IRJE | Indonesian Research Journal in Education | Vol. 10 | No. 3 | September | 2026 |
This is an Open Access article, published by Universitas Jambi, Indonesia

A scoping review of cross-curricular models of Islamic content and English language

MUHAMMAD FAUZAN ANSYARI*

Abstract

This scoping review aims to provide an overview of research into religiously responsive cross-curricular models that integrate Islamic content and English language learning in Indonesia. Following a systematic review process, 21 selected articles were analyzed to understand curricular ideologies, representations, design approaches, quality criteria, and cross-curricular models. The findings reveal a predominant focus on intended curricula, particularly formal learning materials, and an instrumental approach to curriculum design. The review identifies diverse curricular ideologies, with a significant emphasis on social-reconstruction ideology aimed at fostering religious responsiveness through English instruction. Key quality criteria include internal consistency, relevance, and practicality. Despite the various cross-curricular models, the language-driven design is the most preferred. However, the review highlights gaps such as limited theoretical articulation, a narrow focus on intended curriculum, and a lack of longitudinal studies. These findings underscore the need for a more comprehensive approach to curriculum design that includes multiple levels of curriculum representation and considers both content and language integration holistically. Future research should focus on interdisciplinary collaboration, methodological diversity, and the practical application of instructional materials to enhance the effectiveness of integrated curricula.

Keywords

Cross-curricular models, Islamic content, English language, scoping review

Article History

Received 09 June 2025
Accepted 12 July 2026

How to Cite

Ansyari, M.F. (2026). A scoping review of cross-curricular models of Islamic content and English language. *Indonesian Research Journal in Education |IRJE|*, *10*(3), 1290-1308. https://doi.org/10.22437/irje.v10i3.45125

*Universitas Islam Negeri Sultan Syarif Kasim Riau, Indonesiaa, Corresponding author: m.f.ansyari@uin-suska.ac.id

This is an Open Access article, published by Universitas Jambi, Indonesia

Introduction

This scoping review aims to provide evidence of the current state of curriculum research into religiously responsive cross-curricular models that integrate Islamic content and English language learning in Indonesia. This review focuses on curricular ideologies, representations, levels, design approaches, quality criteria, and cross-curricular models.

Faith-based education institutions in Indonesia such as Islamic universities are mainly characterized by their focus on general/secular and Islamic curricular content. For example, the curricula of pre-service English teacher preparation programmes are composed of both courses on English language teaching and courses related to Islamic studies. However, integrating English language learning with Islamic content has a unique challenge in Indonesia's educational system. This integration is intended to foster religious responsiveness and enhance English proficiency to prepare students for certain skills while maintaining cultural and religious identity (Hadi, 2016). Although there is a huge number of studies on integrated curricula, the existing literature lacks a comprehensive overview of the current state of curriculum research in this field, particularly the understanding of the issues research has addressed. Additionally, there is a need to understand how different curricular ideologies and design approaches influence the effectiveness of these integrated programs (Ali, 2018; Irwansyah, Nurgiyantoro, & Sugirin, 2019).

Following a systematic review process in social sciences, this study analyzes 21 selected articles, and it aims to contribute to the literature by providing insight into research into religiously responsive cross-curricular models concerning the integration of Islamic content and English language learning in Indonesia by answering the following general research question: What research is available about the integrated curricula of Islamic content and English language in Indonesia?

1. What are the underpinning ideologies to support the curricula?
2. Which types of representations are focused on the design of the curricula?
3. What are the targeted levels of the curricula?
4. Which curriculum design approaches are used?
5. What criteria are set to determine the qualities of the curricula?
6. What are the cross-curricular models?

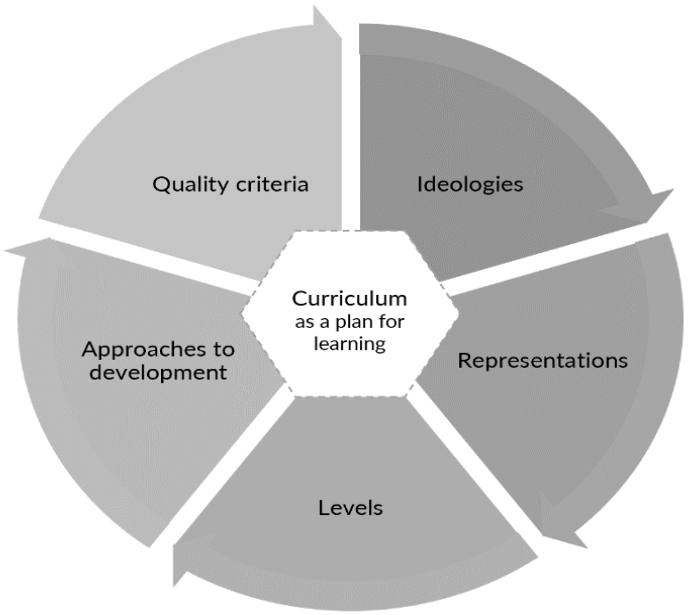
Literature Review

Understanding the complex nature of the curriculum design

Studying curriculum design is not a simple endeavour since it needs a holistic conceptualisation (see, for example, Kelly, 2004; Schiro, 2012; Tyler, 1949; Walker, 2003). The concept involves simultaneously understanding the underlying ideologies of curriculum design, its representation, levels, approaches to development, and quality criteria. What follows are the discussions of these five aspects necessary for designing curricula, as illustrated in Figure 1. In this article, a curriculum is simply defined as 'a plan for learning' (Taba, 1962).

