

INNOVATIVE TEACHING PRACTICES IN ISLAMIC EDUCATION: EXEMPLIFYING PROCEDURE TEXTS IN ENGLISH CLASSROOMS

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Abstract: This study explores the implementation of exemplification-based teaching practices in Islamic educational settings, specifically in teaching procedural texts in English classes. Recent developments in Islamic education show a shift from passive, memorization-based learning to active, contextual, and value-integrated instruction. One such innovation is the use of real-life demonstrations, such as how to perform wudu, wear a mukena, or make food, to teach procedural texts. These practices not only enhance linguistic comprehension but also promote student engagement by connecting learning materials to students' daily religious experiences. Using a descriptive qualitative approach and a single case study at SMA Darussalam, an Islamic boarding school in Banyuwangi, data were collected through classroom observation and semi-structured interviews with one English teacher. The findings reveal that exemplification strategies significantly improve students' understanding of procedural text structure, vocabulary acquisition, and speaking confidence. Moreover, the integration of Islamic values through contextual examples strengthens students' religious identity while learning English. The novelty of this study lies in its emphasis on how teachers in Islamic schools apply direct demonstrations linked with religious content, creating a holistic learning environment. Unlike previous research, this study highlights how teachers act as facilitators who bridge linguistic goals with moral and spiritual development. This strategy aligns with Vygotsky's theory of Constructivism and Contextual Teaching and Learning (CTL), confirming that meaningful learning occurs when students can relate new knowledge to familiar experiences. In conclusion, the exemplification approach offers a transformative teaching model for English instruction in Islamic schools. It provides a practical and culturally relevant solution that supports 21st-century skills while preserving students' spiritual values and cultural identity.

Keywords: *exemplification strategy; Islamic education; procedure text; contextual language learning*

A. INTRODUCTION

In the context of modern Islamic education, there have been significant changes in teaching practices, particularly in English language classes (Hidayati et al., 2024). Teachers in Islamic boarding schools and Islamic schools are now beginning to adopt innovative approaches to address the challenges of globalization and the learning needs of the 21st century (Afendi & Khojir, 2024). One practice that is beginning to develop is the application of the exemplification method, or the provision of real examples in teaching procedure texts. This approach aims to make learning more contextual, communicative, and meaningful for students.

Social facts show that English learning in Islamic educational institutions is no longer limited to memorizing vocabulary or grammar structures (Hasanah et al., 2022). Instead, teachers are beginning to combine language skills with hands-on practice, such as demonstrating the steps of making food, operating tools, and explaining the procedures for wudu or salat. This practice not only improves students' understanding of procedural texts but also integrates Islamic values into the learning process.

This phenomenon reflects a paradigm shift in Islamic education, from passive methods to active and context-based learning. It also indicates that Islamic educational institutions are increasingly open to innovation in order to produce graduates who are not only religious but also proficient in foreign languages and capable of adapting to modern developments. Therefore, the development of innovative teaching practices is an important part of the social dynamics in the renewal of Islamic education in the modern era (Fuad & Iswantir, 2024).

Previous research shows that innovative approaches to English language learning in Islamic educational environments are beginning to gain widespread attention. Through real-life examples, students find it easier to relate the material to their daily lives, especially when the texts used are relevant to the Islamic context, such as how to perform wudu or the procedures for salat.

A study by Maulana (2022) also shows that teachers in madrasah aliyah who use the demonstration method when teaching procedure texts are able to increase student engagement actively. Teachers practice certain steps while explaining in English, so that students gain visual, auditory, and linguistic experiences simultaneously. This research confirms that such teaching practices help students build a deeper understanding of the structure and function of texts.

Additionally, Saud et al. (2023) show that incorporating Islamic values into English language materials through texts, exercises, and Islamic expressions has a positive impact on students' character and motivation at IAIN Manado. Both studies prove that the exemplification strategy in teaching procedure texts is highly relevant to be applied in Islamic educational environments that prioritize the integration of general knowledge and Islamic values.

The novelty of this study lies in the combination of exemplification-based learning practices with the Islamic educational context in teaching English procedural texts. Although genre-based approaches and contextual methods have been extensively studied previously, few studies have specifically explored how teachers in madrasahs or Islamic schools apply direct demonstration techniques with explicit Islamic values. This study highlights how teachers not only explain the structure of procedural texts but also actively demonstrate activities derived from religious practices, such as the proper way to perform wudu, prayer, or the use of religious tools, as content for English language learning. This is what distinguishes this study from previous research.

