

# INTEGRATED ISLAMIC ELEMENTARY SCHOOL USES SPIRITUALLY CHARGED READING-WRITING RESOURCES FOR ENGLISH LANGUAGE LEARNING

**Taranindya Zulhi Amalia<sup>1</sup>**

<sup>1</sup>Tarbiyah Faculty, UIN Sunan Kudus  
ms.starzu@uinsuku.ac.id

**Rini Dwi Susanti<sup>2</sup>**

<sup>2</sup> Tarbiyah Faculty, UIN Sunan Kudus  
rinidwi@uinsuku.ac.id

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**Abstract:** *This study aims to describe the utilization of spiritually nuanced reading and writing resources for learning English in Integrated Islamic Elementary Schools, as well as its impact on students' language skills. The research used a qualitative approach with field methods through interviews, observation, and documentation. The results showed that the implementation of an independent curriculum is supported by regular training for teachers, implemented in grades I and IV with the concept of differentiation, channelling students' talents and interests through extracurricular activities. This curriculum adopts Active Deep Learner Experience and innovates Individualization, Interaction, Observation, Reflexion with an integrated approach. The utilization of learning resources includes teachers, textbooks, worksheets, technology devices (microphones, amplifier, LCD projectors, laptops), language laboratories, and English Club activities. The textbooks published are tailored to Islamic spiritual values and student needs. The positive impact of this curriculum is the increased creativity of teachers in integrating modern learning resources with science and technology and strengthening students' interests and talents through personalized and innovative learning. The concept of differentiation is effective in attracting students' interest in learning.*

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## INTRODUCTION

Over time, the curriculum has undergone adjustments, changes, and revisions. These changes are made to keep education up to date, improve learning quality, and address challenges faced both globally and locally (Ishemo & Hamidu, 2024a; Mondal, 2021; Prasetyo & Hamami, 2020). The main reasons for these changes include future demands, globalization, technological advancements, changing social values, and the need for 21st-century skills, such as critical thinking, creativity, and communication (Estrellado, 2024;

Febriyenti et al., 2023; Ishemo & Hamidu, 2024b). For instance, English was introduced as local content in the 1994 elementary school curriculum. At that time, there were no clear standards for English learning. Law Number 20 of 2003 established the first guidelines for learning English, and in 2006, proficiency and basic competency standards for learning this foreign language were set. However, English was not explicitly included in the 2013 curriculum. Therefore, elementary schools wishing to distinguish themselves included English as specific local content. In 2021, the Indonesian Ministry of Education, Culture, Research, and Technology launched the Merdeka Curriculum, a new initiative (Azmi et al., 2023). English is an elective subject in the Merdeka Curriculum, focusing on the student profile based on the principles of the Pancasila. "General English learning in the National Curriculum prepares students to become lifelong learners with skills in creativity, collaboration, and embracing global diversity," according to the statement.

A flexible and dynamic approach to learning general English allows students to choose texts or activities that match their needs and interests. The ability to choose what and when to learn can make students more engaged and enthusiastic about learning. This flexibility improves how students think, feel, and behave while learning. When students have control over their learning materials and schedule, they are often more engaged in their studies (Irsyad et al., 2024; Kuluşaklı, 2025). Flexibility also helps students develop positive qualities such as independence, engagement, and adaptability. Students in flexible learning environments are more likely to take charge of their learning, show initiative, and manage their own progress. They also become more responsible and creative in their approach to learning (Huang & Yu, 2019; Irsyad et al., 2024). A flexible approach to learning English can significantly impact how students learn and the results they achieve.

In addition, students who learn English also have the opportunity to create their Pancasila Student Profile through oral, visual, and written activities that are integrated into the teaching and learning process. Bilingual digital storytelling has been proven to be an effective way to develop the Pancasila Student Profile at the elementary school level because it encourages literacy, creativity, and character development (Umar et al., 2023). This is because learning English improves not only language skills, but also character, based on the values of Pancasila Student Profile, such as independence, critical thinking, creativity, teamwork, and respect for global diversity (Kholidah et al., 2023). Thus, learning English can be an effective means to form students with Pancasila character.

The Pancasila student profile is also successfully implemented in a number of Islamic primary schools, including those affiliated with the Integrated Islamic School Network. In implementing the curriculum, the Integrated Islamic Primary Schools (SDIT) place great emphasis on merging the unique curriculum of the Integrated Islamic School (SIT) with the

curriculum of the Ministry of Education and Culture. Consequently, SDIT is used as a template for the implementation of the Merdeka Curriculum.

In order to achieve the learning objectives, learning materials that emphasize the student profile of the Pancasila is necessary. Various learning strategies that emphasize the development of these competencies, character, and values can achieve this. Minister of Education Culture Research & Technology (2024, p. 168-183) divided students grade into stage A (grades 1-2), stage B (grades 3-4), and stage C (grades 5-6). The focus of this study is grades I (grade A) and IV (grade B) of SDIT which are the levels as recommended by the central government as the trial level of the Independent Curriculum. This study focuses on levels I (grade A) and IV (grade B) of SDIT because the central government recommended these levels as trials for the Merdeka Curriculum. First and fourth grade at SDIT were chosen as the trial levels for the Merdeka Curriculum because they mark the beginning of a new learning phase in the Indonesian primary education system. Grade I marks the beginning of primary education, providing an ideal opportunity to introduce the new curriculum and establish a solid foundation of character and skills from an early age. Conversely, fourth grade represents a transition to a more advanced learning phase, making it an opportune time to assess the curriculum's effectiveness in fostering students' critical and independent thinking skills (Ahmadi et al., 2023). Furthermore, reading and writing skills learned at this level can be applied to Independent Curriculum-based learning by incorporating spiritual values into learning resources. Effendi et al. (2025) and Khare & Rao (2023) said that spiritual values are highly relevant to teach at this level because the formation of students' character and moral foundations begins in the early stages of elementary education. Therefore, instilling values such as honesty, integrity, and compassion is crucial for fostering positive behavior and attitudes from an early age.

This study identifies spiritual values in the learning outcomes of the Pancasila Student Profile, particularly the value of divinity. These values are achieved through developing worship habits, strengthening religious character, and integrating religious teachings into daily school activities. These activities include praying before studying, celebrating religious holidays, and attending religious education classes (Huda et al., 2024). Specialized curricula, such as the JSIT (Integrated Islamic School Network), reinforce Islamic values in both religious and general subjects, such as English (Maulida et al., 2023; Nasrudin et al., 2025). This allows spiritual and Pancasila values to be integrated comprehensively. English teachers use four strategies to integrate Islamic values into language teaching: providing direct advice, quoting verses from the Quran and Hadith, introducing students to religious activities, and serving as role models (Safitri et al., 2023). This has a positive impact on students. According to Irawan's (2020) research, integrating Islamic values into English learning in Indonesia can increase students' awareness of cultural relevance and improve

their foreign language skills. However, the biggest challenge in this regard is the significant difference between English and Islamic values themselves. Incorporating Islamic values and ethics into English teaching is challenging due to a lack of knowledge, as well as the difficulty of incorporating Islamic names, verses, and scriptures into English materials (Rohmana, 2020). Therefore, relevant learning resources are essential to achieving this goal.

