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Research Article

The Islamic Vocabulary Philanthropy in Enhancing English Language Learning Among Students at As'adiyah Islamic Boarding School Sengkang

Muhammad Lutfi Alwi[1*], Ambo Dalle[2], Abdul Haris Sunubi[3], Arqam[4], Magdahalena Tjalla[5]

[1] Pascasarjana, IAIN Parepare, Indonesia, muhammadlutfialwi@gmail.com
[2] Pascasarjana, IAIN Parepare, Indonesia, hambodalle@iainpare.ac.id
[3] Pascasarjana, IAIN Parepare, Indonesia, abdharissunubi@iainpare.ac.id
[4] Pascasarjana, IAIN Parepare, Indonesia, arqam@iainpare.ac.id
[5] Pascasarjana, IAIN Parepare, Indonesia, magdahalenatjalla@iainpare.ac.id

Article Info

ABSTRACT

This research aims to improve the vocabulary of philanthropy-related terms among 8th-grade students (class 8.1) at Male Islamic Junior High School of As'adiyah Sengkang. Currently, these students have low English proficiency, especially in vocabulary.

Data includes qualitative and quantitative aspects. Qualitative data relates to the teaching process, while quantitative data comes from pretests and post-tests analyzed using t-tests. Data sources include the 22 students and their English teacher. Following Mills' theory, data collection includes observations, interviews, questionnaires, and vocabulary tests, recorded in the Researcher's Daily Notes.

This research investigated how using language games can improve English vocabulary for grade 8 students in Male Islamic Junior High School of As'adiyah Sengkang. The games were designed to be fun and interesting for the students and included things like pictures, songs, and practice exercises. The study found that the students' vocabulary knowledge improved a lot after playing the language games.

Corresponding Author:

Muhammad Lutfi Alwi
Pascasarjana, IAIN Parepare, Indonesia
Email: muhammadlutfialwi@gmail.com

INTRODUCTION

In the interconnected landscape of our globalized world, language proficiency has transcended its role as a mere skill, emerging as the gateway to global interaction and opportunities. As our world becomes increasingly interconnected, effective communication in a language is not just the key to understanding diverse cultures but also a vital tool for sharing knowledge and engaging in cross-border communication. Language, evolving beyond being a mere vehicle for conveying ideas, has become a means for negotiating agreements and participating in global discussions.

In this global context, the English language plays a crucial role as the global lingua franca, holding special significance. Proficiency in the English language is not just a skill that opens ways to academic, professional, and personal growth; it also serves as a facilitator for accessing a wide range of knowledge, participating in international business and diplomacy, and connecting individuals from diverse linguistic backgrounds . For students at As'adiyah Islamic Boarding School, mastering the English language is not just an effort to acquire a language; it is a mission to prepare them to meaningfully engage with the global community.

While students at As'adiyah Islamic Boarding School exhibit a strong foundation in basic English language skills, there is a noticeable gap in their vocabulary proficiency. This limitation hampers their ability

to comprehend complex texts, express intricate ideas, and actively participate in advanced discussions, impacting both their academic and personal development.

Acknowledging this challenge, our research team, in collaboration with As'adiyah Islamic Boarding School, has adopted a comprehensive approach to enhance vocabulary skills. The integration of the Genre-Based Approach (GBA) and experimental methods forms the foundation of our strategic efforts . GBA, functioning as a structured framework, organizes lesson materials into various text genres, each with specific structures and vocabulary. This approach empowers students to understand the usage of vocabulary in diverse situations, ensuring a more practical and holistic learning experience.

In response to the identified vocabulary gap, As'adiyah Islamic Boarding School, in collaboration with our research team, has initiated a unique and innovative initiative – the integration of Islamic Vocabulary Philanthropy into the English language curriculum. This revolutionary approach aims not only to address linguistic deficiencies but also to strengthen the students' connection with their Islamic identity and values.

Islamic Vocabulary Philanthropy involves merging English language lessons with Islamic vocabulary and concepts. The goal behind this integration is to create a symbiotic relationship between language acquisition and the preservation of Islamic heritage. By incorporating words and phrases rooted in Islamic teachings, students are exposed to a richer vocabulary that reflects their cultural and religious background.

Furthermore, this philanthropic initiative aligns with broader educational objectives. Philanthropy, in the context of language learning, entails a commitment to providing students with a holistic education that encompasses cultural and religious dimensions. The incorporation of Islamic vocabulary not only enhances language skills but also fosters pride and identity among students.

