



**TEACHERS' IMPLEMENTATION OF
INTEGRATING MORAL VALUES IN
ENGLISH TEACHING AT AN INTEGRATED
ISLAMIC ELEMENTARY SCHOOL**



FERALIA ROSIANA
SN. 2519020

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A THESIS

**Submitted in Partial Fulfilment of the requirements for the Degree
of *Sarjana Pendidikan* in English Education**



By:

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**ENGLISH EDUCATION DEPARTMENT
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Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu 'alaikum Wr.Wb.

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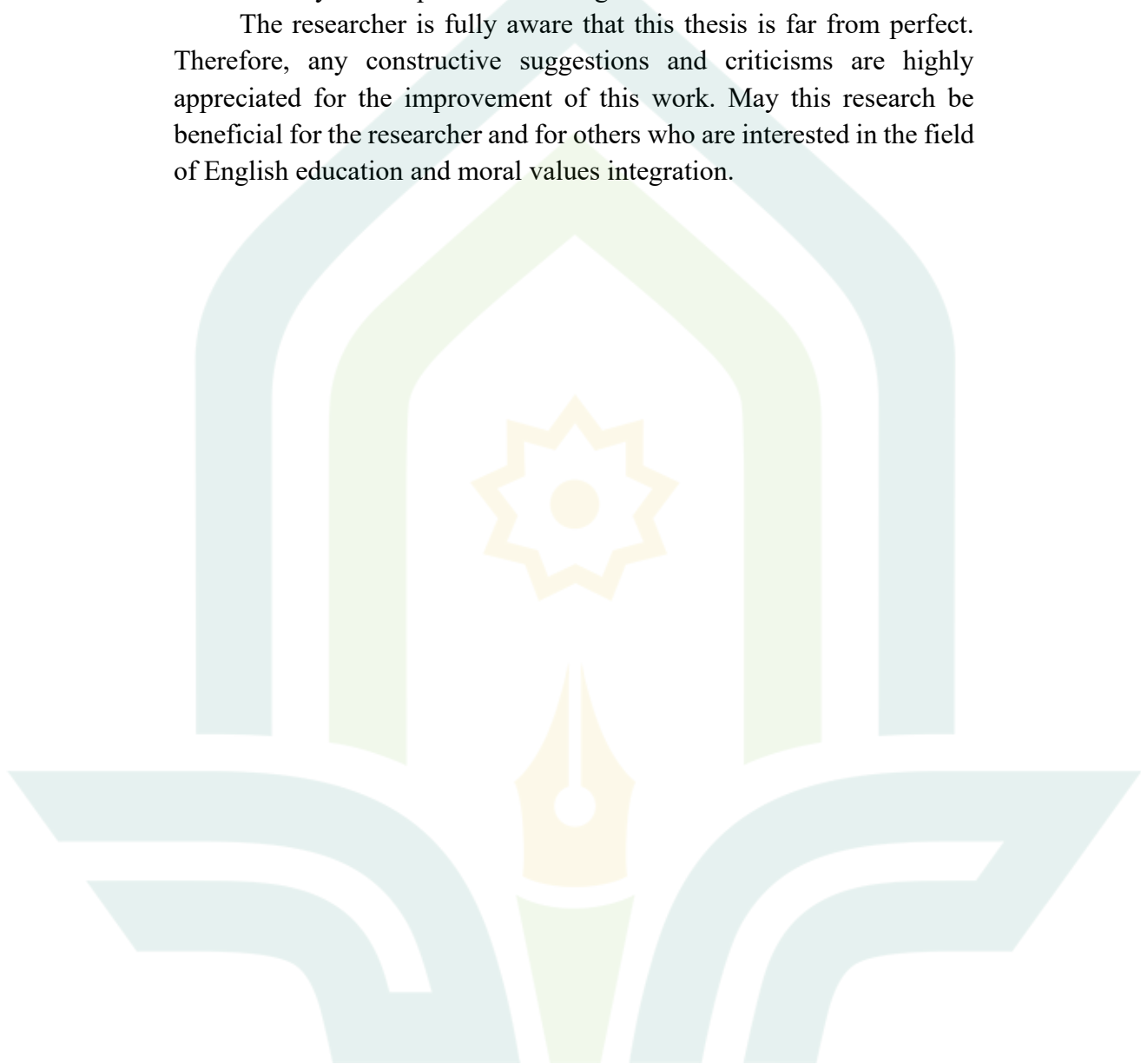
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The researcher is fully aware that this thesis is far from perfect. Therefore, any constructive suggestions and criticisms are highly appreciated for the improvement of this work. May this research be beneficial for the researcher and for others who are interested in the field of English education and moral values integration.



