



## Systematic Literature Review: Integrating Islamic Education in English Language Teaching

**Dewi Suriyani Djamdjuri**

Universitas Ibn Khaldun Bogor,  
Indonesia

[dewi.suriyani@uika-bogor.ac.id](mailto:dewi.suriyani@uika-bogor.ac.id)

**Mastur Thoyib**

Universitas Islam Syekh Yusuf (UNIS),  
Indonesia

[mthoyib@unis.ac.id](mailto:mthoyib@unis.ac.id)

**Dedi Supriadi**

Universitas Ibn Khaldun Bogor,  
Indonesia

[dedisbs.95@gmail.com](mailto:dedisbs.95@gmail.com)

**Ika Handayani**

Universitas Sultan Ageng Tirtayasa,  
Indonesia

[ika.handayani@untirta.ac.id](mailto:ika.handayani@untirta.ac.id)

**Muhammad Furqan**

Universitas Ibn Khaldun Bogor,  
Indonesia

[muhhammad.furqan97@yahoo.co.id](mailto:muhhammad.furqan97@yahoo.co.id)

**Keisha Siti**

**Nurmuntazlimah**

Universitas Ibn Khaldun Bogor,  
Indonesia

[keishasiti262@gmail.com](mailto:keishasiti262@gmail.com)

\*Corresponding author: Dewi Suriyani Djamdjuri | email: [dewi.suriyani@uika-bogor.ac.id](mailto:dewi.suriyani@uika-bogor.ac.id)

**Article History**      Received: October 15, 2022      Revision: April 25, 2023      Available Online: April 30, 2023

**Abstract:** The process of learning English in Indonesia is structured in such a way as to enable students to master the ability to listen, speak, read and write the language. Unfortunately, this language learning method is not compatible with religious learning methods. The following discussion will further explain the objectives of this research which examines *Islamic Education in English Teaching*. The keywords used to find articles in the database are “*Islamic Education in English Teaching*”. The search results found 50 publications, then 12 manuscripts were selected that met the criteria for analysis. The reporting items selected for systematic literature reviews and meta-analyses are inclusion and exclusion models. In the last three years, the number of publications was dominated by 2020 with a total of 5 articles published. The research subjects used by the researchers consisted of 3rd grade elementary school students, 7th grade elementary school students, 8th grade junior high school students, a combination of middle school and high school students, 11th grade high school students, and university students. There are 12 research contributions that can be reflected in the English language learning process which is integrated with Islamic values.

**Keywords**      **integrating, islamic education, english language teaching**

**How to Cite**      Djamdjuri, D. S., Thoyib, M., Supriadi, D., Handayani, I., Furqan, M., & Nurmuntazlimah, K. S. (2023). Systematic Literature Review: Integrating Islamic Education in English Language Teaching. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, 9(1), 336-350. <https://doi.org/10.22219/kembara.v9i1.28651>



Copyright©2023, Dewi Suriyani Djamdjuri, Master Thoyib, Dedi Supriadi, Ika Handayani, Muhammad Furqan, Keisha Siti Nurmuntazlimah

This is an open access article under the [CC-BY-3.0](https://creativecommons.org/licenses/by/3.0/) license



## INTRODUCTION

Globalization is defined as changes in the social and economic fields that come together to create regional and global reciprocal relationships that are unique, broader and more intense than in previous eras. It is inevitable that societies will eventually integrate into the world order, leading to societies bound by illogical global communications networks (Picton, 2014). This flow of information impacts the principles of Islamic education and knowledge, and lifestyle practices such as diet, clothing, and recreational activities become increasingly similar as the world becomes more globalized (Djamdjuri & Meilenim 2021; Sudin & Haryadi, 2023). To be able to prosper in the international market, the Indonesian generation must show intelligence, perseverance, toughness, ingenuity and other traits. To fight the impact of globalization, education, especially Islamic education, is very important (Amrin et al., 2020).

Religious education aims to develop perfect humans and lead to happiness. Globalization has a positive impact on the principles of Islamic education, such as technological advances and changes in educational practices (Haryadi et al., 2021; Roslina, 2013; Djamdjuri et al., 2021). Traditional teaching is being replaced by modern technology-based teaching that uses computers and the internet (Khadim, 2018). Visual stimuli produce higher learning outcomes for tasks such as remembering, identifying, recalling, and associating facts with concepts. Globalization has positive and negative impacts on education, such as the commercialization of education, the availability of poor content, and computer and internet addiction (Djamdjuri & Meileni, 2021; Triandini et al., 2019). To overcome this problem, educators must be able to provide benefits and protect children from the impacts of globalization.

The rapid growth of globalization currently also has an impact on the world of education (Armstrong et al., 2020). Therefore, to be able to meet the needs of the global world which must be more applicable and of better quality, curriculum, teaching methods, materials, learning processes and media used in the teaching and learning process are needed. As with learning English, students are expected to be ready to compete in this technological era (Zembylas & Loukaidis, 2020). When students graduate from university level, they must at least be able to use the language both orally and in writing.

The majority of parents dedicate extra time to helping their children learn English because they realize how important it is (Amirullah, 2022). They enroll their children in private or public English classes. English, which was previously considered one of the subjects that best supports students' competency levels, is now considered a prestigious subject. Children now prefer to watch English-language cartoons, play imported games on their gadgets, and/or listen to English-language songs due to changes in globalization (Haas & Westlund, 2017). The process of religious learning seems to be experiencing setbacks. Parents prefer to send their children to reputable schools or international schools that use English as the main language of instruction rather than sending their children to Islamic boarding schools. Instead of paying for facilities to study the Koran, they prefer to spend their money on expensive English courses.

Furthermore, Kurniawati (2009) he believes that the basic principle of creating an education that can produce quality individuals must be based on the ideals of God Almighty, Allah SWT (Zakiah, 2015). The role of morals is very important and strategic in Islamic education (Amirullah, 2022). Thus, the term "Islamic values" can be used to describe an idea or belief held by society in connection with a number of fundamental issues in Islam (Lasley et al., 2017; Zuhairini, 2004). These values can be used as guidelines in everyday life, both originating from Allah SWT and from human interactions that do not violate the Shari'a (Arifin, 2006).