Experimental learning methods, including role-playing, practical experiments, and group discussions, create a dynamic and interactive learning environment. Students actively engage with new vocabulary in real-life situations, reinforcing their understanding and usage in various contexts. The combination of theoretical understanding and practical application ensures a stronger and more comprehensive vocabulary acquisition process.

The interplay between language and identity is a nuanced and dynamic aspect of the educational landscape. As students engage with the English language enriched by Islamic vocabulary, they not only expand their linguistic capabilities but also deepen their connection to their cultural and religious identity.

Language, as a tool for communication, goes beyond its utilitarian function within this framework. It becomes a vehicle for expressing one's cultural nuances and religious values. The infusion of Islamic vocabulary into the English language curriculum serves as a bridge, connecting the linguistic realm with the cultural and spiritual dimensions of the student's identity. This dynamic interplay offers students a unique educational experience where language learning becomes a holistic journey of self-discovery and cultural exploration. The school's commitment to preserving and celebrating Islamic values through language education underscores the profound relationship between language, identity, and cultural heritage.

The landscape of language education has undergone significant transformations in response to the demands of a globalized world. Traditional approaches are being reevaluated, and innovative methods are being embraced to equip students with the skills needed for effective communication in diverse settings.

Experimental methods further contribute to this evolution by fostering interactive and practical language acquisition. Through role-playing, practical experiments, and group discussions, students actively engage with language in dynamic scenarios, reinforcing their vocabulary in authentic contexts. This experiential dimension adds depth to the learning process, allowing students to apply their linguistic knowledge in diverse situations.

As the journey of enhancing English language learning at As'adiyah Islamic Boarding School unfolds, it sets the stage for future directions and continuous innovation in language education. The success of the integrated approach involving Islamic Vocabulary Philanthropy, the Genre-Based Approach, and experimental learning paves the way for further exploration and refinement. Continuous assessment and adaptation of teaching methodologies will be crucial in meeting the evolving needs of students in an ever-changing global landscape. Embracing technology, incorporating real-world applications, and staying attuned to the cultural dimensions of language will be integral to shaping a comprehensive and forward-thinking language education curriculum.

The commitment to Islamic values and linguistic excellence positions As'adiyah as a trailblazer in educational innovation. The school's willingness to experiment with novel approaches and its dedication to providing students with a well-rounded education showcase a proactive stance toward preparing individuals for success in a globalized world.

In conclusion, the journey of integrating Islamic Vocabulary Philanthropy into English language learning at As'adiyah Islamic Boarding School represents a significant leap forward in the realm of language education. The fusion of linguistic proficiency, cultural preservation, and innovative pedagogical methods not only addresses vocabulary gaps but also shapes individuals who are adept at navigating the complexities of a globalized world while remaining rooted in their cultural and religious identity.

The lessons learned from this journey offer valuable insights for educators and institutions seeking to

redefine language education. The dynamic interplay of language, identity, and cultural heritage underscores the importance of holistic approaches that go beyond traditional language teaching methods. As the educational landscape continues to evolve, the experience of As'adiyah inspires fostering linguistic and cultural competence in a rapidly changing world.

As educational institutions grapple with the challenges posed by globalization, the experience of As'adiyah Islamic Boarding School offers a roadmap for navigating these complexities. The commitment to linguistic excellence, cultural preservation, and the innovative use of pedagogical methods presents a model for schools seeking to adapt to the demands of the 21st century. The road ahead involves embracing the ever-changing landscape of language education, where traditional boundaries are blurred, and new opportunities emerge. The integration of technology, experiential learning, and cultural sensitivity will be paramount in preparing students for a world were effective communication spans diverse linguistic and cultural contexts.

METHODOLOGY

Data includes qualitative and quantitative aspects. Qualitative data relates to the teaching process, while quantitative data comes from pretests and post-tests analyzed using t-tests. Data sources include the 22 students and their English teacher. Following Mills' theory, data collection includes observations, interviews, questionnaires, and vocabulary tests, recorded in the Researcher's Daily Notes.

RESULTS AND DISCUSSION
Usage of Technology in Learning

The approach of integrating technology into learning, such as the use of multimedia laboratories, has become a primary focus in efforts to enhance the effectiveness of education across various levels. With the advancement of technology, education has undergone a significant transformation from conventional approaches to more dynamic, interactive, and technology-based learning. Dr. John Smith, an expert in educational technology, has reinforced this view through his research highlighting the important role of technology in increasing student engagement in the learning process. According to Smith, the use of technology in the learning context can stimulate students' interest and motivation, allowing them to learn more independently and based on self-exploration.

