

# Teaching English Through Islamic Values and Technology: Evaluating Toy Theater's Impact in Islamic Education

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## Abstract

This study aims to examine the effectiveness of using the Toy Theater application in teaching English integrated with Islamic values in Islamic character schools. Utilizing a mixed-methods approach, the research involved 30 students as subjects to evaluate vocabulary improvement using pre-test and post-test methods. The results revealed a significant increase in students' vocabulary scores, with an average improvement of 27.1 points after using Toy Theater. Additionally, qualitative analysis through interviews and observations revealed that students felt more motivated and engaged in learning, and experienced a reinforcement of Islamic values during the process. These findings confirm that interactive technology can be used to strengthen religious teaching and enhance language skills simultaneously, making this method innovative in the context of Islamic education.

**Keywords:** *Toy Theater, English teaching, Islamic values, educational technology, Islamic-character schools, vocabulary improvement*

## INTRODUCTION

In the rapidly advancing era of globalization, English proficiency has become one of the essential skills for students to compete on the international stage. English is not only needed for everyday communication but also serves as a gateway to accessing global information in fields such as science, technology, and knowledge. Therefore, English education must continuously adapt to technological advancements to provide relevant and interactive learning experiences (Ping, 2023; Tibus & Bendulo, 2018). On the other hand, for educational institutions with an Islamic character, the main challenge is how to integrate foreign language learning with Islamic values, ensuring it aligns with broader educational goals—namely, shaping students to be intellectually capable and possess strong morals. Islamic values must always serve as the foundation in every aspect of learning, including English teaching. Thus, English education in Islamic schools not only focuses on enhancing language skills but also on strengthening students' Islamic character and understanding (Ali, 2018; Djamdjuri et al., 2022).

One approach that can bridge these needs is integrating technology and Islamic values in the learning process. The use of educational technology, such as the Toy Theater app, can help create a more engaging and interactive learning experience. Toy Theater is an educational game platform that combines interactive elements with learning, allowing students to learn English in a fun and memorable way. By integrating Islamic values into this learning process, students not only learn the language but are also introduced to content that reinforces their Islamic morals and ethics (Fahmi et al., 2021; Rosidah et al., 2022). This research aims to examine how the implementation of Toy Theater as an interactive learning medium can help students in Islamic-character schools develop their English skills while simultaneously strengthening Islamic values. Through this study, it is hoped that effective learning strategies can be identified to combine modern technology with Islamic values in an educational context, producing a generation that is globally competent while remaining firmly rooted in Islamic teachings (Efrizal, 2023; Setiowati & Purbani, 2019).

## **METHODS**

### *Research Approach*

This study employs a mixed methods approach, combining both quantitative and qualitative data. This approach was chosen to obtain a comprehensive view of the effectiveness of Toy Theater in teaching English integrated with Islamic values. Quantitative data is used to measure the improvement in students' English vocabulary skills, while qualitative data explores students' and teachers' experiences with Toy Theater and its impact on reinforcing Islamic values.

### *Research Design*

The study is designed as an experimental study with a pre-test and post-test design for the experimental group. The research was conducted among students in Islamic-character schools, where Toy Theater was used as a tool for teaching English integrated with Islamic values. Students were given tests before and after using Toy Theater to assess their vocabulary development. In addition, interviews and observations were conducted to gather data on learning experiences and the strengthening of Islamic character among students.

### *Research Subjects*

The subjects of this study consist of middle school (SMA) students from an Islamic school that implements technology-based English learning. The subject criteria include students enrolled in English lessons at a school that incorporates Islamic values into every subject, as well as students who have never used the Toy Theater application in their English learning before. This research involved one experimental group of 30 students, with the English teacher who teaches in the class also participating in the interview and observation process.

### *Research Instruments*

The research instruments consist of both quantitative and qualitative components to comprehensively collect data. For quantitative instruments, an English vocabulary test was used to measure students' mastery through pre-test and post-test, focusing on the vocabulary taught through the Toy Theater application. Meanwhile, qualitative instruments included in-depth interviews with students and teachers to explore their experiences and the impact of technology on students' motivation and engagement, along with classroom observations to examine students' interaction with Toy Theater and the integration of Islamic values into the learning process.

