

## REFLECTION ON THE ISLAMIC STUDIES COURSE IN SHAPING IDENTITY, INTEGRITY, AND DA'WAH AMONG ENGLISH STUDENTS

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### Abstract

#### Keywords:

Islamic Studies,  
Identity,  
Academic Integrity,  
English Students,  
Da'wah

*This study examines the role of the Islamic Studies course in shaping identity, academic integrity, and da'wah awareness among English Education students in the globalization era. In the context of rapid global development, students are increasingly exposed to diverse cultures and ideologies, which may influence their religious identity and ethical behavior. However, limited studies specifically explore how Islamic Studies contributes to character formation and global engagement among English students. This study aims to reflect on the contribution of the Islamic Studies course in developing students' identity, strengthening academic integrity, and enhancing their role in da'wah through English. The research employs a qualitative descriptive approach with a reflective design, using literature study and documentation as data collection techniques. The analysis is conducted through a descriptive-analytical method to identify key themes and relationships among variables. The findings indicate that the Islamic Studies course plays a significant role in fostering a strong Muslim identity, promoting ethical academic behavior, and encouraging students to utilize English as a medium for global da'wah. Furthermore, the integration of Islamic values and language competence enables students to respond to globalization challenges while maintaining their moral and spiritual foundations. These findings highlight the importance of strengthening Islamic Studies as a foundational course in higher education.*

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## INTRODUCTION

The Islamic Studies course holds a fundamental position in higher education, especially within Islamic-based institutions, as it serves not only as a medium for transferring religious knowledge but also as a means of shaping students' character, identity, and moral responsibility (Sofa & Qamariyah, 2026). In the current era of globalization, where the flow of information, culture, and ideology moves rapidly across borders, students are required to possess not only intellectual competence but also strong ethical and spiritual foundations (Saputra & Sofa, 2026). Without this balance, the development of science and technology may lead to value disorientation, moral crises, and identity confusion among students (Fillah & Sofa, 2026).

In this context, university education is expected to produce graduates who are not only academically competent but also morally grounded and socially responsible. Islamic education, therefore, becomes an essential component in fostering holistic human development. According to Azra Islamic education emphasizes moderation, tolerance, and social responsibility, which are crucial in maintaining harmony in a pluralistic society (Khomsiyah & Sofa, 2026). Similarly, Baharun highlights that character education in Islam prioritizes values such as honesty, discipline, responsibility, and integrity, all of which are highly relevant in academic life (Fansuri & Sofa, 2026).

For students of the English Education Department, the role of Islamic Studies becomes even more significant due to the nature of their academic field (Muchlis & Sofa, 2025). English, as an international language, provides access to global knowledge, cross-cultural communication, and international networks (Laili & Sofa, 2025). However, this openness also brings challenges, particularly in maintaining Islamic values amid the influence of secularism, liberalism, and cultural shifts that may contradict religious principles (Qumariyah & Sofa, 2025). Students are frequently exposed to diverse perspectives through textbooks, digital media, and online platforms, which may shape their worldview in various ways (Sholihah & Sofa, 2025).

Therefore, the Islamic Studies course functions as a guiding framework that helps students navigate these challenges. It provides them with a strong foundation in understanding Islamic teachings, including aspects of faith (aqidah), worship (ibadah), ethics (akhlaq), and social responsibility (Fitriah & Sofa, 2025). More importantly, it encourages the internalization of these values so that they are reflected in students' attitudes and behaviors (Umaidah & Sofa, 2025). Through this process, students are expected to develop a consistent identity as Muslims who are intellectually capable and morally upright (Isnaini & Sofa, 2025).

In addition, Islamic Studies plays a crucial role in promoting academic integrity among students. Academic life demands honesty, discipline, and responsibility, which are core values in Islamic teachings. Practices such as plagiarism, cheating, and lack of responsibility in completing academic tasks not only violate institutional rules but also contradict Islamic ethical principles (Sultan & Sofa, 2025). As stated by Syarif academic integrity in higher education is closely linked to moral values, and Islamic teachings provide a strong ethical basis for maintaining honesty in the pursuit of knowledge. Thus, Islamic Studies contributes to the development of a healthy academic culture based on integrity and accountability (Mh & Sofa, 2025).

Furthermore, in the era of globalization, the ability to communicate in English offers significant opportunities for students to engage in global discourse and contribute

to the dissemination of Islamic values. English is widely used in academic publications, international forums, and digital platforms, making it a powerful tool for communication and knowledge exchange. Hidayat argues that the integration of Islamic values with modern knowledge is essential for Muslims to actively participate in global civilization without losing their identity. In this regard, English students have the potential to become agents of da'wah who can present Islamic teachings in a rational, moderate, and inclusive manner to international audiences (Arifin & Sofa, 2025).