English is taught as a foreign language in Indonesia. Because English is a lingua franca and a common international language, Indonesians learn it. Indonesian students must be equipped to compete in a global environment to meet the needs of the modern world. Therefore, the government has planned that English language learning will start in elementary school and continue through higher education. Learning a language has the ability to use that language as its main goal (Harmer & Khan, 1991). As a result, the English language learning process in Indonesia is structured in such a way as to give students the possibility to master listening, speaking, reading and writing skills as well as other language-related concepts such as grammar, pragmatics and culture. Unfortunately, this language learning method is not compatible with religious learning methods. Separate English classes are offered as a compulsory subject (Jaya & Baa, 2018). Even English is taught to students as a foreign language.

Islamic religious education is a basic need for children, because the aim of Islamic religious education is to train children to become true Muslims, have strong faith, strong generosity and noble morals, as well as being beneficial to society, religion and the state (Budiarto & Salsabila, 2022). Religious guidance is provided to students from Kindergarten to University level, both Islamic religious education and state school education, in accordance with Article 20 of the Constitution of the Republic of Indonesia concerning Teaching (National Education System Law). According to

Fitzmaurice et al., (2017), as quoted in Wardany (2020), religious learning in schools is very important in shaping the quality of students so that they have a positive attitude in accordance with Islamic rules. Religious education is thus included in character education because it teaches humans how to be good humans. As stated by Yusuf (2007) in Wardany (2020), education, especially Islamic education, is expected to have a role in encouraging the development of students' personalities, especially their social behavior. Achieving maturity in the learning process so that you can adapt to the norms, values and traditions of society, merge into one unit, and communicate constructively with each other is called social development (Hamid, 2021).

The development of Islamic education in Indonesia, especially in the era of globalization, has greater challenges and opportunities compared to 1990. This is a difficulty for teachers, educators and other educational practitioners involved in curriculum development and institutional services (Dian et al., 2023). If Islamic education is ready to face it, we believe that the era of globalization will be a stepping stone in the development of Islamic education, expanding its existence and increasing its responsibility in developing Indonesian education. According to Rusniati (2015), as stated in (Tolchah & Mu'ammam, 2019) globalization, it is essentially bound and cannot be relativized. In this era of globalization, Indonesia must change its education process to create a comprehensive and adaptive education system that allows its graduates to contribute effectively to a global democratic society. Therefore, education must be designed to enable students to realize their potential in a free, social and responsible environment (Fazalani & Rahayu, 2022; Smakman et al., 2021). Furthermore, education must produce graduates who understand their communities and all the circumstances that can help or hinder communal achievements. One possibility is to develop education with a global perspective.

Several concerns are highlighted in several studies, especially in the field of Islamic education. The globalization of culture, ethics and morals due to advances in transportation and information technology is one example (Dian et al., 2023; Tolchah & Mu'ammam, 2019). In other words, religious education has traditionally focused on 'knowing' and 'doing', with little consideration of 'being', or how students apply and practice religious values in everyday life.

Meanwhile, previous studies have examined the Islamic values contained in the Al-Qur'an as English language teaching materials (Anshari & Widyanoro, 2020). Teaching materials for reading skills for elementary school (SD) students that are integrated with Islamic values (Cahyo et al., 2019). Apart from that, the use of learning media based on Islamic values as well the use of teaching materials in the form of films that can improve student motivation to learn English (Gusmuliana et al., 2020; Djamdjuri et al., 2021; Djamdjuri & Hadi, 2021; Djamdjuri et al., 2022). On the other hand, there has never been any research examining *Islamic Education in English Teaching* using a systematic literature review. The purpose of this research is to look at and compare different studies in journal articles that discuss the theme of integrating Islamic education in English language learning. The several points that are the objectives of this research include (1) year of publication, (2) research subject, (3) publication structure and citations of *Islamic Education in English Teaching*, (4) contribution/findings from research results. This research is expected to contribute to a more comprehensive development design regarding the integration of Islamic education in English language learning.

## METHODS

### Research Framework

This research is a type of systematic literature review (SLR) research. Systematic literature review (SLR) is a technique for identifying, evaluating and analyzing various current and relevant information in literature/references to answer research questions (Snyder, 2019; Xiao & Watson, 2019). Research A systematic literature review (SLR) is helpful for condensing and summarizing the latest knowledge on a particular topic with a systematic and transparent method (Lohmann, et al, 2021).

### Research question

Determining research questions is used for determine the scope in developing a clear focus for the research. This question was developed in response to a need "The selected problems are: "*Islamic Education in English Teaching*?"

### Article Search Process and Criteria for Appropriate Manuscripts

Search for articles based on year of publication for the 2008-2022 period, using the keyword "*Islamic Education in English Teaching*". Search results for the *Publish or Perish (PoP) software program on the Google Scholar website* were narrowed down to 50 papers, from which articles were selected. Research study selection techniques included reviewing titles, abstracts, and full texts, as well as journal articles, and primary study results were obtained and used for additional analysis. The data obtained is in the form of \*PDF\*, which is then synced into Reference Manager (Mendeley) in the form \*RIS\*. Furthermore, to visualize data to be more transparent and communicative. By using the keyword "*Islamic Education in English Teaching*", researchers found 12 articles. Inclusion and exclusion models used as a reporting item in systematic reviews and meta-analyses (PRISMA) (Gallagher et al., 2016). Apart from that, researchers also use a scoping review method *which aims* to answer questions from a determined research topic using various research article sources (Booth et al., 2021). Next, the research articles that have been collected are grouped and continued with the process of drawing conclusions. The inclusion criteria used by researchers in searching for *Islamic Education in English Teaching* articles include (1) articles published between January 2008 and December 2022; (2) articles published in Indonesian and English; (3) the article is a research article; And (4) articles that are only related to *Islamic Education in English Teaching*. Inclusion criteria in the article search are depicted in Figure 1.

