



PRE-SERVICE ENGLISH TEACHERS' READINESS TO DEVELOP DIGITALIZED AUTHENTIC MATERIALS WITH ISLAMIC VALUES

by

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Abstract:

Pre-service English teachers still need to gain the competence to develop authentic materials with Islamic values, reflected by their low perceived readiness. To reveal their readiness, this study was conducted by using narrative inquiry. The data were gathered from the storytelling of pre-service English teachers pursuing master's degrees at IAIN Kediri. Participants in this study were one male and one female student with teaching experience. The data were analyzed by using thematic analysis. The data showed that the pre-service teachers believed the readiness to develop digitalized authentic materials with Islamic values could have been more optimal. It is because of the existing instructional materials provided by the government, their lack of confidence as new teachers, and their limited autonomous access to their classes as a new teacher. English textbooks provided by the government are only general English. So, it makes the teachers follow the materials instead of developing authentic materials with Islamic values that are fundamentally needed by students studying in Islamic institutions, such as modifying the materials from books to reflect Muslim activities. Therefore, the pre-service teachers must expose themselves to integrated materials books and digital materials with Islamic values.

Keywords: Islamic values, authentic English materials

Abstrak:

Guru bahasa Inggris prajabatan masih perlu mendapatkan kompetensi untuk mengembangkan materi otentik dengan nilai-nilai Islam, tercermin dari kesiapan yang dirasakan rendah. Untuk mengetahui kesiapan ahli waris, penelitian ini dilakukan dengan menggunakan narrative inquiry. Data dikumpulkan dari cerita guru bahasa Inggris prajabatan yang mengejar gelar master di IAIN Kediri. Partisipan dalam penelitian ini adalah satu siswa laki-laki dan satu siswa perempuan dengan pengalaman mengajar. Data dianalisis dengan menggunakan analisis tematik. Data menunjukkan bahwa guru prajabatan percayabahaya kesiapan untuk mengembangkan materi otentik digital dengan nilai-nilai Islam bisa lebih optimal. Itu karena bahan ajar yang ada yang disediakan oleh pemerintah, kurangnya kepercayaan diri mereka sebagai guru baru, dan akses otonom mereka yang terbatas ke kelas mereka sebagai guru baru. Buku pelajaran bahasa Inggris yang disediakan oleh pemerintah hanya bahasa Inggris umum. Jadi, itu membuat para guru mengikuti materi alih-alih mengembangkan materi otentik dengan nilai-nilai Islam yang secara fundamental dibutuhkan oleh siswa yang belajar di lembaga Islam, seperti memodifikasi materi dari bukus untuk mencerminkan kegiatan Musli. Oleh karena itu, guru prajabatan harus mengekspos diri mereka pada buku materi terintegrasi dan materi digital dengan nilai-nilai Islam.

Kata kunci: nilai-nilai Islam, materi bahasa Inggris yang otentik

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INTRODUCTION

Teaching English in Indonesian schools with Islamic Institutions label must reflect learning activities with Islamic values. Learning with Islamic values must be well integrated not only in Islamic education but also in other subjects as well. Another subject that is exceptionally urgent to be embedded with Islamic values is ELT (English language teaching). Several studies show that it can happen because ELT is not only closely related to foreign language learning which comes from other countries, but there is also the insertion of learning materials with the cultures, lifestyles, and beliefs of Western people (Hidayati, 2017; Kodirova, 2021; Solihin et al., 2020). It leads the teachers to consider being caregivers and moral guardians more urgently instead of only teaching English (Qoyyimah, 2020). The last phenomenon that appears is when students use "swear words" and "bad words." However, compared to Western and Eastern cultures, especially Indonesia, which firmly maintains Islamic values, it is contradictory and seems like two sides with little force. Western culture must be taught because of teaching English is a language that comes from Western countries. Therefore, English language teaching in Indonesia must be embedded with Islamic values to balance the implicit materials of Western culture. Teachers are the only ones who can bring the class to implement authentic digitalized materials with Islamic values. Before the pre-service teachers become in-service teachers, pre-service teachers must be prepared.