This is an Open Access article, published by Universitas Jambi, Indonesia

Figure 1. *Aspects of curriculum design (Source: Author)*



Curriculum ideologies

Given that the curriculum is not neutral, it always reflects certain ideological positions. According to Schiro (2012), there are at least four curriculum ideologies: the scholar-academic ideology, the social-efficiency ideology, the learner-centred ideology, and the social reconstruction ideology. In the scholar-academic ideology, the core purpose of education is to support learners in learning the accumulated knowledge that is organized within a particular academic discipline. The primary goal is to make learners capable members of such a discipline by learning the content of the discipline, its conceptual frameworks, and ways of thinking. Teachers are considered mini-scholars responsible for disseminating the discipline accurately. In other words, they are mediators between the curriculum and the learners. The curriculum serves as a means of transmitting knowledge and reflects the essence of the academic disciplines, with the central task of extending the discipline through the enculturation of learners supported by high-stakes testing. Examples of this model can be seen in an English grammar class that expects learners to master the established structures or conventions within the standard English language, and a high school physics subject that focuses on established principles, such as quantum mechanics.

In the social-efficiency ideology, the primary goal of education is to efficiently meet the needs of society by training learners in needed skills for the workplace (see also, Bergen, 1981). This is a market-oriented curriculum. The focus is on acquiring competencies and skills crucial for societal or economic productivity. Using the most efficient methods, teachers manage instruction based on terminal or performance objectives, and the learners may need to practice learning tasks to gain or maintain their skills. Accountability and standards are the key concepts of assessment. An example is English for Business which aims to develop learners' language skills needed for business communication, such as conducting business presentations and

This is an Open Access article, published by Universitas Jambi, Indonesia

writing contracts. Another example is a vocational curriculum that prepares learners for car mechanics.

Rather than focusing on the needs of an academic discipline or society, the learner-centred ideology reflects an emphasis on the concerns and needs of learners. The goal is the development of learners according to their unique intellectual, social, emotional, and physical characteristics, particularly on their inherent capabilities for growth. Teachers act as facilitators, and the curriculum provides contextual and meaningful environments for learners to construct knowledge through interactions with their environment, such as teachers and peers. The curriculum also functions as a means for facilitating learning and growth. According to Weimer (2002), the assessment strikes a balance between generating grades and fostering the learning process. A curriculum example with this ideology can be seen in a flexible curriculum that addresses different learners' needs, such as differentiated instruction.

Finally, in the social-reconstruction ideology, the purpose of education is to facilitate the construction of a new and better society by addressing existing societal problems. The advocates view education as a social process through which society is reconstructed to develop a vision of a better society and act towards its realization. Truth and knowledge are believed to be defined by cultural assumptions to eliminate undesirable aspects of society and reconstruct it to maximize the satisfaction of material, spiritual, and intellectual wants. An example of this curriculum includes a Content and Language Integrated Learning (CLIL) such as the environmental sustainability and English curriculum which strives toward developing learners' English proficiency while encouraging learners to critically analyse environmental problems, develop a vision for a healthy and more sustainable environment, and engage in projects aimed at addressing such issues.

Different forms of curriculum (representations)

Curriculum can be understood according to the different forms or divisions in which curricula can be represented. Six forms of curriculum representations can be identified, generally delineating the intended, implemented, and attained curriculum (e.g., Thijs & van den Akker, 2009). The intended curriculum highlights the ideal curriculum such as the vision or the underlying philosophy and the formal curriculum which may take the form of specified intentions or targets in written curriculum documents or materials. Moreover, the implemented curriculum is represented by the perceived curriculum as interpreted by its teachers in particular, and by the operational curriculum, curriculum-in-action, which refers to the actual process of learning and teaching. While the intended curriculum is normally in the hands of policymakers and designers, this implemented curriculum becomes the world of teachers. Lastly, the attained curriculum can be divided into the experiential curriculum perceived by learners and the learned curriculum as the resulting learning outcomes of learners, such as grades. These two representations are the dimensional aspects of the learners' world.

Curriculum levels

Thijs and van den Akker (2009) extend the understanding of curriculum by emphasizing its various representations across different levels and their products. Based on these authors, at the international level, exemplified by the Common European Framework of References (CEFR) in language teaching, a curriculum takes on a supra-level perspective that addresses

This is an Open Access article, published by Universitas Jambi, Indonesia

an international reference for an educational framework. On the national level, the emphasis shifts to specific national policies or initiatives such as Merdeka Belajar \-- Kampus Merdeka (Freedom to Learn - Independent Campus) in Indonesia and Trump's advocacy for school choice in the U.S. The institutional/school-level curriculum is embodied in study programs within universities or school-based curricula, the so-called meso-level curriculum products. At the classroom level, textbooks, modules or lesson plans may serve as micro-level curriculum views. Finally, at the individual level (a nano-level perspective), the curriculum manifests in the form of specific courses targeted to particular learning experiences of individual students, for instance, remedial learning or courses.

Furthermore, the components of a curriculum may vary across curriculum levels (Thijs & van den Akker, 2009). At the national level, it often involves overarching components like national attainment targets. Institutional-level curricula, specific to schools or universities, may include more detailed components such as graduate profiles, learning progression and final qualifications and assessment. Classroom-level curricula become more granular and have specific learning outcomes, learning and teaching activities, and assessments. In this regard, Thijs and van den Akker (2009) proposed ten inter-dependent components, including rationale, aims, content, learning activities, teacher role, materials, grouping, location, time, and assessment. The specifications of these components adapt to the unique characteristics at each level. The higher levels may only consist of rationale and attainment targets while the lower levels have more detailed components.

