relevant materials that not only enhance language skills but also foster a deeper understanding of Islamic values and principles. This approach not only supports the diverse needs of learners but also promotes inclusivity, cultural appreciation, and ethical teaching practices within the English language classroom. However, there are limitations to consider. One limitation is the need for continuous training and professional development for educators to effectively implement Islam-integrated materials within the TPACK framework. Additionally, the availability and accessibility of technology in educational settings may vary, posing challenges to widespread adoption.

For further research, it is recommended to conduct longitudinal studies to assess the long-term impact of Islam-integrated English materials on student learning outcomes, attitudes, and cultural awareness. Comparative studies across different educational contexts and cultural settings can also provide valuable insights into the effectiveness and applicability of this approach. Moreover, exploring innovative strategies for overcoming technological barriers and enhancing teacher preparedness can contribute to the successful implementation of Islam-integrated English materials in diverse learning environments.

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