Synergy of Language and Faith: English Week Immersion Program as a Platform for Religious and Linguistic Development
(A Case Study at Modern Islamic Boarding School Gontor Ponorogo)

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Article History

Abstract

This study explores the integration of language acquisition and religious education through the implementation of English Week at Gontor Modern Islamic Boarding School in Ponorogo. The primary aim is to examine how this initiative fosters both linguistic proficiency in English and a deepened understanding of Islamic values among students. The research employs a case study approach, utilizing qualitative methods including participant observation, interviews with educators and students, and document analysis to collect data. The study highlights how English Week serves as an immersive platform where students not only improve their English skills but also engage in activities that align with the school's religious teachings. The findings indicate that the English Week program enhances the students' communicative competence in English while reinforcing their religious identity and values. Furthermore, it demonstrates the synergy between language development and faith, suggesting that bilingual education in a religious context can promote holistic student development. The research also reveals the impact of English Week on the students' attitudes toward language learning and religious practices, showing that the program fosters a sense of pride in both their linguistic and religious abilities. The study concludes by offering insights into the potential for integrating English language programs with Islamic studies in other pesantren settings, advocating for a balanced approach to global literacy and religious education. The results emphasize the importance of creating a supportive, immersive learning environment that cultivates both academic and spiritual growth.

INTRODUCTION

The integration of language learning with religious education is becoming increasingly significant in global educational discourse, particularly in Islamic educational settings. In the context of Islamic boarding schools, or pesantren, bilingual education offers a unique opportunity to foster both academic and spiritual development (Rahman, 2017). Gontor Modern Islamic Boarding School in Ponorogo, Indonesia, serves as a prominent example of
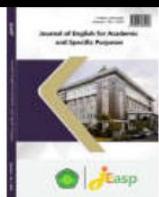
this integration. Established in 1926, Gontor has been recognized for its progressive approach to Islamic education, blending traditional religious teachings with modern educational practices. The school places a strong emphasis not only on religious instruction, such as the study of the Qur'an, Hadith, and Islamic jurisprudence, but also on mastering foreign languages, especially English (Zarkasyi, 2015). This dual focus aims to prepare students for both spiritual and intellectual success in a globalized world, where the ability to communicate in multiple languages is essential for engaging with diverse cultures and communities.

English Week program is a key initiative in this approach, providing an immersive experience where students are encouraged to communicate in English in both academic and religious contexts. This program aims to enhance students' proficiency in English while reinforcing Islamic values and teachings. For example, during English Week, students participate in religious discussions, lectures, and reflections conducted in English, helping them to reconcile their linguistic skills with their faith (Sulaiman, 2020). Through this initiative, Gontor seeks to bridge the gap between language acquisition and spiritual development, illustrating the potential synergy between bilingual education and Islamic teachings.

The primary objective of this study is to explore how the English Week program at Gontor facilitates the integration of linguistic proficiency with Islamic values. This investigation seeks to understand how the program contributes to the students' development in both language acquisition and religious identity (Zainudin, 2019). In particular, the study aims to examine the ways in which language learning in a religious context can reinforce the practice of Islamic principles, such as communication, reflection, and the pursuit of knowledge (ilmu). While bilingual education has been widely studied in various educational settings, the intersection of language learning and religious education in a pesantren environment presents a distinctive area for exploration (Al Fatih 2020). This research seeks to fill a gap in existing literature regarding the impact of bilingual education on the holistic development of students in Islamic boarding schools, where religious values are central to the educational framework.

The English Week Program (EWP) is a structured, intensive language exposure initiative commonly used in educational settings, especially in Islamic boarding schools in Indonesia, to help improve students' speaking skills (Rahmatullah 2020). The primary objective is to encourage students to use English in daily conversations, activities, and interactions, creating an immersive English-speaking environment.