MOTTO

*“Karena sesungguhnya sesudah kesulitan itu ada kemudahan,
sesungguhnya sesudah kesulitan itu ada kemudahan.”*

(Q.S. Al Insyirah: 5-6)

*“Hatiku tenang karena mengetahui bahwa apa yang melewatkan ku
tidak akan pernah menjadi takdirku, dan apa yang ditakdirkan untukku
tidak akan pernah melewatkan ku.”*

(Umar bin Khattab)

“Learn from yesterday, live for today, hope for tomorrow.”

(Albert Einstein)

“Kondo wa kondo, ima wa ima.”

(Hirayama)

ABSTRAK

Penelitian ini bertujuan untuk menjelaskan implementasi guru dalam mengintegrasikan nilai-nilai moral pada pengajaran bahasa Inggris dan tantangan guru dalam proses implementasinya. Peneliti menggunakan pendekatan kualitatif dengan desain studi kasus dan memanfaatkan wawancara semi-terstruktur dan observasi untuk memperoleh data. Penelitian ini dilakukan di sebuah Sekolah Dasar Islam Terpadu dengan partisipannya adalah guru bahasa Inggris di sekolah tersebut. Temuan penelitian mengungkapkan bahwa strategi guru dalam mengintegrasikan nilai-nilai moral dalam pengajaran bahasa Inggris berkaitan dengan prinsip pembelajaran bahasa yang diformulasikan oleh Vale, Scarino, dan McKay (1991) yaitu: the learner-centered principle, the active involvement principle, the immersion principle, the socio-cultural principle, the assessment principle, dan the responsibility principle. Selain itu, beberapa bentuk nilai moral yang ditemukan antara lain, tanggung jawab, disiplin, kejujuran, empati, keberanian, pembiasaan ibadah, dan konsistensi. Di sisi lain, tantangan yang dihadapi guru dalam proses mengintegrasikan nilai-nilai moral ke dalam pengajaran bahasa Inggris antara lain waktu yang terbatas, pengaruh teknologi, dan dukungan orang tua. Hasil penelitian ini dapat menjadi referensi strategi untuk guru dalam mengintegrasikan nilai moral dalam proses pengajaran Bahasa Inggris mereka.

Kata kunci: *Mengintegrasikan nilai-nilai moral, pengajaran Bahasa Inggris, Sekolah Dasar Islam Terpadu*

ABSTRACT

This study aims to profiling teachers' implementation of integrating moral values in English teaching and teachers' challenges in the process of implementation. Researcher used qualitative approach with a case study design and utilizing semi-structured interview and observation to obtain data. This research conducted in an integrated Islamic elementary school and the participants were English teachers at the school. The findings revealed that teachers' strategy in integrating moral values into English teaching related to the theory principal of language learning formulated by Vale, D Scarino, A and Mc Kay P (1991) such as the learner-centered principle, the active involvement principle, the immersion principle, the socio-cultural principle, the assessment principle, and the responsibility principle. In addition, several forms of moral values found include responsibility, discipline, honesty, empathy, courage, the habit of worship, and consistency. On the other hand, challenges that faced by teachers in the process of integrating moral values into English language teaching include limited time, the influence of technology, and parental support. The results of this research can be a reference strategy for teachers in order to integrating moral values in their English teaching process.

