



Integrating Qur'anic Narratives in English Language Teaching: Cultivating Moral Values Among Ninth-Grade Students

Dwi Astuti Wahyu Nurhayati^{1*}, Zeni Maulidiana Fibriani² 

¹ UIN Sayyid Ali Rahmatullah Tulungagung, Tulungagung, Indonesia

² MTsN 2 Blitar, Blitar, Indonesia

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ABSTRAK

Studi ini membahas tantangan mengintegrasikan pendidikan moral ke dalam Pengajaran Bahasa Inggris (ELT) dalam konteks budaya yang beragam. Dengan menggunakan pendekatan metode campuran, penelitian ini menyelidiki efektivitas memasukkan narasi Al-Qur'an ke dalam ELT untuk menumbuhkan nilai-nilai moral di kalangan siswa kelas Sembilan sekolah menengah pertama. Penelitian ini melibatkan 27 siswa dan menggunakan penilaian pre-test dan post-test, serta wawancara kualitatif. Temuan menunjukkan peningkatan yang signifikan dalam penalaran moral dan perilaku siswa, dengan nilai post-test meningkat dari rata-rata 48,15 menjadi 82,22. Analisis tematik mengidentifikasi nilai-nilai moral utama yang diinternalisasikan oleh siswa, antara lain ketahanan, integritas, dan keimanan. Penelitian ini menyimpulkan bahwa mengintegrasikan narasi budaya ke dalam ELT secara efektif mendorong perkembangan linguistik dan etika. Temuan ini mempunyai implikasi penting terhadap pengembangan kurikulum dan pelatihan guru, yang menunjukkan perlunya pendekatan yang lebih holistik terhadap pendidikan bahasa yang membahas kompetensi linguistik dan pengembangan karakter dalam lingkungan pendidikan yang beragam secara budaya. Studi ini juga menyoroti potensi pedagogi naratif dalam menciptakan pengalaman belajar bermakna yang sesuai dengan latar belakang budaya dan agama siswa.

ABSTRACT

This study addresses the challenge of integrating moral education into English Language Teaching (ELT) in culturally diverse contexts. Using a mixed-methods approach, the research investigates the effectiveness of incorporating Qur'anic narratives into ELT to cultivate moral values among ninth-grade students at junior high school. The study involved 27 students and employed pre-test and post-test assessments, along with qualitative interviews. Findings reveal a significant improvement in students' moral reasoning and behavior, with post-test scores increasing from an average of 48.15 to 82.22. Thematic analysis identified key moral values internalized by students, including resilience, integrity, and faith. The research concludes that integrating culturally resonant narratives into ELT effectively fosters both linguistic and ethical development. These findings have important implications for curriculum development and teacher training, suggesting the need for a more holistic approach to language education that addresses both linguistic competencies and character development in culturally diverse educational settings. The study also highlights the potential of narrative pedagogy in creating meaningful learning experiences that resonate with students' cultural and religious backgrounds.

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1. INTRODUCTION

In the contemporary educational landscape, integrating moral values into curricula has become increasingly significant, particularly within English Language Teaching (ELT). This study explores the innovative use of Qur'anic narratives to enhance moral education among ninth-grade students at MTsN 2 Blitar. The Qur'an, a central text in Islamic education, offers rich narratives that convey profound moral and ethical lessons, making it a valuable resource for moral education (Anwar et al., 2022; Eissa & Khalid, 2019). Previous study further explore this integration, demonstrating that incorporating Qur'anic values into general learning can enhance students' faith and piety, thereby supporting moral education (Imron & Suyud El Syam, 2023). This integration can be achieved through curriculum alignment and the Islamization of science, which contributes to the holistic educational goal of developing well-rounded individuals. These narratives, known as *qasas*, are particularly effective in shaping students' ethical frameworks and character development, aligning with the objectives of holistic education (Anthony Jnr, 2020; Taufik et al., 2021). Despite the recognized importance of moral education, current ELT practices often lack culturally resonant materials that effectively convey moral values. The scarcity of culturally relevant teaching materials is a significant barrier to incorporating moral education within ELT

practices (Ibrahim et al., 2018; Vartiainen et al., 2016). This is evident in the limited impact of Global Englishes on ELT textbook design, which often fails to reflect the diverse sociolinguistic landscape and intercultural nature of English communication. In China, efforts to develop locally tailored ELT materials that align with national educational policies for value education have faced challenges. These include difficulties in integrating ideological and value elements into the curriculum, which are crucial for moral education (Huda et al., 2021; Kodriyah et al., 2018).