Several studies highlight the significant impact of EWP on developing speaking skills. For instance, it can boost students' confidence and fluency in speaking English by providing frequent practice opportunities. Through activities such as daily conversations, speeches, and vocabulary practice, students are not only encouraged but also required to communicate in English, which helps reduce speaking anxiety. However, challenges still exist, such as difficulties in pronunciation, grammar, and fluency. Despite these obstacles, students often report higher motivation and improved speaking skills after participating in the program (Gabriel, 2018). Additionally, factors like the students' own dedication, the learning environment, and teacher involvement play crucial roles in the effectiveness of the EWP. To sum up, the English Week Program is an effective approach to enhance English proficiency, particularly in speaking, by fostering an immersive language environment and addressing common language learning challenges like fluency and confidence.

English immersion, as a method of language education, involves teaching content in English to students whose first language is not English. This approach emphasizes the use of the target language (English) as a medium for instruction, allowing students to learn academic subjects while simultaneously developing language skills (Genesee, 2008). This method has its

roots in bilingual education but is distinct because it primarily uses the second language (L2) as the medium of instruction, not just for language learning.

Several theoretical perspectives support immersion education. One of the key advantages is its capacity to develop bilingualism and biculturalism by immersing students in the target language, which enhances both their language proficiency and cultural understanding. Immersion education has been found to foster cognitive flexibility, improved problem-solving abilities, and a broader worldview, as students engage with content in ways that challenge their existing perspectives. Furthermore, studies suggest that immersion programs can promote deeper linguistic skills, such as greater grammatical awareness, pronunciation, and lexical specificity, though they may not reach native-speaker levels of fluency.

However, the immersion approach also comes with challenges. Educators must balance language instruction with content mastery, ensuring that students can understand complex concepts in a second language. Teacher preparation is a critical factor, as teachers need specialized training to simultaneously address content knowledge, language skills, and literacy development. Additionally, as student progress through the educational levels, maintaining proficiency in the immersion language becomes increasingly difficult, especially in subjects that require advanced cognitive skills. Overall, immersion offers an enriching pathway for language acquisition but requires careful program design, ongoing teacher support, and adaptation to students' developmental needs.

The integration of language acquisition with religious education has been a topic of growing interest in educational research, especially in the context of Islamic institutions. While much of the existing research on bilingual education focuses on Western educational systems, there is a notable body of literature that examines bilingualism within Islamic educational settings, particularly in pesantren or Islamic boarding schools in Indonesia. These studies highlight the unique challenges and opportunities of combining language learning with religious instruction in a culturally and spiritually rich context.

One significant study by Zainuddin (2018) explores the role of bilingual education in pesantren, focusing on the importance of English language proficiency for students' engagement with global knowledge while maintaining their religious identity. Zainuddin emphasizes that the integration of English with religious studies is crucial for preparing students to participate in global discourse without compromising their Islamic values. Similarly, Aslan (2020) investigates bilingualism in pesantren, arguing that the ability to communicate in multiple languages, including English, enhances the students' religious practices, as they can access Islamic texts in foreign languages, such as English translations of the Qur'an and Hadith, and engage in interfaith dialogues. Aslan's research suggests that bilingual education in pesantren fosters a balanced development of both linguistic skills and spiritual growth.

A related study by Luthfi (2021) focuses specifically on Gontor Modern Islamic Boarding School and its efforts to integrate English language learning with religious education. Luthfi's research highlights the success of Gontor's English Week program in promoting not only English proficiency but also the practice of Islamic values. Luthfi argues that during English Week, students are encouraged to reflect on Islamic teachings while engaging in academic discussions in English, thus reinforcing both their linguistic abilities and their spiritual beliefs. The study also notes that English Week helps foster a sense of global citizenship among students, aligning with Islamic principles of knowledge dissemination and social responsibility.

In addition, research by Nordin (2019) on the relationship between language learning and religious identity in Islamic schools in Southeast Asia also provides valuable insights. Nordin's study examines how bilingual education programs that combine language learning with religious
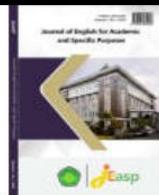
instruction contribute to the development of students' personal and communal identities. The findings suggest that such programs not only enhance students' academic skills but also deepen their understanding of religious teachings, enabling them to apply these teachings in various contexts, including in their interactions with diverse cultures.

