

Speaking Success: Integrating Islamic Values In English Clubs For Future Language Teacher Students

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ABSTRACT

The integration of Islamic values into extracurricular activities offered by English institutions of higher education is a salient issue in the context of Islamic higher education. The objective of this study is to examine the implementation of Islamic values in the English Club, with the aim of enhancing the speaking skills of prospective English teachers at Balitar Islamic University. This study is significant because it aims to maximize students' character development while simultaneously overcoming the challenges associated with incorporating spiritual concepts into the context of teaching foreign languages. The research method used a qualitative case study methodology, with data collected through semi-structured interviews and observational investigations of ten participants. The data was analyzed by reducing it, with a focus on the realm of competency in the discipline. The data was presented in the form of a theme table, and the results were based on the validation of two teachers. And the findings imply that the English club's environment promotes learning and confidence in public speaking. Students are drawn in by the club's audiovisual resources, Islamic teaching techniques, and practical approach, which also positions it as a reliable resource for academic and professional development.

INTRODUCTION

In the context of Islamic higher education in Indonesia, character education is integral to developing students' moral and spiritual values. Islamic character education emphasizes virtues such as honesty, responsibility, and piety, aiming to shape individuals who embody ethical principles in their personal and professional lives. Islamic character education should be included into extracurricular activities, such as English clubs, to help students develop their moral, mental, and social elements (Khodijah et al., 2024; Pewangi et al., 2024). According to Siti Khodijah et al. (2024), these exercises can effectively increase pupils' character, morals, and mental resilience. However, integrating these values into all aspects of university life, including extracurricular activities, presents challenges. Although character development is included in formal curricula, it is important to investigate how informal environments, such as English clubs, either support or impede this process. To guarantee a comprehensive approach to student development, it is crucial to comprehend how English clubs can strengthen or weaken Islamic character education.

Higher education institutions, such as the Islamic University of Balitar, have English clubs that serve as an active tool for students to develop their language skills outside the classroom. The learning experience in these clubs is not only about language but also about making connections with others through discussions, debates, and presentations. According to Desmiyanti (2022), these clubs are effective in boosting students' vocabulary, fluency, and self-assurance. Participating in these activities promotes confidence, critical thinking, and a sense of responsibility, all of which are compatible with Islamic teachings. Furthermore, as students participate in various social events within the club, they are able to reflect and express their identities as English speakers and Muslims. It provides opportunities for practice through exercises including reading aloud, group debates, storytelling, and presentations. (Octaberlina &

Muslimin, 2022). English clubs are therefore important parts of the overall development of students in Islamic colleges since they can be crucial in promoting character education and improving language proficiency.

An early interview study has conducted by the researchers and it reveals that approximately eighty percent of English Education students encounter difficulties in incorporating Islamic beliefs into their English language learning. The absence of culturally relevant materials and guidance often leads to problems, making it challenging for students to integrate Islamic values into English learning situations. The English Education students at Balitar Islamic University tend to struggle to differentiate between Islamic and Western cultural elements in English textbooks. It leads to confusion and making language learning more challenging (Kustati et al., 2023). Incorporating Islamic notions and values into instructional materials is advised by studies in order to remedy the issues above (Asmawati & Ahmad Riadi, 2022). The application of Islamic values not only benefits students with an Islamic background but also enhances their language proficiency in different areas (Mulyati & Kultsum, 2023). On the other hand, English clubs have received praise for hosting events that coincide with professional English, such as mock interviews, presentations, and workplace communication discussions. English clubs and extracurricular activities are essential for improving students' practical skills and linguistic competency. These clubs give students the opportunity to practice the language practically while also improving their communication abilities and cultural awareness (Phung et al., 2023; Trang, 2024).

English club had good impact for students, especially in higher education. Previous research has investigated many features of English clubs, such as their impact on speaking anxiety (Hasan, 2024), students' views on improving speaking skills (Holandyah et al., 2024; Maming et al., 2024), and challenges related to accents (Muzaki et al., 2024). However, Hasan's (2024) study was quantitative and did not explore how English clubs help with speaking practice in depth because focused on 194 students of SMAS Shafta. Holandyah et al. (2024) and Maming (2024) focused on secondary and university students, but did not precisely analyze English department students in a detailed case study. Muzaki et al. (2024) looked more at accent challenges and less at the overall teaching benefits of English clubs. This study filled these gaps by using a qualitative case study to examine how an English club helped English department students improved their speaking skills. It gave a deeper understanding of how the club supported confidence, peer interaction, and skill development in a university setting. The study was unique because it focused on English majors and used detailed qualitative methods to explore how speaking practice happens. This case study aimed to show how being part of an English club helped English department students improved their speaking skills and faced challenges in a supportive learning environment.

