



INTEGRATING LINGUISTIC AND RELIGIOUS EDUCATION IN BOARDING SCHOOL

Mustaqimah¹, Reskyani², Andi Adisaturrehimi³

^{1,2,3}Universitas Negeri Makassar

Email: mustaqimahmt@gmail.com

ABSTRACT

This study investigates the integration of linguistic and religious education at Darud Da'wah wal Irsyad (DDI) Islamic Boarding School. The objective is to explore how English language instruction merges religious teachings, including aqidah (Islamic creed), moral values, and social principles. The problem addressed is the need for a holistic educational approach that balances linguistic proficiency with religious and moral development. The research follows the Holistic Education Theory and Contextual Teaching and Learning (CTL) framework. A qualitative methodology was employed, utilizing observations, interviews, and document analysis as instruments for data collection. The analysis revealed that English lessons at the boarding school are designed not only to enhance language skills but also to reinforce students' religious beliefs and ethical conduct. This integration promotes a comprehensive educational experience, fostering academic excellence alongside spiritual and moral growth. The findings suggest that integrating linguistic and religious education effectively prepares students to navigate the complexities of a globalized world while maintaining their religious identity. The study concludes that such an approach can produce well-rounded individuals who are both linguistically competent and morally grounded.

Keywords: *Integrative Education, Islamic Boarding School, Holistic Learning, Contextual Teaching and Learning*

1.1. Introduction

In the contemporary era of globalization, the integration of diverse educational paradigms is essential for developing individuals capable of navigating multifaceted societal demands. The integration of linguistic and religious education presents a unique challenge and opportunity within this context. This study investigates this integration at Darud Da'wah wal Irsyad (DDI) Islamic Boarding School, focusing on how English language instruction can effectively merge with religious teachings, including aqidah (Islamic creed), moral values, and social principles.

The primary objective of this research is to explore the educational strategies employed by DDI Islamic Boarding School to harmonize linguistic proficiency with religious and moral development. Specifically, the study aims to understand the methods and frameworks used to integrate English language instruction with Islamic teachings, analyze the impact of this integration on students' linguistic capabilities and their religious and ethical development, and assess the effectiveness of this holistic approach in



preparing students for the complexities of a globalized world while maintaining their religious identity.

Islamic boarding schools, or pesantren, have long been an integral part of Indonesia's educational landscape, providing religious education and moral guidance alongside general knowledge (Budiharso et al., 2023; Ridwan, 2020). Traditionally, these institutions emphasize religious instruction, including the study of the Quran, Hadith, Fiqh (Islamic jurisprudence), and other Islamic sciences. However, the need for proficiency in global languages, particularly English, has become increasingly important due to globalization and Indonesia's growing role on the world stage.

Darud Da'wah wal Irsyad (DDI) is a notable example of an Islamic boarding school that seeks to blend traditional religious education with modern linguistic training. The school recognizes the importance of English as a global lingua franca and aims to equip its students with the necessary language skills to compete in international arenas. However, the school also prioritizes the preservation and enhancement of students' religious beliefs and moral values, adhering to the holistic education approach.

The theoretical foundation of this study is rooted in Holistic Education Theory and the Contextual Teaching and Learning (CTL) framework. Holistic Education Theory emphasizes the development of all aspects of an individual, including intellectual, emotional, social, physical, artistic, creative, and spiritual dimensions (Miller et al., 2019). It advocates for educational practices that promote interconnectedness and the nurturing of a well-rounded individual.

The CTL framework complements this by advocating for teaching methods that relate subject matter to real-world situations. CTL encourages the application of knowledge in meaningful contexts, facilitating a deeper understanding and retention of information (Srinivasa et al., 2022). This approach is particularly relevant in integrating language and religious education, as it allows students to see the relevance of English language skills in their religious and moral lives (Anwar, 2024; Ruswandi et al., 2022).

This study is guided by the following hypotheses:

1. Integrating English language instruction with religious teachings at DDI Islamic Boarding School enhances students' language skills without compromising their religious and moral development.
2. The holistic educational approach employed by DDI fosters a balanced growth



of academic excellence and spiritual well-being.