These studies collectively contribute to the understanding of bilingual education in pesantren, specifically in the context of integrating English language learning with Islamic teachings. However, there remains a need for further research, particularly in understanding the specific outcomes of immersion programs like English Week, and how they impact students' academic and spiritual development in a holistic manner. This study aims to fill this gap by providing an in-depth examination of Gontor's English Week program, focusing on the synergy between language acquisition and Islamic education.

This introduction outlines the theoretical framework for the study, linking the integration of language and religious education to Islamic educational principles. The following sections will detail the research methodology, findings, analysis, and conclusions, further exploring how the English Week program at Gontor Pesantren embodies the synergy between language and faith in fostering holistic student development.

METHOD

This study follows a descriptive qualitative approach, allowing for an in-depth examination of the challenges and opportunities in English Week Immersion Program as a platform for religious and linguistic development. The qualitative approach, chosen for its capacity to provide detailed, contextually rich data, aligns with the research standards, specifically emphasizing the use of systematic data collection, triangulation, and thematic analysis. Qualitative research is designed to provide a detailed understanding of complex phenomena through the collection and analysis of rich, contextual data. They state that a descriptive qualitative approach allows researchers to explore experiences, perceptions, and meanings as understood by participants.

Robert K. Yin defines the case study method as an empirical inquiry that investigates a contemporary phenomenon within its real-life context. This approach is particularly useful for exploring complex issues that require in-depth understanding. A case study method was applied to explore the intricate issues surrounding English Week Immersion Program as a platform for religious and linguistic development in Modern Islamic Boarding School Gontor Ponorogo. This method enabled the researcher to gain a nuanced understanding of the implementation and outcomes of the English Week Immersion program, this study adopts a qualitative case study approach. This methodology is well-suited for understanding the complex interplay between language acquisition and Islamic education within the unique environment of Gontor. The research will incorporate participant observation, interviews with educators and students, and document analysis to provide a comprehensive understanding of how the program influences students' academic and spiritual growth. In particular, the study will explore how the integration of English language learning with Islamic values supports the development of well-rounded individuals who are prepared to contribute to both their local communities and the global society, in line with the teachings of Islam.

Multiple data collection techniques in qualitative research enhance the robustness of findings. By using various methods such as interviews, observations, and document reviews, researchers can triangulate data to provide a comprehensive view of the phenomena being studied (Patton, 2015). To gather comprehensive insights, the study employed multiple data collection techniques, including semi-structured questionnaires, interviews, classroom
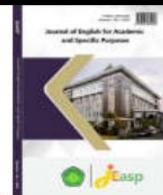
observations, and document reviews. These methods were selected based on recommended qualitative research techniques for ensuring a robust examination of participant experiences and practices.

Here is a table summarizing the data collection techniques, as described in your research methodology:

Data Collection Technique	Description	Purpose	Source
Semi-structured Questionnaires	Open-ended and closed questions that allow flexibility while guiding the interview.	To gather participants' perspectives and experiences regarding the English Week program.	Creswell, J.W. *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (2018).
Interviews	Individual interviews with educators and students to explore their views in-depth.	To capture detailed insights on how the program influences academic and spiritual development.	Yin, R.K. *Case Study Research: Design and Methods* (2018).
Classroom Observations	Observing classroom interactions during English Week activities.	To understand how the integration of English and religious values is enacted in practice.	Patton, M.Q. *Qualitative Research & Evaluation Methods* (2015).
Document Reviews	Analyzing program documents such as schedules, student assessments, and materials used during English Week.	To gain additional context on the program's design and implementation.	Flick, U. *An Introduction to Qualitative Research* (2018).

This table reflects the comprehensive approach to data collection employed in the study, ensuring that multiple perspectives and sources are considered to strengthen the findings.

Semi-structured Questionnaires and Interviews

Data were collected from 397 volunteer santri in Modern Islamic Boarding School Gontor Ponorogo, chosen based on their teaching experience and familiarity with the researcher, which helped facilitate a comfortable environment for open discussion. Here is a table organizing the participants' responses to each question from the semi-structured questionnaires and interviews.

