

Integrating Sharia Economics and Public Administration Content into English Language Teaching (ELT) Materials: A Conceptual Study

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Abstract

This study explores a model for integrating Sharia (Islamic) Economics and Public Administration content into English Language Teaching (ELT) materials for students of Islamic Economics. This study employs a conceptual research design. The study shows that recognizing English as the primary medium for international academic and professional communication, the study emphasizes discipline-specific instruction through English for Specific Purposes (ESP) and Content-Based Instruction (CBI). By combining English learning with field-specific content, students develop linguistic competence alongside professional expertise, engaging with specialized terminology such as zakat, waqf, sukuk, and Islamic finance concepts within regulatory and governance contexts. This integrated approach fosters holistic learning, enabling students to enhance reading, writing, speaking, and listening skills while deepening their understanding of economic principles and administrative procedures. It also promotes critical thinking and problem-solving through real-world tasks like case study analysis, debates, and policy brief writing. Furthermore, students gain international competence by accessing global research, participating in conferences, and aligning with Sharia-compliant professional standards. By embedding authentic, discipline-relevant materials into English instruction—including reading, writing, speaking, and listening tasks—learners acquire functional, contextually meaningful language skills that prepare them for academic, professional, and global engagement in Islamic finance and governance. By applying ESP and Content-Based Instruction principles, learners develop discipline-specific vocabulary, critical thinking, problem-solving skills, and holistic competencies across reading, writing, speaking, and listening. This approach enhances students' ability to engage in international academic and professional discourse while remaining grounded in Sharia-compliant finance and governance. For future research, it is recommended to examine the long-term impact of this integrated approach, explore effective teaching strategies and materials, investigate student motivation and engagement, and consider digital or international learning platforms to further strengthen language and professional skills.

Keywords: *Conceptual Study, English Learning Materials, Public Administration, Sharia Economics*

INTRODUCTION

English plays a prominent role in the world nowadays as it is now the most widely used language in the world (Una, 2021). English has increasingly become a global language, serving as a primary medium for communication, education, and professional interaction (Fitria, 2023b). Its role extends beyond casual conversation, encompassing international business, academic research, and digital communication, which makes English proficiency an essential skill for participating effectively in the modern world. As globalization continues to connect people across borders, the ability to communicate in English has become a vital tool for accessing knowledge, career opportunities, and intercultural engagement.

Despite its global importance, many English learning materials still prioritize general language skills, such as grammar, vocabulary, and reading comprehension, while often neglecting contextual or culturally relevant content (Fitria, 2022b). This approach can limit learners' ability to use English in real-life situations, particularly in professional or specialized domains. Without connections to learners' experiences, interests, or future careers, English instruction risks being abstract and disconnected from practical applications.

There is a growing need for English learning materials that are meaningful and relevant to learners' professional and societal contexts. Integrating content that reflects learners' fields of study, ethical frameworks, and cultural backgrounds can enhance engagement, motivation, and comprehension. By aligning language instruction with real-world applications, educators can help learners develop not only linguistic competence but also the critical thinking and contextual understanding necessary for success in both professional and social environments.

Content-based instruction (CBI) is an approach to language teaching that emphasizes learning a language through the study of meaningful subject matter. Instead of focusing solely on grammar and vocabulary, CBI integrates academic or professional content into language lessons, allowing learners to develop linguistic skills while engaging with relevant topics. This approach not only makes language learning more engaging but also helps learners acquire knowledge and skills that are applicable in real-world contexts.

Integrating professional or domain-specific content into English learning can significantly enhance both comprehension and practical application. When learners encounter language embedded within familiar or career-related subjects, they are better able to understand concepts, retain information, and apply their language skills in practical situations. This connection between language and content encourages active learning, critical thinking, and deeper cognitive engagement, which are essential for mastering both the language and the subject matter.

Subjects such as economics and public administration are particularly relevant for students preparing for careers in government, business, and community development. Public Administration focuses on how governments design and implement public policies and deliver services to society. Meanwhile, Islamic (Sharia) Economics emphasizes justice, welfare, and ethical values based on Islamic principles. The integration of Islamic Economics and Public Administration aims to create a governance system that is efficient, ethical, transparent, and socially responsible. By incorporating these areas into English learning materials, educators can provide learners with specialized vocabulary, contextually rich examples, and insights into professional practices. This integration not only supports language proficiency but also prepares students for real-life challenges in their future careers, bridging the gap between academic learning and practical application.

Sharia economics is an emerging field that emphasizes the application of Islamic principles in economic activities, including finance, trade, and investment. Its relevance has grown significantly in recent years due to the expansion of Islamic finance and the increasing interest in socially responsible investment worldwide. Incorporating Sharia economic concepts into English learning materials provides students not only with specialized domain knowledge but also with opportunities to develop intercultural competence. By engaging with these topics in English, learners can better understand global economic practices, ethical frameworks, and culturally informed financial systems, which prepares them for participation in international and professional contexts.

