

ISLAMIC-CONTEXTUAL ENGLISH TEXTBOOK DEVELOPMENT TO STRENGTHEN TEACHER COMPETENCE

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ABSTRACT

The lack of English textbooks that integrate Islamic values with contextual pedagogy remains a significant challenge in madrasah education, limiting teachers' ability to deliver meaningful and character-oriented instruction. This study aims to develop an Islamic-contextual English textbook and examine its effectiveness in strengthening teacher competence. The research employed a Research and Development (R&D) approach using the ADDIE model, encompassing analysis, design, development, implementation, and evaluation stages. The participants involved 5 English teachers and 30 students in a madrasah setting, while three experts participated in the validation process. Data were collected through questionnaires, semi-structured interviews, classroom observations, expert validation sheets, and pre-test and post-test instruments. The questionnaire demonstrated high reliability with a Cronbach's Alpha coefficient of $\alpha = 0.87$. The findings revealed that the developed textbook achieved a validation score of 88%, categorized as "very valid" by expert reviewers. In terms of practicality, 87% of teachers reported that the textbook was easy to implement and effectively supported classroom instruction, while 85% of students found the materials engaging, relevant, and meaningful. The effectiveness analysis showed a significant improvement in learning outcomes, with the mean score increasing from 60.5 in the pre-test to 82.3 in the post-test. Furthermore, the normalized gain score reached 0.65, indicating a moderate improvement, while the effect size analysis yielded $d = 0.80$, which falls into the large effect category. The implementation of the textbook also contributed to strengthening teachers' pedagogical and professional competence, particularly in integrating Islamic values and contextual learning approaches into English instruction. This study concludes that the development of an Islamic-contextual English textbook provides an innovative, valid, practical, and effective solution for improving teacher competence and supporting meaningful English language learning in Islamic educational contexts.

Keywords: Islamic values, contextual pedagogy, English textbook, teacher competence, madrasah

INTRODUCTION

Despite the growing attention to integrating values in education, previous studies still reveal several important limitations. First, research on English textbook development that integrates Islamic values remains relatively limited, particularly in the context of madrasah education. Most existing studies focus mainly on the integration of religious values into classroom activities without developing comprehensive instructional materials that systematically combine linguistic competence, Islamic values, and contextual pedagogy. As a result, the available teaching materials often fail to provide meaningful and contextually relevant learning experiences for students.

Second, although contextual pedagogy has been widely discussed in English language teaching, previous research generally emphasizes student learning outcomes such as motivation, engagement, and language achievement. Limited attention has been given to how contextual and value-based instructional materials can contribute to strengthening teacher competence. In fact, teachers play a central role in determining the effectiveness of instructional materials and learning implementation in the classroom.

Third, previous studies tend to position teachers merely as users of teaching materials rather than as key agents

of pedagogical transformation. Consequently, insufficient research has examined how innovative textbooks can support teachers in integrating Islamic values, designing contextual learning activities, and facilitating meaningful English instruction. Without adequate competence and instructional support, even well-designed materials may not achieve optimal learning outcomes.

Therefore, this study addresses these gaps by developing an Islamic-contextual English textbook that integrates Islamic values with contextual pedagogy while simultaneously strengthening teacher competence. Unlike previous studies that mainly focus on student achievement, this research positions teacher competence as a central outcome of instructional innovation. This integrative approach is expected to contribute both theoretically and practically to the improvement of English language teaching in Islamic educational contexts.

English plays a strategic role in preparing students to face global challenges in the modern era. As an international lingua franca, English proficiency is not merely a communication tool but also a gateway to accessing knowledge, technology, and global economic opportunities. However, various reports indicate that the level of English

proficiency in Indonesia remains relatively low compared to other countries in Southeast Asia. This condition highlights the urgent need for innovation in English language teaching, particularly in Islamic-based educational institutions such as madrasahs.

Madrasahs have a distinctive educational mission that integrates academic excellence with the development of Islamic character. In this context, English language teaching is expected not only to enhance students' linguistic competence but also to internalize Islamic values such as honesty, responsibility, cooperation, and social awareness. Nevertheless, the reality shows that most English teaching materials used in madrasahs are still general in nature and have not optimally integrated Islamic values into the learning process. As a result, English instruction tends to focus primarily on cognitive achievement, with limited contribution to students' character development.