Here is a structured questionnaire and interview questions presented in table format, tailored for the study on *English Week at Gontor Modern Islamic Boarding School*:

No.	Question	Response Type
1	How often do you participate in English Week activities?	a. Always b. Often c. Rarely d. Never
2	What is your main motivation for joining English Week?	a. Improve English skills b. Religious learning c. Social interaction d. Academic requirement
3	How do you rate the English Week program in improving your English speaking skills?	a. Very Effective b. Effective c. Neutral d. Ineffective

4	Do you feel that the activities align with Islamic teachings and values?	a. Strongly Agree b. Agree c. Disagree d. Strongly Disagree
5	Which English skill improved the most during English Week?	a. Speaking b. Listening c. Writing d. Reading
6	Has participating in English Week deepened your understanding of Islamic values?	a. Yes b. No
7	What type of activities during English Week do you enjoy the most?	Open-ended
8	Do you feel more confident in speaking English after participating in English Week?	a. Strongly Agree b. Agree c. Disagree d. Strongly Disagree
9	Does English Week impact your attitude toward balancing religious studies and English learning?	a. Yes, positively b. Yes, negatively c. No impact
10	What improvements would you suggest for the English Week program?	Open-ended

Interview Questions for Students

No.	Interview Question
1	How would you describe your overall experience participating in English Week?
2	What specific activities helped you improve your English skills?
3	Do you feel that English Week supports your understanding and practice of Islamic values? How?
4	In what ways has English Week impacted your confidence in using the English language?
5	How do you balance learning English with your religious studies during English Week?
6	Can you share an example of an activity where you felt both your faith and language skills improved?
7	What challenges do you face during English Week?
8	How has the program influenced your perception of learning English in a pesantren setting?

Interview Questions for Educators

No.	Interview Question
1	What are the main goals of implementing English Week at Gontor Modern Islamic Boarding School?
2	How do you design activities that integrate both language learning and Islamic teachings?
3	In your opinion, how effective is English Week in enhancing students' communicative competence?
4	How do you ensure that English Week aligns with the school's religious values?
5	What challenges do you encounter in organizing the program? How do you address them?
6	How do students generally respond to participating in English Week?
7	What improvements do you believe could make English Week more effective?
8	Do you think this model could be applied to other pesantren settings? Why or why not?

The semi-structured format allowed for guided yet flexible interviews that addressed key topics. The interviews, conducted on December 1st – 10th, 2024, served as the primary data source, providing insights directly from the participants.

Observations

Observations were conducted to triangulate data from the interviews, focusing on how teachers integrate English Week Immersion Program and Islamic teaching in a week. 7
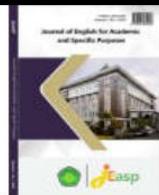
bservation sessions were conducted from December 2nd – 10th, 2024, with detailed field notes recorded.

Data Analysis

Thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) within qualitative data. This flexible approach enables researchers to derive meaningful insights from data, aligning with the overarching research questions and objectives (Braun, 2006). Data were analyzed through thematic analysis, following the six-step process outlined in qualitative guidelines:

Step 1: Familiarization

In this phase, the researcher will review all collected data—interviews, questionnaires, classroom observations, and documents—to gain a thorough understanding of the participants' experiences and responses. The goal is to identify any emerging themes, patterns, and key points in relation to the research questions.

Step 2: Coding

During coding, the researcher will highlight key phrases and sentences from the data that reflect significant insights related to the English Week Immersion Program. Each piece of data will be assigned descriptive codes. Below is an example of coding applied to some responses:

Data Source	Code	Example from Data
Semi-structured Questionnaires	Language proficiency improvement	"English Week enhances my speaking skills."
Interviews	Integration of faith and language	"Learning English through Quranic verses deepens my connection to Islam."
Classroom Observations	Language immersion and practice	"Students actively participate in conversations in English throughout the week."

