

CHAPTER I

INTRODUCTION

A. Background

Islamic boarding schools play important role in the spread of Islam in Indonesia, Islamic Boarding School or usually called *pesantren* in Indonesia include elements that play a role in the spread of Islam in the form of education, *santri* are taught many Islamic subject so, their Islamic knowledge better than others. After that when they leave the *pesantren* later they can spread their Islamic to societies.

The role of Islamic boarding schools in Indonesia is not only as an educational institution but also as a religious propaganda that is the basis of resistance to all forms of colonialism, scientific institutions, research institutions, training institutions, and community development institutions as well as being a cultural node.¹ The existence of *pesantren* as part of the teaching of Islamic teachings is the pulse of the development of Islam itself. Thus, *pesantren* is an original education system that has shaped the diversity and behavior of the Muslim community from generation to generation. That is why Islamic values are applied in Islamic boarding schools.

¹ Tatang Hidayat, Ahmad Syamsu Rizal, Fahrudin, “Peran Pondok Pesantren Sebagai Lembaga Pendidikan Islam di Indonesia”, *Ta'dib: Jurnal Pendidikan Islam*, Vol. 7, No. 2, (April, 2019), 464.

In deed, Islamic boarding school in its journey always have efforts to maintain and apply the values contained in the Islamic religion. Islamic boarding school education applies the totality of education by relying on example, creating an environment and habituation through various tasks and activities in their daily lives. The implementation of the values of Islamic boarding school education in shaping the character of student is carried out through totality and all *pesantren* education activities. Actually, this application is in the learning process, besides, not only in the learning process, Islamic values are also manifested in the textbook, one of which is in the "English Lesson 6" textbook which published by Darussalam Press.

Basically Islamic religious values contain Allah's rules which include rules governing human relations with Allah, human relations with humans, and human relations with nature as a whole. The basic values of Islamic law are based on the main points of existing teachings on the *Qur'an* and *Sunnah*. The main Islamic values are: 1) *Aqidah* values, 2) Worship values, and 3) Moral values. First, the value of *Aqidah* cannot be denied that the value of *Aqidah* is inherent in every Islamic Boarding School and is ingrained in every student. Secondly, the value of worship also of course has become a habit that is required in Islamic boarding schools which become charity in their daily life. Thirdly, the moral values

seen from the attitudes and behavior of the students' values in applying moral values can no longer be doubted, in terms of morals between students and caregiver families, between fellow students both younger and older. Morals towards caregivers and *ustadz* are the hallmark of a *santri*, this is also what can distinguish between *santri* and non-*santri*.

As for the Islamic values contained in this English lesson 6 textbook, namely moral values such as the obligation to respect parents and obey the orders of good things, especially to a mother, because she is the door to heaven for her children, mother too. as the first madrasa for their children who can raise their children with their upbringing. there are also the values of *aqidah*, namely to know the schools of thought that we as Moslem believe in or which we must choose and then follow, because belonging to a school is a method for knowing the law of an event that is faced by referring to the particular school of law that adheres to or efforts to conclude it are carried out based on the *ushul* al-schools that he believed. Likewise with the values of worship, in the book there is a discussion about tolerance, which is where we have to tolerate non-Muslims or people of different religions, regardless of their religion.

The Islamic boarding school of Darussalam Gontor is like the mother of another boarding school, which may give birth to a qualified generation of *kiyai* so as to build boarding school as well. With it the

boarding school of Darussalam Gontor became the educational eath of the other boarding school which should follow his instructions. Therefore, the textbook learned throughout the boarding schools uses a book published in the Darussalam press which is used in the Darussalam Gontor boarding school. That's why the writers are interested in doing this research.

Based on the explanation above, the writer decided to analyze a textbook research English language entitled “English Lesson 6” for the sixth grade of KMI (*Kulliyatul Mu'allimiinal Islamiyah*). Because this book widely used in other Islamic Boarding School throughout Indonesia. Students of Islamic boarding school are expected to not only study about English, but also aware of the Islamic values represented in the English textbook they learn.