Although the typology given by Thijs and van den Akker (2009) provides an understanding of different representations, they do not capture the multi-directional, non-linear and dynamic nature of curriculum design as a social practice (Priestley et al., 2021), these authors criticized it for potentially oversimplifying the complexity of curriculum design, the limitation of the approach in acknowledging actors (e.g., teachers), and the facilitation of the analysis of crucial curricular components such as professional infrastructure, workforce capacity, and governance structures that impact instructional quality.

Curriculum design approaches

Curriculum can be seen from how it is approached and designed. Based on their study on curriculum development processes, Visscher-Voerman and Gustafson (2004) present a comprehensive classification of four distinct approaches. The instrumental approach stands out for its systematic design process. It emphasizes a structured development process; therefore, the product of the curriculum normally has a high internal consistency. The communicative approach fosters consensus among stakeholders, recognising curriculum development as a social process necessitating collaboration and agreement. The curriculum products with this approach are externally consistent with stakeholders' perceptions and expectations. The artistic approach takes a subjective stance, relying on the unique perspectives and expertise of curriculum designers. It relies on the creative and expressive aspects of curriculum design. The quality of curriculum products using this approach depends on the quality of the curriculum designers. Finally, the pragmatic approach is driven by practicality and relevance to the end-users. The quality of the curriculum based on this approach is measured by the curriculum's close alignment with end-users or the extent to which the curriculum meets the needs of target users.

This is an Open Access article, published by Universitas Jambi, Indonesia

Another perspective to understanding curriculum is to delve into the starting point of curriculum development. Although van den Akker's curricular spider web highlights ten components of the curriculum, Richards (2013) in the realm of English language teaching relies on the starting point of curriculum development approaches: input, process and output. The input (forward) design approach follows a linear progression of content (input), methodology (process), and learning outcomes (output) in a sequential manner. The process (central) design approach, however, begins with methodology, followed by content and learning outcomes. Finally, the output (backwards) design approach starts with formulating the intended learning outcomes, subsequently followed by determining content and methodology.

Curriculum qualities

Finally, the curriculum also can be understood in line with its qualities, such as those outlined by Nieveen (1999). These four key attributes are relevance, consistency, practicality, and effectiveness. Relevance is intricately tied to the curriculum's design which has a theoretical foundation based on state-of-the-art scientific knowledge to stay abreast of current advancements in the field. Consistency assumes a dual nature. Internal consistency signifies a logical and cohesive structure within the curriculum. In other words, it has coherent connections among the curriculum components such as objectives, learning activities and assessment methods (Kessels & Plomp, 1999). This type of consistency is also known as constructive alignment (see Biggs & Tang, 2015). External consistency, on the other hand, involves aligning perceptions among stakeholders regarding the anticipated outcomes and their practical realisation of the curriculum (Kessels & Plomp, 1999). Furthermore, practicality is further dissected into expected and actual practicality. Expected practicality encompasses the curriculum's design expectation of usability in designated settings, while actual practicality gauges its real-world applicability in those settings. Another useful aspect concerning the practicality might relate to the flexibility of a curriculum in terms of its accessibility and adaptability (Jonker et al., 2020). According to Jonker et al. (2020), accessibility refers to the degree to which a curriculum is accessible for all while adaptability means the degree to which a curriculum can be adapted to the needs of students and society. Moreover, effectiveness is evaluated in terms of both expected and actual outcomes. Expected effectiveness revolves around the expectation that the curriculum will yield the desired outcomes, while actual effectiveness scrutinizes whether or not the implementation leads to the desired outcomes. In addition, Berkvens and van den Akker (2013) introduce sustainability as an additional criterion. Sustainability refers to a curriculum's forward-thinking outlook and its potential to thrive even as support and budgetary provisions diminish over time.

A general framework for studying the integrated curriculum of content and language

A useful framework for studying the integrated curriculum of content and language is Content and Language Integrated Learning (CLIL). CLIL is an approach that integrates the learning and teaching of both subject content and language simultaneously. It emphasises a dual focus on content and language, with both elements interwoven throughout the learning and teaching process (Coyle et al. 2010; Ruiz de Zarobe & Cenoz, 2015). Coyle (1999)

This is an Open Access article, published by Universitas Jambi, Indonesia

proposed a CLIL framework that integrates both learning (content and cognition) and language learning (communication and cultures), the so-called 4Cs framework. In other words, it begins by emphasising content and focuses on the interplay between content (subject matter), communication (language), cognition (thinking processes) and culture (awareness of self and 'otherness'). This framework implicates the designs of flexible cross-curricular models which include joint design, subject-led design and language-led design (Coyle, 1999; Coyle et al., 2010). Content is a subject, topic or theme from the curriculum, such as Mathematics and global warming. According to Coyle et al. (2010, p. 29), the content consists not only of the defined knowledge and skills in a particular subject but also the thinking processes (cognition) to apply such knowledge and skills through creative thinking, problem-solving and cognitive challenge. On the other hand, language from a communicative language teaching perspective is viewed not only as the knowledge of language structures in different discourses (language learning) but also as the ability to use the language in authentic and meaningful interactive settings (language using) (Hymes, 1971; Larsen-Freeman & Anderson, 2011; Savignon, 2004). Therefore, Coyle (2002) suggested a language triptych for integrating cognitively demanding content, language learning and language using, in which language plays as content (language of learning), meta-cognition (language for learning), and cognition (language through learning).