Keywords: Integrating moral values, English teaching, integrated Islamic elementary school

PREFACE

All praise and gratitude be to Allah SWT, the Most Gracious and the Most Merciful, for His blessings and guidance that have enabled the writer to complete this undergraduate thesis entitled: **"Teachers' Implementation of Integrating Moral Values in English Teaching at an Integrated Islamic Elementary School."** This thesis is submitted to fulfill one of the requirements for obtaining a Bachelor's Degree in English Education Department at UIN K.H. Abdurrahman Wahid Pekalongan. The main purpose of this study is to explore how teachers integrate moral values into English learning activities and to examine their perceptions of this practice, particularly within the context of an Integrated Islamic Elementary School. The inspiration for this topic came from the writer's interest in both English education and character development in young learners, especially in this era, manners should be taught more starting from childhood. The writer believes that language learning should not only enhance students' linguistic competence, but still can support their moral and spiritual growth. The writer acknowledges that this thesis is far from perfect. Any constructive feedback and suggestions for improvement will be greatly appreciated. May this work bring benefits to educators, researchers, and anyone interested in the integration of moral values in language education.

In the process of completing this thesis, the author is aware of the presence of those who have contributed to its completion. Therefore, I would like to express my gratitude to Allah SWT, without Allah's blessing I would not have been able to complete this thesis. Then, thank you to my beloved family; father, mother, brother, and younger sisters, to my supervisor, to all the civitas academica on campus, to my friends, and to everyone involved in the completion of this thesis. Thank you for all the prayers and support.

Pekalongan, 2 Juli 2025

The Researcher

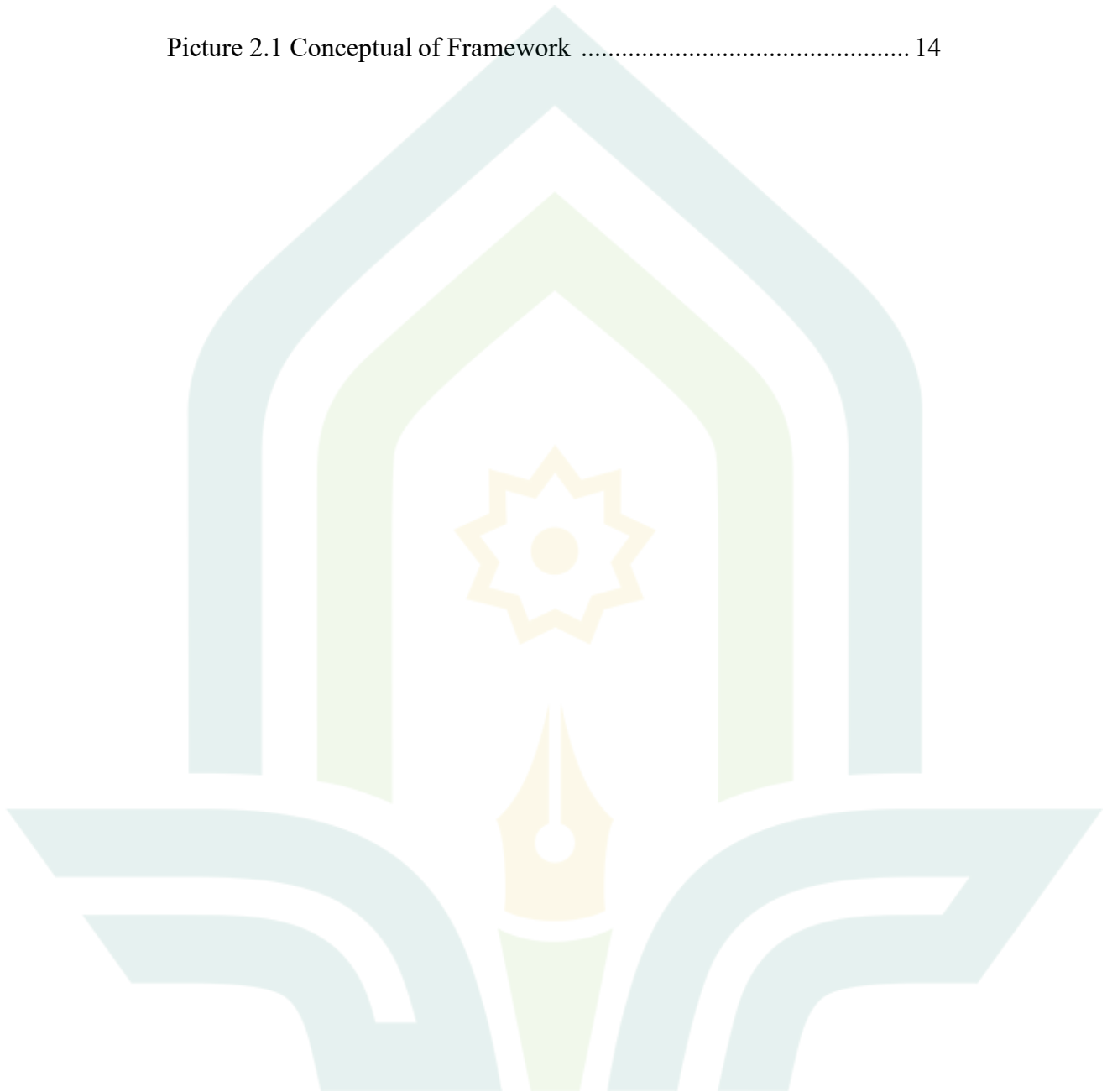
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CHAPTER I