Similarly, public administration is a critical field that encompasses government policies, governance, management, and service delivery. A solid understanding of public administration is essential for students in social sciences, government studies, and community leadership, as it equips them with the knowledge needed to navigate civic

responsibilities and administrative processes effectively. Integrating public administration content into English learning materials allows learners to connect language skills with practical knowledge about governance and societal systems. This approach not only enhances their academic and professional competence but also fosters critical thinking and the ability to apply English in real-world civic and administrative contexts. In the current development, the Islamic economy is growing significantly through various policies issued by the government, such as in the field of banking, small and medium enterprises, and various kinds of Islamic business products as a form of fulfillment of rights in carrying out basic religious principles (Muhimah & Muin, 2025).

In fields such as Islamic Economics and Public Administration, proficiency in English enables students and professionals to access scholarly articles, policy reports, and global best practices, which are often published in English. It also facilitates participation in international conferences, collaborative projects, and cross-border professional discussions. Without a strong command of English, students may struggle to engage with contemporary research, communicate ideas effectively in professional settings, or apply global standards in their field. Therefore, integrating English learning with discipline-specific content is essential to ensure that learners develop both language skills and the professional knowledge necessary for success in academic and career contexts.

English plays a vital role in the field of Islamic Economics, serving as the primary medium for international academic discourse, research, and professional communication. Students of Islamic Economics and finance need strong English skills to access scholarly articles, policy documents, financial reports, and other professional resources that are often published in English. Without proficiency in English, students may struggle to engage effectively in global academic and professional environments. This need is particularly pressing in a field that combines financial expertise with ethical, religious, and governance considerations, where accurate understanding and communication are essential for informed decision-making and international collaboration.

Traditional English courses, however, often focus on general language skills such as grammar, vocabulary, and everyday conversation. While these skills are useful for basic communication, they do not adequately prepare students for the specialized terminology, analytical tasks, and professional communication required in Islamic Economics and Public Administration. Students may encounter difficulties when reading technical documents, interpreting complex policy reports, or participating in professional discussions if their English instruction does not align with their field. This mismatch can slow their academic progress and limit their professional opportunities, highlighting the importance of a more targeted approach to language learning.

There is a growing need for discipline-specific English instruction. Integrating Sharia Economics and Public Administration content into English learning ensures that students acquire language skills within a relevant and meaningful context. Approaches such as English for Specific Purposes (ESP) and Content-Based Instruction (CBI) embed language learning into real-world professional and academic scenarios, allowing students to simultaneously develop linguistic competence and professional expertise. This integration supports learning that is both functional and practical, as students encounter authentic materials, terminology, and tasks that reflect their future academic and career responsibilities.

English for Specific Purposes (ESP) with Content-Based Instruction (CBI) is an approach to teaching English that focuses on the specific language needs of learners in a particular academic or professional field, while using subject content as the main medium for learning. In this approach, learners develop English skills—such as reading, writing, speaking, and vocabulary—through meaningful texts and activities related to their discipline,

such as Sharia Economics or Public Administration. The primary goal remains language development, while the content provides context, motivation, and practical examples for learning. By integrating ESP with CBI, students not only improve their English proficiency but also gain familiarity with the terminology, concepts, and communication styles of their field.

The integration of discipline-specific content into English learning offers multiple benefits. Students can develop holistic skills across reading, writing, speaking, and listening while engaging with texts and tasks relevant to their field. They also gain opportunities to think critically, solve problems, and analyze real-world issues in Islamic finance and governance. By combining language learning with professional knowledge, students become better prepared to function effectively in academic research, professional work, and international collaborations. In addition, working on authentic tasks fosters student motivation, as learners can immediately see how English proficiency supports their academic success and career readiness.

English proficiency combined with knowledge of Islamic Economics and Public Administration also enhances global and professional relevance. Students are equipped to participate in international academic and professional discourse, access global standards and regulations, and collaborate with scholars and practitioners worldwide. This dual development ensures that learners are competitive internationally while maintaining expertise in Sharia-compliant finance and governance systems. Exposure to international case studies, comparative financial practices, and global governance frameworks further strengthens their ability to adapt to diverse professional environments and make informed decisions in cross-cultural contexts.

Integrating English learning with discipline-specific content is essential for preparing students to use the language meaningfully within their field of study. Instead of teaching general English in isolation, this approach combines language instruction with relevant professional knowledge, allowing students to simultaneously develop linguistic competence and subject-matter expertise. For students of Islamic Economics and Public Administration, this means learning specialized terminology, understanding policy frameworks, and analyzing financial or governance-related texts—all in English. By embedding language learning within real-world, discipline-specific contexts, students gain practical skills that directly support academic research, professional communication, and participation in international discourse. This integration ensures that English is not just a subject to study, but a tool to engage actively and confidently in their chosen field.

There are previous studies related to this research. Wiryanto (2017) examines the gap in public administration education in Indonesia, particularly the dominance of Western perspectives over Islamic ones in textbooks and curricula. It seeks to highlight the need for integrating an Islamic worldview into public administration education in Indonesian higher education. The research emphasizes that incorporating Islamic principles can provide a more holistic approach to knowledge, linking education with moral, ethical, and spiritual development, and addressing the challenges posed by secularization in the current system. The majority of public administration textbooks used in Indonesian universities are based on Western perspectives, with very few resources reflecting an Islamic worldview. The research concludes that Islamic public administration is necessary and calls for steps toward the Islamization of public administration education. Integrating Islamic perspectives into the curriculum can support character education, ethical governance, and the development of competencies that align with both societal needs and spiritual values, ultimately fostering a balanced approach to education and national development. Ibrahim et al. (2023) explore the instructional leadership practices implemented by academic professionals and leaders to enhance the curriculum of Islamic economics and finance (IEF) in two public universities in Saudi Arabia. The findings showed that two universities in Saudi Arabia that offer degrees in