Similarly, in Indonesia, the dominant representation of target culture in ELT textbooks, as opposed to a balanced inclusion of source and international cultures, suggests a gap in culturally resonant content that could support moral education (Liansari et al., 2021; Sumardi & Muamaroh, 2020). This gap presents a challenge, as moral education is not merely an adjunct to language acquisition but a fundamental component that enriches the educational experience and fosters holistic development. Research has shown that moral education helps students differentiate between right and wrong, fosters empathy and compassion, promotes responsible citizenship, and equips students with conflict resolution and problem-solving skills (Alharbi, 2015; Driver & Powell, 2017). These attributes are essential for developing well-rounded individuals who can contribute positively to society. This research endeavors to confront these challenges by examining the implications of incorporating Qur'anic narratives within the English Language Teaching (ELT) curriculum on the moral development of students. The primary aims are to evaluate the efficacy of this integration in enhancing students' moral reasoning and conduct, as well as to investigate the cultural and contextual elements that may impact this phenomenon. By concentrating on the narrative of Prophet Yusuf, which is abundant in moral teachings such as patience, integrity, forgiveness, and resilience, the research aspires to cultivate a more engaging and substantive educational experience for learners (Al Qaradawi, 2012; Irsyadiah et al., 2024).

The novelty of this research lies in its focus on the practical application of narrative pedagogy in an Islamic educational setting, providing empirical evidence of its effectiveness. The concept of *qasaṣ*, or narrative, in the Qur'ān further underscores the importance of narrative pedagogy in Islamic education. It provides a framework for teaching that emphasizes truth, beauty, and explication, encouraging students to engage deeply with the material and reflect on its implications for their personal and spiritual growth (Ahsanulhaq, 2019; Saugi, 2020). This approach not only enhances students' language skills but also instills moral values central to their cultural and religious identity. By leveraging culturally relevant narratives, educators can foster both linguistic and ethical growth, contributing to the development of well-rounded individuals capable of making positive societal contributions (Rosalina, 2021; Stubbs & Sallee, 2013). In conclusion, this research investigates the incorporation of Qur'anic narratives into English Language Teaching (ELT) as a strategy to foster ethical values among ninth-grade pupils, thereby addressing a significant deficiency in contemporary educational methodologies and providing a culturally pertinent framework for moral education.

2. METHOD

The Research methods section describes in detail how the study was conducted. A complete description of the methods used enables the reader to evaluate the appropriateness of the research methodology. The study employed a mixed-method research design, incorporating both quantitative and qualitative approaches to provide a comprehensive evaluation of the effectiveness of using Qur'anic narratives in English Language Teaching (ELT) to cultivate moral values among ninth-grade students at MTsN 2 Blitar. The mixed-method design was chosen for its ability to capture the complexity of educational interventions and provide a holistic understanding of their impact (Almeida, 2020). The qualitative component involved conducting interviews to gather in-depth insights into students' personal reflections and the impact of the teaching sessions on their moral development. This approach allowed for the exploration of students' experiences and perceptions, providing rich, detailed data that complemented the quantitative findings. The integration of both quantitative and qualitative methods enabled the study to triangulate data, enhancing the validity and reliability of the results and providing a more nuanced understanding of the intervention's effectiveness.

The study involved 27 ninth-grade students from class 9F at MTsN 2 Blitar. These students were selected based on their negative attitudes toward the daily teaching-learning process. They frequently talked with friends during lessons, showed disrespect to teachers by not paying attention, and complained about assignments being difficult before attempting them. Often, they did not complete their tasks, or if they did, the work was copied from peers. Additionally, many students exhibited a lack of time discipline, frequently arriving late to class after the break. When the break bell rang, they preferred to stay in the classroom to chat rather than going out to rest or buy snacks. They would go to the canteen only towards the end of the break, causing them to be late for English lessons. This specific group was chosen to assess whether the intervention could positively influence their daily behavior and engagement in the learning process.

