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Integrating English Language Learning into Higher-Order Islamic Literacy to Enhance Students' Global Competencies

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Abstract. The increasing demand for globally competent graduates in Islamic educational institutions necessitates the integration of English language proficiency, higher-order thinking skills, and Islamic literacy within a coherent pedagogical framework. However, English language instruction in many Islamic boarding schools remains predominantly focused on basic linguistic competence, with limited emphasis on critical engagement with Islamic knowledge and global issues. This study aimed to develop and evaluate the effectiveness of a Higher-Order Islamic Literacy (HIL)-based English learning model designed to strengthen students' English proficiency, critical thinking skills, Islamic literacy, and global competence. Employing a mixed-methods approach with an explanatory sequential design, the study involved 33 students and one English teacher at Rumah Tahfidz Qur'an Darul Mukhlasin Medan. Quantitative data were gathered through pre-tests and post-tests and analyzed using descriptive statistics, the Shapiro–Wilk normality test, paired-samples t-test, and Cohen's d effect size. Qualitative data were collected through classroom observations, semi-structured interviews, and document analysis, and subsequently analyzed using the interactive model of Miles, Huberman, and Saldaña. The findings revealed a substantial improvement in students' learning outcomes, with mean scores increasing from 43.64 to 79.70, reflecting an 82.63% gain. Statistical analysis demonstrated a significant difference between pre-test and post-test scores, $t(32) = 14.778$, $p < .001$, while the effect size ($d = 2.57$) indicated a very large practical impact. These findings suggest that the HIL-based English learning model provides an effective pedagogical approach for fostering linguistically proficient, critically reflective, and globally aware students within Islamic boarding school education.

Keywords: critical thinking skills; English language learning; global competence; higher-order islamic literacy; islamic boarding school

Introduction

Enhancing the quality of human resources (HR) constitutes one of the strategic priorities of Indonesia's National Medium-Term Development Plan (RPJMN) 2025–2029 (Sudarwati et al., 2024) (Sudarwati et al., 2024). A key focus of this agenda is the development of global competencies through strengthening literacy, higher-order thinking skills (HOTS), foreign language proficiency, and character education grounded in national and religious values. In the context of globalization, characterized by the rapid flow of information and increasingly intensive cross-cultural interactions, English proficiency has become an essential competency that enables learners to access international knowledge, establish global networks, and actively participate in academic and professional communities worldwide. As one of Indonesia's oldest and most influential Islamic educational institutions, Islamic boarding schools play a pivotal role in preparing Muslim

generations who possess not only profound religious knowledge but also the capacity to adapt to the demands of a rapidly evolving global environment (Khamid et al., 2023). Over the past several decades, Islamic boarding schools have undergone significant transformations by incorporating various general academic disciplines into their educational systems. Nevertheless, previous studies indicate that English language teaching (ELT) in Islamic boarding schools continues to face substantial challenges, particularly regarding the relevance of instructional materials to students' learning needs. English instruction remains predominantly focused on grammatical structures and vocabulary memorization, while the integration of English language skills with Islamic literacy and higher-order thinking skills has not been systematically developed. Although several studies have developed English language materials incorporating Islamic values, their pedagogical approaches have not yet comprehensively integrated HOTS with Islamic literacy as interconnected components of English language learning (Dwi Safitri et al., 2023) (Safitri et al., 2023; Umah et al., 2025; Sophya & Farida, 2024; Wakifah et al., 2023).

This condition has created a gap between students' linguistic competencies and their need to access global Islamic knowledge, much of which is disseminated through English-language sources. Furthermore, limited English proficiency constrains students' participation in international academic discourse and reduces their ability to communicate the values of moderate Islam to broader global audiences (Rustandi et al, 2025; Sa'adah et al, 2025; Putri et al, 2025; Sholiha et al, 2025; Haqiqiyah, 2025). In the contemporary digital and information-driven era, however, students are expected not only to comprehend religious information at a textual level but also to demonstrate critical, analytical, and reflective thinking skills in interpreting and communicating contemporary Islamic issues. Within this context, the concept of Higher-Order Islamic Literacy (HIL) offers a promising framework for bridging the need for English language proficiency with the enhancement of Islamic literacy. HIL refers to an individual's capacity to understand, analyze, evaluate, and critically reflect upon Islamic texts through the application of higher-order thinking skills. This approach positions English not merely as a communication tool but also as a medium for fostering deeper, contextualized, and globally relevant religious understanding. Through the integration of HIL into English language learning, students are expected to develop linguistic competence while simultaneously enhancing their intellectual capacity and Islamic literacy.