This research is also motivated by the phenomenon in which many schools assume that learning resources are limited to infrastructure. This research is motivated by the widespread phenomenon of schools assuming that learning resources originate from infrastructure availability, an institutional means of meeting learning needs. However, learning resources are not limited to technology and textbooks. They can also include teachers, the environment, and activities. A study by Sawamoto & Marshall (2020) demonstrates the importance of infrastructure, though it does not directly improve student learning outcomes. Other factors, such as teacher professional development, literacy initiatives, customized learning, and the use of libraries and digital resources, also significantly support the learning process. Therefore, optimizing learning depends on optimizing not only infrastructure but also the utilization of human, digital, and environmental resources around the school.

The elevation of English from local content to an elective subject also underscores the urgency of this unifying language for elementary school students and their future. Numerous studies confirm that English is crucial for preparing the younger generation to face the era of globalization, technology, and science, thus early introduction is considered strategic for building a foundation of language skills and global competitiveness (Damayanti et al., 2023; Sukarno & Jinabe, 2024). However, implementing English lessons certainly presents challenges, such as a lack of adequate teachers. Therefore, this study aims to explore the use of spiritual reading and writing learning resources in language education based on the Independent Curriculum at Islamic Elementary Schools (SDIT) and analyze its impact on students' language proficiency.

The literatures on the integration of Islamic values in language education justify this research on spiritually based reading and writing resources. Alfian et al. (2021, p. 4) provides insights that English teaching at Integrated Islamic Schools does not seem to resolve the paradox since learning English may go against teachings in Islam by adopting Western cultural values. This study thus makes explicit how integration has to be effected through offering Islamic value lessons in English classes so that there will be an appropriate correspondence between students' cultural backgrounds and religious sensitivity. It proves the need for integration but falls short of exploring specific pedagogical resources through which harmony can be achieved between Islamic values and language learning; a related study by (Rohmah et al., 2019) revealed that teachers' beliefs and practices regarding the

infusion of Islamic values into language instruction were more classroom practice-oriented. Many previous studies discussing the integration of Islamic values typically do not focus specifically on one subject or on learning closely related to Islamic values, such as Islamic religious education and other subjects. This is evident in Juwairiyah & Fanani's (2025) research on building character and spirituality in the digital era. This proves the concept that indeed teachers' beliefs are crucial in molding the instructional approach, but it does not probe for material resources that can be used to better the language learning process in a manner concomitant with students' spiritual beliefs. Therefore, this study contributes novelty by identifying and evaluating, and then evaluate, reading and writing resources based on spirituality for Integrated Islamic Elementary Schools.

This study was conducted to explain how spiritually based reading and writing resources are used and their impact on language learning in Integrated Islamic Elementary Schools (SDIT). Theoretically, this study is expected to provide information on the use of these resources in SDITs and further our understanding of spiritually based learning resources. In practice, the study emphasizes the importance of incorporating spiritual values into English learning. This research could also lead to innovations in education by identifying spiritually based learning resources for English instruction.

The research questions discussed in this study are as follows: 1) How are spiritually based reading and writing learning resources utilized for English learning in SDITs? 2) What is the impact of utilizing spiritually based reading and writing resources in English learning on students' language proficiency at an Integrated Islamic Elementary School?

## **LITERATURE REVIEW**

### **English Language Curriculum**

The English curriculum is currently undergoing modifications at the national and international levels to better meet the demands of the 21st century. Using the Independent Curriculum to teach English in Indonesia promotes active learning and fosters a student-centered approach. This method helps students become more independent and capable of critical thinking. The Independent Curriculum heavily influences student-centered concepts, encouraging active learning and hybrid activities. The Independent Curriculum emphasizes independent, directed, and purposeful learning. It encourages active learning and hybrid activities that emphasize student-centered concepts (Amiruddin, 2023). This curriculum incorporates intellectual, emotional, and spiritual aspects. It uses Islamic values to help children grow into smart, morally strong, well-rounded individuals (Hamami & Nuryana, 2022). Through the use of relevant and contextual teaching techniques, the curriculum emphasizes the importance of instilling noble and religious values from an early age (Awwalina & Nugraha, 2024). Therefore, in integrated Islamic elementary schools, the

Independent Curriculum plays a crucial role in developing a generation that is independent, creative, faithful, and ready to face changing times because it prioritizes spiritual values.

Students in integrated Islamic schools require an approach to learning English that integrates Islamic values and materials to make learning relevant and meaningful. In Islamic elementary schools (SDIT), reading and writing activities that incorporate spiritual values are used through stories about the Prophet, noble morals, and daily prayers. This strengthens students' character in line with the Pancasila Student Profile and brings English material closer to their lives and values. Research shows that combining English resources with an Islamic context improves students' understanding of English and Islam while increasing their motivation and enthusiasm for learning the language (Djamdjuri et al., 2021; Habiburrahim et al., 2022). Students gain greater knowledge and a sense of worth during the learning process when culturally and religiously appropriate resources are used, such as literature that reflects their identity or Islamic subjects (Parlindungan & Rodgers, 2022). This proves that the independent curriculum in learning English with spiritual values has a positive influence on students at SDIT.

### **Spiritual Teaching Resources**

Value is something that can be used as a target to achieve a goal that becomes a noble quality made up of two or more interdependent components (Nasri, 2022). According to KBBI (Kamus Besar Bahasa Indonesia) in 2013, value is defined as something that perfects humans in accordance with their nature, while if it is coupled with religion, value means the concept of high appreciation given by community members to several basic issues in religious life that are sacred in nature so that they guide the religious behavior of the community members concerned. Among members of the same religious organization, there are significant differences in the definition of spirituality depending on who you ask. While it is difficult to come up with a description that everyone can agree on, there is much to be learned from trying to understand spirituality from different angles. Some would describe spirituality as seeking what is beyond us, which may or may not include belief in God, and which is certainly not limited to one religion (Wong & Mahboob, 2018). The value of spirituality is divided into four, namely: a. Religious values, values that include concepts of life that can be considered true as found in the Holy book. b. Aesthetic value, the value of beauty that comes from human taste (emotion or aesthetics), such as the enjoyment of local art or music. c. Moral values, the value of good and bad actions, such as students' smoking habits. d. Truth value or empirical value, resulting from the thinking process using reason and in accordance with the facts that occur (logic/ratio), for example the scientific fact that the earth is round (Wringe, 2002).