INTRODUCTION

1.1 Background of the Study

Education aims not just to convey academic knowledge, but also to shape students' character and morals. In Indonesian education, the incorporation of moral principles into learning has grown in importance, particularly in primary schools, which serve as the foundation for children's character development. In this day of globalization, where many beliefs and cultures intersect, educators must provide direction that can form strong student character. Moral and character education will be more effective if teachers behave as role models for their students (Kesoema, 2012).

Schools play a significant role in educating students' morals when many students receive little moral education from their family environment (Lickona, 2012). Certainly, the role of teachers becomes very fundamental and vital in instilling moral values in students, with teachers acting as the driving force behind the implementation of moral and character education in schools. Integrated elementary schools in Indonesia strive to implement a holistic approach in education, encompassing both academic and moral aspects. Integrated Islamic School in its application is defined as a school that applies the approach by implementing public education and religious education into a ministry of the curriculum. With this approach, all subjects and all school activities are not separated from the teaching frames and message of Islamic value (Kurniawan, 2020), which one of value included Islamic values is moral values (Lubis et al., 2021). All subjects are integrated with moral values, including English subject.

English, as one of the international languages, plays a strategic role in education. Mastering English not only opens access to global information but also allows students to interact with various cultures. Therefore, it is important for educators to not only focus on linguistic aspects but also integrate moral values that can shape students' attitudes and positive behaviours. However, if viewed

objectively, there may be a contrast between English and Islamic values. Where English is a language from the west which the majority of the population is not Muslim. According to Wijayanto (2020), in order to avoid students' misconceptions about cultural differences and religious beliefs in English teaching materials, as well as to improve their understanding of the similarities between Western culture and Islamic values, teachers should clearly explain the differences and similarities to students. In addition to this, Madkur and Albantani (2018) said when teachers believe that the teaching material will highlight cultural differences, they can incorporate Islamic values into the lesson. This includes class activities. Notwithstanding, the implementation of integrating moral values into English teaching at this school still requires further research.

This study basically aims to explore how teachers integrate moral values in English teaching in the learning process at an integrated Islamic elementary school that the school itself also has a learning approach which one of the purposes is to integrates Islamic values with other subjects. Furthermore, from the pre-research data conducted by the researcher, it was found that the school indeed implements the integration of moral values in English language teaching. Finally, the researcher decided to conduct the study at the elementary school to find out how teachers integrate moral values in the English language teaching process and the challenges faced by teachers in the process.

1.2 Formulation of the Problem

Based on the background of the study, there are two questions that can be used as the formulate this researcher's problem:

1. How do the teachers integrate moral values in English learning process?
2. What are the teachers' challenges in integrating moral values in English learning process?

