



## **Incorporating Qur'anic Interpretation into Course Materials of English For Business: A Students' Perspective**

**Anisah Setyaningrum**

*IAIN Kudus, Central Java, Indonesia*

*anisahsetya@iainkudus.ac.id*

### **Abstrak**

Integrasi nilai maupun kajian keislaman dalam materi pembelajaran Bahasa Inggris sangat diperlukan guna menyesuaikan kebutuhan mahasiswa. Begitupun dengan materi Bahasa Inggris yang diajarkan pada Program Studi Manajemen Bisnis Syariah. Disamping itu, perspektif mahasiswa terhadap suatu proses pembelajaran juga memiliki dampak yang cukup signifikan dalam mendukung tercapainya target pembelajaran. Artikel ini bertujuan untuk menganalisis perspektif mahasiswa terhadap integrasi tafsir Al-Qur'an ke dalam materi pembelajaran bahasa Inggris untuk Bisnis. Penelitian ini merupakan survei kuantitatif. Subyek penelitian ini adalah 20 mahasiswa yang mengikuti perkuliahan bahasa Inggris dalam Program Studi Manajemen Bisnis Syariah, Fakultas Ekonomi dan Bisnis Islam, Institut Agama Islam Negeri Kudus, Jawa Tengah, Indonesia. Data dikumpulkan dengan menyebarkan kuesioner kepada para mahasiswa dan meminta mereka untuk mengisinya. Kemudian, Skala Likert diimplementasikan dalam menganalisis data. Hasil penelitian ini menunjukkan bahwa mahasiswa memiliki perspektif positif terhadap integrasi tafsir Al-Qur'an ke dalam materi pembelajaran Bahasa Inggris untuk Bisnis.

Kata Kunci: Bahasa Inggris untuk bisnis, Interpretasi Al-Qur'an, Perspektif mahasiswa.

## Abstract

The integration of Islamic values and studies in English learning materials is necessary to suit the needs of students. Similarly, English materials which are taught in the Sharia Business Management Study Program. In addition, students' perspective to a learning process also has a significant impact in supporting the achievement of learning targets. This paper aims at investigating the students' perspectives toward incorporating Qur'anic interpretation into course materials of English for Business. This study is a quantitative survey. The subject of the study was 20 students of English subject in Sharia Business Management Study Program, Islamic Economic and Business Faculty, State Islamic Institute of Kudus, Central Java, Indonesia. The data were collected by spreading the questionnaire to the students and asked them to fill it. Then, the Likert Scale was implemented in analysing the data. The result of this study shows that students have positive perspectives toward incorporating Qur'anic interpretation into course materials of English for Business.

Keyword: English for business, Qur'anic interpretation, Students' perspectives.

## Introduction

English as a foreign language is among the main factors affecting many academics in Indonesia in understanding various disciplines of science as well as technology. This is certainly not separated from the many sources of texts, books, journals, and learning materials written in English. In addition, English also has an important role in business. It is as stated by Zakrzewski (2012) that English is the essential medium in business and trade. Therefore, the students of the sharia business management study program are also demanded to master English. This demand has been covered by the university which provides English subject as one of the compulsory subjects that should be taken by students in their early semester.

Dealing with the sharia aspect in business which is based on the holy Qur'an as stated by Quraish Shihab (2011 in Darussalam, Malik, & Hudaifah, 2017), it is important for the students to learn more about Islamic studies, especially related to Qur'anic interpretation on trading. In addition, Taufiq (2016), Mukayat & Anshori (2015) also stated that "all the activities of business management/business must be characterized by a spirit of spiritual (Islamic values). It is because commerce or business plays an important role in human life (Bashir, 1999; Khan, Rahman, Sabir, & Dad, 2014). In the learning process of English at the sharia business management study program, the English lecturer

provided specific material which is directed the students to explore more about Qur'anic interpretation in English.

Some studies on English and Islam have been done by some researchers. One of them is written by (Lubis, 2016). He analyzed the Islamic value in English learning at an Islamic middle school in Padangsidempuan city. The result shows that every English teacher in each Islamic middle school did not have learning sources that are integrated with Islamic values yet. This fact shows the minimum sources of English materials that contain Islamic values or discussions. Besides, Amelia (2012) conducted research on Designing Islamic Approach-Based English Learning. The result of her study showed that integrating Islamic values can be done by adding activities that represent Islamic values to the subject being taught; including Islamic names for persons, places, or incidents in the exercises; enclosing specific Al-Qur'an and/or hadith, and mixing certain Islamic terms similar to the given topic are all ways to integrate Islamic values. It is also strengthened by Bao's study in 2015 related to the flexibility of in-language materials. He stated that "...to some degree, they [teachers] would make changes to make it more relevant to learners' needs..." (Bao, 2015).