Another novelty lies in the focus on teachers' competence in delivering procedure-based text material communicatively without compromising students' Islamic identity. In this context, teachers act as facilitators who not only teach language but also serve as agents of integrating religious values into modern learning (Hasmiza, 2025). This research also highlights how these strategies impact students' learning motivation and critical thinking skills. Thus, this study provides an original contribution to the development of innovative, relevant, and contextual learning strategies, as well as addressing the need for English teaching models that align with local and religious values in Islamic education.

The purpose of this study is to identify and analyze innovative teaching practices applied by teachers in Islamic education, particularly in teaching procedure texts in English classes using the exemplification approach. This objective is based on the urgent need for a learning model that is not only effective in improving students' English language proficiency but also capable of maintaining relevance with Islamic values, which form the core foundation of education in madrasahs and Islamic schools. Therefore, teachers are required not only to master the subject matter but also to be able to present contextual, communicative, and inspiring learning strategies.

Through the exemplification approach, teachers can provide concrete and meaningful learning experiences for students. This strategy provides space for students to see the direct application of procedural texts, either through

demonstrations of daily activities or worship that are culturally and religiously relevant. This practice is believed to strengthen understanding of text structure, improve speaking skills, and foster appreciation for the use of English in everyday life. Therefore, this study aims to describe how this strategy is applied in the classroom, how the integration of Islamic values occurs in the learning process, and the impact of this innovation on student engagement and learning outcomes. This study is expected to serve as the basis for the development of a more holistic value-based English learning model in Islamic educational settings.

B. METODE

This study uses a qualitative paradigm with a descriptive case study approach to explore the application of exemplification strategies in teaching Islamic values-based procedural texts in English lessons. The study was conducted in May–June 2025 at Darussalam High School, a pesantren-based school in Banyuwangi, East Java. The research subject was an English teacher selected through purposive sampling because they actively applied contextual learning that integrated English material and religious practices.

The main data sources were obtained through classroom observation and semi-structured interviews. Observation was used to record the teacher's teaching practices directly, while interviews explored the teacher's pedagogical reasons and reflections on the strategies used.

The research stages included: (1) data collection through observation and interviews; (2) data reduction and presentation; and (3) drawing conclusions based on interactive analysis according to Miles, Huberman, and Saldaña (2014). Data validity was strengthened using triangulation techniques to consistently compare observation and interview results.

C. RESULTS AND DISCUSSION

One of the main findings in this study is that English teachers in Islamic educational settings actively apply the exemplification approach in teaching procedural text material. This approach is considered very effective in enlivening the learning atmosphere and making it easier for students to understand the structure of the text and English vocabulary related to steps or instructions. During the observation, teachers not only provided theoretical explanations about the form and characteristics of procedural texts but also demonstrated specific procedures directly. Some of the activities demonstrated in class included how to make tea, how to wear a mukena, and the steps for wudu. These activities are not only relevant to the students' daily lives but also align with the

Islamic values embraced by the students. Through in-depth interviews conducted with the teachers who participated in the study, information was obtained that reinforces this finding. The teacher stated:

“I usually demonstrate what I explain directly because the students here understand faster when they see the example. For example, when teaching a procedural text about wudu, I demonstrate each step while reciting it in English. They become more enthusiastic and memorize the sequence.”

This statement indicates that demonstrations not only aid students' linguistic understanding but also enhance their engagement and interest during the learning process. From the interview results, it was also found that teachers felt this strategy was effective because students were helped visually and contextually. In fact, teachers stated that the exemplification approach was very suitable for schools located in pesantren environments because students found it easier to understand material related to their daily religious activities. Therefore, this approach is considered an innovation that not only supports the objectives of English language learning but also preserves Islamic values in the classroom.

An important finding in this study shows that English teachers at Darussalam High School consciously and systematically integrate Islamic values into learning materials and activities. The teaching process of procedure texts is not only focused on linguistic aspects such as grammar and vocabulary, but is also adapted to the religious context familiar to students' daily lives. For example, teachers select procedure texts that explain steps for religious practices such as wudu, prayer, or how to wear a mukena. The aim is for students not only to understand the text structure but also to internalize the spiritual values contained within it. This practice reflects the harmony between English language learning and the formation of students' Islamic character, where language becomes a means of strengthening values, not merely a tool for communication.