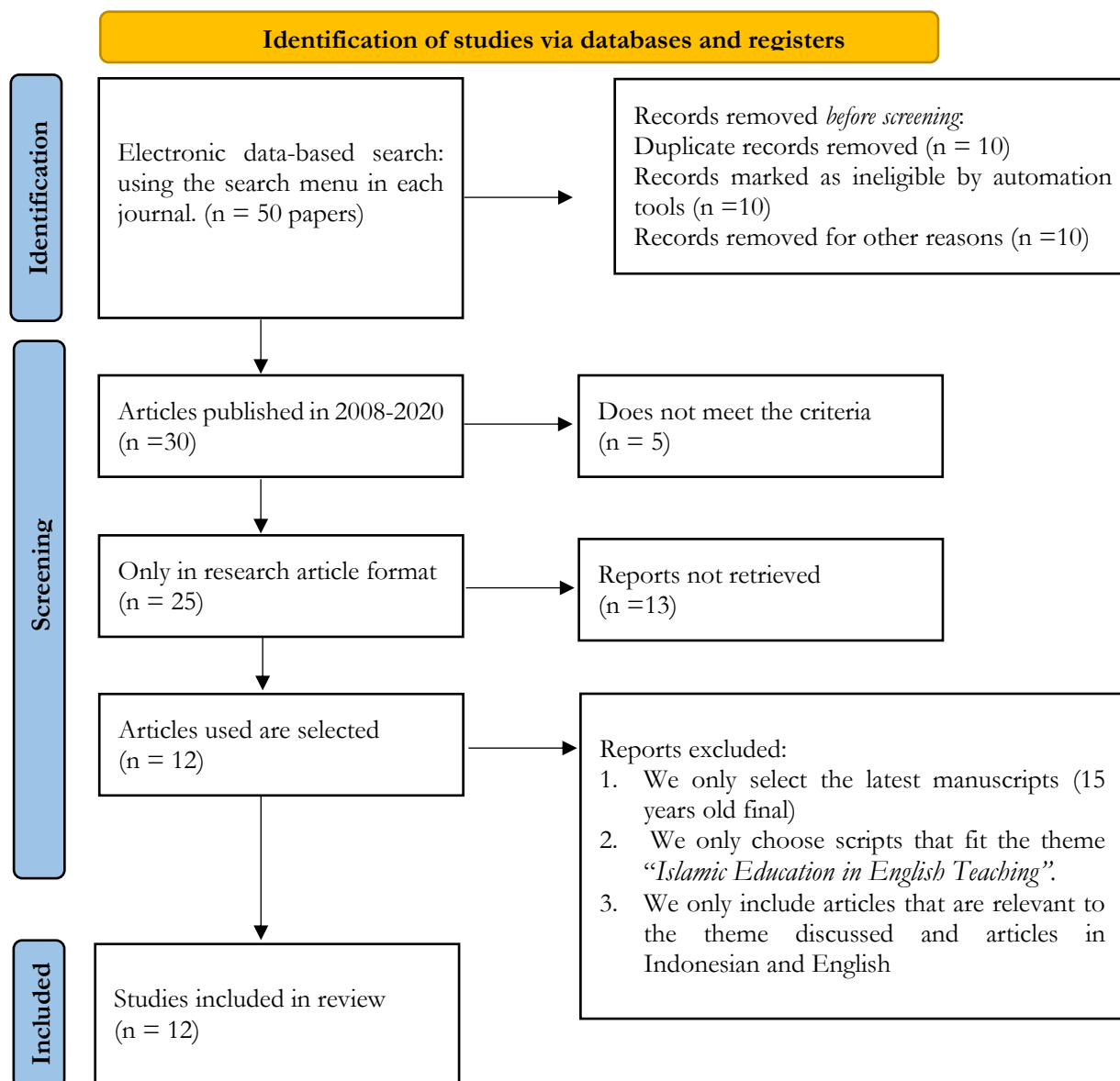


Figure 1. Image of PRISMA Flow Chart for Systematic Literature Review

Figure 1 represents the sequence of manuscripts that meet the criteria and manuscripts that do not meet the criteria used by researchers. According to Figure 1, researchers found 50 articles during the initial search. Next, researchers examined published articles between 2008 to 2022, at this point there are 30 articles that meet criteria, meaning that 20 articles did not meet the requirements. This was followed by a selection process on the types of articles resulting from the research. In this process, 30 articles were obtained that met the criteria and 5 articles that did not meet the criteria. In the next stage, the researcher used criteria based on the theme discussed “Islamic Education in English Teaching” to ensure that the Islamic Education in English Teaching required was Islamic Education in English Teaching. As a result, there were 25 articles that met the criteria and 5 articles that did not meet the criteria. The researcher defines the Islamic Education in English Teaching skills needed as material for selecting the texts that will be used in this research. This is because in the selection process using the keyword “Islamic Education in English Teaching” there were several articles obtained, but in substance they did not meet the criteria for “Islamic Education in English Teaching” which was in accordance with the research theme. Finally, the researcher re-checked the existing articles to ensure they conformed to the predetermined themes. As a result, the researchers found 1 or 2 articles that fit the theme

“*Islamic Education in English Teaching*” which were published in Indonesian and English, so that 13 other articles were excluded because they did not meet the criteria.

## RESULT AND DISCUSSION

The results of research regarding *Islamic Education in English Teaching* using a systematic literature review obtain information in accordance with the research objectives which include (1) year of publication, (2) research subject, (3) publication structure and citations of *Islamic Education in English Teaching*, (4) contribution/research findings. The description of each data is described as follows.

### Year of Publication

Figure 2 presents some articles published from 2008 to 2022. Figure 2 shows the distribution of publications from 2008-2019, publications regarding *Islamic Education in English Teaching* did not experience significant changes. In 2020 the number of publications regarding *Islamic Education in English Teaching* experienced a significant increase with the number of publications amounting to 5 articles. This condition apparently was not followed in 2021-2022, where publications decreased to 1 and 2 publications each year.



