

Bridging Faith and Skills: An Analysis of EFL Students' Perceptions on Integrating Islamic Values with 21st Century Skills at Ma'had Aly Institution

Asifayanti

she_fa_maiya@yahoo.co.id

La Sunra

la.sunra@unm.ac.id

Universitas Negeri Makassar

ABSTRACT

Integrating Islamic values with 21st-century skills in EFL education is increasingly essential to address contemporary educational challenges. This study investigates EFL students' perceptions of combining these values and skills within Ma'had Aly institutions, which emphasize cultural and spiritual identity. The research aims to explore the perceived importance of Islamic values, the integration of 21st-century skills from an Islamic perspective, and strategies to harmonize these dimensions in achieving holistic educational goals. Using a mixed-methods approach, data were collected through surveys, semi-structured interviews, and document reviews involving 15 purposively selected EFL students. Quantitative and qualitative analyses reveal that students prioritize Islamic values such as *Talab al-Ilm* (pursuit of knowledge), integrity, and ethics (72.7%). However, 54.5% expressed dissatisfaction with the current incorporation of 21st-century skills in their curriculum. Despite these limitations, over half of the participants reported working on developing these skills, and 63.6% acknowledged that integrating Islamic values with modern competencies significantly enhances their professional readiness and English proficiency. The study concludes that aligning Islamic values with 21st-century skills fosters a balanced educational paradigm addressing both spiritual and practical needs. Recommendations include strengthening mentorship, optimizing digital resource usage, and embedding Islamic principles into teaching practices to create inclusive, sustainable frameworks for future learning.

Keywords: Islamic Values; 21st-century Skills; EFL Education; Holistic Learning

INTRODUCTION

Introducing 21st century skills in Islamic integrated education, particularly Ma'had Aly, has considerable significance especially in teaching and learning process of English as Foreign Language (EFL). Because globalization and technological advances are changing the educational environment, this research has great relevance. The content tackles the need to well-prepare students for today's challenges and also promote an all-around education that balances essential life-skills with spiritual beliefs. Next, we train teachers on how to use such a system and reintroduce multidimensional educational frameworks that cater to human needs while saving our true identity in the process.

Thus, the observable challenges for Ma'had Aly to provide English language learning requires the appropriate balance in integrating both Islamic values and 21st-century skills. At the same time, there remains a tension between Islamic-based curricula and the demands of traditional contemporary educational forms. Especially with the limited resources available, especially those that are digital and are contextualized with Islamic values (Natuna et al., 2021; Setiawan, 2024). Moreover, students also face a tension between the pedagogies of English language instruction and their cultural and spiritual values which often creates a disjunction in their language learning regimes and Islamic principles (Djamdjuri et al., 2021). There exists an absence of systematic approaches to integrating 21st-century competencies in the context of Islamic teaching, which makes students ill-equipped to involve themselves in global exchanges in both professional and scholarly context (Nurfuadi, 2024). Hence, a new pedagogical model in which Islamic values and modernity are promoted in an appropriate and interactive manner is needed that would enable the students to equip themselves with the tools necessary to face the challenges of the modern world while remaining faithful to their religion (Qadri, 2024).

Therefore, many challenges in the 21st century have called for a reconceptualizing of education. Globalization and technology have transformed job markets, requiring that students bring more than academic achievement. In response, the 21st century has seen a shift towards a more holistic and experiential approach to education and learning, where critical thinking, collaboration, and creativity have become critical skills for success in a complex world (Odabaşı, 2023; Solong, 2024). Solong's findings highlight the challenges students face as they work to keep pace with these rapid changes and emphasize the importance of educational institutions that can prepare students for adaptability and resilience through a skill-based curriculum.