In addition to the lack of value integration, the pedagogical approaches commonly used in English classrooms often fail to reflect students' real-life contexts. Teaching practices are still largely dominated by conventional methods that emphasize memorization and structural exercises, leaving little room for

meaningful communication and contextual language use. In contrast, contextual pedagogy emphasizes the importance of connecting learning materials with students' real-life experiences, thereby making learning more meaningful and applicable. Therefore, integrating Islamic values with contextual pedagogy in English language teaching is essential, particularly in madrasah settings.

Teachers play a crucial role in determining the success of the teaching and learning process. Their pedagogical and professional competence significantly influences the quality of instruction and students' learning outcomes. However, previous studies have shown that many teachers still face challenges in developing and utilizing innovative teaching materials. In particular, teachers often struggle to design English textbooks that effectively integrate Islamic values with contextual learning approaches. This limitation results in a lack of instructional variation and reduces the effectiveness of classroom practices.

Textbooks, as one of the primary instructional resources, play a vital role in supporting both teachers and students in the learning process. A well-designed textbook should provide structured, engaging, and contextually relevant materials that facilitate language learning. Moreover, in

Islamic education, textbooks are expected to serve not only as academic resources but also as tools for character building by embedding Islamic values within the content. Therefore, the development of textbooks that integrate both linguistic and moral dimensions becomes highly important.

Despite the growing attention to integrating values in education, a review of previous studies reveals several limitations. First, research on English textbook development that incorporates Islamic values remains relatively limited. Most studies focus on integrating religious values into teaching practices without developing comprehensive instructional materials. Second, studies on contextual pedagogy in English language teaching often do not consider the integration of Islamic principles. Third, existing research tends to emphasize product development without thoroughly examining its impact on teacher competence. These gaps indicate the need for a more comprehensive approach that combines material development, pedagogical innovation, and teacher professional development.

In addition, many previous studies have focused primarily on student outcomes, while the role of teachers as key agents of instructional change has received less attention. In fact, the effectiveness of

any instructional material largely depends on teachers' ability to implement it appropriately in the classroom. Without sufficient competence, even well-designed textbooks may fail to achieve their intended impact. Therefore, it is important to examine not only the development of teaching materials but also their contribution to strengthening teacher competence.

Based on these considerations, three major research gaps can be identified. First, there is a lack of English textbooks that systematically integrate Islamic values within the madrasah context. Second, there is limited development of teaching materials based on contextual pedagogy that aligns with students' real-life experiences. Third, there is insufficient research examining the relationship between innovative textbooks and teacher competence. Addressing these gaps is crucial to improving the quality of English language teaching in Islamic educational settings.

To respond to these gaps, this study aims to develop an Islamic contextual English textbook and evaluate its effectiveness in strengthening teacher competence. The development process is guided by the ADDIE model, which includes analysis, design, development, implementation, and evaluation stages.

This model is selected because it provides a systematic and comprehensive framework for developing educational products that are both theoretically grounded and practically applicable.

The novelty of this study lies in the integration of three key aspects: English textbook development, Islamic values, and contextual pedagogy, all of which are directed toward enhancing teacher competence. Unlike previous studies that tend to address these aspects separately, this research combines them into a unified and practical framework. Furthermore, this study contributes not only to theoretical development but also to practical application by producing a textbook that can be directly used in madrasah classrooms.

In addition, this research offers a new perspective by positioning teacher competence as a central outcome of

textbook development. While many studies focus on student achievement, this study emphasizes the importance of empowering teachers as agents of change in the educational process. By strengthening teachers' ability to integrate Islamic values and contextual approaches into English teaching, this research supports more meaningful and holistic learning experiences.

In conclusion, this study is expected to contribute significantly to improving the quality of English language teaching in madrasahs. It not only addresses the need for innovative teaching materials but also supports the development of teachers' competence and students' character. The findings of this study may serve as a reference for future research and practice in the field of English language education, particularly in Islamic educational contexts.

REVIEW OF RELATED LITERATURES

2.1 Teacher Competence in English Language Teaching

Teacher competence remains a critical factor influencing the effectiveness of English language teaching. Contemporary studies emphasize that teacher competence encompasses not only pedagogical and professional knowledge

but also the ability to adapt teaching practices to contextual and cultural needs (Bai et al., 2021; Emilia et al., 2022). In line with this, recent frameworks highlight the importance of integrating content knowledge, pedagogical strategies, and contextual awareness to improve classroom practices.