IEF exhibited limited instructional leadership. The findings indicate four apparent barriers that may explain the lack of involvement in instructional leadership and fair practices in the IEF curriculum at Saudi Arabian universities. According to this study, a positive collegial climate in Saudi universities' IEF promotes shared instructional leadership. (Ariffin, 2023) examines the similarities and differences between public economics and *siyasah shar'iyah* with respect to justifications for government, economic objectives, roles of the state, and principles of taxation. The study finds that the establishment of government in public economics is justified by the need to balance efficiency and equity, correct market failures, and provide public goods, whereas *siyasah shar'iyah* emphasizes fulfilling the *maqasid al-shari'ah*, upholding justice, and protecting the rights of the people. Regarding taxation, public economics prioritizes efficiency, equity, revenue sufficiency, neutrality, and administrative feasibility. In contrast, *siyasah shar'iyah* focuses on justice, prohibition of exploitation, funding public services, transparency and accountability, and equitable wealth distribution in line with Islamic values. Nurdi et al. (2025) analyze how optimizing Islamic education can be achieved through the integration of public policy, educational politics, and Islamic economics as strategic efforts to improve the quality and independence of the Muslim community. The findings reveal that Islamic education becomes more effective when supported by favorable public policies, stable education policies, and sustainable Islamic economic-based funding. The synergy of these three aspects strengthens Islamic educational institutions and enhances learners' capabilities in responding to modern socio-economic challenges. Thaker et al. (2024) conduct a comprehensive bibliometric analysis of publications in the fields of public finance and Islamic economics from 1972 to 2022. By examining the integration of Islamic fiscal principles into public finance, from the early days of Islam in Arabia to the Golden Age, and their application through legal maxims (*Al-Qawa'id Al-Fiqhiyyah*). The analysis indicates that incorporating Islamic economic principles into public finance holds significant potential for promoting economic growth, ensuring social equity, and fostering ethical financial practices. Historical evidence and contemporary scholarship both highlight the role of Islamic legal and fiscal frameworks in shaping effective public finance policies. Additionally, our findings emphasize the importance of developing interdisciplinary research agendas to address modern economic challenges, thereby contributing to the creation of a more inclusive, ethical, and sustainable economic model.

Previous studies have addressed various aspects of Islamic economics, public administration, and education. Wiryanto (2017) highlighted the dominance of Western perspectives in public administration education in Indonesia and the need to integrate an Islamic worldview. Ibrahim et al. (2023) examined instructional leadership in Islamic Economics and Finance (IEF) curricula but found limited engagement in curriculum development. Ariffin (2023) compared public economics and *siyasah shar'iyah*, revealing differences in government roles and taxation principles, while Nurdi et al. (2025) explored the optimization of Islamic education through public policy, politics, and economics. Thaker et al. (2024) conducted a bibliometric study on Islamic public finance, emphasizing the potential of interdisciplinary approaches. Despite these contributions, there remains a lack of research on integrating Islamic Economics and Public Administration content into English language learning, specifically using a conceptual model that combines language instruction with discipline-specific knowledge for students of Islamic Economics. This gap limits the practical application of both linguistic and professional competencies in academic and professional contexts.

This study proposes a conceptual model for integrating Sharia (Islamic) Economics and Public Administration content into English language learning for students of Islamic Economics. Unlike prior research, which primarily focuses on curriculum content, instructional leadership, or comparative theory, this study bridges the gap between language

education and discipline-specific learning. By embedding Islamic economic and administrative concepts into English instruction, the model promotes holistic learning, critical thinking, professional readiness, and international competence. The novelty lies in combining ESP (English for Specific Purposes) and Content-Based Instruction (CBI) principles with Islamic Economics and Public Administration content, offering a practical framework for preparing students to engage in academic research, policy analysis, and professional discourse in English, while grounding their learning in Islamic principles.

METHOD

This study employs a conceptual research design. Conceptual research is a type of study that focuses on developing ideas, theories, or models based on existing knowledge, rather than collecting new primary data from experiments or surveys. Conceptual research is generally considered a part of library research (Fitria, 2023a). Conceptual research, in particular, aims to develop ideas, models, or theoretical frameworks by interpreting and connecting concepts found in the literature. Since it depends entirely on existing sources, conceptual research is essentially a theoretical study conducted through library research. As a conceptual study, it relies on library research, reviewing and analyzing existing theories, models, and frameworks in the fields of English for Specific Purposes (ESP), Content-Based Instruction (CBI), Islamic Economics, and Public Administration. This design allows the researcher to propose a theoretically grounded framework without collecting primary data.

This study collects data by using documents, which means using existing written materials as sources of information (Fitria, 2023a). These documents can include books, journals, articles, and reports, as well as official records, regulations, and policies. The data sources for this study include academic journals on ESP, CBI, and English language teaching, as well as books and textbooks related to Sharia Economics and Public Administration. Additionally, policy documents and reports relevant to Islamic economic governance and previous research studies on integrating discipline-specific content into English learning materials are gathered and examined. These sources provide a comprehensive foundation for understanding both the language learning needs and the content knowledge required by students.