The concept of da'wah in the modern era is not limited to traditional preaching but extends to various forms of communication, including writing, digital media, and intercultural dialogue (Qamariyah & Sofa, 2025). English students can utilize their language skills to write academic articles, create educational content, and engage in discussions that promote a positive and accurate understanding of Islam. This approach is particularly important in addressing misconceptions and negative stereotypes about Islam in the global context. However, effective da'wah requires not only language proficiency but also a deep understanding of Islamic teachings and ethical communication (Anwar & Sofa, 2025).

Despite the significant role of the Islamic Studies course, there is still a gap in understanding how this course influences the identity formation, academic integrity, and da'wah awareness of English Education students (Nafila & Sofa, 2025). Many studies focus on Islamic education in general, but limited attention has been given to its specific impact on students in language-based disciplines. This gap highlights the need for a reflective study that explores the integration of Islamic values within the context of English language education (Silvia & Sofa, 2025).

Based on this background, this study aims to reflect on the role of the Islamic Studies course in shaping students' identity, strengthening their academic integrity, and developing their role in da'wah through English in the globalization era. This reflection is important not only for understanding the educational process but also for improving the implementation of Islamic Studies in higher education (Sita & Sofa, 2025).

The significance of this study lies in its contribution to both theoretical and practical aspects (Ramdani et al., 2025). Theoretically, it enriches the discourse on Islamic education and character development in the context of globalization. Practically, it provides insights for educators and institutions in designing learning strategies that integrate Islamic values with modern knowledge and language skills. Ultimately, this study is expected to support the development of students who are not only academically competent but also morally responsible and capable of contributing positively to global society.

## LITERATURE REVIEW

Islamic Studies in higher education plays a significant role in shaping students' character, identity, and moral responsibility. In the context of modern education, Islamic Studies is not limited to the transmission of religious knowledge but also emphasizes the internalization of values that guide students' behavior in both academic and social life. Azra explains that Islamic education promotes moderation, tolerance, and social responsibility, which are essential for maintaining balance in a globalized world. These values are crucial in developing students who are not only intellectually competent but also morally grounded (Mardiyah & Sofa, 2025).

Furthermore, character formation is one of the primary objectives of Islamic

education. Baharun states that Islamic character education focuses on instilling values such as honesty, discipline, responsibility, and integrity (Salsabela & Sofa, 2025). These values are highly relevant in the academic context, where students are required to demonstrate ethical behavior in learning activities. The integration of Islamic values into education contributes to the development of academic integrity, which includes avoiding plagiarism, cheating, and other forms of academic misconduct. Syarif emphasizes that academic integrity is closely related to moral values, and Islamic teachings provide a strong ethical foundation for maintaining honesty in the pursuit of knowledge (Zumamah & Sofa, 2025).

In addition, identity formation is a central theme in Islamic education. According to Sahin, Islamic education plays a vital role in shaping students' identity by integrating faith, knowledge, and action (Astutik & Sofa, 2025). This integration enables students to develop a consistent and balanced personality that reflects Islamic values in their daily lives. Identity, in this sense, is not merely symbolic but is demonstrated through behavior, attitudes, and decision-making processes. Therefore, Islamic Studies contributes to the development of a holistic identity that encompasses spiritual, intellectual, and social dimensions.

In the era of globalization, the role of Islamic education becomes increasingly important in addressing the challenges posed by cultural and ideological diversity. Hidayat argues that the integration of Islamic values with modern knowledge is necessary for Muslims to actively participate in global civilization without losing their identity. Globalization exposes students to various worldviews, which may influence their perspectives and behaviors. Therefore, a strong foundation in Islamic Studies is needed to help students critically engage with these influences while maintaining their religious principles (Fitria & Sofa, 2025).

For English Education students, the integration of Islamic values with language skills offers unique opportunities for global engagement. English, as an international language, serves as a medium for communication, knowledge exchange, and cultural interaction. According to Siddiqui language plays a crucial role in shaping perspectives and facilitating dialogue between different cultures. In this context, English proficiency enables students to convey Islamic messages to a broader audience, making it a strategic tool for da'wah in the modern era (Rosida & Sofa, 2025).

The concept of da'wah has also evolved in response to globalization and technological advancement. Da'wah is no longer limited to traditional preaching but includes various forms of communication, such as academic writing, digital media, and intercultural dialogue. Esposito highlights that contemporary da'wah requires a rational, moderate, and inclusive approach to effectively engage with diverse audiences. Therefore, English students who possess both language skills and Islamic knowledge have the potential to contribute to global da'wah by presenting Islam in a balanced and respectful manner (Hasanah & Sofa, 2025).