In parallel, the application of Islamic values in education serves as a further counterpoint to this issue. Principles of moral integrity, community collaboration/participation, and lifelong learning, as taught by Islam, strongly correlate with 21st-century skills (Bedir, 2019). Integrating these realms helps form the full circle of your educated citizen, one who is eager to transition to the

workplace or the next stage of academia but is also mindful of their ethical responsibility in a global environment. This integration within the context of Ma'had Aly institutions becomes even more crucial, as it paves the way for us to cultivate an educational experience that resonates with the identities and values of students while being mindful of worldwide educational paradigms.

The integration of AI into the classroom is also dependent on the educators themselves. Research shows that the competence of teachers has a significant impact on curriculum innovation that involves the integration of 21st-century skills (Kim et al., 2019; Odabaşı, 2023). Islamic values take root in the real world, so educators need to be good at designing and delivering learning experiences that engage critical thinking. Increased teaching efficacy with the use of reflective practices places critical importance on professional development programs to foster reflective practices (Kim et al., 2019). Such initiatives may be needed to ensure the effective internalization of skills and values.

In fact, the results of this research are visible not only at a learner level but also extend to social levels. Educational institutions charge significant responsibility of creating the potential and fruitful citizens of the society. Combining Islamic values with 21st-century competencies ensures that the future generation will develop not only with professional skills but also with a sense of ethics and social responsibility. This aligns with national visions, such as Saudi Arabia's Vision 2030, which promotes a skilled and ethical workforce (Alharbi, 2024). This integration also significantly impacts employability, as one major facet. More and more the employers want graduates with a mix of technical skills and soft skills (Thi et al., 2022). Therefore, EFL programs integrating 21st-century skills based on the Islamic framework should create graduates prepared to compete in the global job market. Preparatory education therefore molds students to be not only adept in technical skills but also sensitive in their cultural interactions and grounded in ethical considerations, all of which are becoming more and more important traits in our increasingly globalized society.

In addition, existing educational frameworks often lack systemic approaches to embedding critical skills in curricula. This gap inhibits students' readiness to face future challenges (Natuna et al., 2021). Embedding 21st-century skills within education structures can enable institutions to cultivate students who are not only academically prepared, but also able to utilize their knowledge in practical application throughout life. This change in educational design is essential for ensuring learners are equipped to succeed in an increasingly changing world. The inclusion of contemporary skills combined with Islamic values helps shape students' cultural identity in a holistic manner as well. It is a challenging balance to strike in a globalized world where cultural uniqueness must have to be retained while adhering to international norms at the same time. Through this dual-focus curriculum, students develop the agility to adapt to a multitude of different environments while staying true to their beliefs and values. Not only does this allow

the preservation of their language and culture as a group, but it also promotes self-empowerment and inclusion in a worldwide narrative.

A further factor for consideration is the applicability of such integration in a range of educational environments. Institutions of Ma'had Aly actually have a unique environment to integrate and implement this dual focus seamlessly. But these strategies can be a model for educational institutions that are in search of ways to align modern skills with cultural and religious values. That flexibility highlights the wider applicability and relevance of this research to a range of learning environments. Furthermore, 21st-century skills integrated with Islamic values can lead to interfaith and intercultural understanding. Today, it is more vital than ever to foster mutual respect and appreciation for diverse perspectives in a global context. Therefore, teaching these values (and attitudes) in the context of EFL education prepares the students to be able to communicate and interact effectively across cultures contributing to peace and mutual understanding among people around the world.

However, this paper adds novelty to the existing research as it explicitly and systemically proposes how to bridge Islamic values with the 21st century skills in EFL teaching at Ma'had Aly institutions which sits in the fringe of the educational spectrum, yet has a great potential to advance education in Islam. This study fills the gap by integrating Islamic values and the skills needed for success in the 21st century into one curriculum framework, unlike previous studies that examine Islamic values or 21st century skills individually. It also reinforces a dual-focus model that enhances global skills including critical thinking, collaboration, and adaptability, while at the same time maintaining cultural and spiritual identities. Locating the study in the context of specific Ma'had Aly institutions allows for a finely attuned model for integrating these threads, whilst also unpacking their practical implications in a particular educational environment in which traditional Islamic teachings meet contemporary pedagogical demands. This multifaceted approach provides a unique framework for cultivating ethically engaged and globally minded actors, distinguishing it from previous scholarship in the area.