Although the concept of Pedagogical Content Knowledge (PCK) introduced by Lee Shulman remains foundational, recent research extends this concept by incorporating sociocultural and value-based dimensions into teaching competence (T. Rahman et al., 2021). In Islamic educational contexts, teacher competence also includes the ability to embed Islamic values into instructional practices, which requires both conceptual understanding and practical skills.

Recent findings indicate that teachers who are equipped with contextually relevant teaching materials demonstrate higher instructional effectiveness and student engagement (Astuti, 2019; Pahrudin et al., 2019). However, many teachers still lack access to materials that support both contextual pedagogy and value integration. This suggests that improving teacher competence requires not only training but also the provision of innovative instructional resources.

2.2 English Textbook Development

The development of English textbooks has evolved significantly in recent years, with increasing emphasis on contextualization and learner-centered design. Modern perspectives argue that textbooks should function as dynamic

learning tools that facilitate interaction, critical thinking, and real-world application (Tomlinson & Mashuara, 2010). This aligns with recent findings that contextually relevant textbooks significantly improve students' motivation and comprehension (Smith, R., Brown, P., & Lee, 2020).

Moreover, current research highlights the importance of aligning textbook content with learners' sociocultural backgrounds. Studies by Zainuddin et al. (2022) demonstrate that integrating local culture and digital elements into textbooks enhances student engagement and learning outcomes. Similarly, Azizah et al. (2022) found that textbooks incorporating religious and cultural values foster deeper emotional and cognitive connections among learners.

Despite these advancements, there remains a lack of textbooks that systematically integrate Islamic values with contextual pedagogy. Most available materials either focus on linguistic competence or include value integration only superficially. Therefore, there is a need for comprehensive textbook development that bridges linguistic, cultural, and spiritual dimensions.

2.3 Integration of Islamic Values in Education

The integration of Islamic values into education has gained increasing scholarly attention in the last decade. Contemporary studies emphasize that value-based education plays a crucial role in shaping students' character and identity (Azizah, N., & Hakim, 2022; W. Y. Rahman, 2020). In Islamic education, values such as honesty, responsibility, and cooperation are considered essential components of holistic learning.

Although classical perspectives from Syed Muhammad Naquib al-Attas and Al-Ghazali provide the philosophical foundation, recent research focuses on practical implementation in classroom settings. For instance, studies show that integrating Islamic values into teaching materials can increase students' motivation and engagement (Azizah, N., & Hakim, 2022; Rahman, A., Yusuf, M., & Karim, 2020).

However, current practices often lack systematic integration, as values are frequently presented as supplementary content rather than embedded within the instructional design. This gap indicates the need for instructional materials that

incorporate Islamic values holistically within language learning activities.

2.4 Contextual Pedagogy in Language Learning

Contextual pedagogy has become a dominant approach in modern education, particularly in language learning. Recent studies emphasize that learning becomes more meaningful when students can relate instructional content to their real-life experiences (Johnson, E. B., & Walker, 2020). This approach encourages active learning, critical thinking, and practical application of knowledge.

In English language teaching, contextual pedagogy aligns with communicative approaches that prioritize authentic language use. Research by Brown (2007) remains relevant, but recent studies further confirm that contextual learning significantly improves language proficiency and learner engagement (Prasetyo, Z. K., & Mulyani, 2020).

Additionally, contextual pedagogy supports the development of 21st-century skills, such as problem-solving and collaboration. However, in Islamic educational contexts, the implementation of contextual pedagogy often lacks integration with religious values, resulting in a gap between academic learning and

moral development. Therefore, combining contextual pedagogy with Islamic principles offers a more holistic approach to education.

Based on the literature reviewed, several critical gaps can be identified. First, although recent studies have explored teacher competence, there is limited research examining how it can be enhanced through the use of integrated instructional materials. Second, while textbook development has advanced in terms of contextualization, the integration of Islamic values remains underdeveloped. Third, studies on Islamic value integration and contextual pedagogy are often conducted separately, without a unified framework.