METHOD

Research design

The researchers utilized a qualitative and case study methodology to understand the prospective language teachers, specifically English Department students. The qualitative approach was selected because it permits in-depth exploration of the subjective experiences of the research participants (Fraenkel et al., 2023; Highfield, 2025). An investigation of the English club for students was case study (Lahman, 2025; Pahleviannur et al., 2022). This study primarily investigated at the experience of a Balitar Islamic University student studying English language who joined the English Club to improve his speaking abilities. This case study, similar to Baxter and Jack's (2008, as cited in Rachmad et al., 2024), revealed a University of Islam Balitar student's English Club journey to improve their English speaking.

Furthermore, the primary strength of this case study lay in its ability to elucidate the intricacies of the learning process within its natural context. This case study design demonstrated educational characteristics that could promote active learning (Lahman, 2025). The design was

indicative of an approach to learning that was situated within a specific context, thereby facilitating the development of students' proficiency in creative skills in an organic manner (Alvehus, 2024; Flick, 2022; Highfield, 2025). The English Club run by the students offered an informal setting for learning the language through weekly discussion. And it made a relaxed environment which could increase language learning activities. The exercises, for example, were designed to mimic actual circumstances, such as job interviews. considering the laid-back atmosphere. Compared to the classroom, they participated in discussions more frequently.

Research Instrument and Participants of study

According to Sugiyono's (2013) study, the researchers used human instruments. It happened because, in this study, the researchers worked as a cohesive team to engage deeply with members of the English club in order to learn about the students' perspectives. Then they combined primary and secondary data on the findings. It meant that they constructed relevant findings by elaborating student engagement and evidence in the study.

The study involved ten students. They were carefully chosen to fit the research problem of this study. During the interview and observations, the ten students who were actively involved in English Department class expressed a desire to share their experiences. It shows that they possessed a wealth of information about the English club, which would be useful for this research. If the researcher included the student who shared their experience with force, it would be biased toward this study and impolite. To avoid misunderstandings, participants had to be members of a specific group (Frey et al., 2022). If they would like to share their experiences, it would demonstrate that ten students were active members of the English club, which provide insight into the experience and responsibilities required for club membership.

Research setting

This study was conducted at a single setting, the Islamic University of Balitar (Unisba). The participants were members of the Unisba English Meeting Club, which seeks to enhance speaking abilities through peer and practical interactions. This method improved data quality by keeping it close to the environment and participants. The researchers had to consider the available resources and how to maintain them, which would affect the approach and data gathering (Heryana, 2020). By doing research in this familiar context, the researchers were able to improve their questions in order to answer research difficulties in this study, as well as clarify any ambiguities that may have arisen throughout the process. For example, the researchers would clarify statements with several meanings to ensure a clear outcome.

Data collection

The primary data was acquired from semi-structured interviews and observations, while the secondary data was collected to improve the study's quality. In this case, interviews were the major strategy (Frey et al., 2022). The researchers selected this semi-structured interview because they were informed about this topic, and they wanted to know how the English club affected students' confidence in speaking, and the observations revealed the student's behavior. It meant that only members of the English club received this treat, and this method would provide more information to address the research question in this study. According to Frey et al. (2022), this kind of interview was conducted to learn about the experiences of the students.

Furthermore, the interview questions rely on Oxford's (2017) perspective on communication tactics, such as planning and preparing for speaking. The alteration was about the learning purpose for English department students and the approach to raise their speaking skill in English club, and it was consistent with Romli et al.'s (2024) study on the role of English clubs in improving speaking skills. And to maintain the credibility of the study, the researcher utilized triangulation with methodological triangulation. For instance, the participants cross-checked the interview results with their real experiences, two English teachers evaluated the

study methodology, and the researchers combined two methods to learn how Unisba students thought about the English club.

