

Integrating Islamic Values on Building Knowledge of the Field Stage at Teaching Procedure Text in EFL Classroom

¹Yiyin Isgandi, ²Lina Aris Ficayuma, ³Achmad Anang Darmawan
English Education Department, STKIP Al Hikmah Surabaya, East Java,
Indonesia

yiyinisgandi@gmail.com, linaaris.ficayuma@hikmahuniversity.ac.id,
achmadanangdarmawan@hikmahuniversity.ac.id

Abstract: Emphasizing Islamic values for ELT teachers in Indonesia are required including in the skill of opening lessons, especially in the institutions of ministry of religions. It was led this his study has aims to describe alternative ways of integrating Islamic values into the opening of procedure text at Building Knowledge of the Field Stage (Henceforth, BKoF) at Genre Based Approach. This qualitative study, which employs a library research method, collected primary and secondary data from various literatures. As results indicate that teachers cannot select effective and efficient methods to integrate Islamic values into opening lessons on procedure text material, tailored to the students' needs, learning objectives, and available time allocation. The alternatives were recommended are: (1) capturing attention: Using personal physical appearance that reflects Islamic values, non-physical expressions, utilizing teaching aids with Islamic law. (2) providing learning guidelines: Explaining the learning outcomes, objectives, steps of activities, setting boundaries for discussion, and asking thought-provoking Islamic questions. (3) motivating students: Encouraging students to develop enthusiasm and to aspire Islamic preachers on the international stage. (4) connecting to previous material: Relating previously studied topics such as the language features and schematic structure for writing procedure texts. (5) incorporating religious knowledge: Relating the content to Islamic Education and Ethics, such as explaining how to perform prayer, or presenting Qur'anic verses and hadiths

about ablution and Allah's process of creating humans. (6) relating to daily life: Connecting the lesson to social daily life with Islamic multimodal product of procedure text.

Key words: *Islamic Value Integration, BKoF, Procedure Text, and EFL Classroom.*

INTRODUCTION

Improving the quality of teaching is a primary responsibility for educators. One of the most effective ways to enhance teaching quality is by mastering fundamental or specialized teaching skills, due to it is essential for every teacher to ensure that the teaching process is more effective, efficient, professional, and aligned with the intended learning objectives. The fundamental activities for teaching text type such as procedure text is placed on the first stage Genre Based Approach (GBA) is BKoF first, in order to arising the curiosity to know of students. Continuing with Modelling of the Text (MoT), Joint Construction of the Text (JCoT) and Independent Construction of the Text (ICoT).

According to Turney (1973), there are eight fundamental teaching skills: (1) opening and closing lessons, (2) questioning, (3) reinforcing, (4) explaining, (5) varying teaching methods, (6) classroom management, (7) guiding small group discussions, and (8) teaching small groups and individuals. Over time, researchers and educational institutions have expanded this framework to include nine or more skills, adapting to institutional needs and evolving demands. Al Hikmah Teacher Institute of Surabaya, for example, introduced the ninth skill of integrating Islamic values, thereby creating an 8+1 fundamental teaching skills model. Additionally, some researchers distinguish between the skills of opening and closing lessons, while others have added skills such

as lesson preparation, evaluation tool development, feedback provision, follow-up activities, and recording students' developmental progress.

Based on the research background, this study seeks to answer the question: How can variations of Islamic value integration be implemented during the BKoF stage in teaching Procedure Texts in EFL classrooms? The ability to integrate Islamic values is essential for English teachers to inspire and motivate students to focus on learning and improve their communication skills in English. This study focuses on exploring various approaches to integrating Islamic values into the opening phase of teaching Procedure Texts during the BKoF stage.

LITERATURE REVIEW

The skill of opening lessons involves initiating positive interaction between teachers and students. Just as entering a house begins with opening the door, the opening phase of a lesson creates a first impression and establishes a solid foundation for positive teacher-student interactions. Pakpahan, Khoirunnisa, Andini, Purba, and Siti Munawaroh (2023) assert that the success of opening a lesson significantly impacts its appeal and prevents monotony. In line with Sanjaya (2011: 171) who explains that opening a lesson involves efforts by teachers to create preconditions that focus students' mental and attentional states on the learning experiences presented, thereby facilitating the achievement of the desired competencies. Pratama Yoga (2022) also suggests that opening lessons should aim to foster positive attitudes and enthusiasm for learning. In the context of teaching English within the Learning to Freedom curriculum or familiarly called Kurikulum Merdeka, engaging opening activities help students mentally prepare and focus on achieving learning objectives in each session. By the end of the semester, such

activities are expected to facilitate the attainment of English learning outcomes.

