

Integrating Islamic Values into EFL Instruction: Applying the Spiral Andromeda Philosophy Across Curriculum Levels

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Abstract

This conceptual study explores the integration of Islamic values into English as a Foreign Language (EFL) instruction through the Spiral Andromeda Philosophy, a framework that emphasizes the interconnectedness of religious and secular knowledge. In Islamic educational institutions, language instruction is increasingly expected to contribute not only to linguistic competence but also to spiritual and ethical development. The Spiral Andromeda model supports this integration by aligning curriculum components—at the supra, macro, meso, and micro levels—with Islamic educational values. This study outlines practical strategies for curriculum design, instructional materials, teaching methods, and assessment practices that reflect both language goals and Islamic moral principles. Findings suggest that EFL instruction grounded in this framework encourages reflective learning, cultural relevance, and ethical communication, thereby promoting a more holistic form of education. However, challenges such as teacher preparedness, availability of contextual materials, and alignment with national language policies must be addressed. The discussion further connects this model to established educational theories such as Vygotsky's Zone of Proximal Development and Freire's critical pedagogy. The paper concludes by recommending institutional support, teacher training, and culturally relevant content development as critical components for successful implementation. The Spiral Andromeda Philosophy offers a transformative approach for faith-based institutions seeking to harmonize language learning with character formation, fostering learners who are both communicatively competent and morally grounded.

INTRODUCTION

In Islamic educational institutions, the integration of religious values across disciplines has become increasingly vital in fostering holistic student development. One critical domain for such integration is English as a Foreign Language (EFL) instruction. Traditionally focused on linguistic accuracy and fluency, EFL instruction in Islamic settings is now being called upon to also nurture students' character, spirituality, and ethical reasoning in alignment with the *maqāṣid al-sharī'ah* or objectives of Islamic education (Al-Attas, 2019; Ahmad & Rani, 2023).

The Islamic philosophy of education emphasizes the inseparability of knowledge and values. It views education not merely as the transmission of content but as the cultivation of individuals who are intellectually competent, morally upright, and spiritually conscious (Hashim & Langgulong, 2021). Within this framework, the Spiral Andromeda Philosophy emerges as a promising integrative model. It conceptualizes all knowledge—both religious and secular—as interconnected and originating from a divine source. This worldview is grounded in the tawhīdic paradigm, which upholds the unity of knowledge and the ethical responsibility of learners (Al-Attas, 1991; Wan Daud, 2022).

Applied to EFL instruction, this philosophical lens encourages the incorporation of Islamic content and values within language learning activities. For instance, students can explore English texts on Islamic civilization, prophetic biographies, or ethical communication, thereby enhancing their linguistic competence while simultaneously reinforcing Islamic identity and worldview (Rahman et al., 2022). Such an approach aligns with value-based education models that integrate cognitive, affective, and spiritual domains (Nasr, 2020; Zailani & Asraf, 2023).

Moreover, the Spiral Andromeda Philosophy promotes reflective learning, encouraging students to perceive language not only as a skill for academic or professional success, but also as a means to fulfill higher purposes such as dakwah, ethical engagement, and community contribution (Sani et al., 2021). In this context, language becomes a tool for meaningful social action grounded in Islamic ethics.

Despite its theoretical promise, practical models for implementing value-integrated EFL instruction remain scarce in academic literature. Most existing studies focus on general moral education or Islamic content teaching without offering structured pedagogical models for language educators. This paper, therefore, seeks to fill that gap by operationalizing the Spiral Andromeda Philosophy across various curriculum levels—supra (national policies), macro (institutional curriculum), meso (departmental syllabi), and micro (classroom practices) (Richards, 2006; Faizah et al., 2023).

Ultimately, this study proposes a harmonized EFL curriculum framework that aligns with Islamic educational goals, combining language development with ethical formation. This integrated model offers a structured yet adaptable roadmap for Islamic educational institutions aiming to cultivate linguistically proficient, morally responsible, and spiritually aware learners.

METHOD

This study adopts a qualitative descriptive research design, aiming to conceptualize and explore the integration of Islamic values into EFL instruction through the Spiral Andromeda Philosophy across curriculum levels—supra, macro, meso, and micro. This design is appropriate because it enables a detailed and interpretive examination of philosophical frameworks, curriculum design principles, and pedagogical approaches within Islamic educational contexts (Creswell & Poth, 2018).

1. Research Approach and Type

The research employs a conceptual qualitative method, which is commonly used to develop theoretical models and explore philosophical underpinnings that inform practice (Berg & Lune, 2020). Rather than relying on empirical data from classroom experiments, this study synthesizes relevant literature, curriculum theory, and Islamic educational philosophy to develop a harmonized framework for EFL instruction. The focus is on analyzing how the Spiral Andromeda Philosophy can be operationalized to integrate moral, spiritual, and linguistic objectives.