The data collection technique used in this study is document analysis, in which relevant literature is identified, categorized, and synthesized according to its relevance to Islamic Economics content (e.g., zakat, waqf, sukuk etc), Public Administration concepts (e.g., governance, policy implementation, accountability etc), and English language learning (ESP, reading, writing, speaking, vocabulary, and materials development). This method allows the researcher to systematically organize and evaluate the key principles and concepts needed for designing integrated English learning materials.

Finally, data analysis employs qualitative content analysis to extract and map key concepts from the literature onto English language skills. The study develops a conceptual framework or model illustrating how content from Sharia Economics and Public Administration can be integrated into English learning materials for students. Findings are presented through descriptive narratives, thematic tables, and conceptual diagrams, providing a clear rationale for the proposed integration and demonstrating its relevance to ESP instruction and students' professional and academic needs.

FINDING AND DISCUSSION

This study aims to explore and propose a model for integrating Sharia (Islamic) Economics and Public Administration content into English learning materials for students of Islamic Economics. Recognizing that English is the primary medium for international academic

discourse, professional communication, and research in the field of Islamic finance and governance, the study emphasizes the need for discipline-specific language instruction. Integrating content from Islamic Economics and Public Administration into English language teaching (ELT) ensures that learners develop language skills alongside professional and academic knowledge, rather than learning English in isolation. This approach aligns with English for Specific Purposes (ESP) and Content-Based Instruction (CBI) principles, where language learning is embedded in meaningful, real-world contexts that reflect the students' field of study. By combining linguistic competence with disciplinary expertise, students are better prepared for professional tasks, critical analysis, and international engagement. The following sections outline the key benefits and rationale for this integrated approach, demonstrating how it:

A. Makes English learning relevant and functional within the context of Islamic Economics and Public Administration

English for Specific Purposes (ESP) is an approach to language teaching that focuses on learners' professional, academic, or vocational needs, rather than general English instruction. Unlike general English, which emphasizes everyday conversation, grammar, and broad vocabulary, ESP is content-driven—students learn language through subjects and contexts relevant to their field of study.

For students of Islamic Economics, ESP becomes particularly relevant because their academic and professional tasks involve specialized terminology and discourse. Concepts such as zakat (almsgiving), waqf (endowment), sukuk (Islamic bonds), Islamic finance principles, and social welfare systems are central to their field. Mastery of these terms in English enables students to read scholarly articles, interpret financial documents, and participate in discussions within their discipline.

At the same time, Public Administration knowledge complements this by providing the regulatory, governance, and policy context. Understanding how zakat policies are implemented, how waqf assets are managed, or how Islamic financial institutions are regulated requires both administrative concepts and English language skills. ESP integrates these elements so that students can learn English in meaningful, discipline-specific contexts, rather than in isolation from their field.

The relevance of ESP in this context is critical because it ensures that students:

1. Acquire English skills that are directly applicable to their discipline. For instance, reading a policy brief or preparing a report on zakat distribution requires precise vocabulary and comprehension skills that general English courses do not provide.
2. Engage with professional and academic materials in English, such as financial reports, research articles, and policy documents. This engagement prepares them for real-world tasks in Islamic finance, governance, and public administration.
3. Develop confidence and competence in English, enabling them to communicate their ideas effectively in academic and professional settings.

Example:

Consider a student reading an article on zakat management in Indonesia written in English. To fully understand the article, the student must:

1. Know the Islamic economic concept (e.g., what zakat is, its calculation, and purpose).
2. Understand the administrative framework (e.g., how zakat is collected and distributed, what laws regulate it, which government or organizational agencies are involved).
3. Apply English comprehension skills to interpret terms, arguments, and data presented in the text.

Without knowledge of ESP, students might struggle to grasp the technical content or the context in which it operates, making the English learning experience less effective.

Integrating ESP in English learning for Islamic Economics students ensures that language instruction is relevant, meaningful, and functional (Fitria, 2022a). It allows students to learn the English language while simultaneously understanding key concepts of Islamic Economics and Public Administration, equipping them with skills necessary for academic research, professional communication, and international engagement.

B. Promotes Holistic Learning

Holistic learning in English Language Teaching (ELT) refers to an approach where students develop multiple competencies simultaneously, rather than learning language skills in isolation. When Islamic Economics and Public Administration are integrated into English instruction, students are exposed to both linguistic and disciplinary knowledge at the same time.

Rather than focusing solely on grammar, vocabulary, or sentence structures, learners are also interpreting, analyzing, and applying concepts from their field of study in English. For example, reading texts about zakat policy or waqf governance not only improves comprehension and vocabulary but also deepens understanding of economic principles and administrative procedures. Writing a policy brief or summarizing a report requires students to structure ideas clearly in English while demonstrating knowledge of Sharia-compliant economic rules and public governance frameworks.

This integrated approach aligns with Content-Based Instruction (CBI) and ESP theory, which emphasize that language learning is most effective when it is meaningful and contextually relevant. By embedding English instruction within the students' professional and academic domains, the learning process becomes more engaging, authentic, and intellectually stimulating.