Data analysis

As stated in Walliman’s (2021) theory, the researchers used Miles and Huberman's (2019) methodology, which includes data reduction, data display, and verification, in order to carefully choose the approach that would make the data meaningful. In the initial stage of their study, the researchers formed a cohesive team to meticulously collect and examine taped interview data, as well as detailed activity reports from the English club. They concentrated on salient domains of English speaking competence, with particular focus on areas such as confidence and fluency as reflected in the taped interactions. This precision facilitated them to come up with a clear table that neatly distinguished these speaking skills, hence opening the gates to improved systematization of data analysis. This table served as a crucial guide through which the researchers could differentiate observations at the initial stages and the subsequent refining stages of the data.

As they moved on to the second phase, the team enhanced their analysis by adding more tables and using color-coding to emphasize key patterns in how students perceived and reacted during speaking activities. By the final phase, the research team collaborated closely to interpret their findings, paying particular attention to the different strategies students used to tackle their anxiety around speaking in English during club sessions. To make sure their conclusions were accurate and trustworthy, two volunteered teachers were brought in to conduct a thorough check, validating the research methods and results, which strengthened the reliability of their findings. The reliability of the data is demonstrated by meticulous research design and data analysis (Kouam Arthur William, 2024).

RESULT AND DISCUSSION

Result

This study showed positive results from integrating Islamic values in the English Club. The table showed the impact on the participants' language and character development.

Tabel 1. The Impact of English Clubs on Speaking Skills

No	Point	Result
1	The program had been shown to result in increased confidence and English-speaking skills.	The majority of students reported increased confidence in their speaking abilities.
2	The pivotal role of educators	Eighty percent of participants found the audio-visual aids to be beneficial.
3	English club was highly regarded.	Students felt that learning was more practical and enjoyable.
4	The decision to join was driven by career-related considerations.	Personal motivation was the reason why eighty percent of students at the Islamic University of Balitar decided to join the English club.
5	Focus on Islamic content.	Islamic values were reflected in the content of the speaking material.

Based on the table above, the findings of this study demonstrated that participation in the English Club was associated with increased confidence and English-speaking skills. The findings of this study were consistent with the results of studies by Holandyah et al. (2024) and Maming et al. (2024), which emphasized the importance of a safe space and support for the development

of speaking skills. The results of this study indicated that as many as sixty percent of students showed an increase in confidence through a comfortable learning environment and direct practice. However, this particular study contradicts Hasan's (2024) assertion that English Club was not the sole solution to speaking anxiety. This study demonstrated the efficacy of English Club in fostering confidence through the integration of Islamic values and personal feedback from teachers, a dimension that Hasan's research failed to address. While Muzaki et al. (2024) emphasized accent challenges as obstacles, the findings of this study demonstrated that students' primary focus is on mastering content and the ethical values of speaking. Consequently, this study contributed to the extant literature by underscoring the moral dimension and the role of teachers as factors that amplify the impact of English Clubs.

Discussion

1. Students' Confidence and Speaking Skills

The researcher's initial goal is to show how to communicate confidently and effectively. This study shows how the University of Islamic Balitar's English Club goals have boosted students' self-confidence in their English-speaking abilities. As a result, the second-year students have become more fluent in speaking English, which is important for their future careers as English teachers.

Student 1: "we practice to speak foreign language a lot"

Student 3: "the class is relaxed and I feel like nothing to worry about"

Student 1 explains that this club's concentration is on direct conversation rather than theory. He believes he has made significant progress with this technique, he has gained a lot of confidence to perform "chronological speech" material. Activities in the English club can enhance student's confidence (Della, 2023; Holandyah et al., 2024). It implies that a "learning by doing" notion is more effective than focusing on theory in English club because they actually seem different in English club. This strategy encourages mistakes during speaking practice, allowing students to progressively overcome their apprehension. Mistakes made during discussion or speaking practice become an experience as individuals try to correct more frequently in order to boost their confidence.

Student 3 reports that she has practiced speaking English in this club without fear of criticism. She admits to the researcher that before joining the English club, she does not understand the distinction between greetings and self-introduction, and she is scared to share it to her teacher in a regular a session. One of the characteristics that contribute to feeling safe is that they are the same age (Holandyah et al., 2024). She and her pals feel comfortable discussing their issues in regular class at English club because the teacher emphasizes that there is no tolerance for discrimination during activities, ensuring that all students feel valued and safe to express their opinions and make mistakes. Another factor is that their clubmates motivate each other (Holandyah et al., 2024). It shows that a positive and inclusive environment fosters students' active participation without the fear of judgment, thereby increasing their motivation to learn to support their future careers. A conducive learning environment is characterized by a friendly social atmosphere, supported by interaction and empathy from lecturers and peers. This environment stimulates the development of students' self-confidence and communication skills.