1.3 Limitation of the Problem

This study specifically highlights the implementation and experience of the teachers in integrating moral values in the process of teaching English and challenges faced by the teachers. The scope of the study is limited to English teachers at an integrated Islamic elementary school in Pekalongan Regency.

1.4 Operational Definitions

The researcher provides the following definitions to explain any potential ambiguities regarding the terminology used in this study:

1.4.1 Moral values: Hurlock (1977) says morals are ethical norms, the idea of life that's promoted by most specific social orders.

1.4.2 English teaching: Teaching is an interactive activity, typically comprising classroom discourse that occurs between the teacher and the student during particular specified tasks (Amidon, 1967).

1.4.3 Integrated Islamic elementary school: Integrated Islamic school/SIT (*Sekolah Islam Terpadu*) is a model of educational institutions that strive to combine general knowledge and Islamic religion into one integrative curriculum package (Suyatno, 2013).

1.5 Aims of the Study

In line with the research questions, the research aims to investigate teachers' implementation of integrating moral values in English learning process and teachers' challenges in integrating moral values in English learning process.

1.6 Significance of the Study

1.6.1 Theoretical Use: This study is expected to enrich literature related to the integration of moral values in English language learning. This research supports the theory principles of language learning formulated by Vale, D Scarino, A and Mc Kay P (1991), which is applied to

integrating language learning with other aspects, in this research is integrated with moral values.

1.6.2 Empirical Use: This study offers empirical insights into the integration of moral values in English teaching through teachers' implementation in the English learning process of integrated Islamic elementary school.

1.6.3 Practical Use: This study presents information for readers about teachers' experience in implementing teaching English integrated with moral values and the challenges that faced by the teachers in the process of integrating moral values in English teaching.



CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

The findings of this study reveal that integrating moral values in English language learning is a holistic process that requires active student engagement, cultural awareness, and institutional support. Teachers apply various strategies, both before the lesson starts, during the material delivery, and during the exam; such as a motivational greeting before class starts, then during the learning process, the teacher applies 6 principles of Vale, Scarino, and McKay's (1991) principles, which emphasize that language learning should be interconnected with other aspects of students' development. The study also highlights that moral education in English classes is not limited to linguistic competence but also serves as a platform to shape students' ethical reasoning and character building that also align with Lickona (1991), Kohlberg (1984), dan Berkowitz & Bier (2005) about the kinds of moral values.

Teachers perceive moral education as a crucial component of learning, but they also face challenges, including limited instructional time, the influence of technology, challenges in building bonds and familiarity with students, and students' diverse moral backgrounds. Despite these obstacles, collaboration between teachers, schools, and parents plays a significant role in reinforcing moral values both inside and outside the classroom. The impact of moral education is often long-term, requiring consistent reinforcement through school curricula, teaching strategies, and parental involvement. At last, integrating moral values in English language learning contributes not only to students' language proficiency but also to their personal and ethical growth, preparing them to become responsible and morally conscious individuals in a globalized world.

5.2 Recommendation

Based on the findings, several recommendations can be made to enhance the integration of moral values in English language learning. Teachers should actively incorporate moral discussions into daily lessons by designing activities that encourage students to apply ethical reasoning in language teaching. Using interactive and immersive learning strategies, such as group projects, outdoor learning, and cultural comparisons, can help students develop both linguistic skills and moral awareness. Additionally, adopting process-oriented assessments instead of focusing only on test scores will promote honesty, responsibility, and perseverance, allowing students to reflect on their learning journey rather than just achieving high grades.

For future research, it is recommended to explore the impact of moral education at different educational levels, from early childhood to higher education, to determine the most effective strategies for various age groups. Further studies could also examine the long-term effects of moral education in language learning, assessing how early exposure to moral discussions in the classroom influences students' ethical behaviour as they mature. Additionally, with the rise of digital learning, researchers should investigate how technology and online platforms can either support or hinder moral education, ensuring that the digital landscape remains a positive influence on students' character development. Through these efforts, the integration of moral values in English learning can continue to enhance both academic success and ethical awareness, shaping students into responsible and globally conscious individuals.

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