Figure 2. Article Distribution Year

Based on Figure 2, it shows that the more and more research conducted on *Islamic* education in english teaching will have an impact on human resource preparation in the 21st century (Rau et al., 2018; Yen, 2012). Human resource preparation in the 21st century begins with the process of integrating Islamic values in English education, thereby making individuals ready to face globalization with Islamic life guidelines (Amrin et al., 2020; Djamdjuri et al., 2022). The concept of integrating Islamic education into English language learning is an important process in maintaining students' character and Indonesian values in the face of globalization, so that students do not lose their identity in the midst of globalization (Sabic-El-Rayess, 2019; Djamdjuri et al., 2022). Thus, the integration of Islamic education into English language learning is an alternative that can be used by schools in building a national life that still prioritizes students' character and Indonesianness amidst the extraordinary current of globalization (Quainoo et al., 2022; Gu, 2021). Based on the results of research regarding the integration of Islamic values in English education which was carried out in the 2008-2022 period, it is hoped that it can become evaluation material for designing the integration of Islamic values in English education in the curriculum that will be determined by the government.

### Research subject

Based on Figure 3, it shows that in order, the research subjects used in this study were dominated by class VIII students at Junior High School (SMP) and a combination of middle school and high school students. This was followed in sequence by students and students of class VII Junior High School (SMP), class 3 students of Elementary School (SD) and class XI students of Senior High School (SMA) in the next position. The sequence shows that the first position is occupied by class VIII Middle School (SMP) students and a combination of middle school and high school students with a total of 3 researchers who used them as research subjects. This was followed by 2 students and students of class VII Junior High School (SMP) who used them as research subjects. Followed by 3 Elementary Schools (SD) and class XI High School (SMA) students who were in third place with 1 researcher who used them as research subjects.

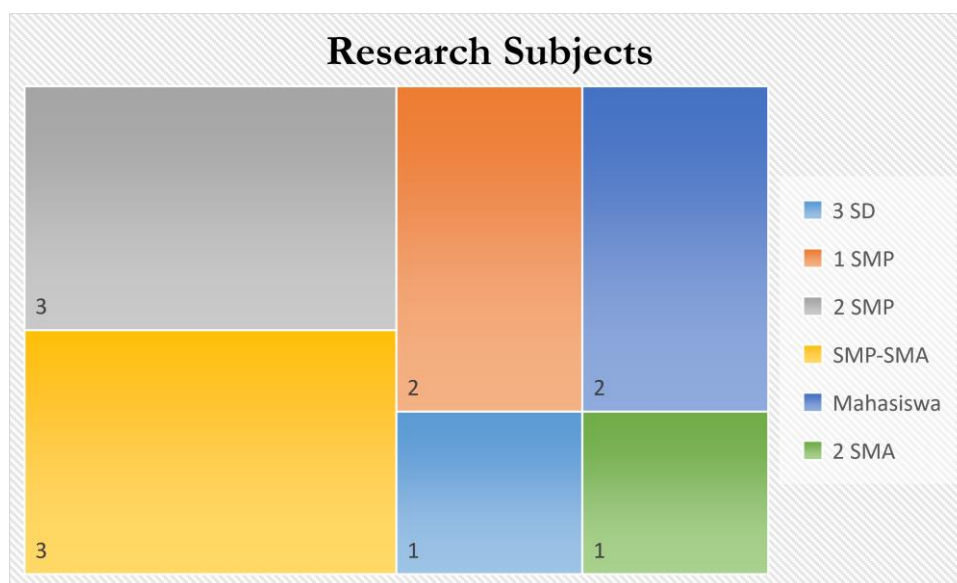


Figure 3. The research subject is *Islamic Education in English Teaching*

Based on Figure 3, it shows that there is quite a striking inequality in the number of research subjects. Where eighth grade junior high school students and a combination of junior and senior high school students are one of the dominant research subjects used in this research. This is in line with the opinion of Yoshikawa & Kabay (2015); Nye (2015) states that the integration of character values in English education is the main focus that must be developed and created by each country in facing globalization. Apart from that, education in the era of globalization will increasingly open up different spaces and dimensions in the implementation of education, especially in secondary schools and universities Cai et al., (2020). This is because with the increasing amount of information that is very easy to obtain, the greater the need for 'There are many filtration systems that students have to digest and apply them in everyday life. Thus, habituation and character cultivation in the English language learning process will be a filtration for students in receiving a flood of information and cultural acculturation. in the era of globalization (Amrin et al., 2020; Djamdjuri et al., 2022).