3. Students who experience this integrated education are better prepared to navigate the challenges of a globalized world while maintaining their Islamic identity.

This study contributes to the academic discourse on education by providing insights into the practical application of holistic education and CTL frameworks in a religious schooling context. It offers a novel exploration of how English language instruction can be effectively merged with religious education, a subject that has received limited attention in the existing literature. By focusing on the specific case of DDI Islamic Boarding School, the research adds to the understanding of educational practices in Islamic institutions and their potential to produce well-rounded individuals.

The scientific merit of this study lies in its methodological approach and its implications for educational policy and practice. Employing a qualitative methodology, the research utilizes observations, interviews, and document analysis to gather comprehensive data. This triangulation of data sources enhances the validity and reliability of the findings. Moreover, the study's outcomes can inform educational strategies in similar contexts, providing a model for integrating linguistic and religious education that other institutions can adapt and implement.

In other words, the integration of linguistic and religious education at DDI Islamic Boarding School represents a significant step towards achieving a holistic educational approach that addresses the multifaceted needs of students (Habibah et al., 2023; Rahmadi & Hamdan, 2023).

1.2. Research Questions

Based on the background provided, here are three research questions that align with the objectives and focus of the study:

1. What methods does Darud Da'wah wal Irsyad (DDI) Islamic Boarding School employ to integrate English language instruction with Islamic teachings
2. How do these methods enhance students' linguistic and religious education?
3. How does the integrated educational approach at DDI Islamic Boarding School impact students' ability to balance linguistic proficiency with their religious and moral development?



2. METHOD

2.1. *Research Design*

This study employs a qualitative research design (Creswell & Poth, 2016), focusing on understanding the integration of English language instruction with religious teachings at Darud Da'wah wal Irsyad (DDI) Islamic Boarding School. The qualitative approach allows for an in-depth exploration of educational strategies, student experiences, and the impact of these strategies on linguistic and moral development.

2.2. *Samples/Participants*

The participants of the study include:

1. The students at DDI Islamic Boarding School who are receiving integrated English and religious education in senior high school.
2. The teachers that involved in designing and delivering integrated curriculum in English lesson.

2.3. *Instruments*

The study utilizes qualitative data collection instruments to ensure a comprehensive understanding of the integration process:

1. Observations: conducted in classrooms to witness the actual implementation of integrated lessons.
2. Interviews: semi-structured interviews with students, teachers, and administrators to gather insights into their experiences and perspectives on the integration.
3. Document analysis: review of curriculum documents, lesson plans, and other relevant materials to understand the frameworks and content of the integrated education.

2.4. *Data analysis*

Data analysis involves:

1. Coding and thematic analysis: transcripts from interviews and observations are coded to identify recurring themes and patterns related to the integration of



- linguistic and religious education.
2. Triangulation: combining data from observations, interviews, and document analysis to cross-verify findings and enhance the validity and reliability of the results.
 3. Interpretative analysis: interpreting the data within the context of Holistic Education Theory and the Contextual Teaching and Learning (CTL) framework to understand how these theories are applied in practice at DDI.

3. FINDINGS AND DISCUSSION

3.1. Finding

The following are the research results that researcher obtained during my research:

Interview 1: English Teacher 1

Question: What methods do you use to integrate English teaching with Islamic teachings at DDI?

"Kami menggunakan pendekatan tematik, di mana topik-topik dalam pelajaran bahasa Inggris disesuaikan dengan nilai-nilai Islam. Misalnya, ketika kami mengajarkan kosakata tentang makanan, kami juga membahas halal dan haram dalam Islam. Ini membantu siswa memahami bahasa Inggris dalam konteks yang relevan dengan kehidupan mereka sehari-hari."

"We use a thematic approach, where the topics in English lessons are adapted to Islamic values. For example, when we teach vocabulary about food, we also discuss halal and haram in Islam. This helps students understand English in a relevant context with their daily lives."

Interview 2: English Teacher 2

Question: How do you integrate Islamic teachings into English language teaching at DDI?