### *Research Procedure*

The research was conducted in several stages. In the preparation stage, research instruments were developed and validated, and Toy Theater-based learning materials tailored to Islamic values were prepared. Next, a pre-test was administered to measure students' initial abilities. The learning implementation took place over eight weeks, during which students learned new vocabulary through interactive games in the application, which also included Islamic values.

Observations were made to record student engagement, followed by post-tests and in-depth interviews to explore their experiences. The evaluation stage involved analyzing both quantitative and qualitative data to assess the effectiveness of the method.

### *Data Analysis*

Data from the pre-test and post-test will be analyzed using descriptive statistics and a t-test to identify significant differences in students' vocabulary scores before and after using Toy Theater. The results of this analysis will provide insight into whether the Toy Theater application effectively improves students' English vocabulary acquisition.

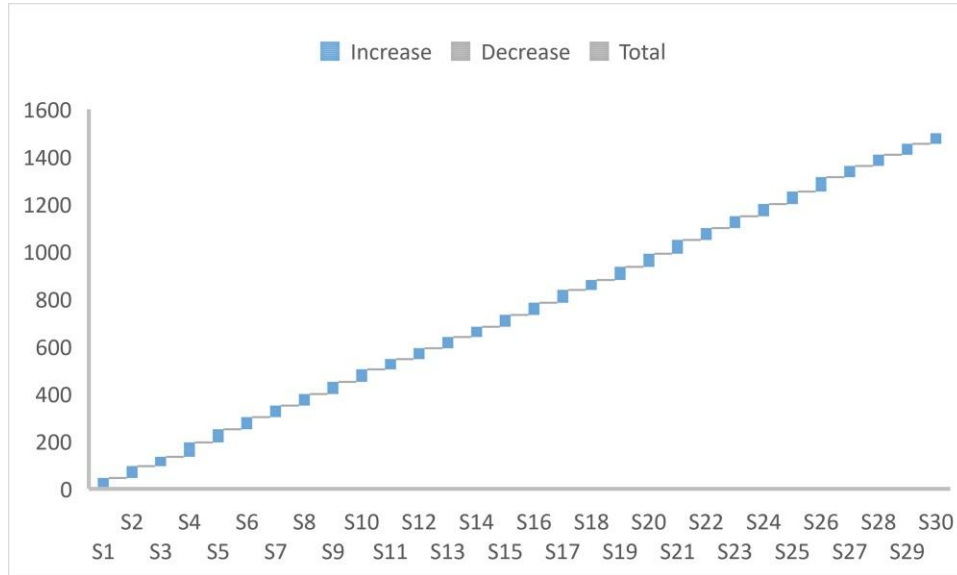
Interview and observation data will be analyzed using thematic analysis. The steps in this analysis include data transcription, coding, and identifying key themes that emerge regarding students' learning experiences, motivation, and the impact of Toy Theater on the reinforcement of Islamic values. *Research Limitations*

This study faces limitations, including subjectivity in observation and interviews, which may be influenced by the researcher's interpretation. Data triangulation will be used to address this. Additionally, limited access to technology for some students may affect learning outcomes. The expected research outputs include improved English vocabulary mastery through the Toy Theater application and the creation of a technology-based learning guide that integrates Islamic values into English teaching. The findings are also expected to be published in educational journals or presented at conferences, contributing to Islamic education development.

## **RESULTS AND DISCUSSION**

The following data illustrates the improvement in English vocabulary mastery among students in Islamic-character schools after using the Toy Theater application. The results obtained compare the pre-test and post-test scores, reflecting the effectiveness of interactive technology-based learning methods in enhancing students' language skills.