Publication and Citation Structure of *Islamic Education in English Teaching*

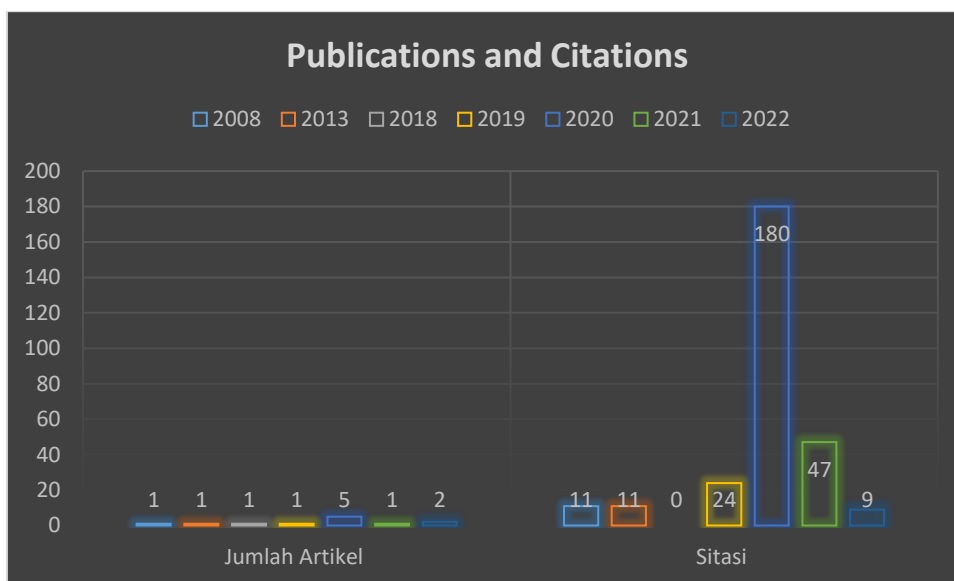


Figure 4. Year of Publication and Article Citation

Based on Figure 4, it shows that the article reviewing *Islamic Education in English Teaching* was first published in 2008. The publication process began with an article written by Masdianah et al (2008), which has made a significant contribution to the development of knowledge, especially regarding *Islamic Education. in English Teaching*. The contribution made by a journal can be determined based on the number of articles published and the number of citations to determine the extent of the journal's influence (Svensson, 2010). During the 2008-2022 period, 12 documents have been published in the form of research articles. A total of 12 articles reviewing *Islamic Education in English Teaching* have been cited 282 times. In the last three years, 2020 has been one of the years with the most publications with 5 articles. This year the number of citations also had the highest number, namely 180 citations. One of the articles with the highest number of citations in 2018 was written by [Sabic-El-Rayess \(2020\)](#). According to data listed on *Google Scholar*, this article has been cited 27 times and is *open access*. Apart from the quality of the article and the substance discussed in an article, it is *open Access* can also increase citations because it is not limited to just one scientific community. *Islamic Education in English Teaching* is consistently published from 2008-2022, although the number of articles is not the same. 2020 is a year that has a very large number of publications compared to the previous year, which is also followed by a very large number of citations compared to other years.

Table 1  
Research Contribution

No	Writer	Title	Research Contribution
1	<a href="#">Yusof et al., (2008)</a>	Integrating Islamic Themes and Values in English Classes	As Muslim educators, we feel it is important to do this to instill Islamic values in all subjects taught at every level of education. We believe in instilling Islamic values can help students (both Muslim and non-Muslim) become better behaved in this world.
2	<a href="#">Kingham &amp; Parsons (2013)</a>	Integrating Islamic Schools into the Indonesian National Education System: A Case of Architecture Over Implementation?	The distinction between madrasas and non-madrasas becomes relevant, giving rise to two pathways in private Islamic schools. Private



			non-madrasah Islamic schools are coordinated by the Ministry of Education and Culture (Kemendikbud), while private Islamic madrasah schools are managed by the Ministry of Religion (Kemenag).
3	Jaya & Baa (2018)	Teaching Listening through Islamic Storytelling in Indonesian Junior Secondary School Context	The application of Islamic storytelling in Islamic schools can increase students' interest in learning English for four main reasons. These include: learning using fun and exciting Islamic fairy tales, Islamic stories chosen according to students' needs, stories containing meaningful messages that are relevant to everyday life as a Muslim, and pictures as illustrations.
4	Cahyo et al., (2019)	Needs Analysis of Islamic-Based English Reading Material for the Muhammadiyah Junior High School	Integrating Islamic values into subjects is the answer to the problem of social secularism education in Islam. According to al-Shaybaniy, Islamic discourse has several concepts for education, producing pious people who are devoted to God, carrying out lifelong learning, developing the total potential of a person's soul, mind and body in an integrated manner, to develop a person's ability to carry out their duties as a servant of Allah. and as the “Khalifah” of Allah (representative or caliph of Allah on earth)
5	Sabic-El-Rayess (2020)	Epistemological shifts in knowledge and education in Islam: A new perspective on the emergence of radicalization among Muslims	Islamic education provides the basic framework for how Muslims live their lives, so it is important for students to start their religious education at school as early as possible. responsibilities as an Islamic religious education teacher in teaching and learning activities in the classroom, the teacher does not only provide Islamic religious knowledge to students, but also guides and provides inspiration so that the skills they learn in the classroom can be used outside the classroom.
6	Wijayanto (2020)	The integration of Islamic values in implementation of learning English: Islamic education students perspective	In implementing learning, R3 has seen the integration of Islamic values in it, which begins and ends with greetings and prayers and provides meaningful motivation to students. In the core activity the teacher uses image media (of the 7

			images there are 2 that are less Islamic) but when conveying it to students, he gives instructions, namely that images must not be imitated because they are not Islamic. R3 also links the verses of the Qur'an related to the image.
7	<a href="#">Amrin et al., (2020)</a>	Islamic Values of the Peta Kapanca Tradition at the Mbojo Tribe's Marriage, West Nusa Tenggara, Indonesia	Islamic educational institutions still have an important role in society as a whole because they provide knowledge about how to make society better so that they can further develop spiritual and intellectual abilities.
8	<a href="#">Armstrong et al., (2020)</a>	An international survey of airway management education in 61 countries	Its effective application has offered parts of life new problems and challenges, the variety and intensity of which tends to increase
9	<a href="#">Saugi (2020)</a>	Implementation of Curriculum Kuttab Al-Fatih on Children at an Early Age	The use of stories from the Koran, Hadith and other Islamic literature by teachers in Islamic educational institutions is preferred over providing materials or lectures to students in order to help them understand certain manners or morals.
10	<a href="#">Zembylas &amp; Loukaidis (2021)</a>	Affective practices, difficult histories and peace education: An analysis of teachers' affective dilemmas in ethnically divided Cyprus	Management of educational institutions must be able to control the learning process in the new era norms, therefore strategic planning and managing the presence of an institution should not only focus on environmental knowledge, namely competitive advantage, resource allocation, organizational structure and implementation. from the plan
11	<a href="#">Djamdjuri et al., (2022)</a>	Incorporating Character Education in ELT through Islamic Teaching Materials	Integrating character education into English language teaching is an effort to create conducive conditions for students to learn English while still being familiar with the principles of character values that are often found in the content of Islamic teaching materials. The aim of this research is to evaluate students' academic performance and their level of understanding of the integrated character principles contained in Islamic teaching materials. Students' learning achievement in the experimental group increased between the pre-test and post-test after participating in learning for four months. This shows that

		Islamic education materials can significantly increase students' academic success. Students understand the concepts and are able to practice them in real-world situations.
12	Alfian et al., (2022)	Integrating Islamic values in teaching English: Lessons learned from an integrated Islamic school
		Learning English is closely related to studying western culture, which may conflict with the values of Islam, the dominant religion in Indonesia. This research aims to determine the implementation of Islamic values in teaching English in Integrated Islamic schools in Indonesia, where the curriculum chosen by the school mandates that these subjects be integrated with Islamic values because all students are Muslim.