However, students' perspectives toward incorporating Qur'anic interpretation into course materials of the English for Business are really important to be researched. It is beneficial for getting feedback and betterment of English learning process in the future. Accordingly, the researcher tried to gather some information by conducting an online survey. The purpose of this survey is to know the students' perspectives toward incorporating Qur'anic an interpretation into course materials of English for Business.

## **Theoretical Review**

### *Teaching English for Sharia Business Management Study Program Students*

English has many roles in human life. Technology, aviation, computers, diplomacy, business, and tourism all use English as their primary language. Learning English is also essential for socializing, entertainment, and work because it is the language of international communication, the media, and the internet.

Knowing English will help people get a good job with a multinational corporation in a home country or find work abroad even as entrepreneurs.

In the business world, English is the main business language and learning it has almost become a requirement for people who want to work in a global workforce. Cross-border business correspondence is most frequently performed in English, according to research from around the world, and many foreign businesses require workers to be fluent in English. English as the medium of communication is really useful in building a good business relationship across the world.

Thitthongkam, Walsh, and Bunchapattanasakda (2011) explored some important roles of English in business, especially in communication. In the business world, communication is conducted with customers, employers, employees, colleagues, even competitors. Additionally, in understanding their cultures which are needed in good communication, English mastery also has an important role (Griva & Sivropoulou, 2009). Moreover, Martin (2017, p. 61) stated that "English language is the common worldwide shared language and has been adopted as a primary communication language in some countries over the years." It is obviously known that English has a significant role in international business.

Dealing with teaching English for Sharia Business Management study program students, that teaching Business English or English for specific purposes (ESP) in higher education should meet the students' needs. Specific communicative needs and practices are required to be included in the teaching material. It is hoped that it will be able to function in academic, professional, or workplace settings. Therefore, English lecturers who teach English for specific purposes should pay more attention to determining the course materials. (Yuldashevna, Turgunbayevna, M. N Abdurahimovna, K. G Tajimuratovna, & Anvarovna, 2020, p. 761). English for Specific Purposes (ESP) is a process of teaching English that is tailored to the interests and needs of the learner. The word "English for Specific Purposes" (ESP) refers to the teaching of English to students who are studying the language for a specific job or study purpose (Barnard & Zemach, 2014, p.306).

The ESP approach is a common option in Indonesian English learning in both secondary and college schools, particularly for students who are not taking English majors. This approach is similar to the government's educational policy, which emphasizes the aim of English learning, namely to enhance learners' ability to use English, especially for academic and professional purposes, with a focus on

reading skills that enable students to effectively understand authentic content topics relevant to their majors.

English for specific purposes (ESP) practice is undertaken to provide learners with a specific standard of English proficiency in preparation for an environment in which the language may be used, referred to as target needs. Since the early 1960s, ESP has evolved to become one of the most influential fields of English foreign language teaching, including instructional goals, content, and approaches based on learners' demands and future interests. Nowadays, ESP is used not only by adults who have learned a basic degree of English proficiency or who are learning English for a particular reason but also by English language learners who are learning general English.

Additionally, in relation to teaching English for Sharia Business Management Study Program Students, the lecturer should prepare specific English course materials which meet this major's need. This effort will automatically answer the need of students demand both in the current time and their future. In this study program, English is offered in the first semester. It means that the fresh graduate students are still quite familiar with the English subject when they learned it in their previous senior high school. It is expected that the students will not face a big difficulty in joining and understanding the materials. They have been supported by their previous knowledge in learning English.

In this subject, they learn and it is able to be called as review some English materials that have been learned by them before. They are invited to learn English deeply to support their major. Some topics which are relevant to their major also given in this subject. As explained previously that this major is related to Islamic or sharia business application which be based on Al-Qur'an and Hadith, therefore some topics on Qur'anic interpretation are also taught in this subject.

### *Qur'anic interpretation on trading as the course material of English for business*

The Al-Qur'an is a Muslim holy book that has influenced Muslims' lives and beliefs. This holy book is the primary source of Islamic teachings, especially in the areas of theology, sharia, and morality. Then, interpretation etymologically is a

description or explanation of the verses of the Qur'an so that the meaning is easy to understand and comprehend.