The progression of both content and language follows a continuum model, such as content/language divide through interaction and interrelationship between conceptual development and language development (see Meyer et al., 2015). Given that different content and language targets have different characteristics, the continuum may differ based on those different curricular and contextual needs. A model by Met (1999) provides a continuum model of content and language integration. This continuum reflects the varying degrees to which students interact with content using a non-native language or additional language. The idea is that instructional experiences can be situated along this continuum, indicating the level of integration between language and content, as shown in Table 1.

Table 1. *A continuum of content and language integration (Source: Met, 1999)*

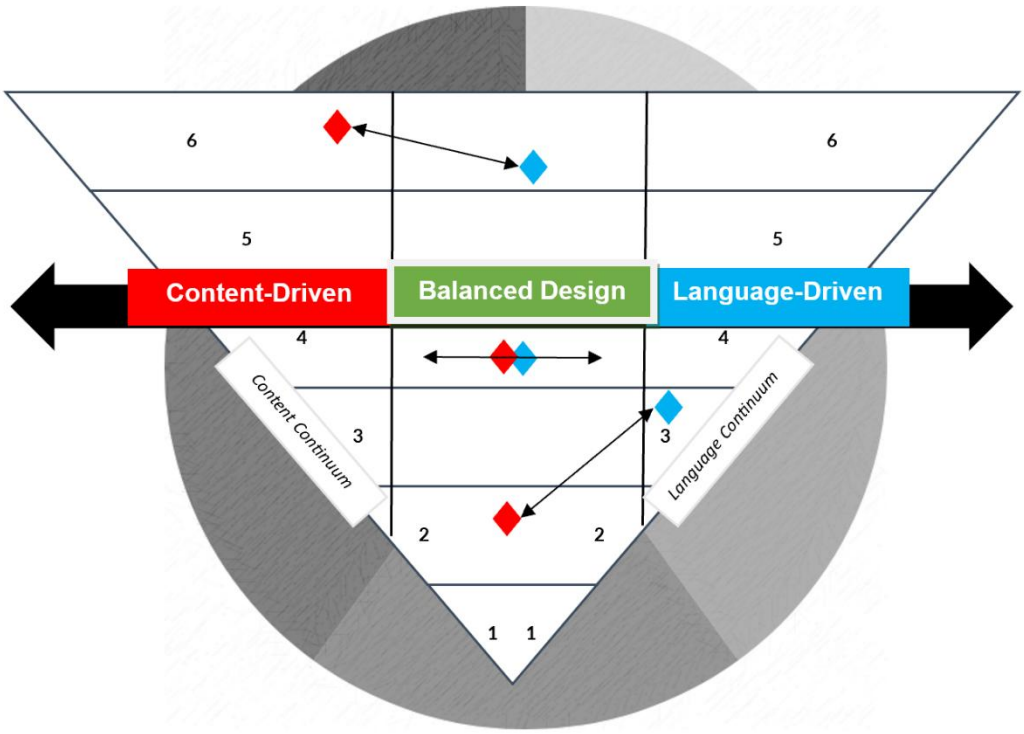
Content-driven	Language-driven
- Content is taught in an L2/additional language. - Content learning is a priority. - Language learning is secondary. - Content objectives are determined by course goals or curriculum. - Teachers must select language objectives. - Students are assessed on content mastery.	- Content is used to learn an L2/additional language. - Language learning is a priority. - Content learning is incidental. - Language objectives are determined by an L2/additional language course goals or curriculum. - Students are assessed on content to be integrated. - Students are assessed on language skills/proficiency.

Although this divide continuum model shows the characteristics of CLIL, either a content- or language-driven model, it is not mutually exclusive; thus, a flexible approach to curricular designs should be adopted based on the needs in the contexts of implementation as discussed

This is an Open Access article, published by Universitas Jambi, Indonesia

in the previous section concerning the characteristics of curriculum ideologies, representations, levels, design approaches, and quality criteria.

Figure 2. *A general framework for studying cross-curricular models of content and language integration (Source: Author)*



Despite the useful characteristics of curriculum design and CLIL based on the works discussed previously, the current models of CLIL need to be placed in a wider concept of curriculum design. Similarly, CLIL should be understood in line with its multi-faceted features of curriculum design, such that it provides a comprehensive understanding of CLIL. Therefore, the author proposes a general model for studying content and language-integrated curricula as demonstrated in Fig. 2. The visualisation in the form of an axis highlights a continuum of content- and language-driven approaches. Here, CLIL designs generally can be considered into three forms: content-driven design (an example in row 6), balanced design (an example in row 2), and language-driven design (an example in rows 2 and 3). Then, the inverted pyramid indicates the progression levels of content (left side) and language (right side) that move from the bottom as the lower levels to the higher levels. These levels can be made based on the content and language needs and characteristics. Finally, the grey circle acts as a background that indicates multifaceted characteristics of curriculum design, which influence CLIL design. The theoretical framework introduces and describes the theory that explains why the research problem under study exists. The review of the literature is up-to-date, comprehensive and addresses the need for the manuscript.

This is an Open Access article, published by Universitas Jambi, Indonesia

Methodology

This review process followed several steps of systematic literature reviews in social sciences recommended by Petticrew and Roberts (2006). The steps included (1) formulating research questions, (2) defining search terms and selecting appropriate databases, (3) determining inclusion and exclusion criteria, (4) evaluating the quality of the publications based on predefined quality criteria, and finally (5) extracting data for analysis and interpretation. These steps are detailed below.