B. Limitation of the Study

Based on the background of study above, the purpose of this study is to analyze what Islamic values are contained in the English Lesson 6 textbook published by Darussalam Press.

C. Research Questions

Based on the background of the research, the researcher propose a research question as follows:

1. What are the Islamic values contained in the English Lesson 6 textbook?
2. How are Islamic values presented in the English Lesson 6 textbook?

D. Objective of the Study

Based on the research question above, the main objective of this study are:

1. To analyze the Islamic values contained in English Lesson 6 Textbook
2. To describe how the Islamic values are presented in English Lesson 6 textbook

E. Significant of the Study

There are two significant of this study, namely:

1. Theoretical Significance

This research can add a treasure of knowledge especially about Islamic values contained in the English Lesson 6 textbook published by Darussalam Press. Hopefully this study can be a reference for those who are interested in investigating the dynamics of education in *Pesantren* environment.

2. Practical Significance

This research can also provide an overview or research results on the analysis of Islamic values contained in the English Lesson 6 book.

The benefit of this research for teachers is that it can provide information about Islamic values contained in books and can also clarify these Islamic values to their students, and the benefits for students are that it can make them aware of Islamic values in this book and can apply them in every day of their life. For future researchers, the benefit of this research for other researchers is that this research will be a reference for further research.

F. Previous Related Study

Related to the study, on the analysis of Islamic values in English textbooks, the researcher found some previous research, they are spread in several scientific journals and unpublished theses:

The first research which conducted by Abdul Muhith, with the title “Evaluating The Quality of Three English Textbooks Published by Gontor Press”. The result of this study is that the content of the material from the English text book published by Gontor contains aspects of coverage in learning vocabulary and grammar and does not miss Islamic values in dialogue, descriptions and example sentences, and researchers also found data from observation and interviews and concluded that the three English textbooks were published by the Gontor press has a correlation with the objectives of learning English at the Daarul Falah Islamic boarding school. Therefore, it is highly recommended that EFL textbooks for Islamic

boarding schools should have Islamic content that will definitely acquire Islamic values for students.

The second research which conducted by Karmila Wadyuningrum, Martono, Hasan Zainnuri, with the title “Moral Value Analysis in “When English Rings a Bell for Grade VII”. This study presents the analysis of moral values in an Indonesian EFL Textbook “When English Rings a Bell for grade VII”. The results of this study indicate that the EFL textbook "When English Rings a Bell for Grade VII" is good enough to be used for learning about moral values because it contains five core values proposed by the Indonesian Ministry of Culture and Education. However, as the result shows that the contents of moral values in EFL textbooks are especially implicitly integrated, students need to be careful and make use of them as well. Think critically to understand that they are learning about moral values. In this case, the teacher's role is also important to help students understand moral values clearly.

The third research which conducted by Putri Ayu Imayatul Utami, with the title “An Analysis of Character Values in the Texts of English Textbook Entitle Path Way To English for Grade XI of Senior High school”. The results of this study indicate that: (1) the character values found in the 19 English textbook texts analyzed include 16 character values proposed by the Ministry of National Education based on five

different things classification. The texts in the English textbooks promote character values in relation to God, oneself, others, the environment and the nation. Character values found are religiosity, discipline, persistence, interest in reading, curiosity, responsibility, creativity, honesty, communicative/friendliness, respect, love of peace, social concern, environmental awareness, tolerance, love of the motherland, and nationalism (2) strategies for conveying character values in English text

The text books analyzed consist of two forms, explicit strategies and implicit strategies.

However, unlike previous studies. This study focuses more on the analysis of Islamic values contained in the Darussalam Press printed book which is widely used in several Modern Islamic Boarding Schools. Therefore, the researcher believes that this study will contribute to the development of theories related to the internalization of character education in the process of learning English