On the final note, the synergizing of Islamic values and 21st-century skills in EFL teaching and learning system brands Ma'had Aly institutions a progressive lifestyle of 21st-century education. It is prepared to respond to the twin challenges of meeting the demands of the present era while ensuring the continuity of the culture and spirituality of the students. Overall, it shows the potential for education systems that balance values then and now leading to Deen Spring whole people. In a world increasingly colored by globalization, the findings from this study serve as a guide towards developing learning environments that are not only more ethical and inclusive, but also more orientational towards necessary skills needed for success in modern societies.

LITERATURE REVIEWS

The theoretical framework on the research study titled " Bridging Faith and Skills: An Analysis of EFL Students' Perceptions on the Integration of Islamic Values with 21st Century Skills in Ma'had Aly Institution" is based on several essential theories and concepts that illuminate the convergence of Islamic values, educational practices, and 21st-century competencies. In this section three point to studies will be reviewed both in terms of what the studies aim to discover, methodology and results while taking note of the aspects not covered and which this research intends to illuminate.

Ghasya and Kartono (2022) first study titled "Technical Guidance 21st Century Learning Application to Improve the Pedagogic and Professional Competence of Elementary School Teacher" In this article, they mention the importance of developments in 21st-century learning, which need to be continuous and aligned with the demands of future generations. This would be easier than a separate case study by taking qualitative interviews with and observations of teachers. The research indicated that in order to flourish in a fast-changing world, students need to learn what the article called soft skills, including creativity, collaboration and critical thinking. This current study emphasizes the significance of infusing soft skills in the curriculum, which is in-line with the purpose of the current research, aiming to investigate how Islamic values might promote soft skills in EFL context (Ghasya & Kartono, 2022).

The second study by Anggarini et al. Published in *Teaching & Education*, (2022) the study titled "Integrative Learning in Islamic Indonesian EFL Classroom: Challenges and Opportunities" discusses the issues these teachers face with integrative learning in English language classroom. The data were collected using a mixed-methods approach, i.e., through surveys and interviews with EFL teachers at Islamic schools. The findings showed that teachers widely encountered dilemmas on how to conduct English language teaching within the school and were aware of friction on the space that Anglo-centric ideas occupy in the classroom. This study underscores the importance of a framework for integration between Islamic values and EFL instruction; an imitational framework has yet to be studied as others (Anggarini et al., 2022).

Natuna et al. have the third study. (2021), called "Teachers' Performance in Online Learning During COVID-19 Outbreak: An Analysis Based on 21st Century Proficiency," aims to analyze the teachers role in flourishing 21st-century skills during the online learning process during COVID-19. By using the descriptive quantitative method, the researchers examined the performance of teachers and the integration of values such as critical thinking, creativity, and collaboration into their teaching. Teachers acknowledge the need of these skills, but they did not have training or resources to implement them properly, the study found. This is relevant to the present study, as it highlights the importance of a supportive educational

environment that promotes not only Islamic values but also 21st-century skills in EFL contexts (Natuna et al., 2021).

All these studies are similar in some respects and different in others. So, while all these three studies the concept of integrating 21 st century skills in education as discussed, take different approaches. Ghasya and Kartono emphasize teacher competencies, Anggarini et al. tackles the challenges of Islamic value integration, and Natuna et al. to study the online teaching practices. What makes the recent research stand out is its focus on EFL students' perceptions, offering a viewpoint that has not received sufficient attention in the current literature.