First, the purpose of this systematic review is to summarize research into cross-curricular models of Islamic content and English in Indonesia. Second, to answer the review questions several search terms were developed to find out relevant articles. The search terms included 'English', 'teaching English', 'learning English', and 'English instruction'. These terms were combined with, for example, 'Islam', 'Islamic content', 'Islamic knowledge', and 'Islamic value/s'. By using these terms, articles were searched in one international database, Scopus (https://www.scopus.com/). Scopus was selected because it usually hosts many educational research articles. Furthermore, taking into account the review topic in the context of Indonesia, two Indonesian databases were also used to search for articles that were not indexed internationally: Garda Rujukan Digital/GARUDA (https://garuda.kemdikbud.go.id/) and MORAREF (https://moraref.kemenag.go.id/). The initial search through article titles, abstracts and keywords resulted in 2,984 articles from the three databases. After removing 153 duplicates and 2,375 irrelevant articles, the remaining 456 articles were further screened. Based on title and abstract screening, 410 articles were excluded and the other 46 articles were sought for retrieval. However, only 41 articles could be downloaded for full reading while the other five articles could not be found. Figure 3 is the flow diagram for article search as presented in the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) (Page et al., 2021).

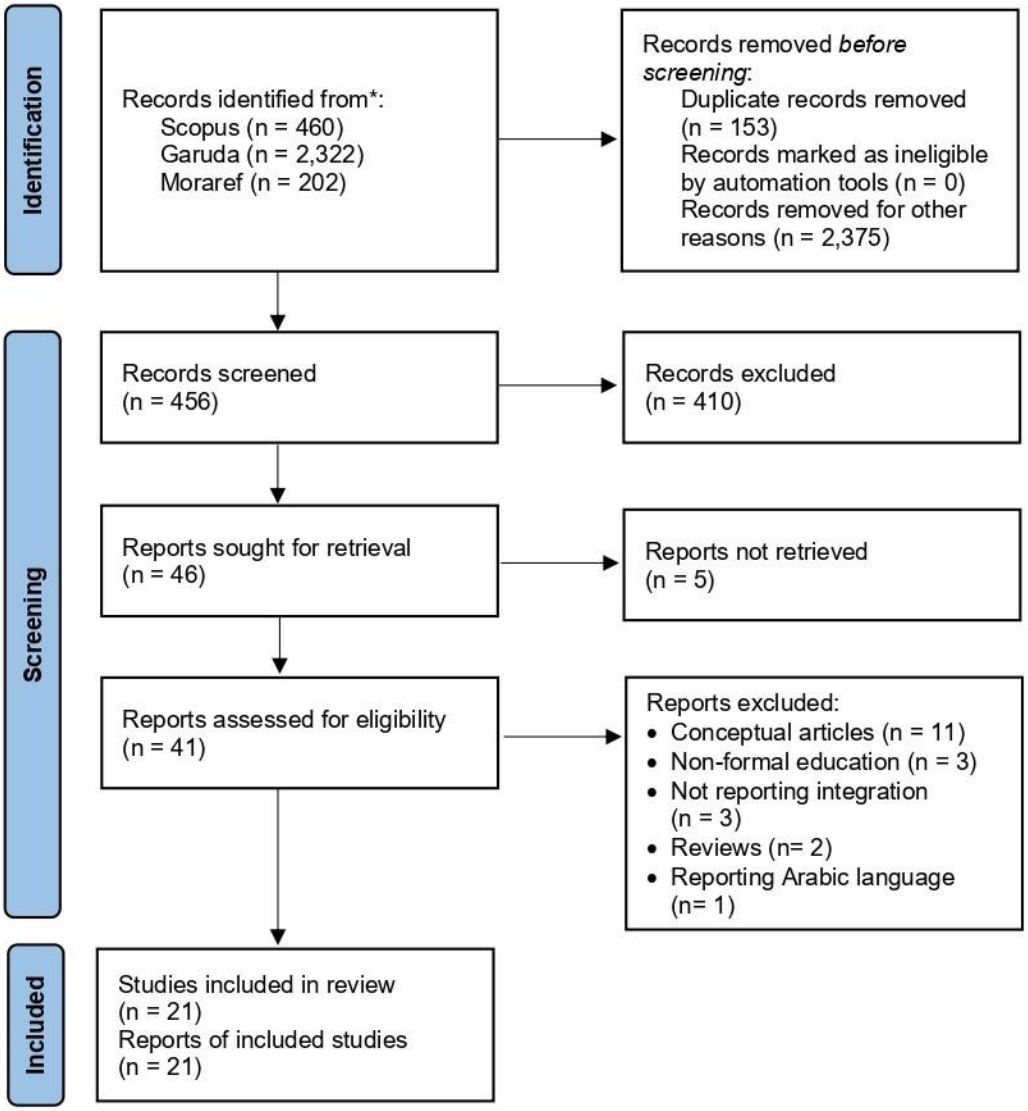
Third, inclusion and exclusion criteria were determined to assess the remaining 41 articles. In so doing, included articles must be empirical studies in Indonesian education institutions from primary to higher education level. The articles must also respond to the integration of Islamic content and English language, provide information to answer some of the review questions, and be published between 2011 and 2021. The year 2011 was chosen as a cut-off date because it was difficult to find online published articles before that year in this research context. On the other hand, literature reviews, conceptual articles, opinions, or other non-field research studies were excluded. Based on these criteria, 21 sample articles were selected for further analysis.