Spiritual values are theoretically defined as those found within the human soul and related to inner or spiritual aspects. Essentially, they are the spiritual forces that drive humans to behave in accordance with religious and moral guidance (Nurhakim, 2021). Spiritual values encompass ethical, aesthetic, and divine dimensions, reflected in an understanding of beauty, truth, goodness, and religiosity. This understanding guides one in living life with an awareness of one's relationship with God, others, and nature (Basori, 2025; Risman et al., 2024). In the context of Islamic education, spiritual values include strengthening faith, cultivating habits of worship and consistency, being sincere, transforming bad behavior into good behavior, demonstrating Islamic identity, and maintaining brotherhood (Basori, 2025; Jumala & Abubakar, 2019).

In education, spiritual values refer to values that emphasize developing students' inner, moral, and meaningful aspects of life, such as honesty, justice, responsibility, empathy, and relationships with God and others (Rohova & Vysotska, 2022; Гуров, 2019). Schools implement these values with the aim of shaping students' character. These schools believe this is essential to preparing students to face future challenges. The purpose of implementing spiritual values in education is to shape students' characters with noble morals, faith, and piety so they are intellectually intelligent and have strong morals and spirituality. The application of spiritual values in education aims to instill honesty, responsibility, empathy, and awareness of one's relationship with God and others. These values are important foundations for social and national life (Juharyanto et al., 2024; Muhammad et al., 2022). Through habituation and role models, schools hope students will internalize these values in their daily lives, creating a generation that is academically superior and has the character to contribute positively to society.

In religious education, spiritual intelligence creates an equitable learning environment, enhances learner identity, promotes human connectedness, and creates a sense of belonging (Nguyen, 2023). However, we do not have much space to discuss opposing views on the nature and ultimate purpose of education when talking about the importance of spiritual growth in education. Education has traditionally been described as fostering personal growth, introducing meaningful traditions of thought, emotion, and practice, engaging individuals in fulfilling activities or valuable knowledge and experiences, and promoting the development of personal autonomy. Even with the wealth of educational resources available, it is still challenging to locate educational materials that integrate spiritual principles. Emotional and spiritual intelligence in education helps children thrive academically and in their future occupations by enhancing their self-efficacy, self-awareness, self-regulation, motivation, empathy, and social skills (Andrei, 2022). It is recognized that incorporating a spiritual perspective into schooling can be challenging. As a result, education experts have proposed a variety of solutions to address this issue, such

as increasing teacher training opportunities, fostering greater stakeholder engagement and communication, and implementing flexible teaching strategies. The implications of the study's findings would be very helpful to those in positions of responsibility in the field of education, including administrators, teachers, and legislators. The findings raise the prospect that educational institutions that place a greater emphasis on spirituality may benefit students' well-being and academic achievement (Anidaisma et al., 2023). Therefore, learning resources that implement spiritual values are needed.

### **English Language Learning Resources**

Children should actively participate in their learning process by engaging in hands-on activities. Concrete objects help them understand and process the meaning of what they are learning. Teachers can offer various activities to keep children interested and engaged. When integrated with language, gross motor activities like walking, jogging, jumping, dancing, and climbing can enhance students' learning. Similarly, fine motor skills, including drawing, coloring, painting, cutting, and pasting, can be integrated into classroom activities. Besides offering a range of activities, age is also a significant factor in language learning, whether it involves a native or a foreign language. Since better levels of language acquisition are associated with this age range, it is best to begin foreign language study between the ages of 12 and 15 (García Mayo & García Lecumberri, 2003). The receptive proficiency of students in grade 5 is slightly improved by early foreign language instruction in elementary school. However, proficiency scores did not increase from the first cohort, which began in grade 1, to the third cohort, which began six years later (Jaekel et al., 2024). Research shows that learning a language is essential to achieve native-like proficiency, especially in pronunciation. While there is agreement that there is a key stage, there has been evidence that there is no specific age at which language acquisition stops declining. Researchers have also found that cognitive growth influences language acquisition and development process (Uysal & Yavuz, 2015). Cognitive development improves working memory, executive function, and processing speed, all of which aid in language acquisition. From syntactic processing to vocabulary acquisition, these cognitive elements support many facets of language learning. This complex link involves both domain-specific neuronal adaptations and domain-general cognitive processes. An understanding of these relationships can inform targeted interventions to promote language development.

Although the field of Teaching English for Young Learners (TEYL) is growing rapidly, there are not many useful and practical books for teachers working in this field. Understanding the differences between teaching English to young learners and teaching adults is essential for effective engagement in TEYL. The selection of suggested materials and methods should be based on the knowledge that teachers and content creators



specifically understand that the cognitive and physical development of young learners is crucial in teaching and learning (Hughes, 2000). Since teachers who teach young students have different needs, textbooks for this market must be well-adapted to meet those needs. Due to the difficulty of the task and the need for in-depth knowledge and understanding on the part of both students and teachers, there have not been many books written specifically for the TEYL market (Hughes, 2000). One is the lack of suitable English language teaching books for integrated Islamic schools using the Merdeka curriculum.

It is crucial to use learning resources that are aligned with the curriculum. Integrating student's books into the curriculum helps students understand content across subjects, enriches vocabulary, and supports student-centered, culturally diverse learning (Crawford et al., 2024)(Causarano, 2021; Nation et al., 2022). In addition to introducing cross-disciplinary subjects, such as science and health, curriculum-themed picture books can promote social and physical literacy development through group activities and discussions (Crawford et al., 2024; Kuo & Huang, 2023). Therefore, incorporating children's books into the curriculum enhances students' fundamental literacy skills and fosters their overall growth, motivation to learn, and capacity for critical thinking.

It is also very important to use learning resources that are relevant to the curriculum when teaching English. As previously mentioned, the Indonesian Merdeka Curriculum (Kurikulum Merdeka) prioritizes student-centered learning. Student-centered learning has been shown to increase motivation, self-esteem, and engagement in the learning process; therefore, this curriculum is particularly well-suited for English language teaching. It increases students' confidence and motivation to learn English by encouraging them to actively construct knowledge through group projects, research, discussions, and problem-solving in real-world situations (Boardman et al., 2024; Park, 2023; Shaniga & Ilankumaran, 2024; Šliogerienė et al., 2025).

Using curriculum-relevant student's books has been proven to effectively improve overall literacy and develop students' reading and writing skills. Research shows that combining writing and reading in positive ways, such as using curriculum-relevant children's books, improves overall literacy and fosters a positive relationship between the two, even in environments with socioeconomic constraints (Lucas, 2020; Porter, 2020). Other research supports this finding: incorporating children's books into the curriculum helps students learn the fundamentals and progressively improves their reading comprehension (Causarano, 2021). Therefore, selecting and using curriculum-aligned children's books is crucial to fostering reading interest, improving literacy, and building integrated reading and writing skills.

