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

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Abstract

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

Method: This study aimed to investigate the effectiveness of integrating Islamic philanthropy-related vocabulary into English language learning at As'adiyah Islamic Boarding School Sengkang. Specifically, it examined the extent to which the Genre-Based Approach (GBA) and drill techniques could improve students' English vocabulary mastery while strengthening their understanding of Islamic values.

Findings: The research employed a pre-experimental design using a one-group pretest–posttest model. Twenty-two eighth-grade students participated in the study. Data were collected through vocabulary tests, classroom observations, and questionnaires. The collected data were analyzed using descriptive statistics and paired-sample t-tests to determine the effectiveness of the instructional intervention.

Significance: This study offers an alternative approach to English language instruction in Islamic educational institutions by combining linguistic development with religious and cultural values, thereby supporting both language acquisition and character formation.

INTRODUCTION

English has become an essential medium of communication in education, science, and global interaction. Proficiency in English is no longer regarded solely as an academic requirement but also as an important asset that enables students to participate in an increasingly interconnected world. In Islamic educational institutions, however, English instruction involves challenges that extend beyond linguistic competence (Madkur et al., 2024; Sidqurrahman, 2024). Teachers are expected to develop students' language skills while simultaneously preserving their religious identity and cultural values. Consequently, many Islamic schools have begun to seek instructional approaches that integrate language learning with moral and spiritual development. Such integration is believed to foster a more meaningful learning experience by connecting classroom content with students' social and religious contexts (Muhajir et al., 2025; Siddik et al., 2025).

Islamic boarding schools occupy a distinctive position within the Indonesian educational system because they emphasize both intellectual growth and character formation. Despite this strength, previous observations indicate that many students in pesantren still encounter difficulties in mastering English vocabulary due to limited language exposure, conventional teaching practices, and the lack of contextualized learning materials (Fatimah et al., 2025; Madkur et al., 2024). These conditions often

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hinder students' ability to comprehend and use English effectively in academic settings. At the same time, contemporary education increasingly demands intercultural competence and communication skills that prepare learners for global engagement. The discrepancy between these expectations and the realities of classroom practice in Islamic schools highlights the need for innovative pedagogical strategies. Therefore, English instruction in pesantren requires approaches that accommodate both linguistic development and Islamic values.

One promising alternative is the integration of Islamic philanthropy-related vocabulary into English language instruction. Concepts such as zakat, sadaqah, and waqf are deeply embedded in students' daily lives and carry significant social and ethical meanings. Incorporating these concepts into language learning can strengthen students' engagement by linking new vocabulary to familiar religious experiences (Juzwik et al., 2022; Umar et al., 2024). Rather than separating language acquisition from cultural identity, this approach encourages learners to view English as a tool that can coexist with their spiritual and social commitments. In addition to enriching vocabulary knowledge, the use of Islamic philanthropic terms may contribute to students' moral awareness and sense of social responsibility (Tentiasih et al., 2025). Consequently, English learning can function not only as a means of communication but also as a vehicle for character education.

The successful integration of Islamic values into language education depends largely on the instructional methods employed in the classroom. Among the approaches that have attracted scholarly attention are the Genre-Based Approach (GBA) and the drill method. GBA introduces students to language through different text types and communicative purposes, enabling them to understand how vocabulary functions in various contexts (Robillos, 2026). Meanwhile, drill activities emphasize repetition and structured practice, which are particularly useful for strengthening vocabulary retention and accuracy (Hasan et al., 2025; Ihsani et al., 2025). The combination of these approaches offers opportunities for students to develop both conceptual understanding and practical language skills. Moreover, a learning environment characterized by active participation and continuous reinforcement can enhance students' motivation and confidence in using English.