**Figure 1:**  
Average Pre-Test and Post-Test English Vocabulary Scores (30 Students)



**Rata-rata | 50.1 | 77.2 | 27.1**

### Statistical Analysis

To analyze the significant improvement between the pre-test and post-test English vocabulary scores, a paired sample t-test was used. This test is appropriate because it compares two related sets of data (pre-test and post-test from the same group) to determine if there is a significant difference in students' vocabulary mastery before and after using Toy Theater. The steps in this analysis began with formulating the hypothesis. The Null Hypothesis ( $H_0$ ) states that there is no significant difference between the pre-test and post-test English vocabulary scores ( $\mu_d = 0$ ), while the Alternative Hypothesis ( $H_1$ ) states that there is a significant difference between the pre-test and post-test scores ( $\mu_d \neq 0$ ). Thus, this study aims to evaluate the effectiveness of the Toy Theater application in improving students' vocabulary mastery.

The paired sample t-test is used to examine whether the average post-test score is significantly higher than the pre-test score. The p-value is used to determine statistical significance; if the p-value  $< 0.05$ ,  $H_0$  will be rejected, indicating a significant difference. Descriptive statistics results show an average pre-test score of 50.1 and an average post-test score of 77.2, with an average improvement of 27.1 points. If the t-test result shows a p-value

$< 0.05$ , it can be concluded that the use of Toy Theater is effective in improving students' vocabulary mastery.

Paired Sample t-test Calculation. The paired sample t-test was conducted to assess whether there is a significant difference between students' pre-test and post-test scores. The first step in this calculation is determining the mean pre-test score ( $M_{pre}$ ), which is 50.1, and the mean post-test score ( $M_{post}$ ), which is 77.2. Next, the Mean Difference ( $M_{diff}$ ) is calculated using the formula  $M_{post} - M_{pre}$ , yielding an average improvement of 27.1 points. Then, the standard deviation of the differences between the pre-test and post-test scores is calculated to obtain the Standard Deviation of Differences ( $SD_{diff}$ ). Using the formula  $t = (\text{Mean Difference}) / (\text{Standard Deviation of Differences} / \sqrt{n})$ , where  $n$  is the sample size (30 students) and  $SD_{diff}$  is the standard deviation of the score differences, we can calculate the t-value. The Degrees of Freedom ( $df$ ) is determined as  $n - 1$ ; for 30 students,  $df$  equals 29. Finally, the p-value is calculated using the t-distribution. If the p-value  $< 0.05$ , the research results are considered significant, indicating that the use of Toy Theater is effective in improving students' vocabulary mastery.

If the t-test results show a p-value  $< 0.05$ , it can be concluded that Toy Theater significantly improves students' English vocabulary mastery. This confirms that the use of interactive technology in learning plays an important role in helping students understand and retain English vocabulary more effectively.

#### Qualitative Results: Student Experiences and Reinforcement of Islamic Values

Table 2: Themes and Subthemes from Interview and Observation Results

No	Main Theme	Subtheme	Example Quote from Interviews
1	Increased Learning Motivation	Students are more enthusiastic about learning English	"I feel more excited to learn because the app feels like a game." (Aisyah)
2	Reinforcement of Islamic Values	Integration of Islamic values in the game	"I like it because the story is about Islamic figures, so I can learn English while learning religion." (Ahmad)

3	Student Engagement in Learning	Students are more actively participating in class	"Students became more active and asked more questions during the learning process." (English Teacher)
4	Use of Technology in Learning	Technology makes it easier for students to understand vocabulary	"With this app, learning vocabulary is easier to understand because there are visuals and sounds." (Bilal)

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Table 2 provides valuable insights into how Toy Theater influenced students' learning experiences, highlighting key themes that emerged from interviews and observations. One significant finding is the increased learning motivation, where students expressed enthusiasm for learning English due to the interactive, game-like nature of the app. This indicates that gamification played a crucial role in enhancing engagement and enjoyment in the learning process. Another important theme is the reinforcement of Islamic values, with students appreciating the integration of Islamic teachings through stories about religious figures. This dual-purpose learning experience allowed students to gain language skills while connecting with their religious identity. The theme of student engagement also stands out, as students were noted to participate more actively in class, asking more questions and engaging in discussions. Finally, the use of technology was effective in making vocabulary acquisition easier, with students benefiting from the app's visual and auditory aids, which catered to diverse learning styles. These themes show that Toy Theater effectively enhanced both academic and character development