Previous studies have addressed Islamic literacy, higher-order thinking skills (HOTS), and English language learning in Islamic educational settings, although these areas have largely been investigated through different pedagogical approaches. Kholili and Mu'id (2025), for example, examined the integration of reading and writing literacy into Islamic Religious Education (PAI) and found that literacy-based activities, including reading religious texts, writing reflections, and collaborative projects, could support students' critical thinking, creativity, communication, and collaboration. In relation to HOTS development, Pujiastuti and Haryadi (2023) investigated the HOTS profiles of Islamic boarding school students through a STEM-based video approach in geometry learning, highlighting the role of contextualized instructional approaches in supporting students' higher-order thinking. Similarly, As Shidqi et al. (2024) examined the implementation of HOTS-based instruction at an Islamic boarding school and emphasized the importance of developing students' abilities to address social, scientific, and practical problems. Zarkasyi et al. (2024) further demonstrated that critical thinking skills in a modern Islamic boarding school could be fostered through academic activities such as scientific discussions, critical reading, observation, and reflection. Meanwhile, Khairunamira and Rohimah (2025) evaluated HOTS-based questions in Islamic Cultural History and identified challenges in teachers' understanding and implementation of higher-order assessment. These studies provide valuable insights into Islamic literacy practices and

HOTS development in Islamic educational contexts. However, they do not establish an integrated English language learning model that systematically connects English language competence, Islamic literacy, and HOTS within the specific context of Islamic boarding schools. Addressing this gap, the present study aims to develop a Higher-Order Islamic Literacy-based English language learning model tailored to the characteristics of Islamic boarding school students and their educational environment. Specifically, this study seeks to: (1) identify students' English language learning needs in relation to global competencies, Islamic literacy, and higher-order thinking skills; (2) design a contextualized and implementable English language learning model integrating HOTS and Islamic literacy; and (3) examine the effectiveness of the proposed model in improving students' English language competence, Islamic literacy, and higher-order thinking skills. The findings are expected to contribute to the development of religious literacy-based English language education and provide a pedagogical model that supports the national agenda of developing globally competitive human resources, as envisioned in the RPJMN 2025–2029.

Method

Research Design

This study employed a mixed-methods approach using an explanatory sequential design, in which quantitative data collection and analysis were followed by qualitative data collection and analysis to strengthen and explain the quantitative findings. This approach was selected because the study aimed not only to measure the effectiveness of the Higher-Order Islamic Literacy (HIL)-based English language learning model but also to understand how the model was implemented and how students and teachers responded to its application within the Islamic boarding school context.

During the quantitative phase, a one-group pretest - posttest design was employed, in which participants were administered tests before and after the implementation of the learning model. Subsequently, the qualitative phase was conducted through observations, interviews, and documentation to explain the changes that occurred following the intervention.

The research design can be illustrated as follows:

Quantitative (QUAN) → Qualitative (QUAL) → Integration of Findings

Quantitative Phase:

$O_1 \rightarrow X \rightarrow O_2$

Where:
- O_1 = Pre-test
- X = Implementation of the Higher-Order Islamic Literacy (HIL)-Based English Language Learning Model
- O_2 = Post-test

Research Site and Participants

The study was conducted at Rumah Tahfidz Qur'an Darul Mukhlasin Medan. The institution was selected because it offers a structured English language learning program and supports the integration of Islamic values into instructional activities. The population consisted of all students enrolled in English language classes and the English language teacher at the institution. Participants were selected using purposive sampling, considering their involvement in the implementation of the HIL-based learning model. The participants comprised:

1. Thirty-three students who participated in the implementation of the learning model;

2. One English language teacher who was directly involved in the instructional process.

Research Variables

Independent Variable

The independent variable of this study was the Higher-Order Islamic Literacy (HIL)-Based English Language Learning Model, which integrated:

- Higher-order Islamic values;
- Higher-Order Thinking Skills (HOTS);
- The Islamic boarding school learning context;
- English language skills, including listening, speaking, reading, and writing.

Dependent Variables

The dependent variables included:
Global Competence
Global competence encompassed:

- intercultural communication;
- global literacy;
- critical thinking skills;
- collaborative abilities;
- the use of English in international contexts.

English Language Proficiency

English language proficiency included:

- listening;
- speaking;
- reading;
- writing.