However, an apparent gap in the existing literature is that there has been no comprehensive study derived from students' voices that focuses on integrating Islamic values and 21st century skills. While Anggarini et al. Although they might touch on the shortcomings and challenges felt by teachers, they rarely consider how students experience such integrations. This background makes the current research a significant contribution to the field as it opens up the insights toward how EFL students believe the integration of Islamic values with the essential 21st-century skills at Ma'had Aly institutions. Therefore, this study will seek the gaps which can be identified to focus more on EFL students' perceptions not only one aspect of integrating the Islamic values into the 21st century students' skills; hence will contribute to the discourse. This research will add depth to those efforts by focusing specifically on the experiences and perceptions of students themselves, thus complementing the findings of earlier research, and providing the broader view of how instructional methods can be made to fit both contemporary competencies and historical norms. This impact is significant in establishing educational approaches that connect with students' identities and empower them for the challenges of the 21st-century world.

Previous Related Study

A growing body of research has emerged in the past few years highlighting the need to integrate Islamic values into 21st century skills in EFL education. This synthesis features three relevant study mentions, defining their aims and approaches as well as important findings, while comparing gaps that confirm the importance of the 'Bridging Faith and Skills: An Analysis of EFL Students' Perceptions on Integrating Islamic Values with 21st Century Skills at Ma'had Aly Institution' research.

Odabaşı (2023) conducted the first study with the aim of analyzing the status of literature on teacher competence delivering 21st-century skills to students in the context of Turkish research in the article "A Critical Overview of Turkish Research on 21st Century Skills in Education: 2017-2022". Using a literature review approach, the study examined existing studies and expert opinions to note trends and themes concerning teacher efficacy. The results showed that a considerable emphasis was placed on devising activities to improve the effectiveness of

instructors in delivering these skills. Even though the findings provide valuable insights, this particular study focused on the Turkish context, which may limit its applicability to other cultural settings, such as Ma'had Aly institutions, where Islamic values are an important part of the educational process (Odabaşı, 2023).

In the second study, Kim et al. (dlovesoul, 2019) titled as "Improve to be 21st century teaching skills: The way to teach 21st century learners using" aimed at examining the importance of regular professional development for educators to better equip them with the desired 21st-century skillset in the classroom. Using a qualitative approach, the researchers collected data using interviews and surveys across educators in low- and middle-income countries (LMIC). The findings highlighted the need for reflective practice and lifelong professional learning in enabling educators to promote critical thinking and other key competencies in their students. However, this study does not discuss any integration of cultural or religious values, despite being one of the keys focuses in the current research (Kim et al., 2019).

The third study was conducted by Solong (2024) titled "21st Century Teacher Competency: Toward Conceptualization of Islamic Culture in Islamic Schools." This study specifically showed the relevance of Islamic culture and 21st-century skills. With this aim, the study also employs a mixed methods approach to analyze data obtained from both surveys and interviews with educators working in Islamic schools, assessing their perceptions of integrating these skills into an Islamic framework. The results showed that teachers acknowledged the need to integrate 21st-century competencies in their teaching to make it relevant to Islamic teachings and values to provide added value towards their student's motivation as spiritual creatures. While this study provides valuable insights into the integration of Islamic values, the extent and depth of student perceptions may not have been fully explored, serving as a gap that the present research seeks to fill.

There are similarities and differences comparing with these previous studies and the current research. The studies also highlight the significance of lecturers' competence about the development of 21st-century skills, as well as the importance of knowledge transfer through effective pedagogical strategies. Similar to Odabaşı and Kim et al. While most of the available literature focuses on a teacher perspective or condition and competency, Solong's study is one of the first to connect a child's Islamic value system with their corresponding contemporary educational practices. This study, therefore, aims to expand this understanding by providing some student-oriented data analysis of EFL students' perceptions with regard to the incorporation of Islamic values into the 21st-century skills approach that can hardly be found in the existing studies.

The key research question to be addressed is the extent of students' perceptions of the convergence of religious values with modern skills in Islamic educational institutions. Although this is addressed in Solong's findings, exploring the actual voices of students — the very people affected by such practices — is not something

that is particularly well covered in the study. And this should be an opportunity for the current research to contribute significantly to the field by illustrating the perception EFL students of Ma'had Aly institutions regarding the relationship between Islamic values and 21st-century skills.