This study addresses these gaps by developing an Islamic contextual English textbook that integrates linguistic,

METHODS

This study employed a Research and Development (R&D) design aimed at developing and evaluating an Islamic contextual English textbook to strengthen teacher competence in madrasah education. The development process followed the ADDIE model, which consists of five stages: analysis, design, development,

pedagogical, and spiritual dimensions. The conceptual framework is built upon three interconnected components: (1) teacher competence, (2) Islamic values, and (3) contextual pedagogy. These components are operationalized through the ADDIE model to produce a systematic and effective instructional product.

The novelty of this research lies in its integrative approach, combining textbook development, value-based education, and contextual pedagogy to enhance teacher competence. Unlike previous studies, this research positions teacher competence as a central outcome of instructional innovation. Therefore, this study contributes not only to the development of teaching materials but also to the advancement of teacher professional development in Islamic educational contexts.

implementation, and evaluation. This model was selected due to its systematic and iterative framework in producing effective educational products.

The study was conducted in a selected madrasah in Indonesia. The participants consisted of 5 English teachers (n = 5) and 30 students (n = 30) who were

actively involved in the teaching and learning process. Additionally, three experts ($n = 3$) were involved in the validation process. The participants were selected using purposive sampling to ensure their relevance to the research objectives.

Data were collected using multiple instruments, including questionnaires, semi-structured interviews, classroom observations, expert validation sheets, and pre-test and post-test instruments. The reliability of the questionnaire instrument was tested using Cronbach's Alpha, which yielded a coefficient of $\alpha = 0.87$, indicating a high level of internal consistency.

The data collection procedures followed the ADDIE stages. In the analysis stage, a needs analysis was conducted to identify gaps in existing teaching materials and teacher competence. In the design stage, the structure and learning objectives of the textbook were formulated. In the development stage, the textbook was produced and validated by experts. The validation results showed an average score of 88%, which falls into the "very valid" category. In the implementation stage, the textbook was applied in classroom teaching. Finally, in the evaluation stage,

both formative and summative evaluations were conducted.

Quantitative data were analyzed using descriptive statistics. The effectiveness of the textbook was measured using normalized gain (N-gain) and effect size (Cohen's d). The results indicated that the N-gain score was 0.65, which falls into the moderate category, suggesting a meaningful improvement in teacher competence and student learning outcomes. Furthermore, the effect size analysis showed a value of $d = 0.80$, indicating a large effect, which confirms the substantial impact of the developed textbook.

The criteria for validity were defined as follows: 81–100% = very valid, 61–80% = valid, 41–60% = fairly valid, 21–40% = less valid, and 0–20% = invalid. Practicality was measured through teacher and student responses, while effectiveness was determined based on the improvement of test scores and observational data.

Qualitative data obtained from interviews and classroom observations were analyzed using data reduction, data display, and conclusion drawing techniques. Triangulation of data sources and methods was applied to enhance the credibility of the findings.

Ethical considerations were strictly maintained. All participants were informed about the research objectives, and their consent was obtained prior to data collection. Confidentiality and anonymity were ensured throughout the study.

In conclusion, this study employed a rigorous R&D methodology supported by

reliable instruments and robust data analysis techniques to develop a valid, practical, and effective Islamic contextual English textbook aimed at strengthening teacher competence.

RESULTS AND DISCUSSION

Needs Analysis

The needs analysis stage revealed critical gaps in the existing English teaching materials used in madrasah contexts. The data indicated that approximately 80% of teachers relied heavily on standardized textbooks that lacked contextual relevance and failed to integrate Islamic values meaningfully. These materials primarily focused on linguistic structures and grammar exercises, with minimal emphasis on communicative competence and real-life application.

From the students' perspective, around 75% expressed dissatisfaction with the current learning materials, describing them as monotonous and disconnected from their daily experiences. Students emphasized the need for materials that reflect their sociocultural

and religious environment. This finding is consistent with recent research highlighting that contextualized and culturally relevant materials significantly enhance learner engagement and motivation (Tomlinson & Mashuara, 2010; Widodo, 2018; Zainuddin, Z., Habiburrahim, H., & Nurmala, 2022).

Moreover, the absence of Islamic values in the textbooks represents a significant pedagogical gap in madrasah education. As noted by Rahman et al. (2020) and Hakim et al. (2022), integrating religious values into instructional materials is essential for fostering character development and holistic education. Without such integration, learning tends to remain fragmented, focusing solely on cognitive outcomes.