Higher-Order Islamic Literacy

Higher-Order Islamic Literacy referred to the ability to:

- comprehend English-language Islamic texts;
- analyze Islamic issues;
- critically evaluate religious information;
- communicate Islamic understanding within global contexts.

Data Collection Techniques

Pre-test and Post-test

The tests were administered to measure changes in students' competencies before and after the implementation of the HIL-based learning model. The test instruments assessed English language proficiency, global competence, and Higher-Order Islamic Literacy.

Questionnaire

Questionnaires were distributed to students to collect data regarding their perceptions of the learning model, their level of engagement during the learning process, and their perceived competency development after participating in the program.

Observation

Classroom observations were conducted throughout the implementation of the learning model to identify students' participation levels, the fidelity of model implementation, classroom interactions, and the integration of Islamic values and higher-order thinking skills into learning activities.

Semi-Structured Interviews

Semi-structured interviews were conducted with the teacher and selected students who were purposively chosen to obtain in-depth information regarding learning experiences, perceived benefits of the learning model, implementation challenges, and factors influencing learning outcomes.

Documentation

Documentation included syllabi, learning modules, student worksheets, students' assignments, photographs of learning activities, and other supporting documents relevant to the research process.

Data Analysis

Quantitative Data Analysis

Quantitative data were analyzed using both descriptive and inferential statistics. Descriptive statistics were employed to summarize pre-test and post-test scores through means, percentages, standard deviations, minimum scores, and maximum scores. Prior to hypothesis testing, data normality was examined using the Shapiro–Wilk test. Subsequently, the effectiveness of the learning model was analyzed using a paired-sample t-test to determine differences between pre-test and post-test scores at a significance level of 0.05. To determine the magnitude of the intervention effect, Cohen's d effect size was calculated and interpreted according to small, medium, and large effect categories.

Qualitative Data Analysis

Qualitative data obtained from observations, interviews, and documentation were analyzed using the interactive model proposed by Miles, Huberman, and Saldaña, which involves:

1. data reduction;

2. data display;

3. conclusion drawing and verification.

This analysis aimed to identify patterns, themes, and participants' experiences that could explain the quantitative findings.

Data Integration

Data integration was conducted during the interpretation stage by comparing and connecting quantitative and qualitative findings. The pre-test and post-test results were used to demonstrate the effectiveness of the learning model, while interview, observation, and documentation data were utilized to explain factors that facilitated or hindered the improvement of students' global competence, English language proficiency, and Higher-Order Islamic Literacy. Consequently, the integration of both data strands provided a more comprehensive understanding of the effectiveness and implementation of the HIL-based learning model within the Islamic boarding school setting.

Result and Discussion

Quantitative Result

Descriptive statistical analysis was conducted to summarize the pre-test and post-test scores of the students (N = 33). The results are presented in Table 1.

Table 1. Descriptive Statistics of Pre-Test and Post-Test Scores

Statistic	Pre-Test	Post-Test
Sample Size (N)	33	33
Mean	43.64	79.70
Standard Deviation	16.45	7.49
Minimum Score	10	60
Maximum Score	85	95

To determine the magnitude of improvement, the percentage increase was calculated using the following formula:

$$\text{Peningkatan} = \frac{79{,}70 - 43{,}64}{43{,}64} \text{x } 100\%$$
$$= 82{,}63$$

The calculation yielded an increase of 82.63%, indicating a substantial improvement in students' performance following the instructional intervention. The mean score increased from 43.64 on the pre-test to 79.70 on the post-test, demonstrating considerable learning gains after the implementation of the instructional model.

Normality Test

Prior to hypothesis testing, the assumption of normality was examined using the Shapiro–Wilk test. Since the study employed a paired-samples t-test, the normality of the score differences (post-test minus pre-test) was considered the most critical assumption. The results are presented in Table 2.

Table 2. Shapiro–Wilk Normality Test Results

Variable	W Statistic	p-value	Interpretation
Pre-Test	0.974	0.594	Normal
Post-Test	0.934	0.045	Non-Normal
Difference (Post–Pre)	0.960	0.260	Normal

The normality criterion was established at $p > .05$. Although the post-test scores showed a slight deviation from normality ($p = .045$), the distribution of the difference scores met the normality assumption ($p = .260 > .05$). Therefore, the use of the paired-samples t-test was considered appropriate for subsequent analysis.

Paired-Samples t-Test

A paired-samples t-test was conducted to determine whether there was a statistically significant difference between students' pre-test and post-test scores.