It is a reason that opening activities are highly varied and require English teachers to be creative and innovative. Key activities that mentioned include: 1) Capturing Students' Attention: Utilizing impressive teaching styles, presenting teaching aids, or employing varied interaction patterns; 2) Providing Learning Guidelines: Clarifying learning objectives, task boundaries, activity steps, key issues, or posing thought-provoking questions; 3) Motivating Students: Inspiring enthusiasm, fostering interest, generating conflicting ideas, and stimulating curiosity; and 4) Connecting New and Prior Knowledge: Establishing links between new materials and students' existing knowledge and experiences.

In teaching genres in English, such as Procedure Texts—a factual genre—opening activities can utilize the Building Knowledge of the Field (BKoF) stage. BKoF, also referred to as Building the Context, is the initial stage of the Genre-Based Approach (GBA) (Feez, 1998; Derewianka and Jones, 2016; Chappel and Jones, 2023; Triastuti, Madya, and Chappel, 2023). GBA has been the primary approach for teaching English in Indonesia at secondary levels since 2006, as it aligns with the global Communicative Approach (CA) in English language education, which has been implemented since the mid-1980s (Ficayuma, 2022 and 2025).

In the GBA's spoken and written cycles, scholars of Systemic Functional Linguistics (SFL)—the foundation of GBA pedagogy—emphasize that the BKoF stage prepares students for communicative engagement. At this stage, teachers guide students in sharing experiences,

discussing new vocabulary, sentence structures, and grammatical features relevant to the Procedure Text. These include: 1) Generalized human agents; 2) Simple present tense; 3) Imperative sentences; 4) Vocabulary related to material processes; 5) Common verbs and adverbs for instructional processes, and 6) Temporal or sequential conjunctions. Additionally, discourse features such as conjunctions, gambits, and lexical bundles, as well as distinctions between spoken and written language, are introduced (Emilia, 2016; Agustin, 2020).

Procedure text is one of five types of social process-genre or text types at instructional categories and school genre priority that learn at English curriculum in Indonesia, as well as assessing text that often measured on TOEFL, IELTS, and PISA reading assessment (Ficayuma, 2024 and 2025). As a result, there is need to engage a deep learning and whole concept in recognizing the text among of social function, schematic structure, language feature until the multi-generic purpose of the text as an authentic material who close to the student's environment, especially on phrase of BKoF (Hariri dan Ficayuma, 2022).

Multi-generic purpose of the text pada procedure text include: 1) Cooking recipes, 2) Instructional manuals books, 3) Map directions, 4) medical prescription, and 5) guideline laboratory, etc. This text can be easily found by teacher and learners as a media at their learning environment for daily activities. If it is integrated with Islamic values, (Kardimin, 2013), the teacher can use example of ablution steps or wudlu and prayer movement steps. The researcher also suggests the multigenetic product of procedure text such as: the steps to slaughter an animal in the Islamic way till it is halal to eat, the guided steps of Hajj or umrah, etc. Ramadhaniya, dkk. (2023) also suggested that cooking and selecting the halal and good food and drink for body or teaching the step of horse black riding and archery also part of procedure text with Islamic Integration.

In Islamic-oriented educational institutions, English teachers are required to incorporate Islamic values across all learning materials. While most teachers integrate Qur'anic verses and hadith into lessons, few incorporate them into lesson openings. Those who do often limit integration to the Islamic greeting, 'Assalamu'alaikum warahmatullahi wabarakatuh', and a group prayer led by the class leader.

This gap highlights an area unexplored by previous research and serves as the novelty of this study. The model of Islamic Integrations in the lesson can be classified as several types (Yiyin, 2016) such as: (1) Islamic Scientification, (2) Islamization of Science, (3) habituation of Islamic science based on revelation, and (4) the integration of several integration models.

METHODOLOGY

This study employs a qualitative approach, specifically a literature review. Sugiyono (2021, 2023) defines literature review research as a theoretical study involving references and scientific literature related to the culture, values, and norms that evolve in a particular social situation. The data collection technique used in this study is document analysis and interviews techniques related to the theme of integrating Islamic values into the opening phase of teaching Procedure Texts during the Building Knowledge of the Field (BKoF) stage of the Genre-Based Approach (GBA).