A growing body of literature has demonstrated the positive effects of integrating cultural and religious elements into language education. Manasiq (2024) reported that the incorporation of Islamic terminology contributes not only to language proficiency but also to the development of students' cultural identity. Similar findings have been documented by Rahmat et al. (2025) and Sabudu (2025), who emphasized that contextualized learning materials tend to promote greater student engagement than conventional instructional models. Studies on the Genre-Based Approach have likewise highlighted its effectiveness in improving literacy skills and helping learners understand language structures in authentic contexts (Kositchaivat, 2025; Thaksanan & Chaturongakul, 2023). studies indicate a strong scholarly interest in pedagogical innovations that connect language learning with students' cultural backgrounds.

Nevertheless, research specifically addressing Islamic philanthropy as a source of vocabulary learning remains limited. Most previous investigations have focused on the broader role of Islamic vocabulary in reinforcing cultural identity, while the pedagogical potential of philanthropic concepts has received comparatively little attention (Safingah et

al., 2025; Siddiqui et al., 2024). Furthermore, empirical studies examining the combined use of the Genre-Based Approach and drill techniques in Islamic boarding schools are still scarce. Existing research has predominantly been conducted in public schools or has concentrated on a single instructional strategy. As a result, there is insufficient evidence regarding how Islamic philanthropic vocabulary can be systematically integrated into English language teaching within pesantren settings (Alwi, 2024; Nurfazri & Sulaeman, 2026). Addressing this gap is important for expanding current perspectives on the relationship between language education, religious values, and character development.

Against this backdrop, the present study aims to investigate the effectiveness of integrating Islamic Vocabulary Philanthropy through the implementation of the Genre-Based Approach and drill techniques in enhancing students' English learning at As'adiyah Islamic Boarding School Sengkang. More specifically, the study seeks to examine improvements in students' vocabulary mastery while exploring the contribution of Islamic philanthropic values to the language-learning process. From a theoretical perspective, this research is expected to enrich discussions on culturally and religiously responsive language education in Islamic institutions. Practically, the findings may provide guidance for teachers, school administrators, and curriculum developers in designing English-learning programs that are both contextually relevant and educationally meaningful. Ultimately, this study proposes an alternative instructional model that bridges linguistic competence with the cultivation of moral values and religious identity among students.

METHOD

Research Design

This study adopted a quantitative approach and employed a pre-experimental design using a one-group pretest–posttest framework. This design was considered appropriate because the study sought to evaluate the extent to which the integration of Islamic philanthropy-related vocabulary, combined with the Genre-Based Approach (GBA) and drill activities, contributed to students' English learning outcomes. The research involved a single group of participants who completed an initial assessment before the instructional treatment and a final assessment after the intervention had been completed. By comparing students' performance in both tests, the researchers were able to determine the effectiveness of the instructional strategy. The research was carried out at As'adiyah Islamic Boarding School Sengkang, South Sulawesi, Indonesia, during the second semester of the 2023–2024 academic year, specifically from March to May 2024.