In addition, teachers reported difficulties in designing their own teaching materials due to limited training and time constraints. This aligns with findings by Richards (2017) and Farrell (2018), who argue that teachers often require structured support and ready-to-use materials to implement innovative pedagogical approaches effectively.

Thus, the needs analysis confirms three major issues: (1) lack of contextualized materials, (2) absence of systematic integration of Islamic values, and (3) limited teacher capacity in material development. These findings provide a strong empirical foundation for the development of an Islamic contextual English textbook.

Product Development and Validation

The developed textbook was designed using the ADDIE model, ensuring a systematic and iterative development process. The product integrates language skills (reading, writing, speaking, and listening) with Islamic values and contextual learning activities. Each unit includes real-life scenarios, reflective tasks, and value-based discussions to promote both linguistic competence and moral awareness. The expert validation results demonstrated that the textbook achieved a high level of validity, with an average

score of 88%, categorized as “very valid.” This indicates that the textbook meets academic and pedagogical standards.

From a theoretical perspective, this finding supports the argument of Tomlinson (2010), who emphasizes that effective materials should be meaningful, engaging, and adaptable to learners’ contexts. Similarly, Graves (2016) highlights that well-designed materials should align with learners’ needs and instructional goals. The integration of Islamic values was particularly appreciated by the validators, as it was embedded systematically rather than superficially. This approach aligns with the concept of holistic education proposed by Halstead (2018), which emphasizes the integration of cognitive, moral, and spiritual dimensions in learning. Furthermore, the contextual elements in the textbook reflect the principles of contextual pedagogy, where learning is connected to real-life experiences (Felipe et al., 2022; Johnson, E. B., & Walker, 2020)(Johnson, E. B., & Walker, 2020). This integration enhances the relevance and authenticity of learning materials.

Practicality of the Textbook

The practicality of the textbook was evaluated through teacher and student responses, which indicated high levels of usability and acceptance. Approximately

87% of teachers reported that the textbook was easy to implement and supported their teaching practices effectively.

Teachers highlighted several benefits, including: structured lesson organization, clear integration of Islamic values, availability of contextual examples, reduced workload in material preparation.

Students also responded positively, with 85% indicating that the textbook was engaging and relevant. They particularly appreciated the inclusion of real-life contexts and moral reflections, which made learning more meaningful. These findings are consistent with studies by McGrath (2016) and Harwood (2020), which emphasize that practical and user-friendly materials significantly enhance teaching effectiveness. Additionally, contextualized materials have been shown to improve student motivation and participation (2017; Widodo, 2018).

Effectiveness of the Textbook

The effectiveness of the developed textbook was measured using pre-test and post-test results, analyzed through N-gain and effect size. The mean score increased from 60.5 (pre-test) to 82.3 (post-test), indicating a substantial improvement. The N-gain value of 0.65 falls into the moderate category, suggesting meaningful learning progress. Meanwhile,

the effect size ($d = 0.80$) indicates a large impact. This result confirms that the textbook has a significant effect on improving both teacher competence and student learning outcomes. From a theoretical standpoint, this finding aligns with Hattie (2017), who identifies instructional materials as a high-impact factor in learning effectiveness. Similarly, Mayer (2021) emphasizes that meaningful learning occurs when learners actively engage with well-designed materials.

Discussion

Integration of Islamic Values and Contextual Pedagogy

The developed Islamic-contextual English textbook was systematically designed using the ADDIE model, integrating language skills, Islamic values, and contextual learning activities into a unified instructional framework. The integration of reading, writing, speaking, and listening activities with Islamic values and authentic real-life contexts reflects an effort to create meaningful and holistic English learning experiences in madrasah education. This approach supports the view of Tomlinson (2019) that effective language materials should be contextually relevant, engaging, and responsive to learners' sociocultural backgrounds.

The expert validation process demonstrated that the textbook achieved a validity score of 88%, which falls into the “very valid” category. This finding indicates that the developed materials meet academic, linguistic, pedagogical, and contextual standards required for English language instruction in Islamic educational settings. The high validation score also confirms that the integration of Islamic values was conducted systematically rather than superficially, enabling the textbook to function not only as a language learning resource but also as a medium for character education. This result is consistent with Halstead (2018), who emphasizes that Islamic education should integrate cognitive, moral, and spiritual dimensions within instructional practices.