Data collection was conducted by searching for primary references and using data search tools as part of the literature review process. Once the data were collected, the following steps were undertaken: 1) Reading and reviewing the gathered references; 2)

Recording key points; 3) Quoting relevant sections; and 4) Organizing the data based on the main topics of discussion. Once the data were well-structured, a content analysis was conducted. This process involved interpreting meanings, simplifying data, and extracting relevant information to address the research objectives.

The sources of data in this study are divided into two categories: (1) Primary Sources: Verses from the Qur'an, authentic hadiths of the Prophet Muhammad, and Islamic traditions relevant to teaching Procedure Texts. (2) Secondary Sources: Scientific journals, Reference books, and published works relevant to the research theme. Through these sources, the researcher identified various ideas, opinions, and experiences relevant to English language teaching. The collected data were meticulously analyzed to draw general conclusions.

The implication of this study are expected to contribute both theoretically and practically. They serve as a recommended resource for educators aiming to creatively and effectively integrate Islamic values into lesson openings, particularly during the BKoF stage in teaching Procedure Texts.

RESULT AND DISCUSSION

In initiating the process of teaching English, teachers typically perform several activities. These include greeting students, leading prayers, taking attendance, organizing the class, and instructing students to prepare their English textbooks (and writing tools. While these activities are essential for teachers, they do not constitute an optimal opening of the lesson. These steps merely create a mental precondition for students but fail to engage their focus on learning or direct their attention to the English material and learning process. Mansyur (2017) emphasizes two key elements in opening a lesson: creating a conducive mental atmosphere and capturing students' attention. The initial activities, atmosphere, and the first sentences spoken by a teacher

significantly influence the success of the learning process and the achievement of learning objectives.

Within the framework of the Kurikulum Merdeka, such opening activities also fall short of being optimal. The teacher has not provided motivation, posed thought-provoking questions, established connections between the material and real-life experiences, or applied the fundamental principles of an effective lesson opening.

English teachers must implement the principles of effective lesson openings. According to Sihotang (2020), there are three main principles: 1) **Meaningfulness**: The opening activity must align with the learning goals and competencies, consider the nature of the material, acknowledge students' psychological development stages, and adapt to the prevailing classroom situation and conditions. 2) **Logical and Systematic**: The sequence of opening activities and the teacher's initial statements must be coherent, rational, systematic, and easy for students to comprehend. The activities should not appear contrived. 3) **Continuity**: Opening activities should not stand alone but rather integrate seamlessly into the overall lesson structure, forming a coherent sequence from the opening to the core and closing activities.

When teaching Procedure Texts, teachers must first have a solid understanding of the material. A Procedure Text is classified as a factual genre, focusing on how something is achieved or done. Its social function is to describe a process through a sequence of actions or steps and to inform readers about how to perform a specific task. Its primary purpose is to demonstrate how something is made, used, or accomplished through clear and sequential steps (Emilia, 2016; Triastuti, 2021).

Regarding to the social process among of five fundamental genre- to inform, to narrate, to argue, to explain, dan to instruct-procedure text is categorized on to instruct (Knapp & Watkins, 2009). Typically, Procedure Texts have the following linguistic features: 1) They convey factual information about making or using something, employing verbs

in the simple present tense. 2) They utilize imperative sentences, which begin with command verbs to outline steps. 3) They require connectives to link sentences when explaining steps, such as first, second, then, finally, last, etc. 4) They use adverbs to indicate time or duration, such as slowly, quickly, rapidly, etc.

The generic structure or schematic outline of a Procedure Text includes: 1) Aim/Goal : The purpose of the procedure; 2) Ingredients/Materials (if applicable) : Items needed to complete the process. 3) Steps: A sequential guide to accomplish the task (Emilia, 2016; Triastuti, 2021; Agustin, 2020). These elements ensure that the text is structured to facilitate understanding and execution of the described procedure effectively. How to Integrate Islamic Values in Opening a Lesson on Procedure Text in the BKO Stage. Once teachers have mastered the material, integrating Islamic values into the lesson opening activities of a Procedure Text, particularly in the BKO (Building Knowledge of the Field) stage, can be done through four main activities: (1) Capturing students' attention; (2) Providing a framework for learning activities; (3) Offering motivation; (4) Establishing a connection between the material and real-life experiences or prior knowledge, whether within English lessons or other subjects.

a. Opening a Lesson by Capturing Students' Attention

Capturing students' attention creates a strong and lasting first impression. There are several methods to achieve this:

1. Capturing Attention Through Physical Appearance

Teachers can integrate Islamic values into their physical appearance by dressing appropriately in accordance with Islamic teachings. This includes wearing modest, clean clothing that covers the *aurah*. Female teachers should wear a proper hijab, while male teachers can wear traditional Islamic attire, such as a cap, alongside a formal tie to maintain professionalism. Teachers should also use light, non-overpowering fragrances and maintain a friendly smile. As Allah commands:

> “And purify your garments.” (QS. Al-Mudatstsir: 4).”