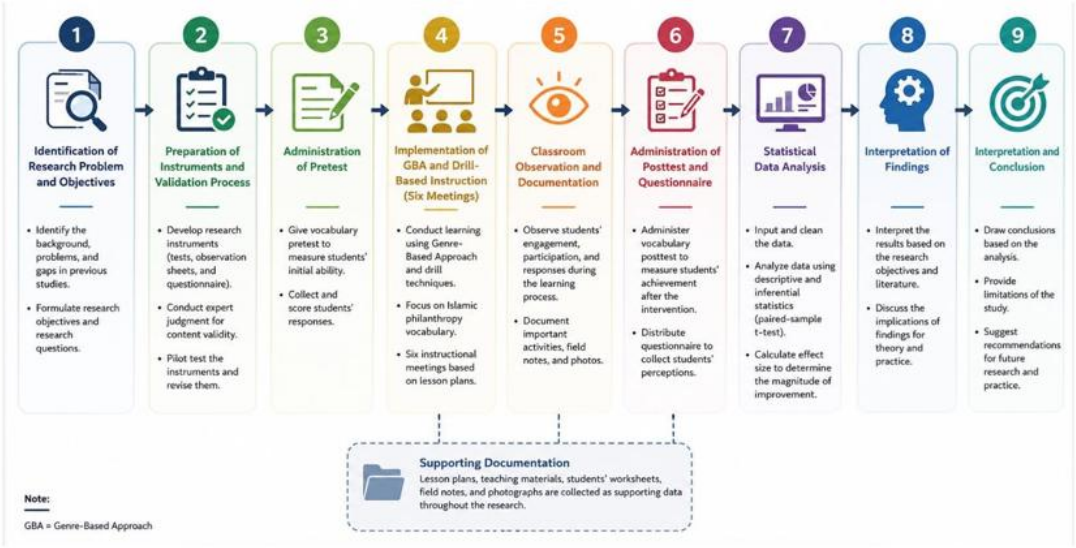


Figure 1. Research Procedure

As illustrated in Figure 1, the study began with the identification of the research problem and the formulation of research objectives. The subsequent stages included the preparation and validation of research instruments, the administration of a pretest, the implementation of instructional activities based on GBA and drill techniques, classroom observations, and the administration of posttests and questionnaires. The final stages consisted of statistical analysis, interpretation of the findings, and the formulation of conclusions.

Participants

The target population comprised all eighth-grade students enrolled at Male Islamic Junior High School of As'adiyah Sengkang. From this population, twenty-two students from Class 8.1 were selected as research participants through purposive sampling. This class was chosen because preliminary observations indicated that the students experienced difficulties in mastering English vocabulary and represented the characteristics relevant to the objectives of the study. Participation was limited to students who attended all instructional sessions and completed both the pretest and posttest. Students who were absent during the intervention period or failed to complete the required assessments were excluded from the analysis.

Instruments

Several instruments were employed to collect the data required for the study, including vocabulary tests, observation sheets, questionnaires, and supporting documentation. The main instrument consisted of a 25-item multiple-choice test designed to assess students' mastery of vocabulary related to Islamic philanthropy, such as zakat, sadaqah, and waqf. The same test was administered before and after the intervention to identify changes in students' vocabulary achievement. Classroom observations were conducted throughout the instructional process to record students' participation, engagement, and responses to the learning activities. At the end of the intervention, students were asked to complete a Likert-scale questionnaire aimed at exploring their perceptions of the instructional methods and the integration of Islamic values into English learning. In addition, lesson plans, field notes, and photographs were collected as

supporting documents to provide contextual information and strengthen the interpretation of the findings. To ensure the quality of the instruments, content validation was carried out through expert review involving specialists in English language teaching and educational research. Their suggestions were incorporated to improve the clarity, relevance, and appropriateness of the instruments. A pilot study was subsequently conducted to examine the reliability of the instruments, and internal consistency was evaluated using Cronbach's alpha coefficient. Reliability values above 0.70 were considered acceptable for educational research.

Data Analysis

The data were analyzed using both descriptive and inferential statistical techniques. Descriptive statistics, including means, percentages, standard deviations, and score distributions, were employed to summarize students' performance before and after the intervention. To determine whether the differences between the pretest and posttest scores were statistically significant, a paired-sample t-test was conducted using IBM SPSS Statistics. The level of significance was established at 0.05. The null hypothesis was rejected when the obtained probability value was lower than the predetermined significance level, indicating that the instructional intervention had a significant effect on students' vocabulary mastery. To provide additional insight into the practical significance of the findings, effect-size calculations were also performed. Data obtained from observations and questionnaires were analyzed descriptively to complement the statistical results and provide a broader understanding of the learning process. Throughout the study, ethical considerations were carefully observed. Approval to conduct the research was obtained from the school authorities and the English teacher responsible for the participating class. Students were informed about the objectives of the study and participated voluntarily. All personal information was kept confidential, and participants' identities were anonymized to protect their privacy. Furthermore, the data collected during the research were used exclusively for academic purposes and handled in accordance with accepted principles of research ethics.