Integrating Islamic Economics and Public Administration content into English language learning provides students with more than just language proficiency—it equips them with the tools and knowledge necessary to function effectively in professional and academic contexts. By embedding discipline-specific content into ELT, students can apply English skills in meaningful, real-world situations, ensuring that learning is both purposeful and relevant. This approach not only improves linguistic competence but also develops disciplinary literacy, critical thinking, and professional readiness.

The integration of English with Islamic Economics and Public Administration enables students to engage in activities that mirror the challenges they will encounter in their careers, such as analyzing policy documents, interpreting financial reports, discussing governance issues, and participating in professional meetings or conferences. In this way, English learning becomes holistic, practical, and directly aligned with students' academic and career goals.

Specifically, this approach helps students in the following key areas:

1. Prepares students for international discourse: Students gain the ability to discuss Islamic finance, public policies, and administrative processes in English, allowing them to participate in international conferences, collaborative research, and cross-border professional interactions.
2. Strengthens professional readiness: English skills are developed alongside disciplinary knowledge, enabling students to effectively contribute to policy-making, advisory roles, or academic discussions where English is the working language.
3. Encourages integrated skill development: Learners practice reading, writing, speaking, and listening within the context of their field, which supports deep learning and better retention of both language and content knowledge.

Example:

A student tasked with writing a policy brief on zakat distribution in English must:

1. Apply English writing skills (grammar, cohesion, vocabulary, and academic style)
2. Apply Islamic economic principles (understanding zakat calculation, purpose, and societal impact)
3. Apply public administration knowledge (policy procedures, governance mechanisms, legal regulations)

Through this exercise, the student develops language proficiency while simultaneously demonstrating professional competency.

Integrating Islamic Economics and Public Administration into English instruction fosters holistic learning, where students acquire language skills and professional knowledge simultaneously. This approach ensures learners are linguistically competent, academically informed, and professionally prepared, bridging the gap between English proficiency and field-specific expertise.

C. Enhances Critical Thinking and Problem-Solving

Integrating Islamic Economics and Public Administration into English Language Teaching (ELT) fosters critical thinking and problem-solving skills by encouraging students to engage actively with real-world, discipline-specific content. Instead of learning English through rote memorization or isolated exercises, students are required to analyze, evaluate, and propose solutions to issues they are likely to encounter in their professional and academic fields.

For example, reading a case study on zakat distribution challenges students not only to comprehend English vocabulary and grammar but also to critically examine the policies, administrative processes, and economic principles involved. Activities such as debates, discussions, and policy brief writing require learners to reason logically, synthesize information from multiple sources, and make informed judgments in English. This active engagement transforms English learning from a purely linguistic exercise into a discipline-driven cognitive process, fostering higher-order thinking skills.

By combining ESP (English for Specific Purposes) and Content-Based Instruction (CBI) approaches, students can use language as a tool for critical analysis, while simultaneously deepening their understanding of Islamic economic principles and governance systems. The integration ensures that learners are not only linguistically competent but also professionally capable of applying knowledge in practical scenarios.

Integrating Islamic Economics and Public Administration into English language learning goes beyond teaching vocabulary and grammar—it provides students with opportunities to think critically, solve problems, and apply knowledge in real-world contexts. By combining language instruction with discipline-specific content, learners are encouraged to engage actively with complex issues related to Islamic finance, policy-making, and governance. This approach ensures that English learning is meaningful, relevant, and directly connected to students' professional and academic development, rather than abstract or purely theoretical.

Specifically, the integration supports students in developing the skills necessary to navigate professional and academic challenges effectively, including reading and analyzing complex texts, evaluating policies and administrative procedures, and proposing informed solutions. These benefits can be summarized in the following key areas:

1. Develops disciplinary literacy in English: Students gain the ability to read, interpret, and discuss complex policy, financial, or governance documents in English, which is essential for academic and professional success.

2. Strengthens professional competence: Engaging in critical thinking and problem-solving prepares students for careers in government agencies, Islamic banks, NGOs, research institutions, or international organizations where both English proficiency and professional judgment are required.
3. Encourages active learning: Instead of passively memorizing terms or rules, students are challenged to analyze case studies, evaluate policies, and propose solutions, which enhances retention and applicability of knowledge.

Example:

Consider a classroom discussion or debate on the governance of waqf institutions:

1. Students must critically analyze policies, such as how waqf assets are managed and distributed.
2. They evaluate effectiveness, identifying gaps or challenges in administration.
3. Finally, they articulate solutions in English, using appropriate vocabulary, reasoning, and professional discourse.

This exercise simultaneously develops English skills, critical thinking, and professional problem-solving abilities, bridging the gap between language learning and disciplinary application.

Integrating Islamic Economics and Public Administration into ELT strengthens critical thinking and problem-solving skills in a professional context. Students learn to analyze, evaluate, and propose solutions using English, preparing them for both academic challenges and real-world careers where reasoning, decision-making, and professional communication are essential.

D. Supports International Competitiveness

The integration of Islamic Economics and Public Administration into English language learning helps students engage with globally relevant knowledge and practices. Islamic Economics principles, such as zakat, waqf, sukuk, and ethical finance, are not limited to a single country—they are part of a growing global financial system and international discourse on ethical economics. Similarly, Public Administration concepts, including governance, policy implementation, and accountability, are applicable in multiple contexts, especially in countries implementing Sharia-compliant financial and administrative systems.