Interpretation according to language or terminology is an explanation or description, as can be understood from the Al-Qur'an (QS. Al-Furqan: 33). According to other terms, the meaning of tafsir is the knowledge that learns the contents of the Book of Allah which was revealed to the prophet, following its meaning and its wisdom. Tafsir can also mean the response or practice of behavior by the community inspired by the presence of the Al-Qur'an.

In conducting a learning process, teachers must organize English instructional materials in a structured and consistent sense in order to promote efficient teaching and learning. Rukiati & Susanti (2016, p. 29) stated that one of the most significant aspects of the learning process is the use of learning media. When learning media is used correctly, it can provide content or material that is instructive or includes instructional components in order to meet learning goals. In the absence of learning media in English language learning, learning task goals will not be met to their full potential.

Learning media is one of the most important things in the learning process. The proper use of learning media is able to bring messages or information that is instructive or contains educational elements to achieve learning objectives well. The absence of learning media in English language learning will cause the achievement of learning activity objectives not achieved to the maximum.

In teaching English for business, especially for Sharia Business Management Study Program students, the English lecturer also provided some materials. According to Sarah & Devira (2019, p. 411) language learning materials include everything that can be used to make learning a language easier, such as course textbooks, videos, graded readers, apps, directories, laboratories, and cell phones. Materials for educating students about the target language and the intent of studying English may be versatile. All of the content can be used as media to help students understand the topic of research. The term "materials" refers to the instruments that teachers use to aid in the teaching and learning process.

One of the materials is about Qur'anic interpretation on trading. There is a significant aspect of incorporating Qur'anic interpretation on trading as the course material of English for business. It has been a priority to incorporate a range of skills that meet the demands of 21<sup>st</sup>-century learners into the curricula used in teaching and studying English as a foreign language.

As we know that sharia business is growing better and better now. Therefore, the efforts of preparing good human resources should also be improved. By mastering English well, the Sharia Business Management Study Program students are ready to face the next challenge and able to compete in the global world. Even they master the theory of sharia business and are able to explain it well in English. It becomes a special value for them and can be a supporting core of sharia business development.

Moreover, Kusmayadi (2018, p. 177) stated that globalization has reached every part of the globe, and Indonesia is no different. The advent of the globalization age has both positive and negative consequences for the larger world. Globalization has inadvertently created calls for real recognition from people from all walks of life. The existence of the globalization age necessitates, in every way, the existence of civilization.

## **Research Method**

This study is quantitative research. The subject was 20 students of Sharia Business Management Study Program, Islamic and Business Faculty, State Islamic Institute of Kudus, Central Java, Indonesia. It was taken from a purposive sampling method. This method was chosen because the researcher would like to investigate the perceptions of two categories of students. They were the students with Islamic last education background and the students with general last education background. The data were collected by spreading the questionnaire to the students and asked them to fill it.

The researcher collected the data of students' perceptions toward incorporating Qur'anic interpretation into course materials of English for Business from a questionnaire. According to Brown (Dörnyei, 2010) questionnaire is a number of questions to find information about personal statements. It is the medium of communication between the researcher and the subject (Brace, 2008). There were ten questions on the questionnaire which were used for gaining information about students' perceptions toward incorporating Qur'anic interpretation into course materials of English for Business.

In analyzing the data, the researcher implemented the Likert scale. It was used in gaining the data on students' perceptions toward incorporating Qur'anic interpretation into course materials of English for Business. There were five

statements that were used in the students' perceptions, they are: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD).

Before describing the result of the data collection into narrative form, the following procedures were carried out by the researcher in analyzing data from the Likert Scale. The researcher scored each item on the scale: 5 (SA), 4 (A), 3 (N), 2 (D), and 1 (SD). Then, the researcher tried to calculate the score range for each set of questionnaires. The maximum score would be  $20 \times 5 = 100 \times 10 = 1000$ . For the minimum score, it would be  $20 \times 1 = 20 \times 10 = 200$ . The score range (R) would be  $1000 - 200 = 800$ . After that, the criteria of score interpretation for each questionnaire set was determined by the researcher. It can be seen in the following table.

Table 1. Score Interpretation

Score	Interpretation
801-1000	Strongly Agree
601-800	Agree
401-600	Neutral
201-400	Disagree
200	Strongly Disagree

After finishing the data calculation, the researcher began to describe the data in narrative form. Besides, the data were also displayed on a table and a chart.