Fourth, since this review only focused on summarizing research into cross-curricular models of Islamic content and English, this review did not set any criteria for the quality of the publications. In other words, this review did not justify the quality of the articles in terms of internal and external validity by, for example, synthesizing the findings of the selected studies. Rather, the review synthesized what is known about the topic. Therefore, the 21 articles remained as the samples of this review.

Finally, the full texts of all the selected articles meeting the review criteria were read in-depth. The unit of analysis was each article and the categories of analysis corresponded to the six review questions to standardise data extraction from the selected articles for further analysis and interpretation.

This is an Open Access article, published by Universitas Jambi, Indonesia

Figure 3. *Flow diagram for article search*



Findings and Discussion

Characteristics of the selected studies

The majority of the selected studies, approximately 73%, lack explicit information on the foundational theories that guide the integration of Islamic content and English-integrated curricular models. Only six out of the 21 studies, approximately 27%, explicitly expounded on integration theories. Among these, English for Specific Purposes (ESP) and Content and Language Integrated Learning (CLIL) are each adopted by two studies, while one study refers

This is an Open Access article, published by Universitas Jambi, Indonesia

to Fogarty's connected model of integration. These three integration theories commonly serve as guiding frameworks for integrated language learning, wherein a second or additional language, such as English, serves as the medium of instruction (Dalton-Puffer & Nikula, 2014). Nevertheless, the distinctions between these theories often engender debates, as Cenoz (2015, p. 8) posits that "CBI/CLIL share the same essential properties and are not pedagogically different from each other." In contrast to ESP and CLIL, Fogarty's model of integration is more general in its approach to curricular models and does not specifically position English as either a means or an end of instruction (Fogarty, 2009).

The implicit descriptions of integration theories in the majority of studies may stem from two possible reasons. Firstly, certain educational institutions, particularly Islamic higher education institutions, have developed their integration models. Consequently, researchers appear to assume the institutional visions or models as implicit foundational theories, directly or indirectly incorporating them into their research. Secondly, this dearth of clarity underscores a broader deficiency in conceptual framing to underpin robust research on the integration of cross-curricular models. Future research endeavours must furnish a distinct conceptual underpinning for integration, facilitating their replicability and applicability across diverse contexts.

In terms of research methodologies, the predominant approach employed is Research and Development (R&D), constituting 43% of the selected studies. This finding aligns with expectations, given that nine articles focus on the development of learning materials or textbooks. Additionally, other research methods identified encompass case studies (29%), surveys (14%), mixed methods (9.5%), and document analysis (5%). The overarching classification of research methods includes qualitative, quantitative, and mixed methods.

Underpinning curriculum ideologies

Social-reconstruction ideology is notably articulated by authors who situate English language education as a means to foster various socio-religious goals. For example, Alfian et al. (2021) emphasize fostering religious responsiveness, while Ali (2018) focuses on cultivating moderate Islam in the 21st century. Cahyo et al. (2019) and Khasanah and Nurhidayati (2021) aim to de-secularize English language teaching from Western culture. Additionally, Milal et al. (2020) address the negative impacts of digital technologies, and Zahra et al. (2021) aim to build Muslim identity. These studies collectively highlight the use of English language education to support and enhance Islamic values and social goals.

Scholar-academic ideology is prominent in several studies, focusing on delivering Islamic knowledge and values that should be taught to students. This scholarly approach is evident in the work of Dalimunte and Pramoolsook (2020), Darmayenti et al. (2021), and Putra (2017), who emphasize the importance of a structured and academic integration of Islamic content into the curriculum.

Learner-centred ideology prioritizes the needs of the learners as the central focus of cross-curricular development. Studies by Lastri and Arizah (2020) and Rahmiati et al. (2019) emphasize developing the curriculum in line with Islamic content and values that students consider important for their learning. This approach ensures that the educational experience is tailored to the learners' perspectives and needs, making the integration process more relevant and effective for students.

This is an Open Access article, published by Universitas Jambi, Indonesia

Social-efficiency ideology focuses on the English language proficiency needed for preparing students for the workforce. Researchers such as Masruddin (2016) and Una (2017) highlight the importance of communicative competencies and values required in job markets. This ideology aims to equip students with practical skills that will be valuable in their professional lives, ensuring that the curriculum is aligned with the demands of the job market.

Forms of represented curricula

Intended Curriculum: The intended curriculum is the most frequently studied, particularly formal curriculum such as textbooks or learning materials. This focus is evident in the works of Cahyo et al. (2019), Dalimunte and Pramoolsook (2020), Darmayenti et al. (2021), Irwansyah et al. (2019), Irwansyah et al. (2021), Khasanah and Nurhidayati (2021), Lastri and Arizah (2020), Milal et al. (2020), Masruddin (2016), Putra (2017), Rahmiati et al. (2019), Una (2017), and Zahra et al. (2021). These studies typically emphasize the formal components of the curriculum, focusing on the structured content delivered through educational materials. However, only one study adopts a comprehensive approach by delving into both the ideal and formal components of the intended curriculum. Hadi (2016) explores the overarching principles of pre-service English teacher education as the ideal form, while the formal form encompasses specific content related to language domains, educational and pedagogical aspects, and institutional considerations.