English proficiency becomes a critical tool in this context, as English is the primary language for international research, academic communication, and professional collaboration. Students who can read, write, and discuss Islamic economic policies and administrative practices in English can access a broader range of academic resources, participate in international conferences, and adhere to global standards in Islamic finance and governance.

For example, a student studying Islamic banking can access English-language research articles, financial reports, and regulatory guidelines from countries like Malaysia, the UAE, or Saudi Arabia. They can also engage in cross-border discussions or collaborations with international scholars and professionals. By combining content knowledge with English proficiency, students can compete professionally on a global scale without compromising their grounding in Sharia principles.

Importance:

1. Access to international knowledge: Students can read research articles, policy reports, and case studies from global institutions, enhancing their understanding of best practices in Islamic finance and governance.

2. Active participation in international discourse: Students can present research, engage in conferences, and contribute to international projects in English, broadening their academic and professional horizons.
3. Compliance with global standards: Understanding global Islamic finance regulations and governance frameworks in English prepares students for work in multinational institutions, international NGOs, and cross-border initiatives.
4. Professional competitiveness: Students gain a dual advantage—they are professionally competitive internationally while maintaining expertise in Islamic economics and Sharia-compliant administration.

Example

A student researching sukuk issuance in different countries can:

Read and understand international English-language journals on Islamic finance.

Compare regulatory practices in Malaysia, Indonesia, and the UAE.

Present findings at a conference in English, demonstrating both language proficiency and professional knowledge.

This combination of English skills, content knowledge, and global awareness enhances their career prospects in international finance, policy-making, and research.

Integrating Islamic Economics and Public Administration into ELT equips students with global competencies, enabling them to participate in international academic and professional settings. By learning English in a content-rich, discipline-specific context, students become professionally competitive, globally literate, and capable of contributing to the international discourse on Islamic finance and governance while staying true to Sharia principles.

E. Creates Contextualized, Meaningful ELT Materials

One of the key challenges in English language teaching (ELT) is that students often perceive learning English as abstract, disconnected, or irrelevant to their professional or academic goals. General English courses may focus heavily on grammar, vocabulary drills, or everyday conversation, which can feel detached from the learners' field of study. By integrating Islamic Economics and Public Administration content into English learning materials, instruction becomes contextualized and meaningful. Contextualized materials allow students to engage with real-world issues and professional tasks, making learning purposeful. For instance:

1. Reading Task

Reading tasks go beyond simple comprehension exercises by exposing students to authentic, discipline-specific texts. Examples include:

- a. Zakat policy documents: Students read English-language government regulations or NGO reports on zakat collection and distribution. They learn vocabulary like alms management, compliance, regulation, accountability, and distribution channels.
- b. Governance of waqf institutions: Students analyze reports on waqf asset management, learning how governance, policy, and financial sustainability are discussed in professional English.
- c. Islamic finance case studies: Students examine cases on sukuk issuance, Islamic banking operations, or social finance initiatives.

Skills developed are:

- a. Understanding professional discourse in English
- b. Identifying key information and summarizing policy/financial content
- c. Linking English comprehension with disciplinary knowledge

Example: A student reads an English report on zakat efficiency in Indonesia and identifies challenges in collection and distribution while learning technical vocabulary like eligible recipients, fiscal management, and operational transparency.

2. Writing Tasks

Writing tasks simulate real-world professional outputs to help students produce clear, formal, and accurate English in their field. Examples include:

- a. Policy briefs: Students summarize zakat or waqf regulations, highlight key issues, and provide recommendations.
- b. Financial reports: Students write reports analyzing Islamic financial products like sukuk or charitable funds.
- c. Administrative proposals: Students draft proposals for governance improvements in waqf institutions or public administration programs.

Skills developed are:

- a. Formal and professional writing style
- b. Structuring ideas logically and coherently
- c. Using field-specific terminology accurately
- d. Expressing professional judgment in English

Example: A student writes a policy brief recommending improvements in zakat fund distribution. They integrate economic principles, administrative rules, and English clarity to communicate the proposal effectively.

3. Speaking Task

Speaking tasks provide interactive opportunities to practice oral communication in realistic professional or academic contexts. Examples include:

- a. Debates: Students discuss the ethical implications of zakat allocation or regulatory approaches for Islamic finance.
- b. Professional consultations: Students simulate meetings between Islamic finance advisors and regulatory authorities.
- c. Presentations: Students present analyses of case studies, policy proposals, or research findings.

Skills developed are:

- a. Oral fluency and pronunciation in academic/professional English
- b. Using technical vocabulary appropriately
- c. Explaining complex ideas clearly and persuasively
- d. Engaging in professional discourse, argumentation, and negotiation

Example: A student presents their findings on waqf governance, explains challenges and solutions, answers questions, and uses English to negotiate professional viewpoints.

4. Listening Task

Listening tasks expose students to authentic spoken English from their field, helping them process information in professional contexts. Examples include:

- a. Lectures and webinars: Students listen to expert talks on Islamic finance, public policy, or governance practices.
- b. Interviews and panel discussions: Students hear professionals discussing zakat management or sukuk issuance.
- c. News reports: Students follow English-language reports about Islamic financial markets or administrative reforms.