RESULTS AND DISCUSSION

Result

Improvement in Students' Vocabulary Mastery

The findings of this study indicate that the integration of Islamic philanthropy-related vocabulary through the Genre-Based Approach (GBA) and drill activities contributed to a substantial improvement in students' English vocabulary mastery. Students' achievement was measured at three different stages: before the intervention, after the first instructional cycle, and at the end of the second cycle. The comparison of these results demonstrates a continuous increase in students' performance throughout the learning process. Before the instructional treatment was implemented, the participants completed a pretest to assess their initial understanding of English

vocabulary related to Islamic philanthropy. The results reveal that students' vocabulary proficiency was still limited, with scores ranging from 36 to 64 and an average score of 50.00. These findings suggest that many students experienced difficulties in comprehending and using the target vocabulary appropriately.

Following the first cycle of instruction, students demonstrated noticeable progress. The average score increased to 62.54, indicating that the integration of GBA and drill activities had begun to facilitate vocabulary acquisition. Although the students showed improvement, the average score had not yet reached the expected level. Consequently, a second cycle of instruction was conducted to reinforce students' understanding and provide additional opportunities for practice. The most substantial improvement was observed in the posttest administered after the second cycle. Students' scores ranged from 72 to 96, with the mean score increasing to 84.90. This result indicates that repeated exposure to philanthropy-related vocabulary, combined with contextual learning activities and systematic drills, enabled students to develop a deeper understanding of English vocabulary within meaningful social and religious contexts.

Table 1. Students' Vocabulary Achievement Across the Three Assessments

Assessment Stage	Mean Score	Category
Pretest	50.00	Average
End-of-First-Cycle Test	62.54	Good
Posttest (End-of-Second Cycle)	84.90	Excellent

Note. The score categories consisted of Excellent (76–100), Good (51–75), Average (26–50), and Below Average (0–25).

Hypothesis Testing Results

To determine whether the observed improvement was statistically significant, the study employed a t-test for non-independent samples. The analysis yielded a calculated t-value of 13.63. This value exceeded the critical values at both the 5% significance level (t = 0.686) and the 1% significance level (t = 1.721). Therefore, the null hypothesis was rejected, confirming that the instructional intervention had a statistically significant effect on students' vocabulary mastery. These findings provide empirical evidence that the combination of Islamic Vocabulary Philanthropy, the Genre-Based Approach, and drill activities effectively enhanced students' vocabulary achievement. The considerable difference between the calculated and critical t-values indicates that the improvement was not merely incidental but reflected the impact of the instructional treatment.

Table 2. Results of the Hypothesis Test

Statistical Indicator	Value
Calculated *t*-value	13.63
Critical *t*-value (α = 0.05)	0.686
Critical *t*-value (α = 0.01)	1.721
Decision	Significant

Distribution of Students' Achievement

The classification of students' scores further illustrates the development of vocabulary mastery throughout the intervention. During the pretest, students' performance was predominantly categorized as "Average." After the first cycle, most students moved into the "Good" category. By the end of the second cycle, the majority of participants had reached the "Excellent" category. This shift demonstrates that the intervention not only increased the average score but also improved the overall distribution of students' achievement.

Table 3. Classification of Students' Achievement

Score Range	Interpretation	Dominant Assessment Stage
76–100	Excellent	Posttest
51–75	Good	First-Cycle Test
26–50	Average	Pretest
0–25	Below Average	None

Classroom Observation Findings

The quantitative results were reinforced by classroom observations conducted during the implementation of the intervention. Throughout the instructional sessions, students became increasingly involved in classroom activities and showed greater confidence in using English vocabulary associated with Islamic philanthropy. Interactive tasks, group discussions, and repeated practice sessions encouraged students to engage more actively in the learning process. In addition, the incorporation of Islamic concepts such as zakat, sadaqah, and waqf provided students with familiar contexts that facilitated vocabulary learning. Rather than memorizing isolated words, students encountered new vocabulary through narratives and activities closely related to their cultural and religious experiences. As a result, the learning process became more meaningful and relevant to their everyday lives. Teachers also reported positive changes in students' attitudes toward English learning. Students demonstrated greater enthusiasm, participated more actively in classroom discussions, and appeared more motivated to practice newly acquired vocabulary. These observations suggest that the instructional approach not only improved vocabulary mastery but also fostered a more engaging and supportive learning environment.