Data was collected through the administration of pre-tests and post-tests, as well as through students' interview. The tests and interview were designed to elicit both quantitative and qualitative data, enabling a

comprehensive analysis of the intervention's effectiveness. The pre-test and post-test were used to measure changes in students' understanding of moral values, while the interview provided insights into how students perceived and applied these values in their daily lives (Lenz et al., 2022; Suleymanova, 2020). The Pre-test and Post-test scores were compared to identify statistically significant changes in students' understanding of moral values (Ocean et al., 2021). This involved calculating mean scores for Pre-test and Post-test and using paired t-tests in Excel to assess the differences. The quantitative analysis aimed to determine whether the teaching sessions had a measurable impact on students' moral reasoning.

The qualitative analysis involved coding and categorizing the data from the interviews to identify common themes and insights related to students' perceptions of moral values and their application in daily life. Thematic analysis was employed to systematically analyze the qualitative data. This process involved several steps. By employing thematic analysis, the study was able to derive rich, detailed insights into how students internalized and applied the moral values taught through Qur'anic narratives (Heriyanto, 2018). This method allowed for a comprehensive evaluation of the intervention's impact on students' moral development, complementing the quantitative findings from the pre-test and post-test scores.

3. RESULT AND DISCUSSION

Result

Qualitative Analysis

The study aimed to evaluate the effectiveness of using Qur'anic narratives in English Language Teaching (ELT) to cultivate moral values among ninth-grade students at MTsN 2 Blitar. The pre-test scores ranged from 10 to 80, with an average score of 48.15. The post-test scores showed a significant improvement, ranging from 70 to 100, with an average score of 82.22. The data indicates that the intervention had a positive impact on the students' performance, as evidenced by the increase in their scores. The results of the paired t-test are summarized in Table 1.

Table 1. Results of Paired t-test for Pre-test and Post-test Scores

No.	Statistic	Pre-Test	Post-Test
1	Mean	50	81.85
2	Variance	400	61.82
3	Observations	27	27
4	Pearson Correlation	0.0733739	
5	Hypothesized Mean Difference	0	
6	df	26	
7	t Stat	-7.90	
8	P(T<=t) one-tail	1.11E-08	
9	t Critical one-tail	1.70	
10	P(T<=t) two-tail	2.23E-08	
11	t Critical two-tail	2.05	

Base on Table 1, the t-test results show a two-tailed p-value of 2.23×10^{-8} – 2.23×10^{-8} , which is significantly less than the alpha level of 0.05. This indicates that there is a statistically significant difference between the pre-test and post-test scores. Therefore, the intervention had a meaningful impact on the students' performance. The comparison of pre-test and post-test scores reveals that all students showed improvement in their scores after the intervention. The most notable improvements were observed in students who initially had lower pre-test scores. For instance, P3's score increased from 10 to 80, and P7's score increased from 50 to 100. The data suggests that the use of Qur'anic narratives in ELT not only enhanced the students' language skills but also positively influenced their moral reasoning and behavior. The significant improvements in post-test scores demonstrate the effectiveness of this approach in fostering both linguistic and moral development among students. This can be attributed to the theoretical framework of narrative pedagogy, which posits that storytelling and narratives are powerful tools for education (Diekelmann N., 2001). Narrative pedagogy leverages culturally and contextually relevant stories to make learning more engaging and relatable, thereby enhancing students' internalization of both academic and moral content. In this study, the use of Qur'anic narratives, which are deeply ingrained in students' cultural and religious heritage, provided a meaningful and relevant framework for moral education. This cultural resonance likely contributed to the success of the intervention, as students could personally identify with the ethical teachings embedded in the narratives.

Qualitative Analysis

The qualitative data from the interviews were analyzed using thematic coding, which identified several overarching themes related to the core moral values derived from the story of Prophet Yusuf. These themes and their subthemes are detailed show in [Table 2](#).