Moreover, the integration of Islamic values and modern education has been widely discussed in recent studies. Mansir argues that the incorporation of Islamic values into higher education enhances students' moral awareness and social responsibility (Sofa & Febrianti, 2025). Similarly, Setiawan states that Islamic education plays a vital role in preparing students to face globalization by strengthening their character and ethical awareness (Asror & Sofa, 2025). These studies indicate that Islamic Studies is essential in developing students who are capable of responding to

global challenges while maintaining their moral integrity (Sofa, 2025).

Despite the growing body of literature on Islamic education, there is still limited research focusing specifically on the role of Islamic Studies in English Education programs. Most studies tend to discuss Islamic education in general contexts without highlighting its relevance to language-based disciplines. This gap suggests the need for further exploration of how Islamic Studies contributes to the identity formation, academic integrity, and da'wah potential of English students in the globalization era.

Based on the theoretical and empirical studies above, it can be understood that Islamic Studies has a significant role in shaping students' identity, strengthening their academic integrity, and enhancing their capacity for global da'wah. Therefore, this study seeks to reflect on these aspects within the context of English Education students, providing a deeper understanding of the integration between Islamic values and language learning in higher education (Sakinah & Sofa, 2025).

## RESEARCH METHOD

This study employs a qualitative approach with a descriptive-reflective design. The research aims to explore and understand the role of the Islamic Studies course in shaping identity, academic integrity, and da'wah awareness among English Education students. The qualitative design is chosen to capture students' experiences, perceptions, and reflections in a comprehensive and contextual manner.

The subjects of this study are students of the English Education Department (Tadris Bahasa Inggris) who have taken the Islamic Studies course. The participants are selected purposively based on their involvement in the course and their ability to provide relevant information related to the research focus. Figure 1 shows the research diagram



**Figure 1. Research Framework of Islamic Studies in Shaping Identity, Integrity, and Da'wah**

The diagram illustrates the research framework used in this study. The Islamic Studies course is positioned as the main independent variable that influences three key aspects: students' identity, academic integrity, and da'wah awareness. Identity is reflected in students' self-concept and behavior as Muslims, while academic integrity includes honesty, discipline, and responsibility in academic activities. Da'wah awareness refers to students' ability to convey Islamic values using English as a global communication tool.

The framework also shows that data are collected through documentation and literature study, followed by descriptive-analytical analysis. The process results in reflective findings that explain the role of Islamic Studies in shaping students' character and global engagement in the context of globalization.

Islamic Studies in this research refers to a compulsory course that provides knowledge and values related to Islamic teachings, including aqidah, ibadah, akhlaq, and social responsibility. Identity refers to students' self-concept as Muslims reflected in their attitudes and behavior. Academic integrity includes honesty, discipline, and responsibility in academic activities. Da'wah refers to students' efforts in conveying Islamic values through communication, particularly using English as a global language.

Data are collected through documentation and literature study. The researcher reviews various academic sources such as books, journal articles, and previous research related to Islamic education, character development, and the role of language in da'wah. In addition, reflective analysis is used to examine the relationship between Islamic values and students' academic and social behavior.

The data are analyzed using descriptive-analytical methods. The researcher organizes, interprets, and synthesizes the collected data to identify key themes related to identity formation, academic integrity, and da'wah practices. The analysis focuses on understanding patterns and drawing meaningful conclusions based on the literature and reflections.

This study does not employ statistical hypothesis testing, as it is qualitative in nature. Instead, it focuses on developing a conceptual understanding and reflective insights regarding the role of the Islamic Studies course in higher education.

## RESULTS AND DISCUSSION

This study examines the role of the Islamic Studies course in shaping identity, academic integrity, and da'wah awareness among English Education students in the globalization era. The findings are presented descriptively and interpreted through relevant theoretical perspectives.

### *Students' Identity Formation through Islamic Studies*

The results show that the Islamic Studies course contributes significantly to the formation of students' identity as Muslims. Students develop a deeper understanding of Islamic teachings, including aqidah, ibadah, and akhlaq, which are reflected in their daily attitudes and behavior. This includes maintaining obligatory worship, demonstrating respect in social interactions, and upholding ethical values in both academic and non-academic contexts.

This finding is consistent with the theory proposed by Sahin (2020), which states that Islamic education integrates faith, knowledge, and action in shaping identity. The identity formed is not merely symbolic but is internalized and practiced in real life. Students are able to align their beliefs with their behavior, indicating a holistic

development of identity that encompasses spiritual, intellectual, and social dimensions.

Furthermore, the Islamic Studies course fosters a sense of responsibility as Muslims in a broader social context. Students are not only concerned with personal achievement but also with contributing positively to society. This reflects the concept of Islamic education as a means of developing socially responsible individuals, as emphasized by Azra (2020).