From the selected articles above, it is clear that Islamic educational institutions have an increasingly important role in society as a whole because they provide knowledge on how to make society better. So that they can further develop their spiritual and intellectual abilities (Amrin et al., 2020). However, in a non-formal environment when children are essentially already prepared, education cannot be separated from the role of parents. Education begins even before a child is born in its mother's womb. The role of a teacher is one of the elements for achieving educational goals in the context of formal education. To continue to improve the level of Indonesia's human resources, the government is currently trying to change or improve people's mindsets by organizing activities related to learning (Putra, 2020).

Islamic education is a method of enculturation (civilization). Through religious education, people discuss Islamic teachings that cover all aspects of life, including worship, mu'amalah, sharia, and other topics. As a result, people's behavior and way of life are influenced by Islamic laws and values (Heyden et al., 2020). Islamic education also (Sabic-El-Rayess, 2019) provides a basic framework for how Muslims live their lives, so it is very important for students to start their religious education at school as early as possible. In carrying out his responsibilities as an Islamic religious education teacher in teaching and learning activities in the classroom, the teacher not only provides knowledge of the Islamic religion to students, but also guides and provides inspiration so that the skills he learns in the classroom can be used outside the classroom (Sabic-El-Rayess, 2019).

The practice of religious teachings in Islamic education is something that is very important, because students are not only required to memorize, know and master the subject matter, but they are also required to get used to practicing it (Jaya & Baa, 2018). Islamic education in schools focuses more on the practice and habituation of religious activities which are supported by knowledge and brief explanations of the religious teachings concerned in everyday life (Djamdjuri & Meileni, 2021). In new normal learning, strategy is the initial action taken in an effort to achieve goals. Planning, then, is an effort to realize the important actions whose basic principles are established in the organization's strategy (Haas, 2017). Therefore, to be able to carry it out effectively, it is necessary to plan the achievement of the desired goals, plan who will carry it out, plan the facilities and infrastructure needed to carry out the activity, and so on (Pane, 2019). This condition offers parts of life in the form of new problems and challenges whose variety and intensity tends to increase (Armstrong et al., 2020).

The current development of the new normal era has produced a new order of life in society. The environment may have a broad influence on education related to management, especially Islamic education (Djamdjuri & Meileni, 2021). Management of educational institutions must be able to control the learning process in the new era norms, therefore strategic planning and managing the presence of an institution should not only focus on environmental knowledge, namely competitive

advantage, resource allocation, organizational structure and implementation. from the plan (Zembylas & Loukaidis, 2020). Empowerment is one way that is carried out through the process of giving proportional authority and responsibility in the techniques used by educational institutions.

## CONCLUSION

Systematic literature review research provides information regarding publications in the last three years regarding articles discussing *Islamic Education in English Teaching*. 2020 was the most productive year with 5 articles published. In 2021 and 2022 there was a slight decrease in the number of article publications discussing the theme of *Islamic Education in English Teaching*. The dominant research subjects used in *Islamic Education in English Teaching research articles* are students in class VIII middle school and a combination of middle school & high school students. This condition is based on the fact that the integration of character values in English education is the main focus that must be developed and created. By each country in welcoming the flow of globalization. During the period 2008-2022 a total of 12 documents have been published in the form of research articles, and have been cited 282 times. 2020 was one of the years with the most publications with 5 articles and was cited 180 times. There are 12 contributions that can be reflected in the English language learning process which is integrated with Islamic values. This kind of research will produce very valuable information about *Islamic Education in English Teaching*, as well as a basis for activating *Islamic Education in English Teaching* in the world of education as a provision for students in the era of globalization.

## ACKNOWLEDGMENT

We would like to thank the writing team who worked together to complete this article. And thank you to the Kembara editorial team for giving this opportunity to our article which is far from perfect.

## REFERENCES

- Alfian, A., Yusuf, M., & Nafiah, U. (2022). Integrating Islamic values in teaching English: Lessons learned from an integrated Islamic school. *Elsya: Journal of English Language Studies*, 4(1), 1-11. <https://doi.org/10.31849/elsya.v4i1.7322>
- Amirullah. (2022). The Position of Knowledge and the Seeker of Knowledge in Islamic Teachings. *Kupi Beungoh*, 1(45), 23-35.
- Amrin, A., Muthoifin, M., & Shobron, S. (2020). Islamic Values of the Peta Kapanca Tradition at the Mbojo Tribe's Marriage, West Nusa Tenggara, Indonesia. *Cakrawala: Journal of Islamic Studies*, 15 (2), 93-104. <https://doi.org/10.31603/cakrawala.3405>
- Anshari, M. Z., & Widyantoro, A. (2020). Inculcating Islamic values contented in Qs. Luqman through english speaking materials. *Journal of Education and Learning (EduLearn)*, 14(1), 62-68. <https://doi.org/10.11591/edulearn.v14i1.14285>
- Arifin, H. (2006). Islamic Education Science: Theoretical and Practical Review Based on an Interdisciplinary Approach. *FITRAH: Jurnal Kajian Ilmu-ilmu Keislaman*, 8(1), 1-20.
- Armstrong, L., Harding, F., Critchley, J., McNarry, A.F., Myatra, S.N., Cooper, R., ... & Meeting, TWAM (2020). An international survey of airway management education in 61 countries. *British Journal of Anaesthesia*, 125 (1), e54-e60. <https://doi.org/10.1016/j.bja.2020.04.051>
- Booth, A., Sutton, A., Clowes, M., & Martyn-St James, M. (2021). Systematic approaches to a successful literature review. New York: SAGE.
- Budiarto, M. A., & Salsabila, U. H. (2022). Optimizing Islamic Education Towards the Golden Era of Indonesia. *Tafkir: Interdisciplinary Journal of Islamic Education*, 3(1), 1-19. <https://doi.org/10.31538/tijie.v3i1.105>
- Cahyo, S. D., Umam Muslim, M. R., Rahman, A. N., & Pratolo, B. W. (2019). Needs Analysis of Islamic-Based English Reading Material for the Muhammadiyah Junior High School. *International Journal of Evaluation and Research in Education*, 8(2), 286-292.