Table 2. Themes and Subthemes from Qualitative Analysis

No.	Theme	Subtheme	Example Quotes
1	Resilience in Adversity	Patience and Steadfastness	"Remain patient and steadfast even when faced with great trials" (P1, P5, P25)
2	Family Values	Devotion to Parents	"We must be filial to our parents" (P2, P8)
3	Humility and Integrity	Humility and Avoiding Arrogance	"Not showing off when I have new things" (P6, P23)
4	Determination and Hard Work	Perseverance and Hard Work	"Don't give up when you get into trouble" (P16)
5	Acceptance and Gratitude	Acceptance of Fate	"Accept all fate, good and bad, sincerely" (P25)
6	Faith and Reliance on God	Trust and Patience	"Be patient when facing problems because Allah does not give problems beyond the limits of His servants' abilities" (P24)
7	Encouragement and Positivity	Supporting and Motivating Others	"Give encouragement to other people who are trying to achieve success" (P9)

Base on [Table 2](#), the thematic analysis reveals several interrelated patterns among the identified themes. For instance, the themes of Resilience in Adversity and Determination and Hard Work both emphasize the importance of persistence and effort in overcoming challenges. Similarly, the themes of Humility and Integrity and Acceptance and Gratitude highlight the significance of modesty and contentment in personal conduct. Moreover, the theme of Faith and Reliance on God is closely linked with Resilience in Adversity and Acceptance and Gratitude, as faith provides a foundation for patience and acceptance in difficult times. The theme of Encouragement and Positivity complements these values by fostering a supportive and positive environment, which can enhance resilience and determination. These interrelated patterns can be understood through the framework of narrative pedagogy. According to this theory, the use of narratives, especially those that are culturally and contextually significant, helps students internalize and apply moral values more effectively (Diekelmann N., 2001). The Qur'anic narratives used in this study, such as the story of Prophet Yusuf, are deeply ingrained in the students' cultural and religious heritage, making them highly relevant and engaging. This cultural resonance likely contributed to the success of the intervention, as students could personally identify with the ethical teachings embedded in the narratives. By employing narrative pedagogy, the study was able to create a meaningful and impactful learning experience that not only improved students' language skills but also fostered their moral development. The significant improvements in post-test scores and the rich insights from the qualitative analysis provide strong evidence supporting the effectiveness of this approach. The integration of Qur'anic narratives into the ELT curriculum aligns with the principles of narrative pedagogy, demonstrating its potential to enhance both linguistic and ethical growth in students.

Discussion

This study explored the effectiveness of integrating Qur'anic narratives into English Language Teaching (ELT) to cultivate moral values among ninth-grade students at MTsN 2 Blitar. The findings demonstrate significant improvements in students' moral reasoning and behavior, as evidenced by both quantitative and qualitative data. These results align with several previous studies on the integration of moral education in language teaching, while also offering unique insights into the specific context of an Islamic educational setting ([Al Qaradawi, 2012](#); [Daulay et al., 2021](#)).

Our research findings substantiate the work of previous study who underscored the significance of integrating moral education within English Language Teaching (ELT), especially in the realm of English as a Foreign Language (EFL) textbooks ([Bhat & Bhat, 2019](#); [Uhl et al., 2021](#)). Our investigation broadens this notion by concentrating explicitly on the application of Qur'anic narratives, thereby furnishing empirical evidence regarding their efficacy within an Islamic educational milieu. Likewise, previous study accentuated the necessity of embedding cultural and moral values into ELT materials, particularly within Southeast Asian settings ([Latif, 2017](#)). Our study further develops this premise by illustrating how contextually relevant moral and cultural values, specifically those sourced from Qur'anic narratives, can be proficiently incorporated into ELT materials to foster students' moral growth. However, our study differs from findings, which suggested that the effectiveness of integrating moral education in ELT can vary significantly across different cultural settings. While previous study

emphasized the challenges of implementing moral education in diverse cultural contexts, our research demonstrates a successful integration within a specific Islamic educational environment, highlighting the importance of cultural resonance in moral education (Tuna & Razi, 2016).