2. Data Sources

The data for this conceptual study were gathered through an extensive literature review of academic journal articles, books, and relevant policy documents. The selection criteria for literature included:

- Studies on EFL curriculum design in Islamic contexts,
- Theories on Islamization of education,
- Research on character education and spiritual integration in language teaching,
- Sources that explain the Spiral Andromeda Philosophy and holistic curriculum models.

Scholarly databases such as Scopus, Google Scholar, ScienceDirect, and ERIC were utilized to access peer-reviewed and up-to-date sources.

3. Analytical Framework

To guide the analysis, the study uses curriculum level taxonomy—*supra, macro, meso, and micro*—as outlined by Nation and Macalister (2010), adapted to reflect Islamic educational objectives. Each curriculum level is examined through the lens of the Spiral Andromeda Philosophy, identifying how Islamic values can be embedded into learning objectives, materials, instructional practices, and classroom interactions.

The data were analyzed using thematic content analysis, identifying recurring themes related to value integration, pedagogical alignment, and curriculum structure. Key themes were categorized and mapped according to their relevance at each curriculum level.

4. Validity and Trustworthiness

To ensure credibility and trustworthiness, triangulation of sources was applied by comparing insights from Islamic education, curriculum studies, and language pedagogy (Merriam & Tisdell, 2016). Additionally, the conceptual model was reviewed by two Islamic education experts and one EFL curriculum specialist to ensure theoretical soundness and practical relevance.

FINDINGS

This section presents the findings of the conceptual exploration on integrating Islamic values into English as a Foreign Language (EFL) instruction through the Spiral Andromeda Philosophy. It addresses the research goal: to operationalize a value-integrated EFL curriculum across different educational levels (*supra, macro, meso, micro*) by aligning language instruction with Islamic moral and pedagogical principles.

A. Integrating EFL Instruction with Islamic Worldview through the Spiral Andromeda Philosophy

The Spiral Andromeda Philosophy conceptualizes all knowledge—both secular and religious—as emanating from a divine source, promoting continuous spiritual, ethical, and intellectual development (Rahmatika & Izzah, 2024). When embedded in EFL instruction, this philosophy transforms language learning into a morally grounded, reflective process that supports students' character formation and spiritual awareness (Siregar et al., 2023).

1. Curriculum Integration

EFL curriculum should be infused with Islamic themes by selecting texts that depict Islamic civilization, moral narratives, or the lives of exemplary Muslim scholars. This enables learners to improve language proficiency while reinforcing their religious identity (Hasibuan et al., 2024).

2. Instructional Materials

Developing integrated materials is essential. These materials may include Islamic poetry, Hadith, Quranic parables (*mutashabihat*), and stories of Muslim figures, which also serve as a basis for language skill development (Rahman, 2023).

3. Teaching Methodologies

Islamic education values such as *ukhuwah* (brotherhood), *shura* (consultation), and *muhasabah* (self-evaluation) should underpin classroom practices. Interactive group activities, reflective journaling, and ethical debates are aligned with these values and enhance both language competence and spiritual insight (Harmaini et al., 2022).

4. Assessment Models

EFL evaluation can be expanded beyond grammar and vocabulary mastery to include ethical communication and value-based expression. Oral presentations, for instance, may be assessed based on fluency and adherence to Islamic communication ethics (Zein, 2024).

B. Challenges in Integrating Islamic Perspectives in EFL

Despite its pedagogical promise, implementing value-integrated EFL presents several challenges:

- 1) **Material Scarcity:** There is a lack of EFL materials that include Islamic content, requiring institutions and educators to develop localized and contextualized resources (Hasibuan et al., 2024).
- 2) **Teacher Competency:** Not all EFL instructors possess sufficient knowledge of Islamic pedagogy or the capacity to blend it with language instruction. Training programs are needed to address this (Tahir, 2022).
- 3) **Balancing Global and Local Content:** Careful content selection is necessary to align global EFL standards with culturally sensitive Islamic perspectives (Rahmawati & Marzuki, 2021).

C. Pedagogical Applications of the Spiral Andromeda Philosophy

1. Alignment with Islamic Pedagogy

Islamic pedagogy prioritizes *tawhid* (oneness of God), *adab* (moral behavior), and *ihsan* (excellence), ensuring that education nurtures both intellect and soul. EFL instruction designed with this in mind serves not just academic needs but also contributes to the learners' ethical and spiritual growth (Al-Attas, 1999).

2. Reflective Language Learning

Teachers adopting the Spiral Andromeda model facilitate not just technical language learning but also encourage students to reflect on how their English use aligns with values like truthfulness, respect, and sincerity (Xie & Derakhshan, 2023).

3. Classroom Strategies

- **Ethical Language Tasks:** Roleplays or storytelling centered on moral dilemmas.
- **Faith-Based Texts:** Use of Hadith or Quranic excerpts for reading comprehension.
- **Reflective Journals:** Students write about their linguistic growth and spiritual insights.