Skills developed are:

- a. Comprehension of spoken English in academic/professional contexts
- b. Note-taking and summarizing information
- c. Analyzing arguments, identifying key points, and evaluating content
- d. Linking listening comprehension with disciplinary knowledge

Example: A student watches an English webinar on sukuk issuance in Malaysia, takes notes on regulations and procedures, and later summarizes the key points in a discussion or written report.

This approach aligns with English for Specific Purposes (ESP) and Content-Based Instruction (CBI) principles, where language learning is embedded in meaningful content that reflects students' professional and academic realities.

Integrating Islamic Economics and Public Administration content into English language teaching ensures that learning is relevant, purposeful, and aligned with students' academic and professional goals. When English instruction is connected to real-world tasks from students' fields of study, learners are no longer studying language in isolation—they are simultaneously developing disciplinary knowledge, professional skills, and language proficiency. This approach transforms English learning into a holistic and practical experience, where students engage actively with reading, writing, speaking, listening, and analytical tasks that mirror the challenges they will encounter in their careers.

By embedding content that reflects authentic professional and academic situations, students are more engaged, motivated, and capable of applying their English skills in meaningful ways. The benefits of this approach can be summarized in the following key areas:

1. Motivation and engagement: When English tasks are connected to students' field of study, learners are more motivated, because they can immediately see how language skills support their career and academic goals.
2. Professional relevance: Students develop language skills alongside professional knowledge, such as policy analysis, governance evaluation, Islamic financial reporting, and oral communication in English.
3. Practical application: English learning becomes functional, not theoretical, as students engage in tasks that mirror real-life professional and academic activities.
4. Integration of multiple competencies: Learners develop reading, writing, speaking, listening, and analytical skills simultaneously, making learning holistic, efficient, and discipline-specific.

Example:

A student might be tasked with:

1. Reading: analyzing an English report on zakat collection efficiency in a particular region.
2. Writing: preparing a policy brief suggesting improvements for waqf management, using formal English structures.
3. Speaking: presenting the brief in a simulated meeting or debate, defending proposals using both professional knowledge and English proficiency.
4. Listening: watching an English-language interview with a policymaker or a webinar on sukuk issuance, then summarizing key points, taking notes, and discussing implications in class.

This exercise ensures that language learning is grounded in discipline-specific, real-world tasks, enhancing both motivation and skill development across all major language competencies.

Chandio (2021) discusses the principles of administration from an Islamic perspective. These basic principles of administration in Islam and governance have been

derived from the primary and secondary sources of Islamic law (Shariah). The scope and applications' impact on the modern political and administrative institutions draws attention and highlights the relationship of Islamic principles of administration to the mainstream of good governance to intensify the effect on the public sector organizations and firms. Rahmawati & Satrio (2024) highlight the importance of contextualizing Islamic legal principles to meet the evolving needs of society, while preserving the core values of justice, fairness, and the common good.

Furthermore, Thaker et al. (2024) conduct a comprehensive bibliometric analysis of publications in the fields of public finance and Islamic economics from 1972 to 2022. The findings indicate that incorporating Islamic economic principles into public finance not only fosters economic growth, social equity, and ethical financial conduct but also requires interdisciplinary approaches to address modern challenges effectively. This insight directly supports the rationale for integrating English for Specific Purposes (ESP) into the education of students in Islamic Economics and Public Administration. Just as our research emphasizes the importance of interdisciplinary and contextually grounded knowledge, ESP provides a framework where language learning is embedded within the students' professional and academic domains. By connecting English instruction to real-world content in Islamic Economics and Public Administration, students gain language skills that are immediately functional and relevant, enabling them to:

1. Acquire discipline-specific knowledge in English: Mastery of specialized terminology (e.g., zakat, waqf, sukuk) aligns with the scholarly trends highlighted in our bibliometric analysis, helping students understand both theoretical and applied research in their field.
2. Engage in holistic learning: Combining English proficiency with disciplinary content mirrors our findings on the necessity of interdisciplinary approaches, fostering both linguistic competence and professional literacy.
3. Develop critical thinking and problem-solving skills: Just as Islamic fiscal principles require careful analysis and ethical evaluation, students learn to critically interpret financial policies, administrative frameworks, and governance issues in English.
4. Enhance international competitiveness: Our study showed that research in Islamic Economics and Public Finance is increasingly global. ESP equips students to engage with international literature, participate in conferences, and apply ethical finance principles in cross-border contexts.
5. Use contextualized, meaningful learning materials: By embedding authentic texts such as policy reports, governance documents, and case studies into ELT, students experience the same discipline-driven rigor identified in the literature, strengthening their ability to translate research into practice.

In summary, the bibliometric findings underline that the study of Islamic Economics and Public Finance benefits from interdisciplinary approaches and global engagement. Integrating ESP in English instruction operationalizes these insights in the classroom, making language learning purposeful, professional, and aligned with contemporary research and practice. This approach not only supports linguistic development but also cultivates the analytical, professional, and ethical competencies necessary to apply Islamic economic principles in public finance effectively.