Figure 2.1: Frequency of Theme Occurrence in Interviews and Observations

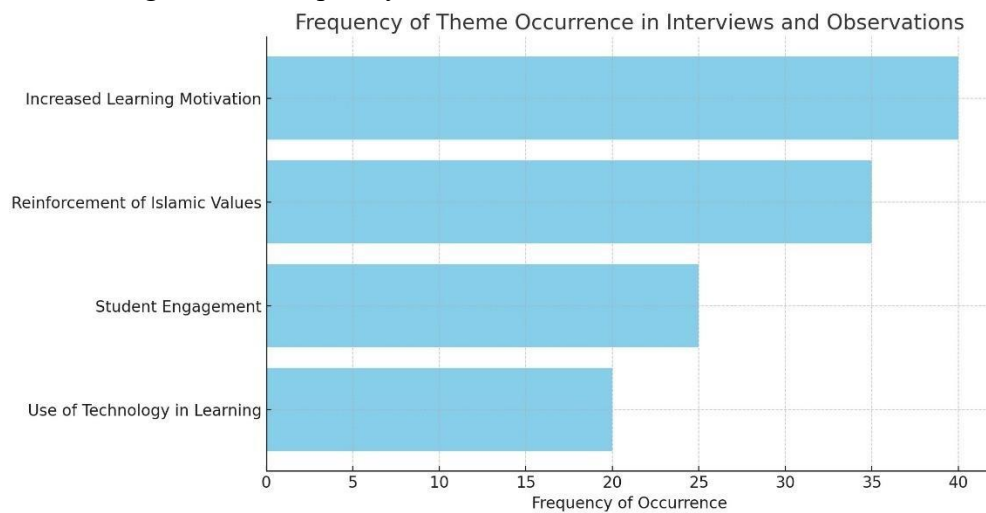


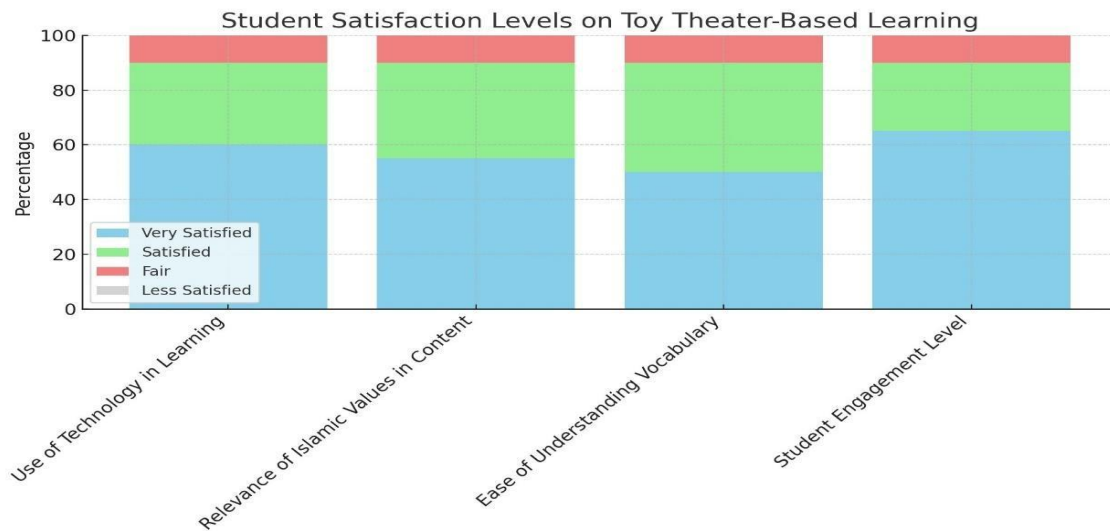
Figure 2.1 shows the frequency of theme occurrence in interviews and observations, provides insight into how the Toy Theater application influenced students' learning experiences. The most frequent theme is "Increased Learning Motivation," indicating that a significant number of students reported feeling more engaged and excited about learning English. This suggests that the interactive, game-like nature of Toy Theater plays a major role in boosting student enthusiasm and motivation, which could lead to better academic outcomes.