Overall Trend of Students' Progress

The overall pattern of students' achievement reveals a steady improvement from the beginning to the end of the intervention. The progression from a mean score of 50.00 in the pretest to 84.90 in the posttest reflects the effectiveness of integrating Islamic philanthropy-related vocabulary into English instruction through GBA and drill techniques. The combination of contextual learning and repetitive practice appears to have supported students in retaining vocabulary and applying it more confidently in different learning situations.

Discussion

The results of this study indicate that integrating Islamic philanthropy-related vocabulary into English instruction contributed significantly to students' vocabulary

development. The steady increase in students' scores across the three stages of assessment demonstrates that vocabulary learning became more effective when linguistic content was connected to concepts already embedded in students' social and religious experiences. This finding suggests that language acquisition is not merely a process of memorizing unfamiliar words; rather, it involves constructing meaning through interactions between new knowledge and learners' existing cultural frameworks (Alkhudiry, 2022; Luo & Watts, 2024). In the context of Islamic boarding schools, where religious values shape everyday activities, the use of philanthropy-based vocabulary appears to have created a learning environment that was both familiar and intellectually engaging. Consequently, students were able to approach English learning as an extension of their own experiences rather than as an isolated academic subject.

The effectiveness of the instructional model can be understood through the principles underlying the Genre-Based Approach (GBA). According to genre theory, language competence develops most effectively when learners encounter linguistic forms within authentic communicative contexts rather than through decontextualized exercises alone (Israilova, 2026; Murtisari, 2025). In the present study, terms associated with zakat, sadaqah, and waqf were introduced not simply as vocabulary items but as components of broader social practices that students regularly observe in their communities. This contextualization enabled learners to recognize the functions of language in different situations and encouraged them to apply new expressions more confidently. Comparable conclusions have been reported by Navalta (2021) Panda (2025), who argued that contextualized language instruction promotes deeper comprehension and more sustainable learning outcomes. Nevertheless, the current study extends this line of research by demonstrating that religiously grounded themes can enrich genre-based instruction in ways that strengthen both linguistic proficiency and cultural awareness.

Another aspect that deserves attention is the contribution of drill activities to vocabulary retention. Although repetitive practice is sometimes criticized for encouraging mechanical learning, the findings suggest that drills remain valuable when incorporated into meaningful instructional settings. From a cognitive perspective, repeated exposure and retrieval practice strengthen memory traces, making vocabulary more accessible during communication. The improvement observed in this study supports the argument advanced by Safrodin et al. (2024), who emphasize that carefully designed drills continue to play an important role in language education. However, the effectiveness of the drills implemented in this research appears to stem from their integration with thematic content rather than from repetition alone. Because students repeatedly encountered vocabulary within familiar philanthropic contexts, practice activities became less monotonous and more closely connected to real-life experiences.

Classroom observations further revealed that students became increasingly active and enthusiastic throughout the intervention. Their willingness to participate in discussions, answer questions, and use newly learned expressions suggests that motivation played a crucial role in the success of the program. Educational theories on learner engagement emphasize that students are more likely to invest effort in activities they perceive as relevant to their identities and personal experiences. In this regard, the incorporation of Islamic values may have functioned as an additional motivational

resource that strengthened students' emotional connection to the learning process. Similar patterns have been identified in studies on culturally responsive pedagogy, which report that contextualized instruction contributes positively to students' confidence, participation, and academic persistence (Zeng et al., 2025). The present findings reinforce the view that language learning is shaped not only by cognitive factors but also by social and cultural dimensions.