CONCLUSION AND SUGGESTION

A. Conclusion

Recognizing English as the primary medium for international academic discourse, professional communication, and research in Islamic finance and governance, the study highlights the need for discipline-specific language instruction. Traditional English courses often focus on general language skills, which may not adequately prepare

students for the specialized terminology, professional communication, and analytical tasks required in their field. By combining English language instruction with content from Islamic Economics and Public Administration, students can simultaneously develop linguistic competence and professional expertise. This integrated approach aligns with English for Specific Purposes (ESP) and Content-Based Instruction (CBI) principles, where language learning is embedded within meaningful, real-world contexts relevant to learners' academic and career goals. Through this model, students are better equipped to engage in international discourse, understand complex policy and financial issues, and communicate effectively in professional and academic settings.

Integrating English with Islamic Economics and Public Administration ensures that language learning is meaningful and directly connected to students' field of study. By applying the principles of English for Specific Purposes (ESP), students learn specialized terminology such as zakat, waqf, sukuk, and Islamic finance concepts alongside administrative and governance knowledge. This approach allows learners to engage with academic articles, financial reports, and policy documents in English while understanding the regulatory and organizational context. Consequently, students acquire language skills that are immediately applicable to professional tasks, enabling them to communicate confidently and effectively in both academic and professional settings.

Integrating Islamic Economics and Public Administration into English instruction fosters holistic learning by allowing students to develop linguistic and disciplinary competencies simultaneously. Learners engage in activities such as reading policy texts, analyzing governance cases, or writing reports, which improve English comprehension, vocabulary, and writing skills while deepening their understanding of economic principles and administrative procedures. This content-based approach ensures that English learning is not isolated from professional knowledge, equipping students to function effectively in academic research, professional settings, and real-world applications. By combining language skills with field-specific expertise, students achieve integrated development across reading, writing, speaking, and listening.

The integration of discipline-specific content into English learning encourages students to think critically and solve problems in meaningful contexts. Through activities such as case study analyses, debates, and policy brief writing, learners examine real-world issues in Islamic Economics and Public Administration, evaluate policies, and propose solutions—all in English. This approach transforms language learning from rote memorization into a cognitive process that promotes higher-order thinking. By combining ESP and Content-Based Instruction (CBI) strategies, students not only strengthen their English skills but also develop professional judgment, analytical abilities, and problem-solving capacity, preparing them for complex academic and career challenges.

English proficiency combined with knowledge of Islamic Economics and Public Administration enables students to participate in global academic and professional discourse. Students can access international research articles, regulatory guidelines, and case studies, engage in conferences, and collaborate with professionals worldwide. By understanding global Islamic finance standards and governance frameworks in English, students enhance their career prospects in multinational institutions, research organizations, and international NGOs. This dual development of language and content knowledge ensures that learners are globally competitive while maintaining expertise in Sharia-compliant finance and administrative systems.

Integrating discipline-specific content into English learning materials makes instruction practical, relevant, and engaging. Reading tasks expose students to authentic documents such as zakat policies, waqf governance reports, and Islamic finance case studies, while writing tasks simulate professional outputs like policy briefs, financial

reports, and administrative proposals. Speaking and discussion activities involve debates, presentations, and consultations, and listening tasks include lectures, interviews, and webinars. These tasks provide authentic opportunities for students to develop English skills alongside professional knowledge. As a result, learners are more motivated, engaged, and capable of applying their language proficiency in real-world academic and professional situations, ensuring that English learning is both functional and contextually meaningful.

For future research, it is recommended to explore the long-term impact of integrating Islamic Economics and Public Administration content into English language instruction on students' professional performance and academic achievement. Further studies could examine the effectiveness of specific teaching strategies, learning materials, and assessment methods in different institutional contexts or compare outcomes across universities with varying resources and student backgrounds. Additionally, investigating students' perceptions, motivation, and engagement in content-based English learning could provide valuable insights for curriculum refinement. Expanding research to include digital learning platforms, online simulations, and international collaborations may also reveal innovative ways to enhance both language proficiency and discipline-specific expertise, ensuring that graduates are well-prepared for global academic and professional challenges.

B. Suggestion

Based on the findings of this study, integrating English language learning with Islamic Economics and Public Administration has proven to enhance students' linguistic competence, professional knowledge, and critical thinking skills. To maximize the effectiveness of this approach, practical recommendations are needed for curriculum design, teaching methods, and learning materials. The following suggestions aim to guide educators, curriculum developers, and institutions in implementing content-based English instruction that is meaningful, relevant, and aligned with the academic and professional goals of students in Islamic Economics programs.

1. **Curriculum Development:** Institutions offering Islamic Economics programs should consider integrating English for Specific Purposes (ESP) and Content-Based Instruction (CBI) approaches into their language courses. This ensures students develop English skills alongside discipline-specific knowledge, enhancing both academic and professional readiness.
2. **Material Design:** English learning materials should include authentic, field-relevant content such as zakat policies, waqf governance reports, sukuk case studies, and public administration documents. Tasks should cover reading, writing, speaking, and listening to promote holistic language and professional skill development.
3. **Teaching Methods:** Educators are encouraged to use active learning strategies, including debates, case studies, policy brief writing, and presentations, to foster critical thinking, problem-solving, and professional communication in English.
4. **International Exposure:** Students should be encouraged to access global research, participate in conferences, and engage with professional networks in English. This exposure strengthens international competitiveness while maintaining expertise in Sharia-compliant finance and governance.
5. **Continuous Evaluation:** Language programs should regularly assess the effectiveness of integrated content-based English instruction to ensure alignment with students' academic and professional needs and make improvements based on feedback.

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