"Salah satu metode yang saya gunakan adalah memasukkan nilai-nilai Islami dalam latihan berbicara dan menulis. Misalnya, ketika mengajarkan cara menulis esai, saya meminta siswa untuk menulis tentang tema-tema seperti 'Pentingnya Sedekah dalam Islam' atau 'Peran Etika dalam Kehidupan Sehari-hari'. Selain itu, dalam latihan percakapan, saya sering mengarahkan diskusi ke topik-topik yang berkaitan dengan etika



Islami dan kehidupan sehari-hari sebagai seorang Muslim. Dengan cara ini, siswa tidak hanya meningkatkan keterampilan bahasa mereka tetapi juga memperkuat pemahaman mereka tentang ajaran agama."

"One of the methods I use is to incorporate Islamic values into speaking and writing exercises. For example, when teaching how to write essays, I ask students to write about themes such as 'The Importance of Almsgiving in Islam' or 'The Role of Ethics in Everyday Life -day'. Additionally, in conversation exercises, I often direct the discussion to topics related to Islamic ethics and everyday life as a Muslim. In this way, students not only improve their language skills but also strengthen their understanding of religious teachings."

Interview 3: Principal

Question: How do you ensure that English language teaching at DDI remains in line with Islamic teachings?

"Kami menyusun kurikulum yang mencakup materi-materi Islami dalam setiap pelajaran bahasa Inggris. Misalnya, ketika siswa membaca teks dalam bahasa Inggris, teks tersebut sering kali mengandung cerita atau nilai-nilai Islam. Kami juga mengadakan pelatihan rutin bagi guru untuk memastikan mereka mampu mengintegrasikan kedua aspek ini dengan efektif."

"We develop a curriculum that includes Islamic materials in every English lesson. For example, when students read texts in English, the texts often contain Islamic stories or values. We also hold regular training for teachers to ensure they are able to integrate both aspects effectively."

Interview 4:

Question: How do you feel the integration between English lessons and Islamic teachings at DDI?

Student A: *"Saya merasa sangat terbantu dengan metode ini karena saya bisa belajar bahasa Inggris sambil memperdalam pemahaman saya tentang agama. Contohnya, ketika belajar tentang kebersihan dalam bahasa Inggris, kami juga diajarkan tentang pentingnya kebersihan dalam Islam. Ini membuat pelajaran lebih menarik dan bermakna bagi saya."*



"I find this method very helpful because I can learn English while deepening my understanding of religion. For example, when learning about cleanliness in English, we are also taught about the importance of cleanliness in Islam. This makes the lesson more interesting and meaningful for me."

Student B: *"Integrasi ini sangat membantu saya. Misalnya, ketika belajar tentang peristiwa penting dalam sejarah, kami juga mempelajari tokoh-tokoh Islam yang berpengaruh. Hal ini tidak hanya meningkatkan kemampuan bahasa Inggris saya tetapi juga memperdalam pengetahuan saya tentang sejarah Islam. Saya merasa lebih termotivasi untuk belajar karena topik-topiknya relevan dengan kehidupan saya sebagai seorang Muslim."*

"This integration really helped me. For example, when learning about important events in history, we also studied influential Islamic figures. This not only improved my English skills but also deepened my knowledge of Islamic history. I feel more motivated to study because the topics are relevant to my life as a Muslim."

Student C: *"Saya merasa pelajaran bahasa Inggris menjadi lebih bermakna karena kami sering membahas nilai-nilai Islam. Contohnya, ketika belajar tentang sifat-sifat manusia dalam bahasa Inggris, kami juga diajarkan bagaimana sifat-sifat tersebut dikaitkan dengan ajaran Islam. Ini membuat saya lebih mudah mengingat dan memahami pelajaran karena ada hubungannya dengan nilai-nilai yang saya anut."*

"I feel that English lessons are more meaningful because we often discuss Islamic values. For example, when learning about human traits in English, we are also taught how these traits are related to Islamic teachings. This makes it easier for me to remember and understand the lessons as they relate to the values that I adhere to."

Interview 5: Curriculum administrator

"Di Pondok Pesantren DDI, kami menggunakan pendekatan pendidikan holistik yang menekankan perkembangan intelektual, emosional, sosial, dan spiritual para siswa. Untuk mengintegrasikan pengajaran bahasa Inggris dengan ajaran Islam, kami menggunakan beberapa metode utama".