Step 3: Theme Generation

The codes are grouped into broader themes. Below are potential themes based on the data

1. Improvement in Language Proficiency: Emergence of speaking, listening, and writing skills, Real-world applications of English in both academic and social settings, Confidence building through public speaking and drama (Mujamil Qomar, 2020).
2. Integration of Islamic Values with Language Learning: Incorporating Quranic teachings and Islamic content in English discussions, How religious values influence language practice and development, Connecting faith with language skills during the program's activities.
3. Academic and Social Benefits: Academic growth in terms of language learning, Social benefits like increased confidence, better public speaking, and peer interactions, The role of the program in enhancing students' global readiness (Dwi, 2024).
4. Challenges in Language Use in Religious Contexts: Difficulty in using English for religious discussions and translating religious terms, Identifying barriers between language and religious expression.
5. Student and Teacher Roles: Teacher's role in guiding, moderating, and supporting students through various activities, Student involvement and initiative in language practice through games, speeches, and debates.

Step 4: Theme Review

After generating the themes, the researcher will review them for alignment with the data. Any inconsistencies or misalignments will be addressed by revisiting the data or adjusting the themes. For instance, if the theme "Academic and Social Benefits" contains responses that primarily reflect emotional growth, the theme might be adjusted to include personal development.

Step 5: Defining and Naming Themes

Each theme is defined more clearly and labeled for clarity. Below are refined theme definitions:

1. Language Proficiency Development: Focuses on how English Week fosters students' language skills, with an emphasis on speaking, comprehension, and practical application in a variety of real-life situations.
2. Religious and Linguistic Integration: Explores how religious practices and values are integrated into English learning, with particular attention to how students use English to understand and engage with Islamic teachings.
3. Growth and Development in Both Academic and Personal Domains: This theme addresses how the program affects students academically and personally, increasing their confidence, communication skills, and intellectual growth.
4. Challenges and Barriers to Language Use: Identifies the difficulties students and teachers face when attempting to use English in religious contexts, including the challenges of translating complex religious ideas.
5. Active Participation of Teachers and Students: Highlights the roles of teachers in facilitating the program and how students actively participate in language development through structured activities like debates and drama performances.

Step 6: Report Writing

The researcher interpreted the findings in the context of the research questions. The thematic analysis are used to answer how the English Week Immersion Program affects the students' language skills, their understanding of Islamic teachings, and their overall academic and spiritual development.

Data Validation

To ensure validity and reliability, the study employed triangulation through multiple data sources: interviews, classroom observations, and document reviews. This triangulation approach aligns with qualitative guidelines, helping to minimize bias and verify the accuracy of findings. Triangulation enhances the validity of qualitative research findings by incorporating multiple methods and sources of data. This approach mitigates bias and provides a more holistic understanding of the research context (Denzin, 1978). The combination of these techniques provides a comprehensive view of the literacy and technology integration challenges and opportunities faced by English teachers in Trenggalek, offering practical insights to inform future ELT practices.

RESULT AND DISCUSSION

The English Week program at Gontor Modern Islamic Boarding School in Ponorogo serves as a crucial part of its curriculum, aiming to enhance students' English proficiency while reinforcing Islamic values. During English Week, students are immersed in an environment that encourages them to communicate in English in both academic and religious contexts, thus bridging the gap between language acquisition and faith development. The program is designed not only to improve the linguistic skills of the students but also to promote a holistic educational approach, where Islamic teachings are integrated with global literacy.

This structure be adapted based on specific questions and findings from the research:

Question	Participants' Responses	Themes/Key Insights	Source
What do you think about the English Week program?	Positive xperience; enhances language skills	Language proficiency improvement	Interview with experience; enhances language skills.
How does English Week help you in learning English?	Provides real-life practice; encourages speaking.	Real-world application of language	Semi-structured questionnaire, Santri response, 2024
In what ways does English Week contribute to your religious development?	Helps relate religious values to communication.	Integration of faith and language in daily activities	Interview with students, Gontor, 2024
What challenges do you face during English Week?	Difficulty in using English for religious discussions.	Language barriers in religious context	Interview with educators, Gontor, 2024
How does participating in English Week affect your academic growth?	Improves confidence and public speaking skills.	Academic and social benefits of language immersion	Semi-structured questionnaire, Gontor, 2024
How has the program impacted your relationship with the Quran?	Allows for better understanding of Quranic teachings in English	Enhances comprehension and connection to religious text	Interview With students, Gontor, 2024