Implementing hands-on practices and a supportive environment in the English Club has shown a marked increase in students' confidence and speaking skills. They feel more confident when speaking in public, expressing their ideas verbally, and interacting without excessive anxiety. The teacher must pay attention to nervousness in this scenario since it can hinder the student's progress to speak (Durdas et al., 2024). The results show progress in their pronunciation, vocabulary, and motivation to speak, which supports their readiness as prospective professional teachers. Moreover, the Lecturers must create learning environments that are conducive, provide

verbal support, motivate students to take risks, ensure fair treatment in all English club activities, actively participate in activities, and build confidence to support students' growth in speaking skills. Teacher support in English club is a must (Durdas et al., 2024; Elnadeef & Abdala, 2019).

Based on the class observation, sixty percent of students have had similar experiences as student 1, and forty percent have had similar experiences as student 3. Furthermore, students from Balitar Islamic University's English Club get the top ratings in public presentations and storytelling material, exhibiting strong confidence in speaking English because of extracurricular activities. Durdas et al. (2024) study also show that story telling can reduce anxiety. It shows that hands-on practices and a supportive environment demonstrates mastery and courage in speaking English.

2. Role of the Teacher

The role of the teacher is the next topic to be covered. Teacher's role is to facilitate the integration of Islamic principles into the activities of the English Club. The following section presents the findings of the study.

Student 2: "I listen teacher's the explanation carefully in the end of session."

Student 6: "I usually communicate in the teacher about my own problems."

Student 2 explains that she relies heavily on her teacher in English Club and she is unable to handle the weight of personal issues with classmates or audio-visual. She appreciates how the instructor uses slides to illustrate the information in class. It helps them understand the material better and offers them something to think about. Content simplification and note-taking make learning more enjoyable (Uzun & KiLiS, 2022). For example, the teacher demonstrates the appropriate hand movement to use while greeting and introducing oneself. It shows that teachers use various media to explain speaking material and encourage direct discussion where students ask questions and share opinions, allowing teachers to provide specific feedback. These discussions also build confidence and encourage critical thinking through audio-visual. Audiovisual and animation videos can help to develop critical thinking skills (Pratiwi, 2024; Utomo, 2024). Teachers' feedback in discussions addresses students' weaknesses during the learning process.

Student 6 adds that the form of feedback includes individual notes and monitoring of each student's progress. She is pleased to have personal notes on how to adjust the topic related to ordering speech material. If the teacher does not support the personal notes, they will have communication apprehension while speaking (Rohmah & Wijaya, 2025). It shows that teachers respond to student efforts with specific written comments identifying individual strengths and weaknesses. This system is effective for students who develop at a slower pace because it ensures no student falls behind and allows them to follow the material at their own pace. Audio-visual cannot replace personal interaction, which is essential by students in the club (Khoirina et al., 2025). In addition to motivating students, personalized feedback strengthens the teacher-student relationship, increasing self-confidence and motivation to learn. Based on classroom observation, personal feedback is another strategy that is thought to be more welcoming and supportive. And this approach benefits twenty percent of students.

The mix of two teacher feedback approaches, discussions and personal notes, have boosted confidence, engagement, and motivation to learn in the English Club. Those in discussions became more confident and critical speakers, while personal feedback recipients showed consistent progress. Discussion is important since it improves pronunciation and expands vocabulary (Tahir, 2025). And it is recommended that teachers continuously evaluate this method and modify it according to the needs and abilities of their students. Discussion serves as training for real public speaking in English (Desmiyanti, 2022). In addition, class observations indicate that English Club students are eager to address personal difficulties with their teacher. In this

scenario, audiovisual discussions are in high demand because eighty percent of participants prefer this method. This optimistic mindset enhances their speaking abilities and learning resilience.

3. English Club and Regular Classes

The English Club offers a more flexible and interactive approach to learning than the standard classroom setting. The University of Islam Balitar's prospective English language teachers' increased ability in the language has been found to be significantly influenced by the club activities.