"At DDI Islamic Boarding School, we use a holistic educational approach that emphasizes the intellectual, emotional, social and spiritual development of students. To integrate English teaching with Islamic teachings, we use several main methods."

Researcher: "What methods are used?"



Curriculum administration: *“Kami mengaplikasikan framework CTL dalam pengajaran bahasa Inggris. Ini berarti materi pelajaran bahasa Inggris selalu dikaitkan dengan situasi dunia nyata yang relevan dengan kehidupan religius dan moral siswa. Misalnya, ketika mengajarkan kosakata atau tata bahasa, kami sering menggunakan teks yang berisi cerita atau nilai-nilai Islam, seperti kisah para Nabi, hadis, atau ajaran-ajaran moral dalam Islam.”*

“We apply the CTL framework in English language teaching. This means that English learning material is always linked to real world situations that are relevant to students' religious and moral lives. For example, when teaching vocabulary or grammar, we often use texts that contain stories or Islamic values, such as stories of the Prophets, hadith, or moral teachings in Islam.”

“Buku teks dan bahan ajar yang kami gunakan sering kali berisi konten Islami. Ini termasuk artikel, cerita pendek, dan dialog yang tidak hanya mengajarkan bahasa Inggris tetapi juga menyampaikan pesan-pesan agama. Dengan demikian, siswa tidak hanya belajar bahasa tetapi juga memperdalam pemahaman mereka tentang ajaran Islam”.

“The textbooks and teaching materials we use often contain Islamic content. These include articles, short stories, and dialogues that not only teach English but also convey religious messages. In this way, students not only learn the language but also deepen their understanding of Islamic teachings”

“Kami mengintegrasikan mata pelajaran bahasa Inggris dengan mata pelajaran agama lainnya. Misalnya, dalam satu sesi pembelajaran, guru bahasa Inggris bisa bekerja sama dengan guru Aqidah untuk mengajarkan siswa tentang konsep tauhid dalam bahasa Inggris. Pendekatan ini membantu siswa melihat keterkaitan antara pengetahuan bahasa dan nilai-nilai agama.”

“We integrate English subjects with other religious subjects. For example, in one learning session, the English teacher can work together with the Aqidah teacher to teach students about the concept of monotheism in English. This approach helps students see the connection between language knowledge and religious values”

“Kami juga menerapkan proyek dan kegiatan praktis yang menggabungkan penggunaan bahasa Inggris dengan praktik Islam. Contohnya, siswa dapat melakukan presentasi dalam bahasa Inggris tentang topik-topik agama, seperti sejarah Islam, biografi tokoh-



tokoh Muslim, atau prinsip-prinsip moral dalam Islam. Kegiatan seperti ini tidak hanya meningkatkan keterampilan berbicara dan presentasi mereka dalam bahasa Inggris, tetapi juga memperdalam pemahaman mereka tentang agama mereka sendiri”.

“We also implement practical projects and activities that combine the use of English with Islamic practices. For example, students can make presentations in English about religious topics, such as Islamic history, biographies of Muslim figures, or moral principles in Islam. Activities like this not only improve their speaking and presentation skills in English, but also deepen their understanding of their own religion.”

Researcher: How do these methods affect student development?

Curriculum administrator: *“Metode-metode ini telah terbukti sangat efektif. Siswa kami tidak hanya menjadi lebih fasih berbahasa Inggris, tetapi mereka juga menunjukkan pemahaman yang lebih dalam tentang ajaran Islam dan penerapan nilai-nilai moral dalam kehidupan sehari-hari. Mereka menjadi lebih percaya diri untuk berpartisipasi dalam diskusi global tanpa kehilangan identitas keagamaan mereka. Kami percaya bahwa pendekatan ini membentuk siswa yang tidak hanya kompeten secara akademis tetapi juga kuat secara spiritual dan moral”.*

“These methods have been proven to be very effective. Our students not only become more fluent in English, but they also demonstrate a deeper understanding of Islamic teachings and the application of moral values to everyday life. They become more confident to participate in global discussions without losing their religious identity. We believe that this approach creates students who are not only academically competent but also spiritually and morally strong”.

Question: “Are there any challenges in integrating these two fields?”