When situated within the broader literature, this study offers several insights that distinguish it from previous research. Existing studies have largely examined the influence of local culture, genre-based instruction, or vocabulary drills as separate educational components (Ganapathy et al., 2022). Relatively few investigations have explored how Islamic philanthropy can serve as a thematic foundation for English language learning, particularly within the setting of Islamic boarding schools. The combination of GBA, drill activities, and philanthropy-related vocabulary therefore represents a distinctive contribution to the field. Rather than treating religious values as supplementary content, the present research demonstrates that such values can become an integral part of language instruction (Nirwana & Darmadali, 2021). This perspective broadens current discussions on English language pedagogy by emphasizing the importance of aligning instructional practices with learners' cultural and spiritual backgrounds.

At the same time, the positive outcomes observed in this study should be interpreted in light of the specific context in which the research was conducted. The intervention took place in an Islamic boarding school where students were already familiar with the concepts introduced during the lessons. Their prior knowledge of philanthropic practices may have facilitated vocabulary acquisition and accelerated the learning process (Alwi, 2024). In addition, the novelty of the instructional activities and the intensive interaction between teachers and students likely contributed to the observed improvements. These contextual factors indicate that educational innovations cannot be separated from the environments in which they are implemented. As a result, the effectiveness of similar approaches may vary across institutions with different cultural characteristics and learning traditions.

Several limitations also warrant consideration. The study relied on a pre-experimental design involving a single group of participants, which restricts the extent to which causal relationships can be established (Wamunyima, 2023). The relatively small sample and the focus on one educational institution limit the generalizability of the findings to broader populations. Furthermore, the assessment concentrated primarily on vocabulary mastery and did not examine how the intervention might influence other language skills, such as speaking, listening, or writing. Future research could address these issues by employing more rigorous research designs, involving participants from diverse educational settings, and investigating the long-term impact of integrating religious values into language learning.

Despite these limitations, the study contributes both theoretically and practically to ongoing discussions about English language education in multicultural contexts (Corbett, 2022; Natasya & Kembaren, 2025). From a theoretical standpoint, the findings suggest that genre-based pedagogy can be expanded through the incorporation of religious and philanthropic themes that resonate with learners' lived experiences. From a practical perspective, the study provides educators with an alternative framework for designing

language instruction that combines academic objectives with cultural and moral development. More broadly, this research highlights the possibility of creating English learning environments that foster linguistic competence without neglecting local identities and values (Ratri et al., 2024). In this sense, the integration of Islamic philanthropy into vocabulary instruction offers a meaningful pathway toward a more contextual and inclusive approach to language education.

CONCLUSION

The findings of this study indicate that incorporating Islamic philanthropy-related vocabulary into English instruction can create a more meaningful learning experience for students in Islamic boarding schools. The use of the Genre-Based Approach and drill activities was associated with a considerable improvement in students' vocabulary achievement, as reflected in the gradual increase in their scores throughout the instructional process. More importantly, the learning activities enabled students to connect English vocabulary with concepts that were already familiar within their religious and social environment, making the learning process more accessible and engaging. The results further suggest that language learning does not occur independently of students' cultural backgrounds. When instructional materials are closely aligned with learners' values and everyday experiences, students tend to participate more actively and develop a stronger interest in the subject matter. In this context, the integration of Islamic philanthropic concepts, such as zakat, sadaqah, and waqf, offered not only linguistic benefits but also opportunities to strengthen students' awareness of social and moral values. Overall, this study provides evidence that contextualized vocabulary instruction can serve as an effective alternative for improving English proficiency in Islamic educational settings. By combining structured language practices with culturally relevant content, teachers may create learning environments that support both academic development and character formation. Therefore, the approach presented in this study may serve as a useful reference for educators and curriculum developers seeking to design English-learning programs that are responsive to the needs and identities of their students.

AUHOR CONTRIBUTIONS STATEMENT

Muhammad Lutfi Alwi: Conceived and designed the study, conducted the literature review, developed the research instruments, collected and analyzed the data, interpreted the findings, and prepared the original manuscript.

Ambo Dalle: Provided academic supervision, contributed to the development of the research framework and methodology, and critically reviewed the manuscript. Abdul Haris Sunubi contributed to the research design, validated the instruments, supervised the data analysis process, and revised the manuscript for important intellectual content.

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