- Cai, W., Sun, Y., Peng, K., Kwok, H., Lei, L., Wu, S., ... & Gao, Y. (2020). Physical Activity-Related Injuries and Risk Factors among Secondary School Students in Hong Kong. *International journal of environmental research and public health*, 17(3), 747-754.
- Dian, D., Indayanti, A. N., Fanani, A. I., & Nurhayati, E. (2023). Optimizing Islamic Religious Colleges in Facing the Era of Globalization. *Tafkir: Interdisciplinary Journal of Islamic Education*, 4(1), 58-77. <https://doi.org/10.31538/tijie.v4i1.326>
- Djamdjuri, D. S., & Maeleni, M. (2021). Students' Perception on Islamic Education Toward E-Learning Classes During Covid-19 Pandemic. *ATTARBIYAH: Journal of Islamic Culture and Education*, 6 (1), 15-29. <https://doi.org/10.18326/attarbiyah.v6i1.15-29>
- Djamdjuri, D. S., Mujahidin, E., Retnowati, N., & Halim, AK (2022). Incorporating Character Education in ELT through Islamic Teaching Materials. *Islamic Education: Journal of Islamic Education*, 11(3), 611-626. <http://dx.doi.org/10.30868/ei.v11i03.2914>
- Djamdjuri, D. S., & Hadi, I. (2021, January). The use of Islamic animation movie in the teaching of writing descriptive text. In *Bogor English Student and Teacher (BEST) Conference* (Vol. 2, pp. 32-39).
- Djamdjuri, D. S., Suseno, M., Tajuddin, S., Lustyantie, N., & Chaeruman, U. A. (2021). Multimodal Approach in Online EFL Class Using Islamic Learning Materials: Students' Perspective. *International Journal of Language Education*, 5(4), 337-355.
- Fazalani, R., & Rahayu, E. J. (2022). Implementation of the Demonstration Method in Explanatory Text Learning for SMA N 1 Praya Tengah Students. *Educational Curtain: Journal of Education*, 5 (1), 132-138. <https://doi.org/10.37824/tirai.v5i1.2022.425>
- Fitzmaurice, C., Allen, C., Barber, R. M., Barregard, L., Bhutta, Z. A., Brenner, H., ... & Satpathy, M. (2017). Global, regional, and national cancer incidence, mortality, years of life lost, years lived with disability, and disability-adjusted life-years for 32 cancer groups, 1990 to 2015: A systematic analysis for the global burden of disease study. *JAMA oncology*, 3(4), 524-548.
- Gallagher, K. E., Kadokura, E., Eckert, L. O., Miyake, S., Mounier-Jack, S., Aldea, M., ... Watson-Jones, D. (2016). Factors influencing completion of multi-dose vaccine schedules in adolescents: A systematic review. *BMC Public Health*, 16(1), 1–17. <https://doi.org/https://doi.org/10.1186/s12889-016-2845-z>
- Gu, J. C. (2023). Ee Ling Low and Anne Pakir (eds.), *English in East and South Asia: Policy, features and language in use* (Routledge Studies in World Englishes). London and New York: Routledge, 2021. Pp. xvi+ 336. ISBN 9781138359857. *English Language & Linguistics*, 27(2), 408-413.
- Gusmuliana, P., Apriani, E., & Karolina, A. (2020). Islamic Fefac as an Interesting Learning Media to Improve Students'english Ability and Develop Their Character Values in Man Rejang Lebong. *Jurnal Inovasi Pengabdian Masyarakat Pendidikan*, 1(1), 36-44. <https://doi.org/10.33369/jurnalinovasi.v1i1.13515>
- Haas, T., & Westlund, H. (Eds.). (2017). *In the post-urban world: emergent transformation of cities and regions in the innovative global economy*. Routledge.
- Hamid, N. (2021). Implementation of the Ummi Method in Improving Al-Quran Reading Ability (Case Study at Asih Auladi Islamic Elementary School, Depok, West Java). *Tarbiyah Wa Ta'lim: Journal of Education and Learning Research*, 2(3), 92-103. <https://doi.org/10.21093/twt.v8i2.3157>
- Haryadi, G., Sudin, M., & Busahdiar, B. (2021). SWOT Analysis of Efforts to Form Santri to Become Resilient and Independent: Study of the Muhammadiyah Darul Arqom Islamic Boarding School, Depok. In *Proceedings of the National LPPM UMJ Research Seminar* (Vol. 2021).
- Harmer, J., & Khan, S. (1991). The Practice of English Language Teaching with DVD. *A TESOL Publication of English Australia Pty Ltd*, 24(1), 85.
- Heyden, E., Küchenhof, J., Greve, E., & Krause, D. (2020). Development of a Design Education Platform for An Interdisciplinary Teaching Concept. *Procedia CIRP*, 91, 553-558. <https://doi.org/10.1016/j.procir.2020.02.213>