Curriculum administrator: *“Tentu saja, ada tantangan. Salah satunya adalah memastikan bahwa konten bahasa Inggris tetap menarik dan relevan tanpa mengorbankan kualitas pengajaran agama. Kami juga harus terus berinovasi dalam merancang materi ajar yang bisa menggabungkan kedua bidang ini secara harmonis. Namun, kami berkomitmen untuk terus meningkatkan pendekatan ini agar siswa kami mendapatkan pendidikan yang seimbang dan holistik.”*

“Of course, there are challenges. One of them is ensuring that English content remains interesting and relevant without sacrificing the quality of religious teaching. We also have to continue to innovate in designing teaching materials that can combine these two fields



in harmony. However, we are committed to continuing to improve this approach so that our students receive a balanced and holistic education”.

Interview with curriculum administrator: “How do these methods enhance students' linguistic and religious education?”

“Metode yang diterapkan di Pondok Pesantren Darud Dakwah wal Irsyad (DDI) dalam mengintegrasikan pengajaran bahasa Inggris dengan ajaran Islam dirancang untuk memberikan pendidikan yang menyeluruh dan seimbang, menggabungkan penguasaan bahasa dengan pemahaman dan praktik agama. Penggunaan konteks Islami dalam pembelajaran bahasa Inggris, seperti teks bacaan tentang kisah para Nabi, membantu siswa belajar kosakata dan struktur kalimat sambil memperdalam pemahaman agama mereka. Melalui pendekatan interdisipliner, siswa dapat melihat keterkaitan antara bahasa dan agama, yang membuat pembelajaran lebih bermakna dan relevan. Materi yang menggabungkan aspek keagamaan dengan bahasa Inggris meningkatkan motivasi dan keterlibatan siswa, serta membantu mereka menginternalisasi nilai-nilai moral melalui kegiatan praktis. Diskusi dan refleksi dalam bahasa Inggris tentang konten Islami mendorong siswa untuk berpikir kritis dan mengartikulasikan pandangan mereka secara jelas, meningkatkan kemampuan berpikir kritis dan keterampilan bahasa. Dengan menguasai bahasa Inggris sambil tetap teguh pada nilai-nilai keagamaan, siswa dipersiapkan untuk berpartisipasi dalam komunitas global tanpa kehilangan identitas mereka, memperkuat posisi mereka sebagai individu yang kompeten secara akademis dan moral.”

“The method applied at the Darud Dakwah wal Irsyad (DDI) Islamic Boarding School in integrating English language teaching with Islamic teachings is designed to provide a comprehensive and balanced education, combining language mastery with religious understanding and practice. The use of Islamic contexts in English learning, such as reading texts about the stories of the Prophets, helps students learn vocabulary and sentence structure while deepening their understanding of religion. Through an interdisciplinary approach, students can see the connection between language and religion, which makes learning more meaningful and relevant. Material that combines religious aspects with English increases students' motivation and engagement, and helps them internalize moral values through practical activities. Discussions and reflections in English on Islamic content encourage students to think critically and articulate their views



clearly, improving critical thinking abilities and language skills. By mastering English while remaining true to religious values, students are prepared to participate in the global community without losing their identity, strengthening their position as academically and morally competent individuals”.

Interview with the Darud Dakwah wal Irsyad (DDI) Islamic Boarding School Curriculum administrator:

Question: How does the integrated educational approach at the Darud Dakwah wal Irsyad (DDI) Islamic Boarding School affect students' ability to balance language skills with their religious and moral development?

“The integrated educational approach at DDI Islamic Boarding School is designed to provide a balanced learning experience, where mastery of the English language and religious and moral development go hand in hand. This method has several significant impacts: balance between academics and spirituality, strengthening religious identity, character and ethics development, improved critical thinking ability, and preparation for global challenges.

3.2. Discussion

The integrated educational approach at Pondok Pesantren Darud Dakwah wal Irsyad (DDI) illustrates a significant step towards achieving a holistic educational model that effectively balances linguistic proficiency with religious and moral development. The methods employed by DDI, such as thematic teaching, incorporation of Islamic values in speaking and writing exercises, and the use of Islamic texts in English lessons, provide a comprehensive framework for integrating English language instruction with Islamic teachings.