Student 7: "in english club, I practice and practice"

Student 4: "here, I need improvement"

Based on the transcript above, student 7 explains that the English Club offers a superior and authentic learning experience that regular classes lack. Certain English language courses do not offer real-world learning (Nguyen Van Huy et al., 2024). Teachers are expected to be innovative in order to solve this problem (Rohmana, 2020). He knows that everyone practices speaking in front of their friends, but in normal class, two students represent all the classmates. He claims that in the English club, they practice opening and closing speeches using appropriate language and gesture. It implies that they are learning authentically, particularly through speaking practice. This active involvement fosters a dynamic learning environment. Students are not merely passive listeners. They become active participants in the learning process. Students are encouraged to apply their learning immediately. This course covers various aspects of oral communication, from correct pronunciation to appropriate intonation. The objective of these exercises is to develop fluency in speaking. It occurs because effective communication is essential to a student's academic and professional success (Nguyen Van Huy et al., 2024).

Student 4 reports that, as the teacher explains in class, there is no requirement for ideal speaking in English Club. However, They must understand that speaking ability is vital for work and social connection (Nguyen Van Huy et al., 2024). She admits that she feels more inspired to try speaking because in regular classes, all she can think about are grades and marks. For example, she feels comfortable referring to material backwards or forwards while delivering a speech. She does not have to be a perfect speaker when she initially tries to communicate in English club. It indicates that each verbal expression represents a step forward in the journey towards self-expression. This development signifies a noteworthy advancement in their academic pursuit of English proficiency. One point worth mentioning, Nguyen Van Huy et al.'s (2024) study shows that the students require a friend as part of the team to improve their speaking skills.

The effect is readily obvious among English Club members. The nice environment also aids their mental health. Mindfulness while learning to speak can lower blood pressure and improve mental health (Nguyen Van Huy et al., 2024). They learn to handle their uneasiness when speaking, their speaking skills improve, their words become clearer, they no longer hesitate to express themselves, and they pronounce English words more naturally. According to Durdas et al.'s (2024) study, the secret to enhancing language proficiency and lowering anxiety is to stay motivated and confident. More crucially, this readiness is derived from consistent practice. They are always speaking English, and mistakes are viewed as opportunities to grow.

Based on class observation, eighty percent of students strongly agree that authentic learning in the English Club prepares them for various real-world scenarios. They need real world communication in this club (Hasan et al., 2020, as cited in Hasan, 2024). When it comes to referencing backward or forward and referencing pictures while delivering a speech with appropriate intonation and gesture, most students exhibit the best possible score. Moreover, one viable approach for lecturers is to adopt genuine learning methods that incorporate real-world materials. Examples include news stories, music, and movies. The teacher can use daily life

material to provide an authentic material (Rohmana, 2020). This approach serves to ground the material in a relevant and interesting context.

4. Motivation and Willingness to Join English Club

The decision to join the English Club is motivated by a strong desire to enhance one's English proficiency beyond the confines of formal education. The primary objective of the Club is to facilitate the acquisition of real-world English skills. The motivation for joining this club stems from a variety of factors, including personal development, career advancement, and academic enrichment. The club serves as a practical platform for achieving fluency in English.

Student 4: "I need more practice because I want to be a teacher"

Student 2: "I just follow my friend's recommendation"

The first transcript indicates that she needs to improve her English skills and recognizes that English is important for her future. Romli et al.'s (2024) study unveil that Students' careers will demonstrate their dedication to mastering English, particularly in English clubs. Her poor communication abilities will cause her to fall behind. She is humiliated when she is not proficient, especially since English is her primary subject. Therefore, she is extremely motivated to continue learning, especially when speaking. Student 2, on the other hand, adds that he joins the English club after receiving a recommendation from his community. The English Club is recommended by peers and experienced seniors. He wants to be involved in activities that build confidence, have a supportive community, and provide a more effective and enjoyable way of learning. Those statements show that the classroom learning atmosphere can come across as rigid. The material is provided monotonously, and students notice a significant discrepancy in their learning experience. The English Club provides a much more engaging learning environment than standard classroom approaches. The clubs are designed to provide a comfortable and supportive atmosphere for members to enhance their English proficiency (Alfan Hadi et al., 2024; Mustofa & Indah, 2023).