Islamic integration in English language teaching has yet to be investigated by involving the pre-service teachers as the participants in the research. None of the studies discussed integrating Islamic values in digitalized authentic materials by English pre-service teachers. The pre-service teachers must be boosted with appropriate competencies to face current fundamental issues. Language teaching is culture teaching as well at the same time (Salim, 2017). Then it will bring up an upheaval from two contrasting things towards a dichotomy crisis. However, this can be done by aiming to learn English by integrating Islamic values (Hidayat et al., 2020; Qoyyimah et al., 2023; Wijayanto, 2020). The integration of Islamic values aims at the ELT to overcome the dichotomy crisis. The teacher will determine where the class will be set (Andriani & Bram, 2022). Therefore, teachers are pinned to have

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well-prepared pre-teaching activities, especially in learning English which is closely related to the values of other cultures.

Pre-service teachers' perception of their readiness to integrate Islamic values into ELT provides the anticipation or preparation to expect to serve better quality of ELT improvement when they become in-service teachers. It is significant to reveal the position of their readiness and the challenges they will face. Well-preparation brings the teachers a critical understanding of the integration of Islamic values in ELT to vehemently reject a dichotomy that occurs during the learning process. When the dichotomy can be given a strong emphasis on not intervening in English learning, then learning English in schools in Indonesia with the label of an Islamic institution can be achieved ideally following the vision and mission that can be found in all Islamic educational institutions, such as science, technology, foreign language, and Islamic values. However, activities and treatments to mix and match two sciences with different sides, English and Islamic values, will often create obstacles when integrating Islamic values into ELT (Baidawi et al., 2020).

The obstacles and difficulties make the pre-service teachers anticipate the preparation and strategy for integrating Islamic values into ELT. Vice versa, If the difficulties and obstacles are not anticipated, This will make learning English with values confusing and complicated in students' impression. Fundamentally, this is technically related, where it can be avoided by having teaching preparation to integrate Islamic values into ELT (Khaidir & Suud, 2020; Khairiah & Nurzannah, 2020; Milal et al., 2020). This preparation can be done only by the teacher as a determinant of the direction and setting of learning. This study concerns revealing the pre-service English teachers' perspective of developing digitalized authentic materials with Islamic values. The pre-service teachers taken as informants are those pursuing their master's degrees in Islamic institutions. They have lectures on English teaching in general and about English teaching with Islamic integration nuance.

The informants have passed the main lecture about integrating Islamic values in ELT and implementing theories to develop authentic materials with Islamic values, "Development of resources of Islamic values." Moreover, they ever had teaching experience in schools as well. The term for diagnosis of pre-service English teachers can contribute to what they must prepare in the lecture program. They will explore the practice and base it on solid and

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fundamental theories. It can bridge pre-service English teachers to achieve the competencies (Abrar, 2019). Moreover, because they are English pre-service teachers, the competence to integrate values per the country's culture can replace the place of Western culture inserted in the material as the cultural block from which the language being learned comes.

Pre-service English teachers can integrate Islamic values by preparing suitable and meaningful materials (Hidayati, 2017; Tustiawati, 2017; Val Madin & Swanto, 2019). The purpose of taking English pre-service teachers to pursue master's degrees in Islamic institutions as those involved in this study can be related to their concern about considering Islamic values even in general science and English Language Teaching. The knowledge they get from a master's degree in an Islamic institution makes them have integrated ELT with Islamic values. Hence, it leads them to English language teaching, which will be very advanced in science, practice, and a robust foundation of Islamic values both from within themselves as students. It will also affect the teaching process of their class as pre-service teachers in the future.