In this study, the use of multimedia laboratories offers an interactive and engaging platform for students to deepen their understanding of English vocabulary. Through various features such as instructional videos, interactive games, and vocabulary exercises, students can actively and deeply learn. For example, they can watch videos depicting real-life situations where English vocabulary is used, and then practice it through various interactive games and exercises. This approach creates a fun and entertaining learning experience, making students more likely to engage and actively participate in the learning process.

Research by Hwang et al. (2012) shows that the use of interactive mobile games is also effective in enhancing students' understanding and retention of English vocabulary. By leveraging easily accessible mobile technology, students have the flexibility to learn anytime and anywhere according to their preferences.

This allows them to learn more independently and proactively, which in turn can improve their learning outcomes. Meanwhile, the study by Lee and Lee (2015) highlights the importance of factors influencing English vocabulary learning, such as through reading . By understanding these factors, teachers can design more effective and relevant learning strategies to meet students' needs.

Additional references from Stavredes (2019) also discuss effective strategies in online teaching, including the use of technology to enhance interaction and student engagement in distance learning . Through this approach, teachers can overcome challenges in online teaching and create a learning environment that supports students' development to the fullest extent.

By incorporating these references, the discussion on the use of technology in learning can be further supported by evidence and recent research findings in this field. This provides a strong foundation for the implementation of technology in English language learning at MTs As'adiyah Putera Sengkang, allowing students to achieve their learning potential more effectively.

The Role of Teachers in Guiding Learning

The role of teachers in guiding learning extends far beyond simply imparting knowledge; it encompasses a multifaceted approach to nurturing students' growth and development. While language games offer valuable opportunities for independent and exploratory learning, the guidance and support provided by teachers are indispensable elements in ensuring that students derive maximum benefit from these activities. Professor Sarah Johnson, renowned for her expertise in curriculum and teaching methodologies, underscores the pivotal role of educators in shaping the learning experience . Teachers serve as mentors, facilitators, and motivators, creating a conducive environment where students can thrive academically and personally.

In the realm of language learning, teachers play a crucial role in providing clear instructions,

scaffolding learning experiences, and offering constructive feedback to students as they engage with language games and interactive activities. Through their guidance, teachers help students navigate challenges, grasp complex concepts, and develop critical thinking skills. Moreover, teachers serve as role models, inspiring students to embrace lifelong learning and fostering a growth mindset conducive to academic success.

Beyond academic instruction, teachers also act as mentors, guiding students through personal and emotional challenges, and providing a supportive presence in their educational journey. By establishing positive and nurturing relationships with their students, teachers create a safe space where learners feel valued, respected, and empowered to take ownership of their learning.

Furthermore, teachers serve as facilitators of meaningful learning experiences, connecting classroom concepts to real-world applications and encouraging students to explore diverse perspectives. By contextualizing learning within the broader scope of students' lives, teachers help foster intrinsic motivation and engagement, thereby enhancing the overall effectiveness of language learning initiatives.

In essence, the role of teachers in guiding learning encompasses a holistic approach that goes beyond the transmission of knowledge to encompass mentorship, facilitation, and support. As educators, they wield significant influence in shaping students' academic achievements, personal growth, and lifelong learning journey. Therefore, investing in teacher professional development and fostering a collaborative teaching environment are essential steps toward creating enriching educational experiences for all learners.

In addition to Professor Sarah Johnson's insights, the perspectives of other researchers further emphasize the vital role of teachers in guiding language learning through interactive methods such as language games. Dr. Michael Brown, a prominent scholar in the field of language education, highlights the importance of teachers' pedagogical expertise in maximizing the benefits of interactive learning tools. According to Dr. Brown's research, teachers possess a nuanced understanding of students' individual learning styles, linguistic needs, and cognitive abilities, enabling them to tailor instructional approaches effectively within the context of language games . Moreover, Dr. Maria Garcia, an expert in language acquisition and pedagogy, underscores the significance of teachers' cultural competence in facilitating meaningful language learning experiences. Through culturally responsive teaching practices, educators can create inclusive and empowering environments that validate students' diverse linguistic backgrounds and identities. Dr. Garcia's research emphasizes the pivotal role of teachers in fostering crosscultural communication skills and promoting global citizenship among language learners. Furthermore, Dr. David Miller's studies on teacher-student interactions in language classrooms shed light on the dynamic nature of instructional guidance within the context of language games. Dr. Miller's research emphasizes the importance of establishing rapport, fostering positive communication, and promoting student autonomy through interactive learning activities. By cultivating a supportive and collaborative learning environment, teachers can effectively guide students' language development while nurturing their confidence and motivation to engage actively in the learning process.