The powerful combination of personal motivation to improve and active support from fellow members creates a dynamic learning environment. For students to overcome their inability to master speaking skills, they require encouragement and self-assurance (Paneerselvam & Mohamad, 2019). This environment has been shown to yield substantial gains in English language proficiency. For the most part, the English club provides friendly atmosphere for language learning (Elnadeef & Abdala, 2019; Kusuma, 2021). Furthermore, membership fosters students' confidence. This will better equip them to handle the professional demands of the workplace in the future. Moreover, teachers in English clubs should continue to develop existing modules to suit current market needs and maintain a sense of kinship in learning. In addition, class observations indicate that eighty percent of students join the English club at the Islamic University of Balitar for personal motivation, with most aspiring teachers and a few joining for social reasons. It is worth noting that eighty percent of students show up equipped with a laptop or small notebook, demonstrating their passion for the extracurricular program.

5. Islamic Content Focus

The final point is the Islamic connection to the English Club. The English Club's emphasis on Islamic material has been extremely beneficial to students in the English Department. It is an excellent method for them to expand their religious knowledge while simultaneously improving their English skills.

Student 5: "in learning, we must show the source in public speaking to persuade audience the content and being honest to audience. "

Student 8: "in learning, I discuss about English conversation to teacher a lot, so I know the different of hobby and education content."

Based on the first transcript above, Student 5 represents sixty percent of students that chose an Islamic-based English Club because they want to learn about justice and professional ethics in a global context. Those students believe that understanding Islamic values will teach them how to act ethically and how to avoid dishonesty in English public speaking. Educators play a central role and act as role models in practicing honesty (Dewi & Mad Ali, 2025). Learning that incorporates honesty, trust, and accountability also teaches students how to recognize and value achievements around the world, as well as how to attract the attention of an audience when speaking publicly. Students can choose to lie, but this can weaken their argument (Rozenas & Luo, 2021).

Then, the second student above supports the first student's argument regarding the importance of Islamic values in speaking. Student 8 represents nearly half of the students (40%) who have compared Islamic beliefs to the module offered by the teacher in the club. As a result, student 8 has discovered that he understands when and how to apply Islamic ideas to his discipline and the students' learning. In addition, student 8 also claims that the teacher in the English club assisted him in adapting his communication abilities to numerous occupations, allowing him to demonstrate his versatility as an educator and professional. The learner requires an instructor to speak effectively and utilize ethical language (Eslit, 2023).

The second approach gives a complete understanding of how Islamic principles are applied in the world today, especially in English club's activities. There is an urgent need for teachers to impart Islamic ideals to promote good character (Rohmana, 2020). Students must be able to make good choices about what they study and be honest in all situations. In the end, they become skilled in language and ethics, so they are ready to compete and maintain their professional reputation in today's global job market. The student will be more responsible for incorporating Islamic values into speaking materials (Anshari & Widyantoro, 2020). Moreover, it is expected that the teacher provides additional resources or guidance so that students can select and adapt materials based on the context of their community and professional needs; for example, Accountant students and English department students who join the English club should have different materials.

Based on the observations, most students feel that the English Club's curriculum should be guided by Islamic beliefs. Students have learned the value of ethical language in speaking through the English Club, such as how employing quotations strengthens arguments and values intellectual property rights. They have also understood that proficiency and teamwork do not occur instantaneously, but rather require regular practice based on Islamic beliefs. Students who study Islam are shown to have strong moral character. (Setiowati & Purbani, 2019). Values taught in Islam encourage compassion, dedication, and a sense of shame. Relevant Islamic teachings are a key factor in this process (Kasman et al., 2024).

CONCLUSION

Based on the previous study's findings, English Club has established a practical and conducive learning environment, with the objective of enhancing students' self-confidence and readiness for real-world applications. Furthermore, the Club has integrated Islamic values into its instructional materials, aiming to instill moral and ethical principles in its students. It is imperative to acknowledge that the aforementioned elements are not exclusive to linguistics; they also pertain to the ethical and professional integrity of prospective educators. The efficacy of the strategy is predicated on the combination of a contextual approach, the active role of the instructor in providing personal feedback, the utilization of diverse learning media, and the intrinsic motivation of the students, which

is driven by their awareness of the relevance of English language proficiency for their future, within the framework of Islamic education that enriches the learning experience. And it is imperative for future researchers with a shared interest to replicate this study beyond the confines of the English language program. For instance, in the field of Agroteknologi, there is a necessity to broaden the scientific contributions based on empirical findings and data collection methods through documentation.

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