This table summarizes participants' responses from interviews and semi-structured questionnaires, providing an organized overview of the data. Each theme highlights the various impacts of the English Week program, from language learning to spiritual development. The sources refer to where the data was gathered within research setting.

Here's a table outlining the activities and process of the English Week at Pondok Pesantren Modern Gontor in Ponorogo, Indonesia, in English:

Date	Activity	English Week Focus	Process	Teacher's Role	Student Involvement
Day 1	Opening Ceremony and Ice-Breaking Activities	Introduction to English Week	Introduction of the program, briefing on rules, and ice-breaking games	Teachers introduce the activities and goals of the week	Students participate in ice-breaking games and share expectations
Day 2	English Speech Contest	Public speaking and confidence building	Students prepare and deliver speeches in English	Teachers guide students on speech preparation and delivery	Students perform speeches in front of their peers
Day 3	English Drama Performance	Drama and creative expression	Students rehearse and perform short English plays	Teachers support students in practicing and acting out roles	Students actively participate in drama performances
Day 4	Debate Competition	Critical thinking and argumentation in English	Students debate on pre-assigned topics in English	Teachers moderate and encourage	Students engage in debate, presenting arguments in English

Date	Activity	English Week Focus	Process	Teacher's Role	Student Involvement
				respectful debates	
Day 5	Islamic Quiz and English Quranic Translation	Language skills through Islamic content	Students translate Quranic verses into English and answer related quiz questions	Teachers provide context on Quranic verses and help with translations	Students translate Quranic verses and participate in the quiz
Day 6	English Language Games	Language skills development through games	Interactive language games such as word puzzles, crosswords	Teachers organize the games and guide students through activities	Students participate in games to improve vocabulary and language skills
Day 7	Closing Ceremony and Awarding	Reflection on English Week achievements	Students reflect on their experiences and awards are presented	Teachers close the event with a speech and hand out certificates	Students share their experiences and receive awards

This table outlines how the English Week at Pondok Pesantren Modern Gontor is organized, the focus of each activity, the process of each event, and the involvement of both teachers and students. It emphasizes the integration of English language skills and Islamic content, providing a balanced and enriching learning experience.

The findings are presented with practical implications for improving English Language Teaching (ELT) practices, particularly in religious education settings like Modern Islamic Boarding Schools.

Analysis Findings:

1. Language Proficiency Development: The English Week Immersion Program significantly improved students' speaking and listening skills. Many students mentioned how real-world practice, especially through debates and speech contests, helped them become more confident in using English. For example, one student noted, "Before this program, I was shy to speak in English, but now I can talk more confidently."

2. Religious and Linguistic Integration: A key benefit noted by both students and teachers was how the program successfully integrated Islamic values with language learning. Students translated Quranic verses into English, which enhanced both their understanding of the text and their language skills. A teacher explained, "It is essential to use English to teach Quranic concepts. It helps students internalize both their faith and language."

3. Challenges in Language Use: Despite the positive outcomes, several students reported difficulties when discussing religious topics in English. They struggled to find the right words for specific religious terms, which sometimes led to misunderstandings. One participant shared, "Translating religious concepts into English is hard because the words don't always exist in the language."