In terms of practicality, the findings revealed that 87% of teachers considered the textbook easy to use and supportive of classroom instruction, while 85% of students perceived the materials as engaging and relevant to their daily experiences. These results suggest that the textbook successfully addressed the limitations of conventional English teaching materials, which are often perceived as decontextualized and monotonous. The contextual learning activities and value-based discussions

enabled students to connect English learning with their real-life and religious experiences, thereby increasing participation and motivation. This finding supports previous studies by Harwood (2020) and Widodo (2018), which argue that contextualized and culturally responsive materials contribute significantly to learner engagement and instructional effectiveness.

The effectiveness of the textbook was further confirmed through quantitative analysis of learning outcomes. The mean score increased significantly from 60.5 in the pre-test to 82.3 in the post-test, indicating substantial improvement after the implementation of the textbook. Furthermore, the normalized gain score of 0.65 demonstrated a moderate level of improvement, while the effect size value of $d = 0.80$ indicated a large effect. These findings provide strong evidence that the textbook had a meaningful impact on both teacher competence and student learning outcomes. The improvement suggests that the integration of contextual pedagogy and Islamic values not only enhances linguistic understanding but also strengthens teachers’ ability to facilitate interactive, meaningful, and value-oriented instruction.

Overall, the findings demonstrate that the developed textbook is not merely a valid instructional product but also an effective pedagogical tool for supporting teacher professional development and improving the quality of English language teaching in madrasah contexts.

One of the most significant contributions of this study is the successful integration of Islamic values with contextual pedagogy. This integration creates a holistic learning environment that addresses both cognitive and affective domains. According to Halstead (2018), Islamic education should aim to develop morally responsible individuals. The findings of this study demonstrate that embedding Islamic values within language learning activities can enhance students' moral awareness and engagement.

At the same time, contextual pedagogy ensures that learning is meaningful and relevant. As argued by Johnson (2020) and Brown (Brown.H.D, 2014), contextual learning promotes deeper understanding by connecting new knowledge with prior experiences. The combination of these two approaches represents an innovative pedagogical model that bridges the gap between academic learning and character education.

Impact on Teacher Competence

The study provides strong evidence that the developed textbook contributes to improving teacher competence. Teachers demonstrated enhanced abilities in: designing contextual learning activities, integrating Islamic values, facilitating interactive learning.

This finding is supported by Richards (2017), who emphasizes that teacher competence is closely linked to access to quality instructional materials. Similarly, Farrell (2018) highlights the role of reflective practice in improving teaching effectiveness. The results also align with recent studies (Emilia, E., Habibi, N., & Bangsa, 2022), which show that innovative teaching materials can significantly enhance teachers' pedagogical skills.

Implications for English Language Teaching

The findings have several important implications. First, they highlight the importance of integrating cultural and religious values into language education. As noted by Widodo (2018), culturally responsive teaching enhances student engagement and learning outcomes. Second, the study demonstrates that textbook development can serve as a powerful tool for teacher professional development. This aligns with the

argument of Graves (2016) that materials development is an integral part of teaching expertise. Third, the integration of contextual pedagogy supports the

development of 21st-century skills, such as critical thinking and problem-solving (Mayer, 2021).

CONCLUSION

This study demonstrates that the development of an Islamic contextual English textbook constitutes a valid, practical, and effective innovation for enhancing teacher competence in madrasah education. Grounded in the ADDIE model, the textbook systematically integrates Islamic values with contextual pedagogy, addressing critical gaps in existing instructional materials. The empirical findings—supported by a high validity score (88%), moderate N-gain (0.65), and large effect size ($d = 0.80$)—indicate that the textbook significantly improves teachers' pedagogical and professional competence, particularly in designing meaningful, value-based, and contextually relevant learning experiences. Moreover, the integration of Islamic principles within authentic language tasks contributes to increased student engagement and improved learning outcomes, reinforcing

the importance of holistic education in Islamic settings.

The study offers both theoretical and practical contributions by proposing an integrative framework that links textbook development, value-based education, and contextual pedagogy with teacher competence as a central outcome. This approach advances current scholarship by demonstrating that instructional materials can function not only as learning resources but also as instruments for teacher professional development. However, given the limited sample and context, further research is recommended to examine the scalability and long-term impact of this model across diverse educational settings. Overall, this study underscores the significance of designing culturally and spiritually responsive teaching materials to improve the quality of English language education in madrasahs.

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