## Discussion

The result of the questionnaire showed that students' perceptions toward incorporating Qur'anic interpretation into course materials of English for Business were positive. Most of the students chose to agree in answering the questionnaire. Some of them chose to be neutral, some students strongly agree, and none of the students chose to strongly disagree when they filled the questionnaire. The more detailed information of the questionnaire results is described in the following



table. This table shows the students' perceptions toward incorporating Qur'anic interpretation into course materials of English for Business.

Table 2. Students' perceptions toward incorporating Qur'anic interpretation  
into course materials of English for Business

No	Item	SD	D	N	A	SA	HS	I
1	Qur'anic interpretation on trading is an interesting material in English course.	-	-	2	15	3	600	N
2	I can learn many new vocabularies by learning Qur'anic interpretation on trading in English.	-	-	1	13	6	520	N
3	I enjoy learning English which contain Qur'anic interpretation on trading.	-	-	7	11	2	440	N
4	By learning Qur'anic interpretation on trading in English I can improve my knowledge.	-	-	-	11	9	440	N
5	By learning Qur'anic interpretation on trading in English I can improve my English skill.	-	-	3	11	6	440	N
6	I do not mind learning Qur'anic interpretation on trading in English.	-	-	4	14	2	560	N
7	I like to learn Qur'anic interpretation on trading in English.	-	-	12	8	-	360	D
8	Learning Qur'anic interpretation on trading in English support my major.	-	-	4	13	3	520	N
9	I am excited to learn more	-	-	5	14	1	560	N

	about Qur'anic interpretation on trading in English.							
10	Learning Qur'anic interpretation on trading in English is challenging.	-	-	-	10	10	500	N
	Score (S)	0	0	38	120	42		
	S x Option Value	0	0	114	480	210		
	Total Score					804		SA

Note: HS = Highest Score; I = Interpretation

Based on the table above, it can be known that nine of ten statements in the questionnaire were agreed by most of the students. Those statements are: Qur'anic interpretation on trading is an interesting material in English course, they can learn many new vocabularies by learning Qur'anic interpretation on trading in English, they enjoy learning English which contains Qur'anic interpretation on trading, by learning Qur'anic interpretation on trading in English they can improve their knowledge and their English skill, they do not mind learning Qur'anic interpretation on trading in English, learning Qur'anic interpretation on trading in English supports their major, they are excited to learn more about Qur'anic interpretation on trading in English, and learning Qur'anic interpretation on trading in English is challenging.

Related to the statement which mentioned that Qur'anic interpretation on trading is an interesting material in English course, it may be caused that this material is really meet their needs. Then, they can learn many new vocabularies by learning Qur'anic interpretation on trading in English is also realistic. Moreover, the vocabularies learned from this material are also very beneficial for them in explaining such a topic when they are in a discussion both in the class or in the future.

They also stated that they enjoy learning English which contains Qur'anic interpretation on trading. It is also can be caused by their awareness of the need for this material for them both today or in the future. So, they also do not mind learning Qur'anic interpretation on trading in English. Moreover, learning Qur'anic interpretation on trading in English supports their major. In addition, by learning Qur'anic interpretation on trading in English they can improve their knowledge and their English skill. All of those explanations strengthened the statement that

they are excited to learn more about Qur'anic interpretation on trading in English, and learning Qur'anic interpretation on trading in English is challenging.

Meanwhile, one statement was answered neutrally by them. It is the statement which states that they like to learn Qur'anic interpretation on trading in English. The result of questionnaire's total score was 804. It is interpreted as strongly agree. The total score was gained by multiplying each score with the option value. Then, it was summed up.