Nowadays, the development of the teaching process needs the role of technology. In the current era of technology, it is unavoidable, but teachers must change how they can use it to make it valuable and meaningful for learning activities (Sopiah, 2020). However, the lack of teachers' competence in mastering technology to develop material based on Islamic values will be something that can damage student interest due to the lack of teacher competence in utilizing technology to develop authentic material based on Islamic values. Authentic materials are obtained from various platforms such as youtube, google, Gmail, WhatsApp, and many more, and it makes abundant resources for students to use as educational support (Alfa, 2020; Syariatn, 2020; Ulwiyah, 2021).

Islamic values in ELT are appropriate in the case of a moral crisis, without Islamic values that create a sense of inequality. However, in practice, it is exceedingly improbable for teachers to monitor what their students access in digital media. Therefore, it will require pre-service English teachers to master technology with any platform to integrate materials with Islamic values in daily learning. Learning English will be meaningful for students, primarily if the learning materials are related to their daily lives. Islamic values apply in society, their families, and their environment. In other words, they will be able to bind the material by

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finding original activities that are practical in their daily lives (Refai, 2018). However, no studies are focusing on identifying problems in this field.

Some studies focus on developing authentic materials with digitalization—however, none of the studies concerned developing digitalized authentic materials with Islamic values. To fill the gap, The emphasis in this topic is the readiness of pre-service teachers to develop digitalized authentic materials with Islamic values. Few studies concern the integration of Islamic values in English language teaching. Furthermore, the results show that most teachers have not correctly and seriously applied the integration of Islamic values into English language learning (Kamal, 2017; Qoyyimah, 2018; Wijayanto, 2020). Emphasis on practical material can also be found in existing research. In this study, a finished product has been prepared that is ready to be used as material in learning English with the integration of Islamic values (Milal et al., 2020). However, no studies tried to uncover what pre-service English teachers thought in their preparation for developing digitalized authentic materials with Islamic values.

Digitalized authentic materials are significant to be studied from the point of view of pre-service teachers. In this case, the material presented to students can vary at any time according to the time's conditions and the students' center of attention. It aligns with digital technology, which is dynamic, abundant, evolving, and easily accessible for students and teachers. However, it is used as authentic material for learning English, focusing on Islamic values (Hidayat et al., 2020). We need help finding studies that focus on something significant and very close to students and teachers, such as aspects of digital technology, where digital technology will have a destructive impact if it is not appropriately used to support learning. Therefore, we investigated topics related to Islamic values integrated into English language learning.

Learning English, material from the digital world will be pure from direct Western culture. With this, the problem of pre-service readiness of English teachers will be explored to find out what they think will make them ready and what will make them unprepared. The number of authentic materials in digital technology that can be used in learning English is overwhelming, but it is doubtful that it will be by the values that apply in life as an Indonesian (Kodirova, 2021; Liza & Andriyanti, 2020). Then the teacher will modify the material by

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overhauling the content to fit. Moreover, pre-service teachers who are also close to technology can use it to deliver authentic material that has Islamic values to students (Saleh, 2022).

The emphasis where the teacher will remodel authentic material derived from digital technology following the times with Islamic values will also be given again to students in the form of delivery using the technology again. It will give the teacher a double advantage, namely authentic material from the digital world and per the times and under Islamic values conveyed to students using technology (Hidayat et al., 2020). Indeed, the teacher cannot control what authentic material students get from the digital world of English. However, with sufficient provisions, the teacher can insert an introduction to material that appears directly in the digital world. It is wrong, does not need to be considered, and is unsuitable for them. The readiness of the teacher to have all these abilities is vital in this regard. Therefore, this research formulates the research question.

1. How do pre-service English teachers perceive digitalized authentic materials in ELT in Indonesia?
2. How do pre-service English teachers perceive digitalized authentic materials with Islamic values?
3. What strategies do pre-service teachers have to implement to be ready to develop digitalized authentic materials with Islamic values?
4. Where is the position of readiness of pre-service English teachers to develop digitalized authentic materials with Islamic values?