Thus, while this research differs in context and approach, there is a clear correlation with the other studies in that they all seek to integrate the provision of 21st century skills into educational practice. Interestingly, Odabaşı (2023) differentiates the role of teacher competence in applying skill-based education, this approaches to better equip the teachers for implementing a curriculum that balances both focuses, which also reflects upon this current research. Kim et al. (2019) highlights the importance of professional development and reflective practice in developing 21st-century skills among educators, which is an equally important area for the development of educators at Ma'had Aly institutions. Based on the research conducted by Solong (2024), it connects Islamic values with developed skills at present paving the ways for the current study particularly focused on the perceptions among the EFL learners. The previous research are then expanded in this current study by taking a different standpoint, from the educators to the students perspective, to provide a moderate view on the perception of Ma'had Aly students about the combination of religious values and the current educational needs. Such a progression not only fills a gap in the extant literature, it also helps advance our understanding of the influence of such integration on students' 21st-century learner readiness. Thus, EFL learners' perceptions are the focus of the present study, which helps to enrich the existing discussions regarding the integration of Islamic values and skills in the 21st-century. This approach will not only reinforce conclusions which previous studies might have drawn but will also offer a more comprehensive view on the specific ways through which educational practices can be in maintained alignment with both contemporary competencies as well as traditional values. This is a crucial step toward building pedagogies that meet students in their identity development to make them ready for 21st-century learning challenges.

METHOD

Design and Sample

The study utilizes a mixed-methods design, combining both quantitative and qualitative approaches to thoroughly examine the research objectives. This design provides the best of both worlds as it allows for an in-depth exploration of the topic by gathering and analyzing both numerical quantitative data and rich, descriptive qualitative data. Quantitative research components measure: trends and perception using structured instruments such as surveys, questionnaires and qualitative components explore: insights in depth using interviews and open ended questions. The subjects are 15 EFL students coming from different Ma'had Aly institution in Indonesia. The selected participants are suitable since they are actively involved in learning the English language relevant to their unique educational context, which is Ma'had Aly institutions, where Islamic values are integrated into the curriculum.

Their enrolment in Ma'had Aly makes them a perfect representative to bridge the gap between Islamic values and 21st century skills in EFL education. Another important consideration is that the participants are current practitioners in English studies in a range of disciplinary contexts and therefore have relevant knowledge of the pedagogical practices and curriculum design being examined. By purposefully and strategically sampling these individuals, the study is able to ensure that the perspectives of the participants are relevant to the research aims and that a targeted examination of the integration process in this particular educational environment is both possible and effective. The sample size, although small, is adequate by qualitative study standards to gain nuanced perspectives and considering the statistical significance on the quantitative analysis. This design fits well with the aims of the research, as it provides a comprehensive picture of the students' perceptions. Through the triangulation of quantitative and qualitative data sources, the study would have the capacity to validate its findings, identify patterns, and provide a nuanced understanding of how to synergize Islamic values with 21st-century skills in EFL contexts.

Instrument and Procedure

Questionnaire

To collect quantitative data, a structured questionnaire was designed to investigate students' perception integrating Islamic values with 21st-century skills in EFL education. This instrument shall include Likert-scale items (1 = Strongly Disagree through 5 = Strongly Agree) to constellate with critical constructs like students' attitudes, perceived relevance, and the challenges of this implementation. The questionnaire focused on three aspects: the importance of integrating Islamic values in promoting 21st-century skills, the implications of such integration for learning outcomes and employability, and the possibilities and challenges in the context of EFL learning.

Interview

For qualitative data collection, a semi-structured interview guide was used to gain a deeper insight into participants reports, attitudes, and recommendations. Open-ended questions provided for which participants could explain their views and personal experiences on how to integrate Islamic values with 21st-century skills. Key questions are asked about how participants view the influence of Islamic values on their English studies, how these values help to promote skills like critical thought and teamwork, and what issues arise in balancing traditional values with contemporary demands of EFL learning.