Implemented Curriculum: The implemented curriculum is the second most studied area. The implemented curriculum includes both perceived and operational forms. Alfian et al. (2021) consider both the perceived and operational forms of the implemented curriculum. The perceived form is a subjective interpretation by teachers and stakeholders, while the operational curriculum pertains to the curriculum in action in classrooms. Ali (2018) concentrates on the operational form, emphasizing the practical enactment of the curriculum in the classroom. Bandu et al. (2021) explore the perceived operational form by focusing on the subjective understanding of how the curriculum unfolds along with the attained curriculum which involves the experiential form and its outcomes. Furthermore, Kendiani (2020) explores the implemented curriculum by focusing on the integration of religion, discipline, achievement awards, democracy, and the spirit of nationalism. Rohmah et al. (2019) focus specifically on the operational form of the implemented curriculum, providing insights into how the curriculum manifests in real English teaching and learning scenarios.

Attained Curriculum: Only one study investigated the area of attained curriculum. This curriculum domain involves experiential and learned forms. It is evident in the study by Bandu et al. (2021). These authors explored how the curriculum's outcomes are experienced by learners.

Targeted levels of curricula

Classroom-Level Focus: This classroom-level focus highlights the immediate integrated learning context and subject-specific aspects. For instance, studies such as those by Alfian et al. (2021), Ali (2018), and Bandu et al. (2021) delve into the practical enactment of curricula within classroom settings, illustrating how Islamic content and English language teaching are blended into real-time educational environments. Similarly, researchers like Cahyo et al. (2019), Dalimunte and Pramoolsook (2020), and Darmayenti et al. (2021) concentrate on the

This is an Open Access article, published by Universitas Jambi, Indonesia

operational forms of curricula as they are executed by teachers and experienced by students in classrooms.

Program-Level Focus: While the majority of studies share a common focus on classroom levels of curriculum, Hadi (2016) introduces a broader program-level perspective. Hadi's study examines the overarching principles of pre-service teacher education programs, including content and implementation strategies. This broader perspective allows for an analysis of the structural and theoretical foundations that guide the curriculum, providing insights into the intended outcomes and overarching educational goals.

Curriculum design approaches

The analysis reveals that a subset of studies explicitly adopts an instrumental approach (Alfian et al., 2021; Darmayenti et al., 2021; Irwansyah et al., 2019; Khasanah & Nurhidayati, 2021; Lastri & Arizah, 2020; Masruddin, 2016; Milal et al., 2020; Putra, 2017). These studies demonstrate the use of a systematic and sometimes iterative process of development by incorporating various stages such as needs analyses, expert validations, try-outs, and revisions. While the approach offers clarity and structure in the selected studies, other studies do not provide sufficient information concerning the design approaches. This lack of information poses a significant challenge in assessing the approaches adopted.

Quality criteria of curricula

Some quality criteria were applied across various studies. These criteria can be categorized into three main types: internal consistency, relevance, and practicality. Internal Consistency: Studies focusing on internal consistency examine the coherence and logical structure of the instructional materials. Alfian et al. (2021) place a specific focus on the internal consistency of lesson plans within instructional materials. Darmayenti et al. (2021) also consider internal consistency by looking at presentation, completeness, and graphic components of the materials.

Relevance: Relevance is a common criterion, often assessed through expert judgment or alignment with educational needs. Irwansyah et al. (2019) evaluate relevance through expert judgment. Similarly, Khasanah and Nurhidayati (2021) focus on curricular relevance validated by experts. Lastri and Arizah (2020) align their evaluation with the needs of students, while Putra (2017) assesses relevance based on content and construct validity. Masruddin (2016) employs expert appraisal for relevance, and Rahmiati et al. (2019) consider relevance through needs analysis and expert validation. Rohmah et al. (2019) use a checklist-based evaluation focusing on relevance. Una (2017) and Zahra et al. (2021) emphasize relevance to align with stakeholders' needs, highlighting the importance of considering the perspectives and expectations of various stakeholders.

Practicality: Practicality assesses the usability of instructional materials in real-world settings. Irwansyah et al. (2019) consider practicality through actual usability in a try-out involving 33 students. Khasanah and Nurhidayati (2021) also evaluate practicality based on actual applicability in a try-out setting. Lastri and Arizah (2020) focus on expected usability in designated settings. Masruddin (2016) assesses practicality through actual usability in a try-out with 20 students, and Rahmiati et al. (2019) consider practicality through actual usability.

This is an Open Access article, published by Universitas Jambi, Indonesia

Cross-curricular models of Islamic content and English integrated learning

Using the theoretical framework for studying integrated curricula provides a useful approach to analyze and understand these models. One model is the content-driven design. This model prioritises Islamic content while using English as the medium of instruction. In other words, this method emphasizes the primary subject matter, which, in this case, is Islamic studies. For example, Lastri and Arizah (2020) designed EFL worksheets that support a deep understanding of Islamic principles and practices while enhancing English language skills as a secondary outcome.

Another model, and the most commonly used, is the language-driven design. This model primarily uses Islamic content to enhance English language skills. This method focuses on language acquisition, using relevant cultural and religious materials to engage students. Rahmiati et al. (2019) developed teaching materials that benefit students who need to improve their English proficiency while engaging with culturally and religiously relevant material. Similarly, Ali (2018) focused on enhancing English proficiency through the use of Islamic content. Additionally, Darmayenti et al. (2021) employed a multifaceted approach that considered both relevance and internal consistency which emphasizes the importance of linguistic appropriateness in the materials.

A balanced model equally emphasizes Islamic content and English language skills. This approach seeks to integrate both areas of learning equally to ensure that students not only gain knowledge in Islamic studies but also develop their English language proficiency. Irwansyah et al. (2019) created literature-based reading materials that ensure dual proficiency in both areas. Khasanah and Nurhidayati (2021) applied a dual approach focusing on both curricular relevance and practicality to ensure that materials are applicable in real classroom settings.