METHOD

Design

This research used narrative inquiry where the readiness of pre-service English teachers to develop digitalized authentic materials is explored from participants' storytelling (Nova, 2018). This research captures a small number of pre-service teachers whose perceptions were explored in depth. Exploring their perceived level of readiness strategies must-have is very suitable with narrative research, where pre-service teachers are

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welcome to express whatever they feel as pre-service teachers in the urgency of digitalized authentic materials with Islamic values. Informants will feel free without restrictions and will have no reluctance to express their perceptions if they are given time at their own pace without limits in expressing and without overly provoking directions (Craig, 2007).

Participant

English department students pursuing a master's degree at IAIN Kediri participated in this narrative research. The participants were two students who passed the courses. One student was male; the other was female and had never had teaching experience. The male student was Mr. Rio (T1), and the female student was Ms. Lucy (T2). In Islamic institutions, general knowledge of English teaching and the ideal expectation to integrate Islamic values must be balanced. The pre-service teachers who took the master's degree at IAIN Kediri also attended lectures about integrating Islamic values into English language teaching. One of the courses is "Development of resources" for perceived readiness in Digitalized authentic materials with Islamic values were traced according to their availability with full awareness of being involved in this research. The course program they passed was closely related to developing authentic materials that must be integrated with Islamic values; materials were developed and practiced in an actual class to achieve a natural atmosphere that pre-service English teachers owned. The availability of the participants was the thing that we highly prioritized here. Both informants have a great plan to have their teaching career in Islamic institutions.

Instrument

The reliable instrument was the Empty box to get the depth of data regarding their perceptions, reflecting what pre-service English teachers naturally felt about their readiness to integrate digitalized authentic materials with Islamic values in ELT. The empty box is when they are not guided by anything so that they can express whatever they feel. To get deeper data and anticipate those who were confused about what to tell and what researchers have not found in this case was to direct the use of narrative frames where their principles of storytelling were still upheld but by using narrative frame guides that were measurable and structured. This narrative frame used 30 guiding sentences with five aspects: Islamic values integration into ELT, digitalized authentic materials in ELT, level of readiness, strategies, and

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perceived challenges. The narrative frame was adapted from (Barkhuizen, 2014). The instrument was used to capture teacher stories in education and an educational issue case, namely students' writing skills, by integrating collaborative writing, which led to the material used. The interview procedure was conducted to confirm and clarify related data gathered through empty boxes and narrative frames to the informants.

Data collecting technique

The narrative frame, empty box, and interview were delivered in Bahasa Indonesia to give them a convenient sharing feeling. After collecting data from the empty box and narrative frame instruments, the interview process was carried out to confirm things that the researcher wanted to follow up and things that were not clear in the data collection process were confirmed through the interview process. The data collection was conducted in both face-to-face meetings and response giving via voice notes via WhatsApp to follow the conventions of the informant. A voice recorder helped with the data collection. After the retrieval process using a voice recorder, the data was transcribed to help the data process.

Data analysis technique

The data was initially organized based on reflecting on their perception of digitalized authentic materials on integrating Islamic values and digitalized authentic materials with Islamic values. The data are explored by using thematic analysis. The data delivered in Bahasa Indonesia were translated into English in data display. The data were analyzed by grouping them into similar themes and answers. It then is explored using Qoyyimah's (2020) theory about teachers' identity for English teachers in Islamic institutions. The data were also categorized into sub-sets, characters, problems, action, resolution, and reflection and organized into three concepts of time of occurrence: past, present, and future. By the end of the analysis, the final data processed in such a way were given again to informants to get clarification and confirmation whether there were things related to the points they wanted to convey in their readiness in digitalized authentic materials with Islamic values. The arrangement of cited works follow a model of Offline citation using "Mendeley Desktop" with APA style 7th edition(Turmudi, 2020)