### **Reading-Writing Skills**

Reading and writing are two of the most important skills that students must master when learning English. Since reading and writing are complementary foundational skills for developing literacy, both are essential for elementary school students. Research shows that the reading comprehension, decoding, and writing skills of elementary school students significantly improve through literacy programs that integrate reading and writing (Graham, 2020; Graham et al., 2017, 2018; Kim & Zagata, 2024). Writing helps students organize information, convey ideas, and deepen their understanding of what they have read. Reading helps students understand language structures, expand their vocabulary, and identify different types of texts (Graham et al., 2017; Strong, 2020). Furthermore, research suggests that extensive reading and writing can enhance second language literacy and that more proficient language use can lead to better writing skills (Lee & Schallert, 2016). Thus, reading and writing skills can help students improve their literacy, even in a second language.

However, even when using their native language, elementary school students find reading and writing challenging. Poor letter identification, slow reading development, confusion about letter differences, and difficulty spelling and writing words correctly can contribute to these issues (Herlina et al., 2024; Sukma et al., 2019). External factors, such as family support and the school environment, as well as internal factors, such as the child's psychological well-being, also play a significant role (Andelia et al., 2024; Herlina et al., 2024). A lack of enthusiasm for learning and inadequate family support can exacerbate these challenges (Andelia et al., 2024). The results of parent surveys and interviews reveal how parents perceive their role in helping young learners develop EFL literacy skills and how involved they are in this process (Heryadi & Retnaningdyah, 2024). The research powerfully illustrates the challenges young learners face in developing literacy, even in their first language. It emphasizes the importance of cognitive and environmental factors, such as letter recognition difficulties and lack of family support, and highlights the crucial role of parents in promoting early literacy, especially in English-language classrooms. The inclusion of recent research strengthens this argument and provides a solid foundation for further discussion on the need for comprehensive English literacy interventions that are supported by families, schools, and parents.

English learning focuses on improving language proficiency by developing six integrated skills: listening, speaking, reading, viewing, writing, and presenting various sentence types comprehensively. These six English language skills align with the Learning Outcomes outlined in the Common European Framework of Reference for Languages (CEFR): Learning, Teaching, and Assessment. For young learners, their language proficiency typically falls within the Basic level, A1 and A2. In terms of reading comprehension, their

achievements correspond to the standards set by the Council of Europe and the CEFR (North, 2020):

At the A2 level, learners can understand short, uncomplicated texts on known topics of a concrete nature that occur frequently in everyday life or job-related language that include commonly used vocabulary and some shared international terms. While at the A1 level, they can comprehend very short, simple texts one phrase at a time, recognizing familiar names, words, and basic phrases, with the ability to reread when necessary.

Although language learners have diverse needs, priorities, and motivations, it is widely recognized that beginning language learning at an early age is both advantageous and preferable. One of the things that children seem to excel at is language learning.

Integrating language input and skill development into the ESL curriculum for young learners is one of the key issues. While spoken language can be easily linked to any subject, reading and writing are more difficult for lower primary students and a challenge in itself, even in their own language. Students' reading problems seem to be caused by poor reading habits, word knowledge errors, and reading comprehension errors. Students who struggle with reading have difficulty telling the difference between letters such as p and d, m and n, and b and d. As a result, students have difficulty producing written and spoken language (Sukma et al., 2019). Learning to read and write words in different scripts is also influenced by variations in spoken and written language, emphasizing the need for an integrated cognitive-linguistic approach to literacy acquisition (McBride et al., 2022). Therefore, reading and writing need special attention.

After talking about a topic, a reader might read a story that is either related or at least relevant to the topic. The focus should be on emergent reading as you move from reading aloud to reading silently. Reading can help you find topics because it gives your ideas, inspiration, and much of the language you need to write. Students in the early grades do not have the language skills to compose group or individual stories. Writing takes more time to develop than speaking.

For young students who are by definition "struggling writers" to be able to write in English as a second language, teachers must provide the necessary instructional scaffolding. In the lower elementary grades, explicit instruction is permissible. In the upper elementary grades, children must master basic skills (including handwriting, spelling, and punctuation) before using editing procedures. Young language learners should continue to write in English until they have a firm grasp of the discourse structure, grammar, and spelling of the language. On the other hand, some argue that children need a great deal of time and effort to become proficient writers. Children at risk for later reading difficulties lag behind their peers in early writing skills such as naming, letter writing, invented spelling, and story writing in preschool (Thomas et al., 2020). It brings out the crucial role that structured and

sustained writing support, as a pedagogical exercise, should be provided to young EFL learners. From a pedagogical point of view, learning to write in a second language involves an explicit process that is gradual and appropriate to the developmental stage of the learner. The support must therefore be responsive to the stage of the learner, especially when dealing with one who is already at risk in terms of literacy acquisition. Acknowledging that mastery in writing builds up over time underscores the need for early intervention and regular practice as well as teacher sensitivity to individual learners and their pace.

Still in the context of TEFL, after young learners get a portion of English learning in Teaching English for Young Learners (TEYL). TEYL is not only dominated by foreign language learners but also first, second, and so on language learners. It is just that how English is introduced to these young learners is different from its delivery to adolescent and adult learners. (Harmer, J. (2007). *The Practice of English Language Teaching*. Harlow Longman. - References - Scientific Research Publishing, n.d.) characterizes young learners, specifically elementary-aged children, as follows; They respond even when they do not fully understand, they learn indirectly from their surroundings rather than through direct instruction, they understand better when engaging with visual, auditory, tactile, and interactive experiences compared to being told information, they find abstract concepts challenging to comprehend, they are curious about the world and eager to learn languages, they enjoy discussing themselves and respond well to lessons that connect to their personal experiences, they take pleasure in discovering, creating, drawing, using their imagination, moving around, and solving puzzles, they have short attention spans, often losing focus after 5 to 10 minutes, teachers should use a variety of activities to present information through multiple sources and plan diverse activities within a session, teachers should address students both individually and in groups while being mindful of their interests to keep them engaged, and classrooms should be dynamic and visually stimulating, with sufficient space for various activities.

From this, foreign language learning such as English at the primary school level can be guided by using real teaching resources through a variety of teaching materials. Creating activities with a duration of 5-10 minutes brings learners to focus on their learning experience, especially if there are psychomotor activities in it. A comfortable learning atmosphere also supports the understanding of teaching materials.

## **METHOD**

This study uses qualitative field research to explore how spiritual-based reading and writing learning resources are used in English language teaching at an Islamic Integrated Primary School (SDIT) running the Merdeka Curriculum. This research was conducted at

SDIT Nur Hidayah Surakarta, which was chosen for its good reputation, A accreditation, and complete learning facilities, including its own language laboratory and published textbooks.

The school head, the assistant principal on curriculum matters, and a grade 1 English teacher were participants. Primary data were elicited by semi-structured interviews while secondary data came through observation and document analysis of school documents, teaching materials, and learning environments. To make the data trustworthy, credibility (by prolonged engagement, triangulation, and member checking), transferability, dependability, and confirmability were applied to it as per the qualitative research standards.