"Reinforcement of Islamic Values" is the second most frequent theme, highlighting the effectiveness of integrating Islamic content into the learning process. Students not only improved their English skills but also felt a connection to their cultural and religious values, making the learning experience more meaningful and relevant to their lives. "Student Engagement" is another important theme, though it occurs less frequently than the first two. This shows that while students were more actively participating in class, asking questions, and engaging with the content, it was not as dominant as the impact on motivation and Islamic values. Still, the presence of this theme indicates that the interactive nature of Toy Theater encouraged more active involvement in learning. Finally, the "Use of Technology in Learning" theme, though the least frequent, is still significant. It suggests that students appreciated how technology helped them grasp English vocabulary more easily through visual and auditory aids. This theme reflects the role of multimedia tools in enhancing comprehension and retention of language skills. In summary, the chart reveals that Toy Theater was particularly effective in motivating students and reinforcing Islamic values, while also fostering greater engagement and enhancing vocabulary learning through technology.



This suggests that the application not only serves academic purposes but also supports the moral and spiritual development of students in Islamic-character schools

Figure 3: Student Satisfaction Levels on Toy Theater



### Based Learning

Student Satisfaction Levels on Toy Theater-Based Learning highlights key insights into the effectiveness of Toy Theater in various aspects of English language learning integrated with Islamic values. The chart demonstrates a high level of satisfaction among students, with the majority of them reporting "Very Satisfied" or "Satisfied" across all aspects evaluated. Specifically, the highest satisfaction is observed in the areas of Student Engagement Level and Use of Technology in Learning, indicating that the interactive nature of the Toy Theater application played a significant role in engaging students and making the learning experience more dynamic and accessible. The Relevance of Islamic Values in Content also received high satisfaction ratings, reflecting the successful integration of religious and moral teachings into the language lessons. This aspect not only enriched the educational experience but also made it more culturally and spiritually meaningful for students.

The Ease of Understanding Vocabulary shows strong satisfaction levels as well, suggesting that the use of technology, including visuals and interactive elements, effectively helped students grasp and retain new English vocabulary. Overall, the figure presents clear evidence

that Toy Theater is perceived positively by students across multiple dimensions, with a particular emphasis on its ability to engage students, integrate Islamic values, and make vocabulary learning easier. The near absence of "Fair" or "Less Satisfied" responses further reinforces the effectiveness of this approach in creating a fulfilling and holistic learning environment

### The Impact of Using Toy Theater on the Reinforcement of Islamic Values

Figure 4: Reinforcement of Islamic Values Before and After Using Toy Theater, with Percentage Increase