In in-depth interviews conducted with teachers, it was found that the selection of materials with religious nuances was not coincidental but rather a well-designed pedagogical strategy. The teacher explained:

“If I choose texts about worship, it is because students find it easier to understand and feel closer to the material. They already know the steps, so we just need to practice using English. At the same time, I instill in them that learning a language can also be used to spread goodness.”

This quote shows that teachers view the integration of Islamic values as an important part of learning objectives. Teachers not only play the role of language teachers, but also moral and spiritual guides (Syifaurrahmah et al., 2025). The overall results of the interviews show that this strategy is well-received by

students because it makes the material feel more relevant and meaningful. Thus, the integration of Islamic values in English language learning is an innovation that not only strengthens students' academic competence but also their religious identity.

Another important finding in this study shows an increase in students' enthusiasm and understanding of procedural text material when the learning is delivered contextually and uses real examples that are close to their daily lives. Through the exemplification approach, teachers not only explain the structure of the text theoretically but also demonstrate the procedural steps directly. Such activities have a positive impact on student engagement in the classroom. They appear more active, motivated, and enthusiastic about the learning process because the material feels relevant and easy to understand. Many students expressed that they felt more confident using English because they could relate the words or sentences they learned to activities that were familiar to them, such as performing wudu, making snacks, or preparing prayer tools. This was reinforced by the results of interviews with teachers, who stated:

"I noticed that students became more enthusiastic when the lesson used direct examples. Even students who are usually passive raise their hands because they feel they can do it. They say, 'Oh, this is what we do every day, Ma'am. But now we're talking about it in English.'"

This quote emphasizes that the contextual approach not only improves conceptual understanding but also fosters students' confidence (Sariningsih, 2014). The overall interview results indicate that students feel more comfortable and less stressed when speaking in English because they are discussing topics they are familiar with. Therefore, learning based on real-life examples is considered effective in bridging the gap between language proficiency and students' personal experiences, and serves as an effective strategy for improving the quality of English language learning in an Islamic educational setting.

Based on these findings, it can be interpreted that the exemplification approach in teaching procedural texts is not only effective in building students' linguistic understanding but also serves as an integrative medium for instilling Islamic values in a contextual manner. The teachers who were the subjects of this study consciously utilized activities related to worship and the religious life of students as teaching materials. This made the learning process closer to the reality of the students, thereby increasing their participation, enthusiasm, and confidence in using English. When students are able to relate language material to their daily experiences, they find it easier to understand and internalize the language structures being taught. This finding supports Vygotsky's (1978)

Constructivism theory, which states that learning is more effective when linked to the social and cultural context in which learners are situated. In this context, teachers act as more knowledgeable others who guide students through meaningful interactions based on Islamic values. Furthermore, this approach is in line with the Contextual Teaching and Learning (CTL) perspective, which, according to Johnson (2002), emphasizes the importance of linking learning material to students' real world so that they can construct meaning independently. Therefore, this teaching innovation through demonstration and reinforcement of religious values is not merely a technical strategy but also a representation of pedagogical transformation in the Islamic educational environment. This integration demonstrates that English language learning does not have to be secular but can synergize with religious values, making the classroom both a space for literacy and a space for character development.

D. CONCLUSION

Based on the results of observations, interviews, and analysis of English teaching practices in Islamic educational settings, it can be concluded that the exemplification approach has proven to be an effective and innovative strategy in teaching procedural texts. Teachers are able to bring the teaching material to life through direct demonstrations that not only make it easier for students to understand the structure of the text and English vocabulary but also increase student engagement and enthusiasm in the learning process. Furthermore, this approach also opens up space for the integration of Islamic values into teaching materials by selecting procedural content related to worship practices and religious activities that are familiar to students, such as wudu, salat, or wearing a mukena.

This strategy demonstrates that English language learning in schools located in Islamic boarding schools or Islamic schools does not have to be secular and separate from students' religious identities. Rather, through a contextual and relevant approach, students can build a more holistic understanding of learning, both from a linguistic and spiritual perspective. Teachers play an important role as facilitators who not only deliver material but also guide students in instilling moral and religious values through a foreign language (Basyori, 2025). Thus, exemplification-based teaching practices linked to Islamic values can become a holistic, transformative learning model that meets the needs of the 21st century, especially in the context of Islamic education.

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