RESULT AND DISCUSSION**Result***Digitalized Authentic Materials*

"So, with their curriculum, the teacher's authority in bringing the class is possible. It is different from the previous curriculum, namely K13, where all targets must be achieved by learning activities that the center has determined. So that authentic materials can be emphasized by the teacher so that they are not stuck in textbooks." (T2-A)

The narrative reveals that with the current curriculum in Indonesia, "kurikulum merdeka," teachers are more likely to develop their materials according to the needs of students. In contrast, previously, the K13 curriculum did not provide materials of English with Islamic values, and this is because all learning targets and achievements have been set in general English. By the central determination related to the materials to discuss, it is different from the actual conditions in practice because each region has different conditions, especially for students studying English in Islamic institutions.

The readiness of the pre-service teachers to develop authentic materials individually means that they will work twice. On the other hand, they have to struggle with self-motivation to do and face the challenges that will be faced. Challenges will improve skills in developing authentic materials better. Authentic material in language has only been given meaning as something done by native speakers, which is authentic because it follows their daily conversations and activities in language. Authentic materials will give them a perfect approach according to their functional language and their activities of studying, playing, doing homework, study club, and other daily student things. The things they experience during their day-to-day life, of course, they will not get from books, because once again, every condition leads to a different situation, so books as supporting material are certainly not per their daily lives and original needs. This issue requires the teacher to present material happening in their daily lives according to their natural conditions, which the teacher only knows.

"The teacher is the place where all real information about the condition of their students is centered. The main task of the teacher is to absorb much information from and about his students." (T2-B)

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Teachers who must know their proper condition must find ways to develop materials that are authentic to them in terms of materials that are accessible to millennial students in today's era, where everything is digital-based. In an era where all things are technological, technological developments must be used to learn because technology has developed far in using authentic materials.

"However, the position I will be in where I am just starting my early teaching career is going to be a hindrance for me in terms of policy, and it will hinder everything completely." (T1-A)

Digital and authentic materials enormously contribute by targeting appropriate and closely related materials to their daily lives. However, it creates a dilemma for pre-service English teachers who need more experience and sufficient flying hours to achieve the ideal word for developing authentic and digital materials. Moreover, their new position in school will bring them into a power issue where they, as newcomers, immediately give a breakthrough and something very different from the things that happened before somewhere. This issue can only be solved with the help of senior teachers, and school stakeholders give them the authority to develop their creativity from a complete master's education bench. Schools must put aside the experience factor and flying hours because these two things can be anticipated with the preparation of the material provided. They must be prepared where they in education get strict practice and direction. However, in the practice of unlimited creativity, they must be under the supervision of senior teachers who better understand the condition of students.

"It means that if the teacher wants to be complicated, it will work, but if the teacher wants everything to be done, it will be difficult and almost impossible" (T1-B)

The teacher determines the complete success of the integration of digitalized authentic materials. Suppose the teacher wants to be simple. In that case, forcing the integration of digitalized authentic materials will lead to materials that are entirely done by native speakers who come from very different cultures. The teacher's role in acting and having real action is because experience criteria can give a label that they are ready, but this is different from the case with pre-service English teachers, where more than experience is needed. The institution will look down upon it. At the same time, the success factor for integrating digitalized authentic materials is the full support of the power holders in the institution.

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Digitalized Authentic Materials With Islamic Values

The data showed that the pre-service English teachers emphasized that developing materials with Islamic values that are digitalized and authentic is urgent for both the students and teachers. Students are the dominant elements of learning who need material with Islamic values because it is in line with the demands of the era of globalization. They can easily access authentic materials from digital platforms to support their learning development; they nicknamed students—millennials, which refers to an era where they are very good at accessing the digital world.