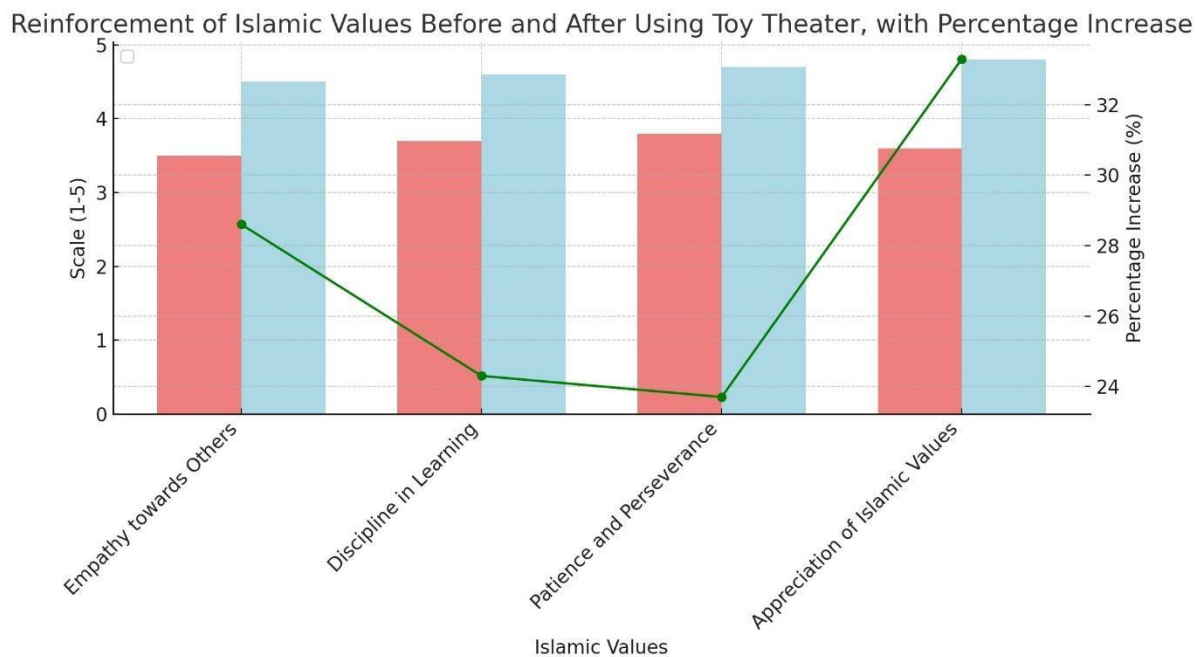


Figure 4 illustrates the significant impact of using Toy Theater on reinforcing Islamic values among students. The bar chart shows notable improvements in key values, such as empathy, discipline, patience, and appreciation of Islamic teachings, with corresponding percentage increases displayed through the line chart. One of the most remarkable observations is the increase in students' empathy towards others, which rose from a score of 3.5 to 4.5, indicating a 28.6% increase. This suggests that the use of Toy Theater fostered a stronger sense of care and concern for others, likely through the moral and relatable narratives embedded in the learning process. Similarly, discipline in learning improved significantly, with scores increasing from 3.7 to 4.6, reflecting a 24.3% rise. The interactive and engaging nature of Toy Theater likely helped students develop better learning habits and maintain focus, reinforcing discipline as a key value.

Another important value, patience and perseverance, saw an increase from 3.8 to 4.7, representing a 23.7% improvement. This suggests that students became more resilient and willing to persevere through challenges. The structure of Toy Theater, which often requires consistent effort and problem-solving, likely contributed to the development of these traits.

The most significant increase is seen in the appreciation of Islamic values, with the score rising from 3.6 to 4.8, reflecting a 33.3% improvement. This highlights how Toy Theater was highly effective in deepening students' understanding and appreciation of Islamic teachings. By integrating relevant religious content into the learning material, Toy Theater not only enhanced academic engagement but also strengthened students' moral and spiritual development. Overall, the figure demonstrates the success of Toy Theater in reinforcing Islamic values. The substantial improvements across all aspects suggest that the tool serves a dual purpose: supporting both academic learning and the cultivation of moral character. The integration of Islamic content within an interactive, educational framework proved particularly effective in fostering spiritual growth and appreciation of Islamic principles. This study concludes that Toy Theater significantly enhances English vocabulary mastery in Islamic schools, integrating Islamic values to strengthen students' character. This interactive technology approach increases student motivation and engagement, effectively merging language learning with values like empathy, discipline, and patience. Both quantitative and qualitative data demonstrate Toy Theater's success in combining academic skills with Islamic character development, making it a highly relevant and beneficial tool in Islamic education.