In this study, data validity tests include credibility (internal validity), transferability (external validity), dependability (reliability), and confirmability (objectivity). The explanation is as follows (Sugiyono, 2019):

#### 1. Credibility Test

Trustworthiness of qualitative research data is established by expanding observations, increasing research diligence, triangulation, discussions with colleagues, negative case analysis, and member checking.

##### a. Expanded Observations

The researcher returns to the field and meets with previously encountered informants and new informants. The goal is to re-examine previously obtained data. If errors are found, further, more extensive and detailed observations can be conducted to ensure the accuracy of the data obtained.

##### b. Increased Diligence

This means that observations are conducted more carefully and continuously. Furthermore, the data is checked for accuracy. The next step is to create an accurate and systematic description of the observed data.

##### c. Triangulation

Triangulation is conducted using data checking techniques with the following steps: 1) Source Triangulation aims to test the validity of data by comparing information obtained from various sources. Testing the validity of data on the use of reading and writing learning resources in curriculum-based language learning at SDIT is based on interviews with primary sources, observations, and documentation. 2) Technical Triangulation aims to test the validity of data by comparing information from the same source but using different techniques. 3) Time Triangulation: This technique is used to obtain data from multiple points in time. This is because research is not conducted just once, but repeatedly to obtain accurate information while still observing the appropriate timeframe so that informants can provide complete data.

##### d. Using Reference Materials

This means providing supporting references to verify the data obtained. Supporting tools used include voice recorders to support the credibility of the data. This ensures the data obtained is valid and reliable.

e. Negative Case Analysis

This involves searching for information that contradicts the data already found. This ensures valid data can be found.

f. Member Checking

The process of checking the data obtained aims to determine the extent to which the data obtained aligns with the data provider's instructions.

2. Transferability (External Validity)

The results of this test can be applied in other situations. Research reports must be written clearly and in detail so that readers can understand the qualitative research results and their potential applications and can decide whether to apply them elsewhere.

3. Dependability (Reliability)

Dependability testing is conducted by examining the entire research process. This testing is conducted with the assistance of a supervisor to examine and analyze the data.

4. Confirmability (Objectivity)

This testing is similar to dependability testing, so it can be conducted simultaneously. Testing for confirmability means linking research results to the process undertaken to determine the function of the research process, as this is the standard for confirmability. In research, the process cannot be absent, but the results must be present.

Analysis of the data used the Miles and Huberman model, which is composed of three steps: data reduction, data display, and conclusion drawing/verification. Data reduction involves separating relevant data from irrelevant data to produce meaningful information. This aligns with Mathew and Miles's findings that data reduction involves evaluating focus, attention to abstraction, simplicity, and the transformation of "raw" data generated from written field notes. Rijali (2019) stated that data reduction involves four steps: (1) data summarization, (2) coding, (3) theme tracking, and (4) grouping. According to Miles & Huberman (1994) data display is the second step in data analysis. Presentation involves arranging data in a simplified, organized way to facilitate inference and decision-making. Observing data presentations helps us understand situations and motivates us to act by conducting additional analyses or applying our understanding. Verification and conclusion drawing are the final stages of qualitative data analysis. This step involves analyzing the findings and making an assessment. It involves identifying problems that emerged during the study and suggesting solutions. Conclusions are often predictable because they are the inevitable outcome of a study. This process involves the careful selection of data and its summary or brief description, as well as categorization into more

general patterns. This thereby enabled the researcher to systematically establish patterns and build meaningful interpretations regarding how spiritual content is integrated in language learning within the framework of Merdeka Curriculum.

## **RESULTS AND DISCUSSION**

### **Results**

#### **The Implementation of Merdeka Curriculum in Integrated Islamic School Nur Hidayah**

Nur Hidayah Islamic Elementary School has implemented the Independent Curriculum since 2022. Although the school is not a pioneering school, it has been a partner school for three years and has received free JSIT training from the Ministry of Education and Culture to improve teacher quality. Consequently, the school is also a pilot for implementing this curriculum within the Integrated Islamic School Network (JSIT). The Deputy Head of Curriculum at Nur Hidayah Islamic Elementary School revealed this information in an interview.

*"The Independent Curriculum training began with two classes using the Independent Curriculum, with four study groups for first grade and four for fourth grade. Each subject has an allocation of two lesson hours (2JP) per week." (The Deputy Head of Curriculum at Nur Hidayah Islamic Elementary School)*

The Independent Curriculum emphasizes differentiated learning. This approach acknowledges the unique characteristics of each student. These differences enable teachers to provide opportunities for each student's English development, which can be assessed through diagnostic tests at the beginning of each lesson. SDIT Nur Hidayah implemented this concept based on an interview with the principal.

*"Now there is differentiation. Initially, SDIT Nur Hidayah implemented an independent curriculum by channeling students' specific talents through extracurricular activities to accommodate their different learning styles." (Principal of SDIT Nur Hidayah)*

In principle, the English language learning needs at SDIT depend on improving student competency in order to determine each student's grade. Therefore, assessment results indicate that SDIT students' English proficiency is lacking and requires additional teaching hours. This is due to the application of theory without direct practice in daily life.

To address this issue, the principal, who does not have an English background, consistently provides opportunities for teachers to share their English learning experiences while providing supervision and monitoring.

*"We provide opportunities for teachers to share their English learning experiences while providing supervision and monitoring" (Principal of SDIT Nur Hidayah)*

*"We also apply the same approach in developing the English curriculum with the curriculum team." (Vice Principal of Curriculum, Nur Hidayah Islamic Elementary School)*

Furthermore, based on observations and interviews with first-grade English teachers, the learning objective's essence is for God. Meanwhile, knowledge is enriched through integrated information and technology with ADLX (Active Deep Learner Experience) and INTROFLEX (Individualization, Interaction, Observation, and Reflection), as well as differentiation in English learning. This learning model is innovative and involves groups using LCD projectors as an active, non-monotonous learning interlude. For lower grades, English learning skills focus on listening and speaking. Therefore, the researchers highlighted reading and writing as two other skills that have not been widely studied, filling a gap in previous research regarding English learning at the elementary school level.

The Integrated Islamic Elementary School Quality Standards, used by all Islamic elementary schools (SDIT) under the auspices of JSIT Indonesia, serve as the basis for this research. Specifically, the Competency Standards and Basic Competencies, which integrate Learning Outcomes in the Independent Curriculum for grades I and IV and have been implemented since 2022, contain the following:

- (a) The Reading Competency Standard is the same for both levels: "Understanding very simple English text in a classroom context." Similarly, the writing competency standard is also the same: "Spell and copy very simple English text in a classroom context."
- (b) The basic competencies in the reading competency standard at both levels are always preceded by "reading aloud" activities. Meanwhile, the basic competencies in the writing competency standard are always preceded by spelling activities.