- Jaya, E. Z., & Baa, S. (2018). Teaching Listening through Islamic Storytelling in Indonesian Junior Secondary School Context. *Advances in Social Science, Education and Humanities Research*, 3(1), 23-37.
- Khadim, B. (2018). Mobile Learning and Education In The Digital Age. *Elearning industry*, 23(1), 1-6.
- Kingham, R., & Parsons, J. (2013). Integrating Islamic Schools into the Indonesian National Education System: A Case of Architecture Over Implementation? *Education in Indonesia, Institute of Southeast Asian Studies, Singapore*, 4(2) 68-81.
- Kurniawati, A. W. (2009). *Islamic-Based Values Education: The Process of Cultivating Characteristics Within the Frame of Islamic Religious Education* (Doctoral dissertation, Maulana Malik Ibrahim State Islamic University).
- Lasley, E., Sosebee, T., & Cox, D. (2017). Increasing Motivation of Struggling Readers: Can E-Readers, Apps, and Support Features Help. *Journal of Literacy and Technology*, 18 (2), 1535-0975.
- Lohmann, J., Breithecker, J., Ohl, U., Gieß-Stüber, P., & Brandl-Bredenbeck, H. P. (2021). Teachers' professional action competence in education for sustainable development: A systematic review from the perspective of physical education. *Sustainability*, 13(23), 13343. <https://doi.org/https://doi.org/10.3390/su132313343>
- Nye, B. D. (2015). Intelligent tutoring systems by and for the developing world: A review of trends and approaches for educational technology in a global context. *International Journal of Artificial Intelligence in Education*, 25, 177-203.
- Pane, A. (2019). Educational Interactions Between Educators and Learners in Islamic Education. *Journal of Communication and Social Sciences Development*, 3(2), 137-156.
- Picton, I. (2014). The Impact of eBooks on the Reading Motivation and Reading Skills of Children and Young People: A Rapid Literature Review. *National Literacy Trust*.
- Putra, H. R. (2020). Teacher Empowerment and Procedural Justice: A Quantitative Analysis. *Improvement: Scientific Journal for Improving the Quality of Educational Management*, 7(1), 78-83. <https://doi.org/10.21009/improvement.v7i1.15838>
- Rau, P.-L. P., Zheng, J., Guo, Z., & Li, J. (2018). Speed reading on virtual reality and augmented reality. *Computers & Education*, 125, 240–245. <https://doi.org/10.1016/j.compedu.2018.06.016>
- Quainoo, E. A., Aggrey, R., Aggrey, D., Adams, F., Opoku, E., & Abubakari, Z. W. (2022). The impact of globalization on education: A blessing or a curse. *Education Journal*, 11(2), 70-74. [10.11648/j.edu.20221102.13](https://doi.org/10.11648/j.edu.20221102.13)
- Roslina, W., Fahmy, S., Fariha, Z., Haslinda, N., Yacob, A., Sukinah, N., & Suhana, N. (2013, August). The Effect of e-Books on Students' Learning Styles A Study in Terengganu, Malaysia. In *2013 International Conference on Advanced ICT and Education (ICAICTE-13)* (pp. 211-214). Atlantis Press.
- Rusniati, R. (2015). National Education and The Challenges of Globalization: A Critical Study of the Thinking of a Malik Fajar. *Scientific Journal of Didactics*, 16(1), 105-113. <https://doi.org/10.22373/jid.v16i1.589>
- Sabic-El-Rayess, A. (2020). Epistemological Shifts in Knowledge and Education in Islam: A New Perspective on The Emergence of Radicalization Among Muslims. *International Journal of Educational Development*, 7(3), 102148.
- Saugi, W. (2020). Implementation of Curriculum Kuttab Al-Fatih on Children at an Early Age. *Obsession Journal: Journal of Early Childhood Education*, 5(1), 70-84. [10.31004/obsession.v5i1.510](https://doi.org/10.31004/obsession.v5i1.510)
- Smakman, M., Vogt, P., & Konijn, E. A. (2021). Moral considerations on social robots in education: A multi-stakeholder perspective. *Computers & Education*, 174, 104317. <https://doi.org/10.1016/j.compedu.2021.104317>
- Snyder, H. (2019). Literature review as a research methodology: An overview and guidelines. *Journal of Business Research*, 104, 333–339. <https://doi.org/https://doi.org/10.1016/j.jbusres.2019.07.039>

- Sudin, M., & Haryadi, G. (2023). Analisis SWOT terhadap Upaya Membentuk Santri Menjadi Tangguh dan Mandiri (Studi Pesantren Muhammadiyah Darul Arqom Depok). *Misykat al-Anwar Jurnal Kajian Islam dan Masyarakat*, 6(2), 209-226. <https://doi.org/10.24853/ma.6.2.209-226>
- Svensson, G. (2010). SSCI and its impact factors: a “prisoner’s dilemma”? *European Journal of Marketing*, 1(2), 23–33. <https://doi.org/https://doi.org/10.1108/03090561011008583>
- Tolchah, M., & Mu'ammarr, M. A. (2019). Islamic Education in the Globalization Era. *Humanities & Social Sciences Reviews*, 7(4), 1031-1037.
- Triandini, E., Jayanatha, S., Indrawan, A., Putra, G. W., & Iswara, B. (2019). Systematic Literature Review Method for Identifying Platforms and Information System Development Methods in Indonesia. *Indonesian Journal of Information Systems*, 1(2), 63-77. <https://doi.org/10.24002/ijis.v1i2.1916>
- Wardany, O. F. (2020). How Do Regular Students in Inclusive Primary Schools Interpret the Term of 'Students with Special Needs'? *IJDS Indonesian Journal of Disability Studies*, 7(3), 249-254.
- Wijayanto, M. E. (2020). The Integration of Islamic Values in Implementation of Learning English: Islamic Education Students' Perspective. *ETERNAL (English, Teaching, Learning, and Research Journal)*, 6(1), 18-30. <https://doi.org/10.24252/Eternal.V61.2020.A2>
- Xiao, Y., & Watson, M. (2019). Guidance on conducting a systematic literature review. *Journal of Planning Education and Research*, 39(1), 93–112. <https://doi.org/https://doi.org/10.1177/0739456X17723971>
- Yen, T. T. N. (2012). The effects of a speed-reading course and speed transfer to other types of texts. *RELC Journal*, 43(1), 23–37. <https://doi.org/10.1177/0033688212439996>
- Yoshikawa, H., & Kabay, S. (2015). The evidence base on early childhood care and education in global contexts.
- Yusof, M. A. M., Shamsudin, S., & Raof, A. H. A. (2008). Integrating Islamic themes and values in English classes. *Motivation to Learn English: Is it Determined by Gender, proficiency levels and Plans after Graduation*.
- Yusuf, S. (2008). Intermediating knowledge exchange between universities and businesses. *Research Policy*, 37(8), 1167-1174. <https://doi.org/10.1016/j.respol.2008.04.011>
- Zakiah. (2015). *Family and School Islamic Education*. Jakarta: PT. Rosdakarya.
- Zembylas, M., & Loukaidis, L. (2021). Affective Practices, Difficult Histories and Peace Education: An Analysis of Teachers' Affective Dilemmas in Ethnically Divided Cyprus. *Teaching and Teacher Education*, 9(7), 103225. <https://doi.org/10.1016/j.tate.2020.103225>
- Zuhairini. (2004). *Philosophy of Islamic Education*. PT. Literary Earth.