Research Findings Diagram

Below is a representation of the key findings in a diagram format to visually summarize the study's results:

Key Findings of the English Week Immersion Program
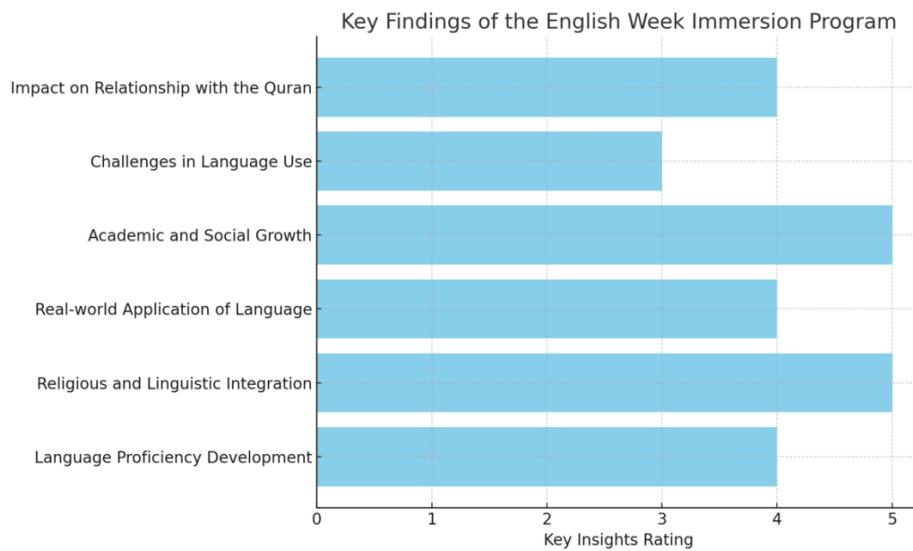
This diagram shows the connections between the key findings, highlighting the primary themes of language proficiency, the integration of faith and language, real-world applications, and academic and social growth. Each theme and insight leads to practical aspects of the program that were highlighted in the findings, such as confidence, speaking skills, and challenges related to religious contexts.

Here's a structured table summarizing the key findings from your research on the English Week Immersion Program at Gontor Modern Islamic Boarding School. This table presents the key themes, insights, and related findings in a clear and organized manner:

Key Theme	Key Insights	Example from Participants	Source
Language Proficiency Development	The English Week program significantly improved students' speaking and listening skills, increasing confidence in using English for communication.	"Before this program, I was shy to speak in English, but now I can talk more confidently."	Interview with participants, Gontor, 2024
Religious and Linguistic Integration	Islamic values were effectively integrated with English learning. Students translated Quranic verses into English, which improved their comprehension of both the text and language.	"It is essential to use English to teach Quranic concepts. It helps students internalize both their faith and language."	Interview with educators, Gontor, 2024
Real-world Application of Language	The program provided students with real-life practice opportunities, especially in debates, speeches, and drama performances.	"The debates and drama performances helped me use English in real-world situations."	Semi-structured questionnaire, Santri response, 2024
Academic and Social Growth	English Week enhanced academic growth, building students' confidence and public speaking skills.	"The program improved my academic confidence and helped me speak in front of others without fear."	Semi-structured questionnaire, Gontor, 2024
Challenges in Language Use	Students faced difficulties in using English for religious discussions,	"Translating religious concepts into English is hard because the words	Interview with educators, Gontor, 2024

Key Theme	Key Insights	Example from Participants	Source
	especially with specific religious terms.	don't always exist in the language."	
Impact on Relationship with the Quran	The program positively impacted students' understanding of the Quran through English translations, allowing for deeper connection with the religious text.	"By translating Quranic verses, I can understand the text better in both languages."	Interview with students, Gontor, 2024

CONCLUSION AND IMPLICATION

In conclusion, this study highlights the positive impact of the English Week initiative at Gontor Modern Islamic Boarding School in Ponorogo on students' language acquisition and religious education. By providing an immersive platform that enhances both linguistic proficiency and religious identity, the program exemplifies the potential of integrating bilingual education with Islamic values. The findings suggest that English Week not only improves students' communicative competence in English but also strengthens their understanding and practice of religious teachings, fostering a sense of pride in their bilingual and spiritual capabilities. The study demonstrates that language learning and religious education can complement each other, promoting holistic development. This research underscores the importance of creating supportive learning environments that encourage both academic and spiritual growth, offering valuable insights for other pesantren and educational settings seeking to integrate global literacy with religious studies.

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