Consequently, English teachers consistently prioritize reading aloud and spelling activities in their English lessons. Consequently, despite changes in the curriculum, teachers utilize learning resources closely related to these activities.





### **Utilization of Reading-Writing Learning Resources with Spiritual Values in English Language Learning at an Integrated Islamic Primary School**

English language learning programs categorize English language skills at the basic level for elementary school students. At SDIT Nur Hidayah Surakarta, teachers provide simple materials that contain spiritual values. These values are instilled from an early age, especially faith in God, even when studying general subjects.

*"Since this is an Islamic elementary school, we incorporate Islamic values into general subjects, including English."* **(Deputy Head of Curriculum)**

Figure 1

Data shows that the school increased English class time from two to three hours to utilize the language laboratory. The image above and observations of learning resource usage demonstrate the careful use of these resources in large English classes. The teaching team uses microphones and loudspeakers to clarify spelling and read aloud material displayed via an LCD projector and a sound system integrated into the laboratory. Teachers and students can interact through computers and headsets, improving communicative competence. Lockers in the corners of the laboratory provide a variety of learning materials, including CDs, flashcards, and Active Mind textbooks developed in collaboration with the Cambridge Institute. This school, managed by Nur Hidayah Press, has a unique feature: teachers, including English teachers, write and publish their own textbooks in line with the Ministry of National Education curriculum, which is integrated with the Integrated Islamic School Curriculum. In the image, the learning unit begins with a simple verse or hadith. The book contains learning objectives and instructions for students to begin the activity by reciting "Basmallah" (In the name of God) and end by saying "Hamdallah." This demonstrates that the book embodies the spiritual values that characterize the SDIT curriculum under the auspices of JSIT (Figure 2).

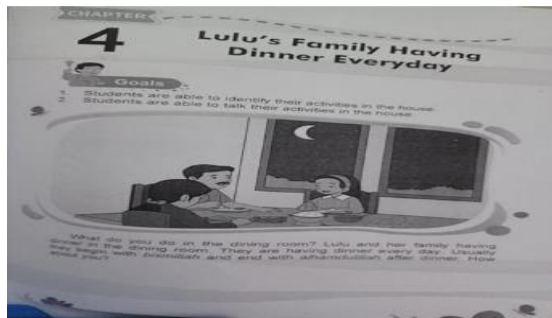


Figure 2

Figure 3

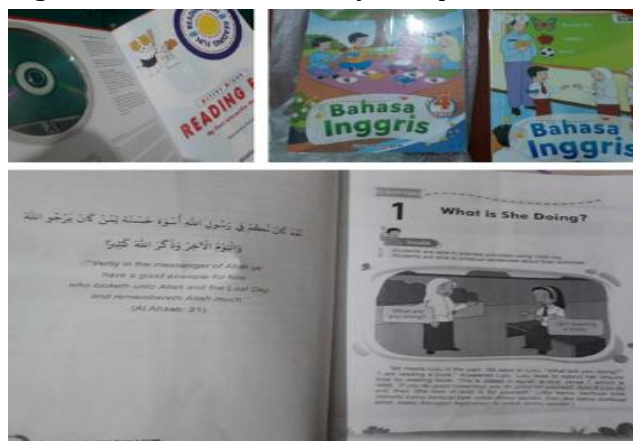
The Deputy Head of Curriculum added that all of these learning resources are integrated into the learning process. Figure 3 shows a reading corner in the classroom that facilitates independent reading activities outside the curriculum. Reading books packaged for children facilitate enjoyment of reading and include bilingual reading (Indonesian English).

While based on observations of other activities before entering the classroom, loudspeakers were used to maintain order before the lesson began. Although the classroom (Figure 4) was equipped with an LCD projector and a laptop, the teacher used traditional learning resources, such as printed images on paper, to facilitate student discussion.

To utilize reading and writing resources, the teacher incorporated Islamic values. One simple example is greeting students before entering the classroom. For first grade, the teacher modeled writing vocabulary words first, and then the students imitated. At this most basic level, the completeness of letter writing is commendable.

### **The Positive Impact of Utilizing Spiritually Valuable Reading and Writing Resources in English Learning on Students' Language Proficiency at an Integrated Islamic Elementary School**

Although learning resources are relatively comprehensive, using them can have



positive and negative impacts. This is because learning success does not depend on a single

resource. To be successful, all components of the learning process must work together effectively, including teachers. The quality and availability of educational resources, including educators, learning facilities, and teaching materials, significantly impact student learning outcomes (Marlina et al., 2024). Therefore, effective collaboration between all components is essential for successful learning, especially the teacher's role as facilitator and director, to ensure the optimal benefits of learning resources and minimize negative impacts.

From the results of observations on the Impact of Utilization of Learning Resources and school profile documents, it can be seen that teachers adhere to the principles of programmed, directed, and organized learning resources in preparing their learning resources. Teachers can have team or individual programs that are discussed to enhance focus. To improve organization, teachers create standard operating procedures (SOPs) for using learning resources. For instance, SOPs ensure the safe use and maintenance of lab equipment.

Additionally, teachers' principles in utilizing learning resources indirectly hone their creativity. Teachers can keep up with developments by studying science and technology (IPTEK). In Islamic institutions, IPTEK closely targets spiritual values in the implementation of the curriculum. Therefore, teachers can integrate these values, even if they are not documented in their lesson plans. For instance, the presence of language labs in elementary schools, a feature lacking in comparable institutions, has prompted English teachers to regularly and effectively introduce virtual learning resources. In the interview, the principal explained that applying Integrated Islam in the learning process strengthens integration by incorporating Islamic teachings, such as quoting hadiths.

### **The Negative Impact of Utilizing Spiritually Valuable Reading and Writing Resources in English Learning on Students' Language Proficiency at an Integrated Islamic Elementary School**

Conversely, the negative effects of using learning resources on reading and writing skills were not observed within the scope of this study. Based on the interview with the principal and the documentation of non-JSIT textbooks, using external learning resources has the disadvantage of often containing images or learning materials that are less Islamic. One solution is for the principal to drive teacher creativity by creating his own textbook, which includes verses from the Quran and short hadiths. Furthermore, First-grade teacher said that character-strengthening learning presents challenges, especially for first-grade teachers, who must adapt to students' moods. Sometimes, students don't listen to the teacher's explanations. One solution is for teachers to provide audio-based learning resources, even if they don't solely focus on listening skills. For instance, audio aids

students, particularly those with auditory learning styles, in focusing on reading aloud. Meanwhile, students with a kinesthetic learning style can develop spelling and writing skills through game-based learning, which relies on motor skills.

First-Grade teacher during the interview added that inappropriate use of learning resources occurs in writing lessons when students are unable to distinguish between vocabulary, spelling and Indonesian spelling. For example: "Satu" means "one." Teachers seek solutions to this problem by using gestures and expressions to help students understand the concept because students are rememberers and imitators. Randomized class division is also a solution that ensures an even distribution of independent students.