The hypotheses were formulated as follows:

H_0: There is no significant difference between pre-test and post-test scores.

H_1: There is a significant difference between pre-test and post-test scores.

The results of the paired-samples t-test are presented in Table 3.

Table 3. Paired-Samples t-Test Results

Statistic	Value
t	14.778
df	32
p-value (2-tailed)	< .001

Statistic	Value
α	.05

The analysis revealed a statistically significant difference between pre-test and post-test scores, $t(32) = 14.778$, $p < .001$. Since the obtained p-value was lower than the significance level of .05, the null hypothesis was rejected. These findings indicate that the instructional intervention significantly improved students' learning outcomes.

Effect Size Analysis

To evaluate the magnitude of the intervention effect, Cohen's d was calculated. The analysis yielded a Cohen's d value of 2.57. According to Cohen's (1988) benchmarks:

Cohen's d	Effect Size Interpretation
0.20	Small
0.50	Medium
0.80	Large
> 2.00	Very Large

The obtained effect size of d = 2.57 indicates a very large effect, suggesting that the instructional intervention exerted a substantial influence on students' achievement.

Overall Findings

The results demonstrate that the implementation of the instructional model was highly effective in improving students' learning performance. Descriptive statistics showed an increase in the mean score from 43.64 (SD = 16.45) on the pre-test to 79.70 (SD = 7.49) on the post-test, representing an overall improvement of 82.63%. The minimum score increased from 10 to 60, while the maximum score increased from 85 to 95. The Shapiro–Wilk test confirmed that the distribution of the difference scores satisfied the normality assumption ($W = 0.960$, $p = .260$), thereby supporting the use of parametric analysis. The paired-samples t-test revealed a statistically significant improvement in students' achievement following the intervention, $t(32) = 14.778$, $p < .001$. Furthermore, the effect size analysis produced a Cohen's d value of 2.57, indicating a very large practical effect. Taken together, these findings provide strong empirical evidence that the instructional model was effective in enhancing students' competencies and learning outcomes.

Qualitative Result

Data Reduction

During the data reduction stage, the interview data were categorized into several major themes aligned with the focus of the study, namely: the current condition of English language learning, the integration of Islamic values, the implementation of Higher-Order Thinking Skills (HOTS) and Higher-Order Islamic Literacy (HIL), students' global competence, and the need for developing an HIL-based learning model. The interview findings revealed that English language instruction at Rumah Tahfidz Qur'an Darul Mukhlasin Medan remains primarily focused on vocabulary acquisition and daily conversational practice. The dominant instructional methods employed by the teacher are daily conversation activities and vocabulary memorization. According to the teacher, students' English proficiency remains at a basic level due to the limited instructional time allocated to English learning, which is only two hours per week. The major challenges identified include students' limited vocabulary mastery and low motivation to learn English, largely because they have not yet recognized the benefits of English proficiency in a global context.

Regarding the integration of Islamic values, the teacher indicated that English language

instruction has not yet been linked to Islamic contexts. The instructional materials currently used are primarily oriented toward everyday communication and do not incorporate Islamic texts or contemporary Islamic issues as learning resources. Nevertheless, the teacher emphasized that integrating Islamic values into English language learning is highly important, as it could broaden students' understanding of the development of Islam in the global arena. With respect to Higher-Order Thinking Skills (HOTS) and Higher-Order Islamic Literacy (HIL), the teacher reported having an understanding of the HOTS concept; however, its implementation in classroom practice remains limited. Learning activities continue to focus predominantly on basic communicative competence, resulting in insufficient development of students' critical, analytical, and reflective thinking skills. The teacher further noted that students have not yet been trained to connect English-language texts with Islamic values or to analyze Islamic issues from a global perspective.

In terms of global competence, the teacher viewed global competence as an essential requirement for students in Islamic boarding schools. However, students' intercultural communication skills, international awareness, and understanding of global issues remain relatively limited. Consequently, the current English language learning practices have not adequately supported the development of global competence. Regarding the need for model development, the teacher highlighted the necessity of a Higher-Order Islamic Literacy-based English language learning model that emphasizes a problem-solving approach. In addition, the teacher identified the need for instructional modules addressing global Islamic issues, assessment strategies that measure critical thinking skills, and increased instructional time to facilitate more in-depth discussions of global issues.

Data Display

The reduced data were subsequently organized into a thematic matrix, as presented in Table 4.