### ***The Role of Islamic Values in Academic Integrity***

The findings also indicate that Islamic Studies plays a crucial role in strengthening students' academic integrity. Values such as honesty, discipline, and responsibility are internalized and reflected in students' academic practices. Students show greater awareness of the importance of avoiding plagiarism, completing assignments independently, and adhering to academic rules.

This aligns with Baharun's (2020) theory of Islamic character education, which highlights the importance of moral values in shaping behavior. In addition, Syarif (2020) emphasizes that academic integrity is closely related to ethical and moral awareness. The results of this study confirm that Islamic teachings provide a strong foundation for ethical academic conduct.

Moreover, students perceive learning as a form of worship, which increases their motivation to engage seriously in academic activities. This perspective transforms academic responsibilities into meaningful acts, thereby encouraging consistency between intention and action. As a result, students develop a sense of accountability not only to academic institutions but also to religious values.

### ***English as a Medium for Global Da'wah***

Another important finding is the strategic role of English as a medium for da'wah in the globalization era. English Education students possess linguistic competence that enables them to communicate effectively with global audiences. This ability opens opportunities for conveying Islamic values through various channels, including academic writing, digital platforms, and intercultural communication.

The findings support Hidayat's (2021) argument that the integration of Islamic values with modern knowledge is essential for active participation in global civilization. Students are able to present Islamic teachings in a rational, moderate, and inclusive manner, which is important in addressing misconceptions about Islam.

In addition, Siddiqui (2021) highlights that language plays a key role in facilitating intercultural dialogue. This is evident in the way students use English not only as a communication tool but also as a means of promoting understanding and building bridges between different cultures. Thus, English becomes an effective medium for global da'wah that is dialogical and respectful.

### ***Challenges in the Globalization Era***

Despite these positive roles, the study also identifies several challenges faced by students in the globalization era. Exposure to diverse cultures, ideologies, and digital content may influence students' perspectives and behavior. Without a strong foundation in Islamic values, students may experience identity confusion and moral inconsistency.

However, the findings indicate that the Islamic Studies course functions as a moral filter that helps students navigate these challenges. Students become more critical in evaluating information and more responsible in using digital media. This supports the view that Islamic education plays a crucial role in guiding students to respond to globalization in a balanced and ethical manner.

Furthermore, globalization demands high levels of competence and competitiveness. Students are required to excel academically while maintaining moral integrity. This dual demand highlights the importance of integrating intellectual and spiritual development, as emphasized in Islamic education.

### ***Theoretical Integration***

The overall findings of this study are consistent with existing theories of Islamic education and globalization. Islamic Studies is proven to be effective in shaping identity, strengthening academic integrity, and enhancing da'wah awareness. The integration of Islamic values and English language competence creates a unique synergy that enables students to function as global citizens without losing their religious identity.

This study reinforces the idea that Islamic education is not merely a complementary subject but a foundational component in higher education. It contributes to the development of students who are intellectually capable, morally responsible, and socially engaged. Therefore, strengthening the implementation of Islamic Studies is essential in preparing students to face the complexities of globalization.

## **CONCLUSION**

This study concludes that the Islamic Studies course plays a significant role in shaping the identity, academic integrity, and da'wah awareness of English Education students in the globalization era. Through the integration of Islamic teachings, students develop a strong sense of identity as Muslims, which is reflected in their attitudes, behavior, and social responsibility. In addition, Islamic values such as honesty, discipline, and responsibility contribute to strengthening students' academic integrity, encouraging ethical behavior in learning activities. Furthermore, English proficiency provides students with strategic opportunities to engage in global da'wah by communicating Islamic values in a rational, moderate, and inclusive manner.

The findings of this study have practical implications for higher education institutions, particularly in Islamic-based universities. First, the Islamic Studies course should be strengthened as a foundational subject that not only delivers theoretical knowledge but also emphasizes value internalization. Second, educators are encouraged to integrate Islamic values into various disciplines, including language learning, to create a holistic educational environment. Third, students should be encouraged to utilize their English skills as a medium for positive communication and da'wah in global contexts, especially through digital platforms.

This study has several limitations. First, it relies on a qualitative descriptive and reflective approach based on literature review, without direct empirical data such as interviews or field observations. Second, the focus is limited to English Education students, which may not fully represent students from other academic disciplines. Third, the study does not include quantitative measurement or statistical analysis to examine the extent of the influence of Islamic Studies on the variables discussed.

Future research is recommended to employ empirical methods, such as surveys, interviews, or mixed-method approaches, to obtain more comprehensive data. Further studies can also expand the scope by involving students from different study programs or institutions to provide broader insights. In addition, future research may explore the effectiveness of specific learning strategies in integrating Islamic values and language skills, as well as the impact of digital media in supporting global da'wah among students.

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