The Deputy Head of Education and First Grade Teacher added that the characteristics of the students, as well as the availability of learning media, impact the limited use of open resources, such as language labs, which have limited equipment. Therefore, classrooms equipped with an LCD projector make it easier for teachers to install applications to support English learning without having to go to a language laboratory, as observed in the impact of learning resource utilization.

## **Discussion**

### **The Implementation of Merdeka Curriculum and Basic Literacy**

In designing a competency-focused curriculum, improving literacy and numeracy, especially at the elementary level, is a primary focus. Literacy, in accordance with the literacy and numeracy concepts used in the National Competency Assessment (AKM) policy, is defined as students' ability to understand, use, evaluate, and reflect on various types of texts to solve problems and improve their abilities as Indonesian and global citizens, as well as contribute productively to society. Within the context of literacy, which is divided into several types, language literacy exists as part of communicative competence that can bridge the learning of other types of literacy. This literacy can begin early, including in elementary school through language learning. English is one component of language literacy taught to students from an early age.

At the elementary school level, English is taught in a larger proportion as local content in the 2013 curriculum and beyond. Meanwhile, in the Merdeka Curriculum, English is an elective subject. Although schools can choose whether or not to introduce this foreign language, the majority still choose to continue supporting English at this level. According to the English Language Learning Outcomes in the Independent Curriculum, schools [including Islamic Elementary Schools (SDIT), the focus of this study] began implementing it in grades I and IV in 2022, as recommended by the Ministry of National Education and Culture. In its classification, these levels are divided into Phase A for grades I and II and Phase B for grades III and IV.

The Independent Curriculum also emphasizes the concept of differentiated learning. This learning model reflects the diverse characteristics of students across grades. This differentiation allows teachers to provide opportunities for each child's English development, which can be detected through diagnostic tests early in the learning process.

Some students have never learned English at all in early childhood education. Others only started learning in fourth grade. Some have made English their mother tongue in their daily lives. As Sun's study states the shift from English as a family language creates obstacles related to the level of proficiency in Mandarin as a mother tongue. Differentiated learning comes in the form of oral proficiency diagnostic tools through young learners' production (Sun et al., 2017).

Diagnostic tests using tools can also be part of the initial assessment to categorize students' language levels. The uniqueness of each individual in the academic world, typically categorized by age, gender, or achievement level, remains the same despite being identified differently. Research on students and teachers who used the Quipper platform categorized their multiple intelligences. This strategy, combined with the use of available platforms, facilitates the recovery of a new normal (Discutido et al., 2022). Through this platform, teachers, students, and parents can identify their individual intelligences, which can form the basis for differentiated learning in English and other subjects.

### **The Utilization of Reading-Writing Learning Resources with Spiritual Values in English Language Learning at an Integrated Islamic Primary School**

The results of this study show that teachers act as the main source of learning to become role models for students in their character building. As role models, teachers can support character education programs by modeling good character traits through their daily behavior and attitudes (Fithriani et al., 2021). Teachers use textbooks and student worksheets to make it easier to convey messages contained in learning objectives and outcomes to students including parents. Furthermore, facilities in the form of hardware (laptops, computers, LCD projectors) along with software (various contemporary applications) complement language learning in reading-writing skills. Then the right technique and the availability of a supportive environment complement the success of students in learning languages.

For language laboratories in particular, some schools may seek to create a simplified version within their budget because of the benefits of improving foreign language proficiency.

#### **a. Laboratories and their benefits**

Language laboratories typically have computers, headsets, and tape and video players. They typically have computers, tape recorders, or video cassette recorders as well

as analog and digital hardware and software. They offer speaking and listening comprehension exercises as well as practice speaking (listen and repeat) with the aim of reinforcing the vocabulary, grammar, and grammatical structures that are taught in class (Sihite & Pd, 2017).

Language laboratories have become an essential part of the instructional tools employed by language institutes. They also offer preparatory programs for standardized language tests such as the TOEFL, IELTS, and various others (Krishna, 2021).

A language laboratory's equipment has numerous advantages for both senders and recipients. With the advent of a lab, new information and communication may be accessed quickly and simply. There is a room where the latest technology for language learning is available. Modern digital language labs with high-quality audio allow teachers to engage with the entire class at once. Students have the opportunity to improve their language proficiency with these, especially with the four LSRW skills that improve speaking, listening, reading, and writing (Krishna, 2021).

b. Teacher as a learning resource

Teachers play a key role as learning resources both in and out of the classroom. They are responsible for conveying material to students. Teachers demonstrate this by providing concrete examples of noble behaviors, such as honesty, responsibility, and mutual respect. This enables students to emulate these attitudes (Icka & Kochoska, 2024; Kajian et al., 2025). Positive interactions and close relationships between teachers and students are crucial for building trust and enabling students to feel comfortable receiving academic and moral guidance (Khaidir Fadil, 2023; Nuriyati, 2024; Wahyudi & Nadlif, 2024). Therefore, teachers play a crucial role as both guides and sources of information for students.

c. Tools (microphone, amplifier, LCD projector)

The innovative use of techniques, tools, materials, equipment, systems, and strategies specifically related to teaching English, which leads to the accomplishment of intended objectives, is often seen as the integration of modern technology in English education (Prayudi et al., 2021). Research conducted at SDIT Baitussalam shows that digital tools, such as LCD projectors and laptops, have been successfully incorporated into the teaching process. Teachers use interactive platforms such as Kahoot! and Quizizz to engage students and promote active involvement. These technology-based resources are considered important for facilitating effective instruction and improving student performance. However, obstacles remain, including insufficient technological resources and inadequate infrastructure, as well as the need for proper training to help teachers maximize the use of these tools (Putra et al., 2024).

d. Text book

Books play a crucial role for students, serving as a source of knowledge, developing thinking skills, and fostering character. Reading books can improve cognitive abilities, broaden horizons, and foster creativity and adaptability, much needed in today's era of rapid change (Lê et al., 2019; Мамашова & Тойчыев, 2024). In line with the focus of this research, SDIT (Integrated Islamic Elementary School) utilizes textbooks and storybooks rich in spiritual values as part of its learning strategy to instill character and Islamic values in students. Islamic-based picture storybooks are used through storytelling to foster students' morals and attitudes, making it easier for students to understand and emulate religious values conveyed through stories relevant to their lives (Nursyaidah, 2016).

Furthermore, thematic textbooks used in SDIT often include folktales or short stories embodying religious values, tolerance, responsibility, and social awareness, thus helping to shape students' overall character and behavior (Irfan, 2023). Learning management at Islamic Elementary Schools (SDIT) also emphasizes the integration of Islamic values into every subject, with teachers actively instilling good habits such as greetings, discipline, and environmental stewardship, as well as involving parents in strengthening spiritual education at home (Cacang et al., 2025; Zikriadi, 2025). This holistic approach aims to ensure that students are not only intellectually intelligent but also possess a strong Islamic identity and are prepared to face global challenges.