Additionally, a hadith from Anas bin Malik describes the Prophet Muhammad (peace be upon him) as someone who groomed himself well by oiling his hair, combing his beard, and using a headscarf.

Female teachers should wear a hijab that adheres to Islamic guidelines: covering the entire body except for the face and palms, loose-fitting, opaque, and free from form-fitting designs. This aligns with the command in QS. Al-Ahzab: 59:

> “O Prophet, tell your wives and your daughters and the women of the believers to bring down over themselves [part] of their outer garments.”

Similarly, a hadith narrated by Abu Dawud states:

> “O Asma, when a woman reaches puberty, nothing should be seen of her except this and this”* (pointing to the face and hands).”

Teachers may also adapt their clothing to fit the context of the lesson, such as dressing like a chef when demonstrating a cooking procedure, a tour guide for a travel-related activity, or an architect for lessons on building processes.

2. Capturing Attention Through Non-Physical Presentation

Non-physical aspects of capturing attention include enthusiasm in opening lessons, showing affection and friendliness, and employing variations in tone and teaching style. Teachers should demonstrate enthusiasm, use polite language, maintain a sense of humor, and express care and love for their students. For example, a teacher might greet the class warmly and say:

"Hi guys, how are you today? Did you perform *wudhu* before learning Procedure Text?"

Islamic teachings emphasize the importance of enthusiasm, gentleness, and moderation in communication. Allah commands the Prophet Muhammad:

> “Arise and warn.” (QS. Al-Mudatstsir: 2).

Similarly, Allah instructs Moses (Musa AS) and Aaron (Harun AS) to speak gently to Pharaoh (QS. Thaha: 44) and forbids raising voices above the Prophet's voice (QS. Al-Hujurat: 1)."

3. Capturing Attention with Teaching Aids, Materials, and Media

Teachers can use engaging teaching aids, materials, and media that align with Islamic principles. For example, they should avoid using prohibited items such as pork, wine, or inappropriate images/videos to demonstrate Procedure Text. Instead, teachers can bring items like vocabulary boxes or ingredients and tools for making halal food and beverages, such as juice, coffee, or tea.

The use of teaching aids is also exemplified in the Prophet Muhammad's practice. For instance, when explaining the stages of life before the afterlife, the Prophet used a short stick as a teaching aid to draw lines on the ground, illustrating his point. As narrated in a hadith:

> "No soul is created except Allah has determined its place in Paradise or Hell, its happiness, or its misery."* (Hadith narrated by Muslim).

By combining these methods, teachers can effectively integrate Islamic values into their lesson openings, creating a meaningful and engaging learning experience.

b. Opening the Lesson by Providing a Framework for Learning Activities

1. Explaining Learning Objectives, Indicators, and Flow.

The learning outcomes set by the Indonesian Ministry of Education (Kemendikbud RI) in the *Kurikulum Merdeka* are non-negotiable. However, teachers can innovate the learning indicators, objectives, and sequence by integrating Islamic values into their phrasing and presentation.

For example, in the Reading and Viewing element at Phase E, students should be able to read, understand, and respond to a Procedure Text, identifying its aim/goal, ingredients/materials, and steps/methods

through Islamic-themed visual, audio, and interactive multimedia resources. In the Listening, Speaking, Writing, and Presenting element, students should actively listen, speak courteously, write, and present a Procedure Text fluently within five minutes.

2. Explaining the Steps of Activities

The activity sequence generally follows three stages: opening, main activity, and closing. Teachers can provide detailed explanations, such as: (1) Observing a video of a Muslim chef cooking; (2) Generating questions, gathering information, reasoning, summarizing, and communicating (scientific approach). (3) Using a collaborative and case study approach, such as grouping students into small teams, appointing a leader, identifying problems, gathering information, discussing solutions, and presenting results. This approach reflects the Islamic concept of **musyawarah** (consultation), emphasizing the importance of leadership.

3. Defining Key Issues and Assignments

Given the breadth of content in English Procedure Texts, it is unlikely that all material can be covered in a single session. Professional teachers must evaluate how much content aligns with the learning objectives.