Document Review

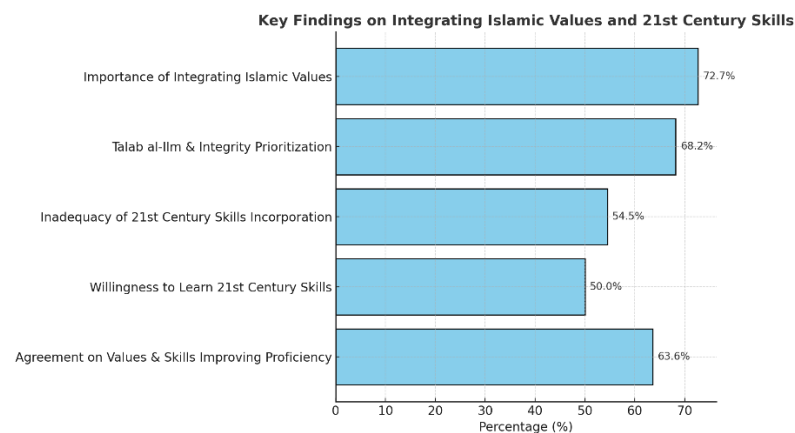
Document review was also used as a complementary method of contextualizing the findings. The 21st-century skills incorporation in EFL programs, which are aligned

with Islamic values, were analyzed from relevant documents, e.g., organizational curricula, lessons plans, and instructional materials. The triangulation of these three data sources enabled a holistic picture of how these values and skills were intertwined within the educational practices. The research part consisted of three stages of the procedure. In the preparation stage, we developed and validated a questionnaire and an interview guide through expert reviews, and we conducted pilot testing with a small group of students to test the reliability and relevance of our implementations. Ethics approval was obtained from the relevant authorities from Ma'had Aly institutions and informed consent was obtained from all participants, ensuring the confidentiality of their responses and their voluntary participation in the study.

Data Analysis

Multiple mechanisms were employed in the process of data collection to offer in-depth insights. Quantitative data was collected through a self-made questionnaire, namely Google Forms, which was distributed to 15 selected participants who had one week to respond to the questionnaire. In addition, semi-structured interviews for qualitative data were performed individually in person or through video conferencing, taking 30–45 minutes each per interview and audio-recording with participants' consent for accurate transcription and analysis. Qualitative evidence was obtained through the provision of interview transcripts as well as by examining profusion documents in curricula, lesson plans and instructional materials to address integration strategies and evidence of integrating Islamic values with 21st century skills for EFL programs instituted in contemporary secondary education. The data analysis involved both quantitative and qualitative approaches for reliable results. Appropriate descriptive and inferential statistics were used to analyse questionnaire responses for trends and patterns, and interview transcripts were subjected to a thematic analysis to glean key themes and insights. For the purpose of validity and reliability, triangulation was carried out by comparing, integrating the findings of the questionnaire, interview, and document review. This in-depth procedure reflects the matches with the mixed-methods research design that could warrant an integrated account of students' perceptions and the bringing together of Islamic values and 21st-century skills in EFL education.

RESULT AND DISCUSSION



The results are that a large majority of students consider the integration of Islamic values in English language teaching to be very important (72.7%). Talab al-Ilm (the pursuit of knowledge) and Integrity and Ethics, as values, received the most prioritization among these with 68.2% each. Although most respondents were aware of the critical need to integrate these values, more than half of the respondents (54.5%) considered current incorporation of 21st-century skill in English language teaching as most inadequate. However, half of the respondents (50%) were willing to read 21st-century skills in their English classes, indicating a positive tendency toward a positive attitude towards skill development. Furthermore, 63.6% strongly agreed to the statement that integrating Islamic values and 21st-century skills can improve their English proficiency, highlighting the importance of an integrative approach in developing both of ethical and practical competencies in education.