### **The Positive Impact of Utilizing Spiritual Value Reading-Writing Learning Resources in English Language Learning at an Integrated Islamic Primary School**

The utilization of learning resources that are already available in schools has certain impacts on English language learning. Science and technology have a strong impact on the smooth use of these resources in an organized and directed manner. Technology has made a wealth of multimedia and digital materials available to support educators in their teaching and enhance children's reading comprehension. Technology makes multimodal and participatory teaching easier than if digital gadgets were not available (McDermott & Gormley, 2016). Students' learning abilities, learning outcomes, and teachers' effectiveness are all enhanced when the multimodal learning model is optimized in an open learning environment.

The science and technology incorporated during the implementation of this curriculum involves a variety of things including its integration with spiritual content. According to Hasan in (Kurikulum et al., 2022) several factors affect curriculum implementation, including the characteristics of the curriculum, strategies for its execution, assessment methods, teachers' understanding of the curriculum, their attitudes toward it, and their ability to provide effective guidance.

In educational institutions such as schools, principals are the driving force that directs teachers to help students have quality rather than just pursuing quantity. In the world of education in general, school principals must be able to produce high-quality students (roesminingsih, 2019). By encouraging and guiding teachers to work together, promoting active, effective, and efficient learning, and nurturing students' moral values, principals play a critical role in improving the quality of education . According to research (Purnomo et al., 2022), school principals must ensure that their curriculum is in accordance with the principles of holistic and integrated Islamic education. The curriculum should include religious, academic, physical, social, and emotional education .

Based on this research, religious education in the school curriculum will be more valuable if linked to religious and general subjects. Schools can introduce religious moderation to students from an early age. Schools like SDIT Nur Hidayah Surakarta have integrated the values of religious moderation (e.g., religious tolerance and related verses/hadith) into textbooks as learning resources for students. The design has also adapted spiritual elements to ensure a child-friendly environment in religious schools.

Furthermore, observations at SDIT Nur Hidayah Surakarta also revealed that for English language learning in large classes, teachers, consisting of a teaching team, utilize microphones and loudspeakers to clarify pronunciation and read aloud from media displayed through an LCD projector, and audio through a systematically integrated sound system in the lab. Through computers and headsets, teachers and students can interact, fostering communicative competence.

In addition to these effects, the textbook ideally accommodates learners' learning styles through a diagnostic test at the beginning. Teachers can create teaching modules (lesson plans) according to the diagnostic results. This is the basis of differentiated learning. Individualized learning differs from differentiated learning. It emphasizes tailoring the learning process to align with each student's potential and needs, offering personalized learning steps that cater to their unique abilities. Differentiated learning fundamentally acknowledges that students possess unique and dynamic characteristics. Consequently, the approaches to adaptation and management cannot be standardized or directly compared (Mulyawati et al., 2022).

Differentiated learning enables students to achieve optimal outcomes by tailoring the results to align with their interests. It aims to balance academic content with student attributes, such as prior knowledge, interests, readiness, and learning profiles. This is achieved by modifying four key elements: the content, which encompasses the information and skills students need to learn; the processes, referring to how students engage with the taught material; the product, which reflects how students showcase their learning; and the learning environment (Melesse & Belay, 2022).



### **The Negative Impact of Utilizing Spiritual Value Reading-Writing Learning Resources in English Language Learning at an Integrated Islamic Primary School**

Negative impacts in the form of challenges were also found in the use of learning resources related to reading and writing. According to documentation and interviews with school principals, external learning resources are lacking because they often contain images or learning materials for subjects that are not Islamic enough. This is due to the limited number of resources that integrate Islamic values, particularly for general subjects like English. Furthermore, learning often presents challenges, especially for first-grade teachers. Teachers must adapt to their students' moods because this significantly impacts the achievement of learning objectives. Since first-grade students enjoy playing, it is important for teachers to use game-based learning methods. One solution is for principals to serve as creative motivators for teachers by creating their own textbooks containing verses from the Quran and short hadiths.

Furthermore, differentiated learning allows teachers to adapt to students' needs. This type of instruction is crucial for supporting equity and excellence in education because it adapts to individual learning needs and promotes student motivation (Tomlinson & Imbeau, 2011). Another study by Hidayati & Amalia (2025) revealed that differentiated instruction significantly improves vocabulary mastery. This teaching method is particularly well-suited to English language learning, especially in Islamic elementary schools (SDIT), which were the focus of this research. Susanti & Amalia (2025) stated that the change in concept from local content to a subject necessitates differentiated English learning because students of this age have varying levels of comfort with learning styles. An interviewed Grade 1 teacher also noted that students are unable to differentiate between the spelling of vocabulary in English and Indonesian, which leads to the inappropriate use of writing learning resources. For example, "*satu*" means "one." The root of the problem is that students are memorizers and imitators, which prompts teachers to use gestures and expressions to help students understand concepts. Therefore, differentiated teaching is crucial.

In order to improve students' reading and writing skills, teachers should utilize digital learning resources. According to research by Amalia et al. (2023), students' creative English reading skills improved through the implementation of digital literacy in inclusive classrooms. Implementing digital literacy involves using media such as LCD projectors to watch videos or listen to audio in English. Teachers should provide alternative audio-based learning resources, though they should not focus solely on listening skills. For example, audio can help students, especially those with auditory learning styles, focus on reading aloud. Meanwhile, students with kinesthetic learning styles may learn spelling through

game-based learning because they rely on their motor skills. According to interviews with the Deputy Head of Education and a first-grade teacher, the characteristics of the students being taught and the availability of learning media impact the limited use of open learning resources, such as language laboratories, which have limited equipment. Therefore, classrooms equipped with LCD projectors allow teachers to easily install applications that support English learning, eliminating the need for trips to the language laboratory.

## CONCLUSION

Research has shown that utilizing spiritually nuanced reading and writing resources for English language learning at an integrated Islamic elementary school (SD Islam Terpadu) is an effort to unite two seemingly inseparable elements: English and spiritual values. This is due to the perceived westernization of English. However, this research refutes this assertion by integrating the Merdeka curriculum and the JSIT curriculum. In the context of reading and writing, the use of learning resources, including teachers, textbooks, worksheets, technological devices (microphones, amplifiers, LCD projectors, laptops), language laboratories, and English Club activities, significantly impacts students' English reading and writing skills at SDIT Nur Hidayah Surakarta.

In terms of impact, the use of these learning resources has both positive and negative consequences. The positive impact is increased teacher creativity in integrating modern learning resources with science and technology and strengthening student interests and talents through personalized and innovative learning. The negative impact is that limited learning resources create inequality. Furthermore, learning resources provided by teachers who lack expertise in their field will only confuse students. Therefore, regular teacher training is necessary.

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