"Students have very easy access to learning materials in this technological era. So that at the same time, it will provide a challenge for teachers to integrate Islamic values." (T1-C)

Students' skills in accessing materials on digital platforms make teachers have to access and show them English learning materials that are genuinely appropriate, namely, still digitalized and authentic. The word "appropriate" can refer to the suitability of the material with Islamic values. Materials that integrate Islamic values are determined entirely by the authority of the teacher in bringing the direction of education so that it will lead to several things, such as what they are concerned with in digitalized authentic materials, developing digitalized authentic materials with Islamic values, and pre-service Teachers' strategies to develop digitalized authentic materials with Islamic values.

"However, we are ready to continue to hone and develop our skills in digitalized authentic materials that are integrated with Islamic values." (T2-C)

Pre-service teachers feel that teachers must properly train themselves by developing authentic digitalized materials with Islamic values by attending seminars and workshops and reading literacy from research articles. Integrating Islamic values will attract students' attention and become meaningful if developed according to criteria such as their feelings as a youth, fun and popular things. However, on the other hand, the material makes students feel wrong about learning if the material is developed without paying attention to the criteria.

"Students will be more attached to material about clocks, then the material is still clocked in English, but more emphasis is placed on activities such as reciting the Quran, reading the Koran, and stages of ablution such as." (T2-D)

Authentic material integrated with Islamic values will make it easy for students to practice at least feel because they indirectly practice it in everyday life. Such. The material

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taken from the Internet is a conversation about daily activities such as the stages of ablution, prayer, and the Koran. Other examples include reading material about recount text which tells about the experience of traveling to tourist attractions that students themselves can reach and have the experience directly. Mosques are easy to find there, so worship is also comfortable, as well as pictures inserted with pictures of Muslim students and Muslim women. The material must be updated, such as animation, discussing the public with Muslim figures with achievements, young artists who wear headscarves and have a strong Muslim identity, and artists who choose to convert to Islam. These are all efforts to make students quickly interested in our material. The use of technology is also used as a technology-based project for students, such as making students create video vlogs about visits to the Great Mosque in a nearby city to describe the ornaments and their functions and history. However, if the mosque comes from another area, they can access the material directly from the Internet.

Pre-service strategies to be ready to develop digitalized authentic materials with islamic values

This collaboration will also provide other benefits in supervision by senior teachers who are identical to technology stuttering. Namely, senior teachers will know how to maximize the use of technology in developing authentic digitalized materials. In this case, pre-service teachers will have the opportunity to carry out their mission of developing authentic Islamic-based materials because pre-service teachers themselves in Indonesia are synonymous with being reluctant as newcomers who are unlikely to change the dominant culture. So, the help of senior teachers will be constructive in communicating with the school.

"With the challenge of a position still very early, it will be vital to ask for help from all parties. Moreover, the ability to develop authentic and digitalized materials with Islamic values must continue to be honed." (T1-D)

On the other hand, upgrading knowledge for pre-service teachers is very important. They understand that we need to continue increasing efforts. They think the attachment from our campus, where pre-service teachers take master's degree education, also continues to hold workshops to provide knowledge development knowledge of developing digitalized authentic materials.

"Every effort will be made, such as reading, if it is indispensable." (T2-E)

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As intellectuals, informants will also have many opportunities to learn science from published research that will direct them to steps to conduct research as well as classes where they teach and develop digitalized authentic materials.

"In the era of globalization, the only way to go is to involve the role of technology" (T2-F)

Informants will also tie students' activities to the role of technology. For example, they can send assignments to them as projects, where the readings they take from the Internet are authentically adapted and edited to input Islamic values. After that, the material can be made into an animated video, with the text being read by cartoons. The animation can be read from a light application with an instant video that only needs to change the voice input.