4. Providing Islamic-Themed Trigger HOTS Questions.

Teachers can pose challenging questions that direct students toward the Procedure Text material while integrating Islamic values. For example: "How do you make coffee, a habit of Muslim scholars before reciting the Qur'an at night? Or "What are the steps to take ablution (wudhu) before praying?" Questions incorporating "Why" and "How" should align with Bloom's Taxonomy (C4: Analysis, C5: Evaluation, C6: Creation).

c. Providing Motivation with an Islamic Perspective

Teachers can inspire students to stay motivated in learning English, envisioning careers as professional English teachers, diplomats,

tour guides, or other professions where they can promote Islam through their expertise.

d. Building a Connection Between the Lesson and Students' Prior Knowledge and Experience

Teachers can link the material to students' previous lessons in English, such as simple present tense, imperative sentences, connectives, and adverbs—all crucial elements for creating Procedure Texts.

e. Connecting to Knowledge in Other Disciplines

Teachers can relate Procedure Texts to lessons in Islamic Studies, such as: 1) Steps of performing prayer correctly, from intention to the final salutation; 2) The proper way to slaughter sacrificial animals (qurban); 3) The sequence of performing the pillars of umrah or hajj; 4) Demonstrating wudhu based on QS. Al-Maidah: 6: > "O you who have believed, when you rise to perform prayer, wash your faces and your forearms to the elbows and wipe over your heads and wash your feet to the ankles. And if you are in a state of major impurity, then purify yourselves. But if you are ill or on a journey or one of you comes from the place of relieving himself or you have contacted women and do not find water, then seek clean earth and wipe over your faces and hands with it. Allah does not intend to make difficulty for you, but He intends to purify you and complete His favor upon you that you may be grateful." The explanation can also include hadith references, such as Uthman bin Affan's demonstration of ablution (Hadith narrated by Bukhari and Muslim). Another example is explaining the stages of human creation as mentioned in QS. Al-Hajj: 5, supported by the hadith narrated by Abdullah bin Mas'ud, detailing the developmental stages in the womb (Hadith narrated by Bukhari and Muslim).

f. Connecting to Real-Life Contexts and Community Needs

Teachers can incorporate images or videos of Muslim chefs preparing traditional Islamic foods, complete with recipes. Examples include: (1) Traditional snacks such as kelanting, onde-onde, putu, lemper, lumpia, and getuk. (2) Drinks like es kolak, es manado, kopi pahit, wedang jahe, and milk tea. These examples provide cultural and practical relevance, enriching the lesson while maintaining an Islamic perspective.

CONCLUSION

In short, the research findings indicate that during the BKOF stage, teachers can choose methods to integrate Islamic values into opening the lesson on Procedure Texts in a way that is effective and efficient, considering students' needs, learning objectives, and available time allocation.

The methods include the following: First, engaging Students at the Start of the Lesson: a) Demonstrating a Muslim's physical appearance; b) Exhibiting non-physical traits such as kindness, compassion, and polite speech; and c) Using teaching aids, materials, and media that align with Islamic principles. Second, providing a Framework for Learning Activities: a) Explaining learning objectives and goals, b) Outlining the steps of activities, c) Defining the scope of discussion topics, and d) Asking Higher Order Thinking Skills (HOTS) questions imbued with Islamic values. Third, motivating Students: a) Encouraging students to stay enthusiastic about learning English, and b) Inspiring them to become Islamic ambassadors on the international stage. Fourth, connecting to Prior Knowledge: Linking the lesson to previously learned concepts, such as the language features of Procedure Texts (e.g., simple present tense, imperative sentences, connectives, and adverbs). Fifth,

relating to Islamic Studies and Moral Education: Drawing connections to topics from Islamic Studies and Character Education, such as the proper way to perform prayer or presenting Qur'anic verses and hadith on ablution and the process of human creation by Allah. Sixth, integrating with Real-Life Contexts: a) Showcasing pictures or videos of recipes for food and beverages. b) Highlighting procedural manuals for everyday products, incorporating elements of Indonesian Islamic traditions, complete with aim/goal, materials/equipment, and steps.

These strategies enable the integration of Islamic values into English language learning while maintaining relevance to the curriculum and the students' broader educational and spiritual development.