D. Curriculum Integration Across Levels

To systematically embed Islamic values in EFL, the Spiral Andromeda Philosophy aligns with Nation and Macalister's (2010) four-tier curriculum framework:

1. Supra Level (National/Global Policy)

Language policy should reflect a dual aim: English proficiency and moral formation. National curricula may include directives for value-laden content and promote multilingualism (Arabic, English) to preserve Islamic identity while fostering global competence (Yusuf & Hidayat, 2023).

2. Macro Level (Institutional Curriculum)

Islamic universities and schools should adopt curriculum guidelines that formally incorporate Islamic moral goals in EFL instruction, supporting both academic and religious missions (Rahman, 2023).

3. Meso Level (Syllabus Design)

Syllabi should include Islamic content themes, such as lessons on charity, honesty, or unity, integrated with skill-based tasks like reading, writing, and speaking (Rahmawati & Marzuki, 2021).

4. Micro Level (Classroom Instruction)

Day-to-day teaching may involve activities such as:

- Discussions on ethical scenarios in English
- Pair work analyzing moral themes
- Debates on social issues from Islamic perspectives

These strategies ensure that learners not only gain linguistic proficiency but also develop ethical reasoning skills aligned with Islamic teachings.

DISCUSSION

This study affirms the transformative potential of the Spiral Andromeda Philosophy in shaping EFL instruction within Islamic educational contexts. Grounded in the integration of religious and secular knowledge, the philosophy supports a holistic model of language education that emphasizes both linguistic competence and moral formation. This aligns with previous research advocating for the integration of ethical and spiritual values in language instruction (Aisyah et al., 2021; Hadi & Pratama, 2022).

Curriculum Integration

The systemic application of Islamic values across the curriculum at the supra, macro, meso, and micro levels demonstrates a coherent alignment with institutional missions and national educational standards. These levels function collectively to ensure that religious principles are not treated as add-ons but are embedded within every layer of EFL instruction. This finding echoes Hasibuan et al. (2024), who argue that curriculum contextualization is essential to meet the dual demands of academic rigor and spiritual relevance in Islamic education.

Teacher Roles and Capacity

Teacher readiness emerged as a critical factor in successful implementation. Educators must possess not only pedagogical skills in EFL but also a sufficient understanding of Islamic values to meaningfully integrate them into instruction. This supports Harmaini et al. (2022), who highlight the importance of dual competency in delivering value-based instruction. Without targeted teacher training and curriculum development support, attempts at integration risk becoming superficial or inconsistent.

Instructional and Cultural Relevance

This study also reinforces the value of culturally responsive pedagogy. The inclusion of Islamic content such as stories of Muslim scholars or moral teachings engages students by affirming their identity within the learning process. Siregar et al. (2023) emphasize that culturally relevant materials increase learner motivation and deepen comprehension. This approach aligns closely with Paris's (2012) concept of culturally sustaining pedagogy, which calls for educational content that affirms and sustains students' cultural and religious heritage.

Ethical Dimensions in Assessment

Another key insight relates to assessment practices. Traditional EFL assessments often focus on grammar and fluency, overlooking deeper cognitive and ethical aspects. The Spiral Andromeda framework broadens assessment to include value-based reasoning, ethical language use, and self-reflection. This is consistent with Syukri (2022), who advocates for integrating ethical literacy alongside language proficiency in Muslim-majority educational settings.

Theoretical Connections

The model's emphasis on spiritual growth and reflective learning resonates with several educational theories. The spiral structure parallels Vygotsky's (1978) Zone of Proximal Development, which highlights the importance of scaffolding in social and cognitive learning. Similarly, reflective journaling and dialogic tasks reflect Freire's (1998) concept of conscientization, where learners engage in critical self-awareness and transformation. These parallels reinforce the pedagogical depth of the Spiral Andromeda approach, positioning it not only within Islamic education but also within globally recognized frameworks of meaningful learning.

CONCLUSION

The integration of the Spiral Andromeda Philosophy into English as a Foreign Language (EFL) instruction presents a compelling framework for harmonizing language education with Islamic moral and spiritual values. By conceptualizing knowledge as a unified, divinely rooted continuum, this approach dissolves the traditional divide between secular and religious learning, enabling educators to design instruction that nurtures both linguistic competence and ethical character.

This study demonstrates that embedding Islamic values across the supra, macro, meso, and micro levels of the curriculum enhances not only students' academic achievement but also their religious identity and moral awareness. Practical strategies such as using value-based texts, encouraging reflective learning, and implementing ethical assessments contribute to the development of learners who are communicatively proficient and spiritually grounded.

The findings underscore the importance of institutional support, including targeted teacher training and the development of culturally relevant materials, to ensure the successful adoption of this model. Moreover, the Spiral Andromeda framework offers a potentially adaptable model for other faith-based education systems seeking to integrate moral education within language instruction.

Future research should explore the long-term effects of this integrated approach on students' language performance, motivation, intercultural competence, and character development across diverse educational contexts.

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