DISCUSSION

Digitalized Authentic Materials

The current study indicates that weakness and lack of material obtained from textbooks make students have limited abilities. It is also claimed by the prior study that students only follow the provided materials, and they need to develop materials (Kodirova, 2021). In other words, the delivery of teachers to students is also less than optimal because the teachers themselves only follow the materials in the book instead of developing authentic materials, which the students, as well as teachers, truly need can misunderstand the contents of the material in the book. Moreover, the teacher's creativity in making correct materials under the needs of students leads to the importance of making authentic materials. It aligns with the prior study that provided materials must be more sufficient. However, in this era, teachers must also have competency in technology and authentic materials developed urgently on a digital basis, as students are very close to the digital world in this era (Alfian et al., 2021). Moreover, pre-service teachers can maximize the use of technology where they are technology literate. It is in line with the prior study conducted (Khairiah & Nurzannah, 2020) that pre-service teachers must boost their competence through a primary step called reflection from themselves.

In this study, students and teachers can only walk with support from stakeholders with more precise rules and curricula. It is supported by the prior study that teachers must emphasize being a caregiver and moral guardians instead of pursuing targets from the

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government (Qoyyimah, 2020). The urgency of the curriculum in developing digitalized authentic materials is the ability to facilitate student conditions which vary widely. Therefore, the curriculum must be more explicit, such as pouring the word "digitalized authentic materials." In other words, the national curriculum is used on a large scale but must be flexible because the conditions of students in each place are very different. In line with this, if the English curriculum can be very flexible, then with digitalized authentic materials, students who have been studying less expressive languages will feel that digitalized authentic materials provide material that fits their needs of students. Therefore, everyday language inserted into English will make students explore the material, understand it, and get practice. It is in line with the study conducted by (Solikhah & Budiharso, 2019) that the teachers have to develop themselves through authentic materials with actual activities such as Islamic activities (wudhu, sholat, reciting Quran, and so forth), see (T2-A).

This current study indicates that the government must also appreciate assisting teachers to be more motivated and facilitated to have creativity in developing authentic and digital-based materials, not just the opposite, which increases teachers' workload. However, after exhaustion, there is no appreciation at all from the government. The stakeholders must be in a proper condition if they provide the demands and achievements the teacher must achieve. The stakeholders do not interact directly in the field. They may go to the field directly, but the conditions between one field and another can be very different, see (T2-B). It is in line with the prior study conducted (Wahyudi & Huda, 2019) that the teachers must find that the support to develop authentic materials is strong enough. Stakeholders also do not provide opportunities for all pre-service and in-service teachers, even though their voices must be explored. Therefore, with this, something flexible and adaptable rules and curriculum are fundamental to explore.

On the other hand, if stakeholders provide rules and their performance is not appropriate, it will make the practice in the field messy in developing materials, significantly digitalizing authentic materials. The pre-service teachers who pass already have adequate competence coupled with the selection during recruiting educators so that the pre-service teachers will be relied on in their creativity. The teachers' creativity is essential because the condition of the students must be known correctly, and the ins and outs by the pre-service teachers.

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Pre-service teachers must ensure that they are genuinely competent in teaching English. They must ensure that they are ready to compete with the conditions that force them to become individuals who continuously strive to improve their performance, one of which is by taking a master's degree as assistance from external factors. It is because their position as new teachers someday will lead them to the need for more confidence to have autonomous access to their class. From the experience of pre-service teachers in being students of master concerning Indonesian English teaching, authentic materials must be held and developed continuously, see (T1-A). In-service teachers and stakeholders, it is no longer the time for pre-service teachers and those who become in-service teachers. However, all pre-service and in-service teachers, schools, and stakeholders must collaborate. Before entering the real teaching world, pre-service teachers must understand that the teaching profession is for humanity and volunteer to educate the nation's children. However, teachers' demands, including developing authentic materials (T1-B), are challenging. It aligns with the prior study (Alfa, 2020) that pre-service teachers should improve their competence in integrating authentic materials.