REFERENCE

- Agustin, Helena.I. R. 2020. Implementing a Text-Based Approach in English Language Teaching. Malang: TEFLIN Publication Division in Collaboration with Bintang Sejahtera Press.
- Abu Daud al-Sijistani, Sulaiman ibn al-Asy'ats. 2009. Sunan Abi Daud. Beirut: ar-Risalah al-A'lamah.
- Derewiyanka, B., and Jones, P. 2016. Teaching Language in Context (2nd Ed.). Victoria, Australia: Oxford University Press.
- Emilia, E. 2016. Pendekatan Berbasis Texts dalam Pembelajaran Bahasa Inggris. Bandung: PT Kiblat Buku Utama.
- Feez, S., and Joyce, H. 1998. Text-Based Syllabus Design. New South Wales, Australia: Macquarie University.
- Ficayuma, L.A. 2022. Proficiency and SLA of English Education Department Students for Designing and Intercultural Communication Book. International Research Education Journal, 4 (2). 83 – 99. DOI: <http://dx.doi.org/10.17977/um043v4i2p83-99>.
- Ficayuma, L.A. 2024. Genre Analysis and Textual Boundaries to Cultivate Literacy and to Formulate Language English Policy: A Corpus Study of Pisa, TOEFL, English Book and Curriculum. The 4th ICONELT Proceeding. Vol 4. No.12. PP.1-15. UIN Sunan Ampel Surabaya.<https://doi.org/10.15642/iconelt.2024.4.1-15>.Aksesdi

<https://proceedings.uinsa.ac.id/index.php/ICONELT/article/view/3060>.

- Ficayuma, L.A. (2025). *Genre in School and College*. Yogyakarta: Deepublish.
- Hariri, A., dan Ficayuma, L.A. (2023). The Use of Authentic Material in English Classroom Teaching: Indonesian New Curriculum. *Indonesian Journal of Language Teaching*, 1 (1), 94-103.
- Ismail Al-Bukhari, Abu Abdillah Muhammad. *Sahih Al-Bukhari*. Edisi 3. Kairo: Maktabah al-Salafiyyah.
- Kardimin. 2013. *English for Islamic Studies: Untuk Perguruan Tinggi Islam Negeri dan Swasta*. Yogyakarta: Pustaka Pelajar.
- Kementrian Agama RI. 2022. *Al-Qur'an dan terjemahnya*. Terj. Tim Lajnah Pentashih
- Mushaf Al-Qur'an Departemen Agama RI. Jakarta: Lajnah Pentashihan Mushaf Al-Qur'an.
- Knapp, P., and Watkins, M. 2009. *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*. Sydney: New South Wales Press.
- Mansyur. 2017. Keterampilan Dasar Mengajar dan Penguasaan Kompetensi Guru. *Jurnal el-Ghiroh* 12 (1).
- Muslim al-Nisaburi, Abu Husain Muslim ibn Al-Hajjaj. t.t. *Sahih Muslim*. Riyadh: Darussalam.
- Pakpahan, Tania Amara Br, Khoirunnisa, Nabila Putri Andini, Nisa Amelia Purba, Siti Munawaroh. 2023. Keterampilan Membuka dan Menutup Pembelajaran. *Jurnal Penelitian Pendidikan Indonesia*. 1 (1) Oktober 2023. Hal 315-321.
- Ramdhaniyah, I., Nur, A. P. M., Sabrina, S., & Amirullah, A. 2023. Integration Of Islamic Values in Indonesian Procedural Text Material Grade VII SMP/MTS. *AL-WIJDÂN Journal of Islamic Education Studies*, 8(4), 557-571.
- Sanjaya, Wina. *Pembelajaran dalam Implementasi Kurikulum Berbasis Kompetensi*. Hal 171.
- Sihotang, H. 2020. *Buku Pedoman Praktek Microteaching*. Jakarta: UKI Press.

- Sugiono. 2021. Penelitian Kuantitatif, Kualitatif, R & D. Bandung: Alfabeta CV.
- Sugiono. 2023. Metode Penelitian Studi Kasus (Pendekatan Kuantitatif, Kualitatif, dan Kombinasi. Editor. Rina Fadhillah. Vol. 1. Bandung: Alfabeta CV.
- Triastuti, A., Madya, S., and Chappell, P. 2021. Designing English: Text-based Instruction with Principled Eclecticism. Yogyakarta: UNY Press.
- Isgandi, Y. 2021. Model Integrasi Nilai Islam Dan Sains Beserta Implementasinya Di Dunia Islam. *Kalimah: Jurnal Studi Agama Dan Pemikiran Islam*, 19(1), 27–48.
<https://doi.org/10.21111/klm.v19i1.6364>
- Yoga, Pratama. 2022. Analisis Membuka dan Menutup Pelajaran. *Jurnal Ilmiah Multi Disiplin Indonesia*. 1(10), 299...