### **Discussion**

This study explores using Toy Theater to enhance English vocabulary while integrating Islamic values in an Islamic school context. Results show a significant vocabulary improvement, with scores increasing from 50.1 to 77.2. This innovative approach combines technology with religious content, addressing students' low motivation by creating a learning environment relevant to their values. By making language learning academically engaging and religiously meaningful, Toy Theater effectively boosts engagement and vocabulary mastery, marking a significant advance in Islamic education through interactive, value-based technology integration (Fernandez & Kullu, 2019; Mustofa & Ramdhani, 2023). The qualitative results from interviews and observations, as shown in Table 2.1, reveal that students not only improved their English vocabulary but also experienced a reinforcement of Islamic values, such as honesty, cooperation, and responsibility. Sub-themes like "Reinforcement of Islamic Values in Learning" and "Increased Student Engagement in Learning Activities" demonstrate that Toy Theater positively impacted both language skills and character development. This study uniquely integrates technology with Islamic values,

creating a holistic learning experience that combines language education with moral and religious growth (Wulan et al., 2021). In the context of Islamic education, the innovation of this study lies in how *Toy Theater* can function as a tool that not only helps improve academic skills but also strengthens the moral and religious values taught in Islamic schools. By incorporating Islamic elements into the game, students can learn English in a context that is relevant to their beliefs and values (Arzroomchilar & Olamaiekopaie, 2022).

This research also addresses the issue of the lack of integration between religious education and English language learning. Previous studies often separated English learning from the teaching of religious values, leading students to feel that learning a foreign language was something detached from their religious identity. The results from interviews and observations (Table 2.1) indicate that students felt more comfortable and motivated to learn English because the material taught was relevant to the Islamic teachings they were learning in their religious studies (Mohamad et al., 2023). The survey on student satisfaction with English learning using *Toy Theater*, as presented in Table 3.1, reveals that more than 50% of students expressed high satisfaction with the use of this technology. This satisfaction was primarily related to the ease of understanding vocabulary, the relevance of Islamic values integrated into the materials, and the high level of student engagement in the learning process. This suggests that *Toy Theater* successfully created a positive and meaningful learning experience for students (Borres et al., 2023). The innovation here is that *Toy Theater*, typically used as an interactive learning tool for English in non-religious settings, can be adapted to meet the needs of students in Islamic schools. By incorporating Islamic content into the application, students felt that the learning process became more relevant to their religious identity, which in turn increased their satisfaction and engagement in learning (Mumin, 2023). The study addresses low student engagement in English learning within Islamic schools by integrating Toy Theater with Islamic content. This approach, blending academics with religious relevance, significantly enhances motivation and satisfaction, showing that technology-based, values-aligned learning effectively boosts engagement in religiously grounded educational settings (Buchori et al., 2023).

The study reveals Toy Theater's dual role in boosting English vocabulary and reinforcing Islamic values, improving students' character traits like care, discipline, and respect. This innovative approach integrates religious values with technology-based learning, offering a meaningful, engaging environment that aligns academics with students' Islamic identity (Muttaqin et al., 2020).

## CONCLUSIONS

This research focuses on the implementation of *Toy Theater* as an interactive learning tool for teaching English in Islamic schools, integrating religious values into language instruction. Through a mixed-method approach combining quantitative and qualitative analysis, the study demonstrates that technology can enhance students' English skills while strengthening their understanding of Islamic values (Miskiah et al., 2019). The findings reveal several key insights. Quantitative data analysis shows a significant improvement in students' vocabulary, as *Toy Theater* effectively boosted vocabulary retention and comprehension, evidenced by higher post-test scores. Additionally, interviews and observations indicated increased student motivation and engagement, with the interactive and game-like features of *Toy Theater* creating an enjoyable and stimulating learning environment (Budiasih & Dewi, 2023). The study underscores that Toy Theater technology enhances both academic and moral education by integrating English learning with Islamic values, addressing low student engagement. Recommendations include curriculum development to incorporate such technology, teacher training for effective use, and further research on other methods for sustainable language and character growth (Azis & Toyyibah, 2023; Rahmadany et al., 2021).

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