From the needs analysis interviews, as well as the document review, such challenges have emerged as critical to integrate Islamic values with Twenty-First Century Skills in English Language Teaching. As the digital world well know, students are living in a fast-paced environment that continuously spins up on new information, and most of them struggle to evaluate whether or not the information is reliable. Additionally, the pressures of academia, social comparison through social media, and the pressures of modern life all lead to mental health issues. Moreover, limited time and improper utilization of digital resources — for example, online learning platforms, language apps, or social media — hinder that process. Strengthened social, capital and spiritual resources are also imperative to pursue the initiative goals properly.

This may inspire other Islamic values as strong motivators in improving English language learning. The attributes derived from the Quran that emphasize the significance of knowledge in the pursuit of the Maqasid al-Syariah alongside the need to advance Islamic teachings (dakwah), create a very sound spiritual approach and motivation for learning. They encourage persistence, patience and responsibility in students. By incorporating and integrating Islamic tenets into the lessons, the students are able to enjoy a more holistic understanding of English and

receive a positive influence on their character and morals, whilst also cultivating a skill of good communication that is ethical and promotes language efficiency. Several strategies are proposed to tackle these challenges. Packing teachers or mentors to Islamic faculties may supply college students with one-on-one help in studying English. Approaches that motivate the necessity of English as a tool for fulfilling international communication and spreading Islamic teachings. Motivational talks before lessons reinforce consistency and dedication to learning. These include improving students' proficiency in English, aligning their language learning with their spiritual and social values, and inculcating a strong work ethic.

The results of this study have important implications for education, especially Islamic educational institutions. This approach combines the study of English language mastery with the over-reaching goals of Islamic education, which supports the development of moral and ethical values for students as they mature in their personal and professional lives. In doing so, this method strives to make the contemporary globalized world accessible to students while simultaneously providing a sense of cultural and religious identity and a base from which to start. Moreover, the significance of *Talab al-Ilm* (the pursuit of knowledge) and integrity parallels with wider educational objectives of promoting critical thinking, collaboration, and resilience among learners. Based on these insights, when curriculum developers design English language programs, they may draw on reflective practices, ethical communication, and skill-based learning relevant to the students' cultural and spiritual contexts.

However, there are limitations with this study that needs to be addressed. Though the small sample is adequate for qualitative analysis, it may restrict the ability to generalize results to other communities. Furthermore, the study centers almost exclusively on students' perspectives, which, though important, do not capture the perspectives of the teachers or administrators or other stakeholders in the educational process. These limitations could serve as potential new research avenues by ensuring a wider pool of participants, considering various stakeholder perspectives and studying how a mixture of Islamic values with 21st-century skillsets could affect various educative spaces over extended periods. Bringing this all together would allow us to understand better how integration can lead to holistic practices and educational outcomes.

CONCLUSION

This study aims to assess the effectiveness of incorporating Islamic principles with 21st-century skills into EFL education within the context of Ma'had Aly schools, highlighting the need to align religious values with current educational demands. Students identified Islamic principles, such as *Talab al Ilm* (pursuit of knowledge) and integrity, as core influences of their educational experience. These were deemed as foundational principles that enable learning. The results revealed an alarming lack of critical thinking, creativity, teamwork, and other essential 21st-century skills in current EFL programs. Such necessity paves its way unhindered

to systematic improvement of pedagogy while retaining top-level religious tenets. Given these restrictions, the data still reveals an optimistic perspective as most of the students are happy to embrace 21st-century skills in their English language learning. Harnessing Islamic beliefs along with modern skills provide depth to the craftsmanship of language, and instills ethics, character and spiritual accountability. This duality prepares students to reconcile professional integration with their religious and cultural identity. This study concludes that an educational framework that integrates enduring Islamic values with contemporary skills must be developed so that future generations would be prepared for the challenges of the world and nourish their beliefs. To ensure that all students can create innovative solutions to current local and global problems based on their cultural identity as well as the ethics of their cultures, educators need to be teaching relevant topics.

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