The key findings from interviews:

1. **Thematic Teaching Approach:** English lessons at DDI are designed to align with Islamic values. For instance, vocabulary lessons on food include discussions on halal and haram, making the content relevant to students' daily lives and religious practices.
2. **Incorporation of Islamic values:** Exercises in speaking and writing often focus on themes related to Islamic teachings, such as the importance of almsgiving and Islamic ethics. This method helps students enhance their language skills while



- reinforcing their religious beliefs.
3. **Curriculum Integration:** The curriculum includes Islamic content in English lessons, such as stories of the Prophets and moral teachings. Teachers receive regular training to ensure effective integration of these aspects.
 4. **Student engagement and motivation:** Students reported finding the integration method helpful and motivating. Lessons that discuss Islamic values in English are more meaningful and easier to remember, contributing to a deeper understanding of both language and religion.

Theoretical Connection:

The approach taken by DDI aligns with the principles of Holistic Education Theory and the Contextual Teaching and Learning (CTL) framework. Holistic Education Theory emphasizes the development of all aspects of an individual, including intellectual, emotional, social, and spiritual dimensions (Miller et al., 2019). This theory advocates for educational practices that promote interconnectedness and nurture well-rounded individuals. Similarly, CTL encourages teaching methods that relate subject matter to real-world situations, facilitating a deeper understanding and retention of information (Srinivasa et al., 2022). By integrating English language instruction with Islamic teachings, DDI enables students to see the relevance of language skills in their religious and moral lives, thereby enhancing their overall learning experience (Anwar, 2024; Ruswandi et al., 2022).

Impact on Student Development:

The integrated approach at DDI has several significant impacts on student development:

1. **Balanced academic and spiritual growth:** The integration of English language instruction with Islamic teachings ensures that students develop both academically and spiritually. They learn to apply language skills in a context that aligns with their religious beliefs, resulting in a well-rounded education.
2. **Strengthening religious identity:** By incorporating Islamic values into English lessons, students are able to maintain and strengthen their religious identity while acquiring essential language skills. This dual focus prepares them to participate



confidently in global discussions without losing their religious grounding.

3. **Character and ethics development:** The focus on moral and ethical themes in language exercises helps students internalize these values, contributing to their character development. Practical projects and activities that combine English usage with Islamic practices further reinforce this integration.
4. **Enhanced critical thinking skills:** Discussions and reflections on Islamic content in English encourage students to think critically and articulate their views clearly. This practice improves their critical thinking abilities and language proficiency simultaneously.

Global Context:

In the contemporary era of globalization, the integration of diverse educational paradigms is essential for developing individuals capable of navigating multifaceted societal demands. The integration of linguistic and religious education at DDI represents a unique challenge and opportunity within this context. By harmonizing English language instruction with Islamic teachings, DDI not only equips students with the necessary language skills to compete in international arenas but also ensures the preservation and enhancement of their religious beliefs and moral values.

4. CONCLUSIONS

4.1. Conclusion

The integrated educational approach at DDI Islamic Boarding School demonstrates a successful model of holistic education, emphasizing the intellectual, emotional, social, and spiritual development of students. This study contributes to the academic discourse on education by providing insights into the practical application of holistic education and CTL frameworks in a religious schooling context. The findings highlight the effectiveness of this approach in preparing students for the complexities of a globalized world while maintaining their Islamic identity. Such an educational model offers valuable lessons for other institutions seeking to integrate linguistic and religious education, promoting the development of well-rounded, academically competent, and morally grounded individuals.



4.2. Suggestions

For future researchers interested in exploring the integration of linguistic and religious education at Islamic boarding schools like Pondok Pesantren Darud Dakwah wal Irsyad (DDI), several suggestions can be considered:

1. Expand Comparative Studies: Conduct comparative studies between different Islamic boarding schools or educational institutions that integrate language and religious teachings. This can provide insights into varying methodologies, effectiveness, and cultural nuances influencing educational outcomes.
2. Impact on Global Competence: Explore how integrated education prepares students for global citizenship and participation in international contexts. This could include assessing their language skills in practical global scenarios and their ability to articulate Islamic values in multicultural settings.