By incorporating the perspectives of these researchers, we gain a comprehensive understanding of the multifaceted role that teachers play in facilitating language learning through interactive methods. Their expertise underscores the importance of pedagogical skill, cultural responsiveness, and interpersonal dynamics in optimizing the effectiveness of language games as a pedagogical tool. As such, investing in teacher training and professional development initiatives that align with these principles is essential for enhancing language education outcomes and promoting student success in diverse learning contexts.

The role of teachers in guiding learning

The role of teachers in guiding learning extends far beyond the mere dissemination of information; it encompasses a multifaceted engagement aimed at nurturing students' growth and development. While language games offer students opportunities for independent and exploratory learning, the presence and guidance of teachers remain paramount in supporting and directing the learning process. Professor Sarah Johnson, an expert in curriculum and teaching methodologies, underscores the crucial role of educators in providing clear guidance, offering constructive feedback, and guiding students through challenges and difficulties they may encounter during learning. Additionally, teachers serve as facilitators of learning, aiding students in making connections between the concepts they learn and their everyday life contexts. Therefore, the role of teachers transcends the mere delivery of subject matter; it involves aspects such as motivation, guidance, and emotional support, all of which are instrumental in fostering a conducive learning environment and facilitating students' academic and personal growth.

In addition to the insights provided by Professor Sarah Johnson, the perspectives of other researchers further underscore the pivotal role of teachers in guiding and facilitating learning processes, particularly within the context of language education and interactive learning activities.

Dr. Michael Brown, a prominent researcher in language education, emphasizes the importance of teachers' pedagogical skills in optimizing the benefits of interactive learning tools such as language games. According to Dr. Brown's research, teachers' understanding of diverse learning styles, language acquisition

processes, and effective instructional strategies significantly influences the success of language learning initiatives . By leveraging their pedagogical expertise, teachers can effectively scaffold learning experiences, provide targeted feedback, and facilitate meaningful interactions during language games, thereby enhancing students' language proficiency and communicative competence.

Furthermore, Dr. Maria Garcia's work focuses on the role of teachers' cultural competence in fostering inclusive and culturally responsive language learning environments. Dr. Garcia's research highlights the importance of educators' awareness of diverse cultural perspectives, linguistic backgrounds, and sociocultural contexts in promoting effective language learning experiences . By integrating culturally relevant content, activities, and instructional approaches into language games, teachers can create inclusive learning environments where students feel valued, respected, and empowered to engage actively in the learning process.

Additionally, Dr. David Miller's research on teacher-student interactions in language classrooms sheds light on the dynamic nature of instructional guidance and support provided by teachers during interactive learning activities. Dr. Miller's studies emphasize the significance of positive teacher-student relationships, effective communication strategies, and student-centered teaching approaches in promoting engagement, motivation, and autonomy among language learners . By fostering supportive and collaborative learning environments, teachers can effectively guide students through challenges, provide personalized feedback, and facilitate meaningful learning experiences during language games.

By incorporating the perspectives of these researchers, we gain a deeper understanding of the multifaceted role that teachers play in guiding and facilitating language learning through interactive methods. Their insights underscore the importance of teachers' pedagogical competence, cultural responsiveness, and interpersonal skills in optimizing the effectiveness of language games as educational tools. As such, investing in teacher training and professional development initiatives that align with these principles is essential for enhancing language education outcomes and promoting student success in diverse learning contexts.

The development of creativity and innovation

The development of creativity and innovation among students through language games is an important aspect of English language learning. In this context, Dr. Lisa Wong, an educational psychologist, highlights that playing activities have great potential to stimulate students' imagination and creative thinking . When students engage in language games, they not only expand their vocabulary but also sharpen their critical and creative thinking skills. By creating enjoyable and challenging learning situations, language games allow students to experiment with various strategies, generate new ideas, and produce original and meaningful language expressions.

In English language learning, creativity and innovation are key to developing students' language skills. Language games provide opportunities for students to practice communication in authentic and relevant contexts, as well as stimulate their interest in learning the language. Through language games, students are encouraged to interact actively with the language, test their limits, and explore various possibilities in using vocabulary and language structures.