Our mixed-methods approach, combining quantitative pre-test and post-test assessments with qualitative thematic analysis of student interviews, provided a comprehensive evaluation of the intervention's impact. The quantitative data revealed a significant improvement in students' post-test scores, with the average increasing from 48.15 to 82.22. This substantial increase indicates the intervention's positive impact on students' academic performance and moral reasoning abilities. The qualitative analysis identified key themes such as resilience, family values, humility, integrity, determination, acceptance, faith, and positivity (Ade-Ojo et al., 2022; Ebadi & Rahimi, 2017). These themes demonstrate that students internalized and applied the moral values derived from the story of Prophet Yusuf, suggesting that the cultural relevance of Qur'anic narratives enhances students' engagement and moral development.

The success of this intervention in an Islamic junior high school setting suggests that culturally resonant narratives can be powerful tools for moral education in ELT. This approach not only enhances language skills but also fosters ethical development, contributing to the holistic growth of students (Sumardi & Muamaroh, 2020). The study's findings have broader implications for curriculum development and teacher training in ELT. By demonstrating the effectiveness of integrating moral education through culturally relevant narratives, this research advocates for a more holistic approach to language education that addresses both linguistic and ethical competencies. This study introduces several novel elements to the field of moral education in ELT. Firstly, it provides empirical evidence for the effectiveness of using Qur'anic narratives in ELT, an area that has been theoretically discussed but lacks extensive empirical research. Secondly, the research offers a practical model for integrating moral education into language teaching through culturally resonant stories, which can be adapted to other cultural contexts (Afridinata et al., 2018; Imron & Suyud El Syam, 2023). Thirdly, the study demonstrates the potential of narrative pedagogy in enhancing both linguistic and moral development simultaneously, challenging the traditional separation of language and moral education (Daulay et al., 2021; Rahmayani et al., 2022). Lastly, by focusing on the specific context of an Islamic junior high school, this research fills a gap in understanding how moral education can be effectively implemented in religiously-oriented educational settings.

The success of this intervention highlights the importance of contextualizing moral education within the cultural and religious framework familiar to students. By leveraging the rich narrative tradition of the Qur'an, particularly the story of Prophet Yusuf, educators can create a learning environment that resonates deeply with students' cultural background while fostering critical language skills (Koesoemadinata, 2022; Kusmana & Nurzaman, 2022). This approach not only facilitates language acquisition but also promotes the internalization of essential moral values such as resilience, integrity, and compassion. The positive outcomes of this study have far-reaching implications for curriculum development and teacher training in ELT. They suggest that a more holistic approach to language education, one that addresses both linguistic and ethical competencies, can lead to more meaningful and impactful learning experiences (Damar et al., 2017; Huang, 2016). This research challenges the traditional separation of language and moral education, advocating for an integrated approach that nurtures the whole student. Furthermore, the success of this model in an Islamic educational context opens up new possibilities for adapting similar approaches in diverse cultural settings. It demonstrates that when moral education is thoughtfully integrated into language teaching through culturally relevant narratives, it can significantly enhance student engagement and foster deeper connections between language learning and personal growth.

The broader implications of this research suggest that integrating moral education through culturally relevant narratives can be a powerful tool for educators. This approach advocates for a more holistic language education that addresses both linguistic competencies and character development. Future research could explore the long-term effects of this approach and its applicability in different cultural and educational contexts. The integration of Qur'anic narratives into English Language Teaching (ELT) has proven to be a powerful approach for cultivating moral values among ninth-grade students at MTsN 2 Blitar, Indonesia. This study's findings underscore the significant potential of using culturally resonant stories to enhance both linguistic competence and ethical development in language classrooms. The substantial improvement in students' academic performance and moral reasoning abilities demonstrates the effectiveness of this innovative pedagogical approach.

4. CONCLUSION

In conclusion, this study contributes valuable insights to the field of ELT, offering a practical and effective model for integrating moral education into language curricula. The findings emphasize the transformative potential of culturally resonant pedagogy in shaping not just linguistically proficient students, but ethically grounded individuals prepared to navigate the complexities of an increasingly interconnected world. As educators and policymakers strive to create more comprehensive and meaningful educational experiences, the approach demonstrated in this study provides a promising pathway towards achieving these goals.

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