Digitalized Authentic Materials With Islamic Values

In this era, technology is impossible to ignore, see (T1-C). This current study indicates that all students can easily access whatever they want, both non-education-related and education-related. So with this, students can easily access all materials from digital sources without clear boundaries. The prior study conducted by (Qoyyimah, 2018) found that Values, especially in the context of Islam, are more significant to emphasize than the English material itself. With this, students will receive raw whatever they wish to seek. An English teacher can do it as a teacher who interacts because students quickly get an injection of foreign culture that comes with English learning materials, especially from the digital world. So in accessing digitalized authentic materials, teachers must provide clear boundaries, especially those with religious or Islamic values (see T2-C).

Making students accustomed to interacting with digitalized authentic materials of Islamic values, the students will get used to accessing digitalized authentic materials. The materials are under the boundaries of clear Islamic values. such as worship, honesty, straightforwardness, diligence, and other good qualities. So with this, students will be expected to be able to learn English from truly authentic material, but learn and practice Islamic values, which are packaged in many learning activities, see (T2-D). Distinguishing

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what is good and evil in accessing digitalized authentic materials is needed. It is in line with a study conducted by (Qoyyimah et al., 2020) that the students can boost both Islamic values and English material simultaneously, and the values are more prioritized in an Indonesian context.

It is time for pre-services to be given more and more platforms to continue to hone their skills in integrating Islamic values into digitalized authentic materials. The teacher can insert Islamic values in authentic materials by eliminating unnecessary ones, revising and adding Islamic nuances, such as photos, names, activities, spoken language, and greetings. Pre-service teachers are strongly advised to know students' activities and daily routines. It is to design conversations or material they experience directly in their daily life, which pays attention to Islamic values. Students will feel that they can bring the material they learn at school to their daily activities, and even in class, it is easier for them to practice because it is under what they experience. Moreover, students are unaware that they are given Islamic values daily, but the material must be the same. It makes the design of learning English more directed to a communicative approach.

Pre-service strategies to be ready to develop digitalized authentic materials with islamic values

The stakeholders of Islamic institutions who give the slogan of the vision and mission of schools with Islamic institutions are to create graduates who master science and technology and science based on Islamic values. With this, stakeholders must be responsible for assisting the process of integrating Islamic values into all materials, see (T1-D). The material provided and everything related to optimizing teaching with the integration of Islamic Science in ELT as a context requires teachers to increase motivation, strong awareness, and competence because all of these are evidence of the creativity and autonomy of teachers and educators. It aligns with the study conducted by (Qoyyimah et al., 2023).

CONCLUSION AND IMPLICATION

Conclusion

This study intended to reveal Pre-service English teachers' perception of readiness to develop authentic materials with Islamic values. Related to their perceived readiness, the

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participants tend to reveal negative perceptions. This study reveals that participants believe Islamic educational institutions such as MTs and MA are considerably far from the vision and mission of being united among science, technology, and religion in every subject matter. The findings yield evidence that when the pre-service teachers try to develop any digital authentic instructional learning materials of English subjects integrated with Islamic values, they feel that provided materials only limit the learning activity. It needs to meet their expectations, leading to dichotomies between two subject matters, English and Islamic matter. No previous studies have concerned digitalized authentic materials with Islamic values. This research is the first to reveal that a pre-service teacher who wants to develop digitalized authentic materials with Islamic values must be creative. In other words, they must work hard outside the main task as teachers. However, it all turned out to be constrained by available materials provided by the government, lack of school support, and perceptions of pre-service teachers who were deemed incapable, as well as Indonesian police who did not support them by making the policy more explicit about Islamic values in all subjects in Islamic institutions.

Implication

The implication of this study is the urgency for pre-service teachers to continue to improve self-competence to develop digitalized authentic materials with Islamic values. They can do this by participating in training, advanced lectures, and self-taught learning from personal experience. It is significant for pre-service teachers to take heart and discuss with in-service teachers and officials in class. The limitation of this study is investigating in-service teachers' readiness to develop digitalized authentic materials with Islamic values. Future researchers hope to explore further the challenges and strategies of in-service English teachers to promote digitalized authentic materials with Islamic values.

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