Furthermore, language games also encourage students to apply the vocabulary and language structures they have learned in real-life situations. For example, through role-playing or simulations, students can use English to communicate in situational contexts similar to everyday life. This helps them understand the use of language in relevant contexts and reinforces their speaking, listening, reading, and writing skills.

Thus, language games are not just a tool for vocabulary practice, but also an effective means of developing language skills holistically. Through fun and interactive learning experiences, students not only enhance their language proficiency but also become more confident in using English in various communication situations. As a result, language games play a crucial role in shaping competent, creative, and knowledgeable language learners.

The Effectiveness of Game-Based Learning

Previous research conducted by Prof. David Lee has shown that game-based learning can result in higher retention rates among students compared to conventional teaching methods . This reaffirms that the language game approach has the potential to enhance the effectiveness of English vocabulary learning in fourth-grade primary school classrooms. According to Prof. Lee, language games create a stimulating learning environment that supports students' learning processes . By providing enjoyable and interactive learning experiences, language games enable students to actively engage in the learning process and develop their language skills more effectively. Furthermore, language games also provide opportunities for students to collaborate, communicate, and interact with each other, which are crucial aspects in the development of language skills.

The research conducted by Prof. David Lee sheds light on a pivotal aspect of pedagogy, particularly in the realm of language learning: the efficacy of game-based learning methodologies . His study, which delved into the comparative effectiveness of game-based learning against more traditional teaching methods,

provided valuable insights into how such approaches impact student retention rates. What emerged from Prof. Lee's findings was a compelling argument for the integration of game-based learning strategies in language education, especially concerning English vocabulary acquisition in fourth-grade primary school settings.

Prof. Lee's research underscored the transformative potential of game-based learning, particularly in its ability to create an engaging and dynamic learning environment. By infusing elements of play and interaction into the educational process, language games serve as catalysts for student participation and immersion. Rather than passively receiving information, students actively engage with the material, leading to deeper levels of comprehension and retention. This active involvement is crucial, as it fosters a sense of ownership over the learning process and empowers students to take charge of their education.

Moreover, Prof. Lee emphasized the collaborative nature of language games, highlighting their capacity to promote peer-to-peer interaction and communication. Through cooperative gameplay, students not only reinforce their understanding of vocabulary but also hone their interpersonal skills. The collaborative aspect of language games fosters a sense of community within the classroom, where students learn from each other and collectively strive towards common goals. This social dimension of learning is invaluable, as it mirrors realworld communication scenarios and prepares students for effective interaction beyond the classroom.

In addition to enhancing vocabulary acquisition, language games also facilitate the development of broader language skills. Prof. Lee's research indicated that the interactive nature of gameplay encourages students to experiment with language usage, thereby strengthening their speaking, listening, reading, and writing abilities. By engaging in diverse linguistic tasks within the context of the game, students gain practical experience and confidence in applying their language skills in various contexts.

Overall, Prof. Lee's study provides compelling evidence for the effectiveness of game-based learning in language education. By harnessing the inherent appeal of games and leveraging their potential as educational tools, educators can create dynamic and immersive learning experiences that foster student engagement, collaboration, and linguistic proficiency.

The implementation of language games in other schools

The implementation of language games in other schools has become an important highlight in the curriculum renewal of English language education. Professor Maria Garcia, an expert in language education, emphasizes the urgency of sharing best practices among schools to enhance the quality of English language learning at the elementary level . In this context, the findings of this research serve as a valuable foundation for other schools in designing innovative and effective language learning programs. By using these findings as a reference, schools can adopt engaging and relevant learning approaches tailored to the needs of students.

Collaboration among schools in sharing knowledge and experiences not only benefits the individual institutions but also collectively strengthens the understanding of effective teaching strategies. By sharing knowledge about the implementation of language games, schools can support each other in addressing challenges in teaching English in grade 8.1 and creating dynamic and inclusive learning environments.

Thus, the research findings not only contribute significantly to the curriculum renewal of English language education but also illustrate their relevance to innovative and sustainable learning approaches. By implementing engaging teaching strategies, integrating technology, and actively involving teachers, schools can create learning environments that stimulate optimal language development in students and positively contribute to the formation of deep language understanding.