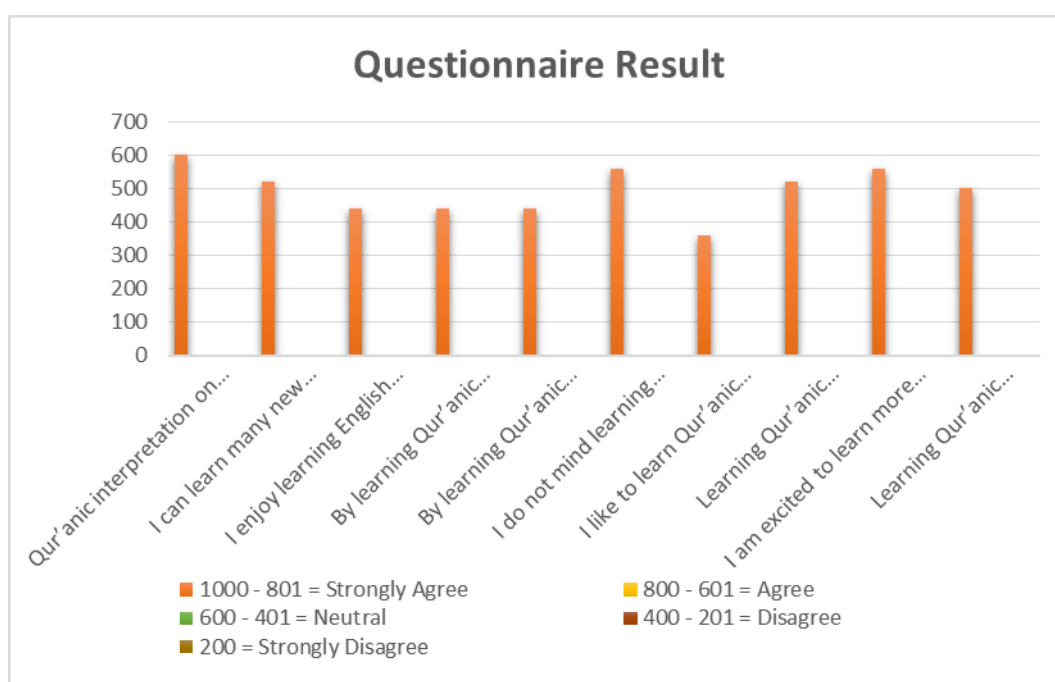


Figure 1. The highest score of each statement in the questionnaire.

The highest score of the questionnaire result was gained by multiplying the highest number of the responses which were given by the students with the option value. Then, it was multiplied by ten. For instance, the first statement in the questionnaire, Qur'anic interpretation on trading is an interesting material in English course, was strongly agreed by three students, agreed by fifteen students and two of them were neutral. The highest score of the first statement in the questionnaire was calculated as follows  $15 \times 4 = 60$ ;  $60 \times 10 = 600$ . This score, 600, is interpreted as neutral according to the calculation of the Likert Scale.

Based on the highest score, it can be said that the majority of the students complied with nine of the ten statements in the questionnaire. What are the statements: They will learn many new vocabularies by studying Qur'anic interpretation on trading in English, and they love learning English because it includes Qur'anic interpretation. They do not mind learning Qur'anic interpretation on trading in English because learning Qur'anic interpretation on trading in English helps their major, and they do not mind learning Qur'anic interpretation on trading in English because learning Qur'anic interpretation on trading in English improves their English abilities. They are eager to learn more about Qur'anic trading interpretation in English, and studying Qur'anic trading interpretation in English is difficult. Meanwhile, they responded to one comment in a neutral manner. It is the statement that they enjoy learning Qur'anic analysis in English for trading. The overall score of the questionnaire was 804 points. It's taken to mean "strongly consent." Every score was multiplied by the choice value to get the total score and it was summarized.

Sharia business management study program students showed positive perspectives toward incorporating Qur'anic interpretation into course materials of English for Business. This interpretation can be known based on the total score of the questionnaire result. The total score was 804 which was interpreted as strongly agree. The first statement which states that Qur'anic interpretation of trading is an interesting material in English course was the gained the highest score. It means that the students are interested in learning about Qur'anic interpretation which discusses materials related to their major. It is in line with the statement that in developing course material, there are some things that should be considered by the lecturer. One of them is the consideration that the course material is able to cover students' needs (Putra & Ridiyanto, 2016).

They also do not mind learning the Qur'anic interpretation of trading is an interesting material in English. In fact, they are also excited to learn more about Qur'anic interpretation on trading in English. Those two statements were stated in the 6<sup>th</sup> and the 9<sup>th</sup> statement in the questionnaire which was gained the same score is 560. Students' excitement is really important, Derbyshire (2003) stated that excited students are motivated students. It is a great point in conducting a successful learning process.

The 2<sup>nd</sup> and the 8<sup>th</sup> statement were also gained the same score, it was 520. It was indicated their agreement that by learning Qur'anic interpretation on trading in English they can learn many new vocabularies. It also supports their major. They

strongly agreed that learning Qur'anic interpretation on trading in English is challenging. It can be seen in their responses, there was a balanced group of students who chose to be agreed and strongly agreed.