5. REFERENCES

- Anwar, C. (2024). Literature Review: Contextual Teaching and Learning on Islamic Religious Education Materials. *Education Studies and Teaching Journal (EDUTECH)*, 1(1), 22–52.
- Budiharso, T., Bakri, S., & Sujito, S. (2023). Transformation of education system of the pesantren in indonesia from the dutch colony to democratic era. *Journal of Social Studies Education Research*, 14(4), 179–206.
- Creswell, J. W., & Poth, C. N. (2016). *Qualitative inquiry and research design: Choosing among five approaches*. Sage publications.
- Habibah, S., Marazi, H., Wahyuddin, I., Junaidi, M., & Sholikah, K. (2023). The Integration of Nationalism and Religious Education at Islamic Elementary School in Lamongan, East Java. *Indonesian Journal of Islamic Education Studies (IJIES)*, 6(2), 148–169.
- Miller, J. P., Nigh, K., Binder, M. J., Novak, B., & Crowell, S. (2019). *International handbook of holistic education*. Routledge New York, NY.
- Rahmadi, R., & Hamdan, H. (2023). Religious Moderation In The Context Of Islamic Education: A Multidisciplinary Perspective And Its Application In Islamic Educational Institutions In Indonesia. *Khazanah: Jurnal Studi Islam Dan Humaniora*, 21(1), 59–82.
- Ridwan, A. (2020). The dynamics of pesantren leadership from the dutch ethical policy to the reformation periods. *Epistemé: Jurnal Pengembangan Ilmu Keislaman*, 15(02), 365–400.
- Ruswandi, U., Erihadiana, M., & Rohimah, E. (2022). Implementation of The CTL Learning Model Through Islamic Moderate Values in Improving the Attitude of



- Students Tolerance in School. *Nazhruna: Jurnal Pendidikan Islam*, 5(2), 690–703.
- Srinivasa, K. G., Kurni, M., & Saritha, K. (2022). Context-Based Learning. In *Learning, teaching, and assessment methods for contemporary learners: Pedagogy for the digital generation* (pp. 87–115). Springer.
- Anwar, C. (2024). Literature Review: Contextual Teaching and Learning on Islamic Religious Education Materials. *Education Studies and Teaching Journal (EDUTECH)*, 1(1), 22–52.
- Budiharso, T., Bakri, S., & Sujito, S. (2023). Transformation of education system of the pesantren in indonesia from the dutch colony to democratic era. *Journal of Social Studies Education Research*, 14(4), 179–206.
- Creswell, J. W., & Poth, C. N. (2016). *Qualitative inquiry and research design: Choosing among five approaches*. Sage publications.
- Habibah, S., Marazi, H., Wahyuddin, I., Junaidi, M., & Sholikah, K. (2023). The Integration of Nationalism and Religious Education at Islamic Elementary School in Lamongan, East Java. *Indonesian Journal of Islamic Education Studies (IJIES)*, 6(2), 148–169.
- Miller, J. P., Nigh, K., Binder, M. J., Novak, B., & Crowell, S. (2019). *International handbook of holistic education*. Routledge New York, NY.
- Rahmadi, R., & Hamdan, H. (2023). Religious Moderation In The Context Of Islamic Education: A Multidisciplinary Perspective And Its Application In Islamic Educational Institutions In Indonesia. *Khazanah: Jurnal Studi Islam Dan Humaniora*, 21(1), 59–82.
- Ridwan, A. (2020). The dynamics of pesantren leadership from the dutch ethical policy to the reformation periods. *Epistemé: Jurnal Pengembangan Ilmu Keislaman*, 15(02), 365–400.
- Ruswandi, U., Erihadiana, M., & Rohimah, E. (2022). Implementation of The CTL Learning Model Through Islamic Moderate Values in Improving the Attitude of Students Tolerance in School. *Nazhruna: Jurnal Pendidikan Islam*, 5(2), 690–703.
- Srinivasa, K. G., Kurni, M., & Saritha, K. (2022). Context-Based Learning. In *Learning, teaching, and assessment methods for contemporary learners: Pedagogy for the digital generation* (pp. 87–115). Springer.