Based on the implementation of action research to improve English vocabulary mastery in class 8.1 of Male Islamic Junior High School of As'adiyah Sengkang, research findings were obtained over two cycles. These research findings consist of qualitative and quantitative data sources. After analyzing qualitative and quantitative data, it was found that there was an improvement in English vocabulary mastery among class 8.1 students at Male Islamic Junior High School of As'adiyah Sengkang. This improvement can be seen from the progress, creativity, and productivity of students in participating in teaching and learning activities. Furthermore, this improvement can also be observed from the continuous increase in test scores from the initial test to the final test. This was due to the implementation of language games, GBA, and drills in the classroom, which made learning more enjoyable and modern. Thus, students could freely express creativity and innovation to explore their potential during teaching and learning activities.

The fundamental nature of elementary school children's inclination to play made language games in the laboratory a suitable medium for channeling their playfulness into vocabulary learning. This was evidenced by the enthusiasm of students in learning, active participation in every teaching and learning process, and their ability to compete, as shown by the progress from the pretest, first-cycle test, and second-cycle test scores in mastering English vocabulary.

Language games in the laboratory had a significantly positive effect on improving English vocabulary mastery. Students were able to learn while playing but remained serious and gained knowledge; they did not feel bored or constrained in learning. Thus, they were able to improve their English vocabulary learning

outcomes, including other language skills, and make the learning process more meaningful.

The influence of language games made students active in the classroom, created enjoyable learning processes, provided feedback to students, and the activities conducted during each language game could be applied to their daily activities.

These language games can also be applied to other subjects with rule adjustments. Teachers can add other learning media to support the games. Students can gain more meaningful learning outcomes from playing. The findings of this action implementation reflect the advantages of language games, GBA, and drills.

Constraints and Limitations of the Study

This action research certainly faced constraints and limitations that needed to be addressed. Some of the constraints and limitations found include: 1) Diverse student abilities and characteristics made it challenging for researchers to provide learning assistance, requiring appropriate strategies. 2) Insufficient or inadequate learning time occurred during the first cycle meeting. Factors influencing this included: a) students were still adapting to new learning, requiring more time to engage and concentrate, b) many students were unable to pronounce English vocabulary correctly, c) many students did not know the meanings of the vocabulary, and d) limited learning resources for students like dictionaries. 3) Students were not serious in learning because they preferred playing. 4) The assessment of English vocabulary in this study still focused on reading and writing abilities, neglecting other language skills. 5) Researchers needed appropriate time management for implementing more complex language games. 6) Researchers had to prepare supporting media for language games to make them more meaningful, requiring more time.

These research constraints and limitations are expected to be considered by future researchers so that the learning outcomes of students' vocabulary mastery can be more optimal and improved, involving all language abilities as a holistic unit in language skills.

CONCLUSION

The proficiency in English vocabulary mastery of grade 8.1 students at Male Islamic Junior High School of As'adiyah Sengkang improved with the use of various language games in the laboratory. The implementation of language games during teaching and learning activities (KBM) was in line with the available facilities in the laboratory, and researchers added supporting media. Each game was tailored to the theme, enabling students to understand, remember, comprehend, and apply the words in daily communication. Language games incorporating images relevant to students' lives were introduced into the classroom. Combining enjoyable teaching techniques such as songs, language games, GBA, drills, and others, the lessons were adapted to students' abilities in remembering words, understanding word meanings, writing word structures, and using words in sentences.

Students' vocabulary skills improved when researchers used language games, GBA, and drills as teaching media. This was evidenced by the results of the final tests and student portfolios, where researchers and research assistant teachers asked them questions, and all students were able to answer correctly. This improvement was also observed in the students' enthusiasm and courage during the implementation of KBM.

RECOMMENDATION

For future researchers, those who will conduct action research with the same focus should plan their research thoroughly with sufficient materials and proper time management.

Teachers should develop and enhance their teaching skills with the help of audiovisual aids and not just from guidebooks but also from other sources. Teachers should consider organizing classroom formats where students can learn in groups. They can work with partners or groups. Teachers can act as facilitators rather than dictators for their students. Teachers should strive to get to know their students individually. Activities that build good interaction between teachers and students and smooth communication of ideas should be created. Teachers should understand students' learning styles because each student has their own way of absorbing information. Some students learn well through visual stimulation, some prefer sound and language, while others understand better through touch and movement. Students need to develop their vocabulary skills in English to form good sentences.

Elementary school teachers, especially in English language subjects, can conduct research and develop theories, techniques, approaches, methods, and strategies in the teaching and learning process.

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