There were three statements that showed then same highest score, they are the 3<sup>rd</sup>, the 4<sup>th</sup>, and the 5<sup>th</sup> statement. It indicated that they enjoy learning English which contains Qur'anic interpretation on trading. They also agreed that by learning Qur'anic interpretation on trading in English they can improve their knowledge and their English skill. Meanwhile, the 7<sup>th</sup> statement questionnaire result showed that they chose to be neutral in answering the statement that they like to learn Qur'anic interpretation on trading in English. It may be because actually they want to learn English and some related materials which meet their needs, but they still think that their English skills are not really good. This statement was gained when they were asked about their preference in English.

Learning Islamic values in English courses in business management can actually provide long-term benefits. If we look at the current emergence of social entrepreneurship carried out by various business actors. The emergence of a social entrepreneur is inseparable from the intentions of the founder. In one study, it was shown that there is a relationship between Islamic values and the intention of social entrepreneurship. This linkage is essentially an indirect relationship because there is another element, namely empathy which mediates the relationship between Islamic values and social entrepreneurship intentions. Thus, it can be estimated that business-related learning involving Islamic values will have a positive potential to generate social entrepreneurship intentions through the growth of empathy from individual business actors (Mohammadi, Kamarudin, & Omar, 2020).

This trade or business activity is generally carried out with the aim of earning income to fulfill human needs. This becomes the general goal of carrying out a trade or business. Therefore, the dynamics that arise in a society that conducts trade or business is the emergence of trade competition. The attitude of each individual in dealing with trade competition is very diverse, ranging from positive and negative responses. Related to trade or business products, Muslim businessmen also need to pay attention to the halalness of the product. To realize halal products, it is necessary to have awareness of the halal supply chain for these products which is understood by business people and all elements involved in the business. The need for products that are halal and good for consumption is

essentially not only for Muslim customers but for customers as a whole in general (Omar, Jaafar, & Osman, 2019).

The level of understanding of Islamic values owned by Muslim business actors can affect how they behave in the face of business competition. The Islamic values contained in the attitude towards business competition are the understanding related to monotheism, *khilafah*, worship, *takziah*, and *ihsan*. The level of understanding of businesspeople towards five values, namely monotheism, *khilafah*, worship, *takziah*, and *ihsan* have a positive and significant effect on business behavior in facing business competition. Thus, when individuals have a good understanding of the concepts of monotheism, *khilafah*, worship, *takziah*, and *ihsan*, it will encourage individuals to bring up positive behavior related to business competition (Cahyani & Wulandari, 2018). This shows that the purpose of doing trade or business is not only for the purpose of worldly needs but also related to non-worldly goals (Mardani, 2021).

Trade or business activities will be better if carried out with good ethics. Ethics in trade or business activities is important and ethical issues will be a challenge for a business organization. Islamic business ethics can be implemented through aspects of honesty and fairness, prudence, capability, information, orientation to customers, solutions, considerations related to conflicts of interest, and aspects of sharia compliance. Aspects of honesty are closely related to the value of monotheism, shiddiq, halal orientation, gratitude, *istiqomah*, and patience. While the aspect of prudence is closely related to the value of *tawakal*, *itqan*, strategic thinking, consideration and optimal time management. While related to customer orientation includes the value of clear communication in delivery, effective communication, common goals, and care and attention. In general, the cultivation of Islamic business ethics values can be the basis for carrying out various managerial and operational activities in business organizations (Hastuti & Anggara, 2017).

The values of decency, justice, trust, simplicity, and self-reflection that are embodied in business are very important in overcoming problems related to crime issues involving Muslim employees (Muis, Marinsah, & Asis, 2020). Basically the principles and ethics taught in Islam, related to muamalah (in this case doing business) are nothing but to present good benefits to humans in a fair and proportionate manner and at the same time reject the harm from them. This is closely related to the role of humans as *khalifah* on earth, namely showing Islam as a blessing for the entire universe (Nur, Asiyah, Puspitarini, & Umam, 2019).

## **Conclusion**

To sum up, the result of the research showed positive perspectives of the sharia business management study program students toward incorporating Qur'anic interpretation into course materials of English for Business. The questionnaire result, which is 804, can be interpreted as strongly agreed by the students. It means that the lecturer effort in providing material which meets the students need can be accepted well by the students. So, this research result can be a contribution in adding references for some researchers and also lecturers who are interested in discussing a similar topic or searching for supporting sources in determining course materials in English for specific purposes.

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