Table 4. Thematic Summary of Interview Findings

Theme	Key Findings
Current Condition of English Language Learning	Instruction remains focused on vocabulary memorization and daily conversation. Students' English proficiency is at a basic level.
Learning Challenges	Limited vocabulary mastery, restricted instructional time (two hours per week), and low motivation to learn English.
Integration of Islamic Values	Islamic content has not yet been systematically integrated into English language instruction.
HOTS and HIL	The teacher understands the concept of HOTS; however, its implementation remains limited. Students' critical and analytical thinking skills have not been optimally developed.
Global Competence	Students demonstrate limited intercultural communication skills, international awareness, and understanding of global issues.
Need for Model Development	There is a need for an HIL-based learning model, a problem-solving instructional approach, globally oriented Islamic learning modules, and critical thinking-based assessment.

Conclusion Drawing and Verification

Based on the interview analysis, it can be concluded that English language instruction at Rumah Tahfidz Qur'an Darul Mukhlasin Medan continues to emphasize basic communicative skills and has not yet optimally supported the development of students' global competence or Higher-

Order Islamic Literacy. The integration of Islamic values into English language learning has not been systematically implemented, while the application of Higher-Order Thinking Skills remains limited. These findings indicate a discrepancy between current instructional practices and the competencies required for students to engage effectively with contemporary global challenges. The teacher expressed a positive perception regarding the importance of integrating English language learning, Islamic literacy, and higher-order thinking skills. Furthermore, the teacher identified the need for an instructional model that facilitates the analysis of global Islamic issues through a problem-solving approach and the use of contextualized Islamic learning materials.

The interview findings provide qualitative support for the quantitative results, which revealed relatively low baseline levels of English proficiency, global competence, and Higher-Order Islamic Literacy among students. Therefore, the development of a Higher-Order Islamic Literacy-based English language learning model is considered both relevant and necessary for enhancing students' critical thinking abilities, global awareness, and Islamic literacy within the context of Islamic boarding school education.

Discussion

The findings of this study demonstrate that the *Higher-Order Islamic Literacy* (HIL)-based English learning model is effective in enhancing students' competencies within the islamic boarding school context. The quantitative results revealed a substantial improvement in students' learning outcomes following the implementation of the instructional model. The mean score increased from 43.64 in the pre-test to 79.70 in the post-test, representing an improvement of 82.63%. Furthermore, the results of the paired-samples *t*-test indicated a statistically significant difference between the pre-test and post-test scores, while the effect size (Cohen's $d = 2.57$) fell within the very large category. These findings suggest that the developed instructional model was not only statistically effective but also generated a substantial practical impact on students' learning achievement. The quantitative findings are further supported by the qualitative results, which provide insights into the initial condition of English language instruction at Rumah Tahfidz Qur'an Darul Mukhlasin Medan. Interview data revealed that English teaching had primarily focused on vocabulary memorization and daily conversation practices. Teachers reported that students' English proficiency remained at a basic level due to limited instructional time and low learning motivation. These conditions help explain the relatively low pre-test scores observed at the beginning of the study. An instructional approach centered solely on vocabulary acquisition was insufficient to foster critical thinking skills and global competencies, both of which are essential for addressing the challenges of the twenty-first century.

One of the factors contributing to the observed improvement appears to be the contextual and meaningful nature of the HIL-based learning model. Interview findings indicated that, prior to the intervention, English learning materials had not been integrated with Islamic values or global issues. Consequently, students tended to perceive English as a subject disconnected from their religious and social lives. Through the HIL model, English instruction was linked to Islamic texts, contemporary global issues, and real-life problems relevant to students' experiences. This integration made the learning process more meaningful, as students were able to connect new knowledge with their existing experiences, beliefs, and values. This finding is consistent with constructivist learning theory, which posits that learning becomes more effective when learners actively construct knowledge based on meaningful experiences and relevant contexts. The findings also indicate that the integration of *Higher-Order Islamic Literacy* contributed significantly to the development of students' *Higher-Order Thinking Skills* (HOTS). According to the interview data, teachers were

familiar with the concept of HOTS; however, its implementation in classroom practice had been limited. Previous instructional activities primarily emphasized basic communicative competence and provided few opportunities for students to engage in critical, analytical, and reflective thinking. Through the HIL-based model, students participated in activities requiring them to analyze Islamic texts, evaluate global issues from Islamic perspectives, and formulate solutions to various contemporary challenges. Such activities encouraged students to develop higher-order cognitive processes at the levels of analysis, evaluation, and creation, as described in Bloom's Revised Taxonomy. Therefore, the improvement in learning outcomes reflects not only enhanced language proficiency but also the advancement of higher-order cognitive abilities.

The findings further demonstrate that the HIL-based learning model contributed to the development of students' global competence. Interview results revealed that students' intercultural communication skills, awareness of global issues, and international perspectives were relatively limited prior to the intervention. This finding is consistent with previous studies suggesting that English language instruction in Islamic educational institutions often prioritizes linguistic competence over global awareness and intercultural understanding. By integrating global issues into English learning activities, students were provided with opportunities to explore international phenomena while examining them through Islamic perspectives. As a result, English functioned not merely as a communication tool but also as a medium for fostering global awareness, intercultural literacy, and the capacity to participate in international discourse.

The qualitative findings also revealed teachers' positive perceptions of the HIL-based instructional model. Teachers identified the need for problem-solving-oriented learning approaches, instructional modules incorporating global Islamic issues, and assessment strategies capable of measuring students' critical thinking skills. These needs were directly addressed through the characteristics of the HIL model developed in this study. The alignment between teachers' identified needs and the instructional design likely contributed to the successful implementation of the model and the significant improvement in students' learning outcomes. The magnitude of the effect size obtained in this study suggests that the observed improvement was not merely temporary but reflected a substantial educational impact. A Cohen's *d* value of 2.57 indicates that the HIL-based learning model exerted a remarkably strong influence on students' competencies. This finding highlights that the integration of English language learning, Islamic literacy, and higher-order thinking skills can create a deeper and more meaningful learning experience than conventional instructional approaches commonly employed in islamic boarding school settings.

From a theoretical perspective, this study contributes to the growing body of literature on English language education in Islamic educational contexts. Previous studies have generally focused either on the integration of Islamic values into English instruction or on language development as separate objectives. The present study demonstrates that English language competence, Islamic literacy, higher-order thinking skills, and global competence can be systematically integrated within a single pedagogical framework. Accordingly, *Higher-Order Islamic Literacy* may be considered an effective pedagogical foundation for English language instruction in islamic boarding school education. From a practical perspective, the findings offer important implications for teachers, curriculum developers, and educational policymakers. English language instruction in islamic boarding school should move beyond traditional approaches centered on vocabulary memorization and basic communication skills toward more contextualized, reflective, and problem-solving-oriented learning experiences. Such an approach can enhance not only language proficiency but also students' Islamic literacy, critical thinking skills, and global competence. This direction aligns with the objectives of Indonesia's National Medium-Term Development Plan (RPJMN) 2025–2029, which

emphasizes the importance of foreign language mastery, literacy development, character education, and twenty-first-century skills.

Overall, the integration of quantitative and qualitative findings demonstrates that the *Higher-Order Islamic Literacy*-based English learning model successfully addresses the gap between existing instructional practices and the competencies required by students to navigate contemporary global challenges. By systematically integrating English language proficiency, Islamic literacy, higher-order thinking skills, and global competence within a comprehensive pedagogical framework, the model offers an innovative and sustainable approach to enhancing the quality of education in islamic boarding school institutions.

Conclusion

This study concludes that the Higher-Order Islamic Literacy (HIL)-based English learning model is effective in enhancing students' competencies within the islamic boarding school educational context. The developed model successfully addresses the need for an English language learning approach that extends beyond linguistic proficiency by integrating Islamic literacy, higher-order thinking skills, and global competence within a unified pedagogical framework. The findings indicate that Higher-Order Islamic Literacy serves as a conceptual and pedagogical foundation that bridges the development of English language competence with the strengthening of students' Islamic identity and their preparedness to engage with global challenges. Consequently, this study contributes to the advancement of English language education in Islamic educational institutions by proposing a learning model that systematically integrates linguistic, religious, cognitive, and global dimensions.

From a practical perspective, the HIL-based learning model may serve as an alternative framework for curriculum development, instructional materials design, and English language teaching practices in islamic boarding school and other Islamic educational institutions. The implementation of this model has the potential to foster learners who are not only proficient in English but also capable of critical thinking, reflective engagement with global issues, and effective communication of Islamic values in international contexts. Therefore, the model is highly relevant to supporting the development of high-quality, ethically grounded, and globally competitive human resources in line with the objectives of Indonesia's National Medium-Term Development Plan (RPJMN) 2025–2029.

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