Based on the findings, the language-driven design within the CLIL framework seemingly becomes the preferred model for integrating Islamic content and English language learning in Indonesia. Studies such as those by Ali (2018), Bandu et al. (2021), and Rahmiati et al. (2019) indicate a preference for focusing on language acquisition using culturally and religiously relevant materials.

Conclusion and Recommendations

The findings from this scoping review show several gaps. The predominant focus in the reviewed studies is on intended curricula, particularly formal/written curricula like learning materials at the classroom level while other forms of curricula are understudied. The Islamic content and English-integrated learning are skewed toward language learning, whereas CLIL ideally emphasizes the interplay between content and language in real-world contexts (Coyle, Hood, & Marsh, 2010). Additionally, the instrumental approach to curriculum design, which is dominant in the reviewed studies, primarily addresses internal consistency, relevance, and practicality, but often neglects the dynamic and multi-faceted nature of curriculum design. This gap underscores the need for a more comprehensive approach that includes other qualities such as external consistency, adaptability to different educational contexts and sustainability of the curriculum innovation (van den Akker, 2003; Biggs & Tang, 2015).

The gaps identified in this review resonate with findings in existing research on integrated curricula. For instance, Dalton-Puffer and Nikula (2014) noted that the effective

This is an Open Access article, published by Universitas Jambi, Indonesia

integration of content and language requires a balanced approach that goes beyond the mere inclusion of subject matter and language skills in the curriculum. This involves considering the socio-cultural context and the learners' needs, which are often overlooked in the instrumental design approaches observed in the reviewed studies. It is not surprising that the language-driven models of cross-curricula are the most evident, given that language teachers initiate them. However, there is a risk that such a model may lead to the so-called "Englishization of content". It is a process in which the English language increasingly becomes predominant in areas where another language was previously used (Gabriëls & Wilkinson, 2021, p. 14). In this context, the Islamic content previously taught in Bahasa is now delivered using English. In other words, it is just a different language medium of instruction. Similarly, Cenoz (2015) argued that Content-Based Instruction (CBI) and CLIL share essential properties and are not pedagogically different, yet the lack of explicit integration theories in the reviewed studies indicates a broader deficiency in conceptual framing. Furthermore, the emphasis on social-reconstruction ideology in the reviewed studies aligns with the goals of CLIL to foster cultural awareness and critical thinking. However, the practical implementation often falls short of achieving these broader educational goals due to the predominant focus on immediate classroom-level applications (Schiro, 2012; Kelly, 2004).

Therefore, future research might focus on adopting a holistic approach that considers the intended, implemented, and attained curricula as well as the interplay between Islamic content and the English language. It is also necessary to articulate the theoretical foundations which clearly define the theoretical frameworks guiding the integration of Islamic content and English language learning. This is to ensure that the models are replicable and applicable across diverse contexts (Cenoz, 2015; Coyle et al., 2010). Moreover, future research may also study the nature and complexity of interdisciplinary collaboration such as the collaboration between Islamic content experts and English language educators to develop comprehensive and effective curricula (Priestley et al., 2021).

This scoping review has some limitations. First, the review only covered studies published between 2011 and 2021. This timeframe might exclude earlier relevant studies and recent publications that have emerged post-2021. Consequently, the findings may not fully capture the most current research trends and developments in the field. Second, the review utilized specific databases, including Scopus, GARUDA, and MORAREF. This selection could have excluded relevant studies available in other academic databases or grey literature sources, potentially limiting the comprehensiveness of the review. Third, this review also excludes non-empirical studies. This exclusion may ignore literature reviews, conceptual articles, opinions, or other non-field research that could provide a broader understanding of the integration of Islamic content and English language learning. Fourth, the scoping review concentrated on integrating Islamic content and English language learning within the Indonesian educational context. While this focus provides in-depth insights into this specific setting, it limits the generalizability of the findings to other regions with different educational systems and cultural backgrounds. Fifth, the selection criteria might have introduced selection bias. For example, the focus on specific keywords and databases might have led to the exclusion of relevant studies that use different terminologies or are indexed in other databases. Finally, this review did not set specific quality criteria for the selected publications. Consequently, the quality and rigour of the included studies may vary, potentially affecting the reliability and validity of the synthesized findings.

Disclosure Statement

No potential conflict of interest was reported by the authors.

References

Bergen, T. J. (1981). David Samuel Snedden: The ideology of social efficiency. *Journal of Thought, 16*(2), 91-102. http://www.jstor.org/stable/42588908

Berkvens, J., & van den Akker, J. (2013). *Indicators for curriculum quality assurance* [Conceptual paper]. European Conference on Educational Research (ECER) 2013, Istanbul, Turkey.

Biggs, J., & Tang, C. (2015). *Teaching for quality learning at university: What the student does*. McGraw-Hill Education (UK).

Cenoz, J. (2015). Content-based instruction and content and language integrated learning: The same or different? *Language, Culture and Curriculum, 28*(1), 8-24. https://doi.org/10.1080/07908318.2014.1000922

Coyle, D. (1999). Theory and planning for effective classrooms: Supporting students in content and language integrated learning contexts. In J. Masih (Ed.), *Learning Through a Foreign Language: Models, Methods and Outcomes* (pp. 46-62). CILT Publications.

Coyle, D. (2002). From little acorns: Emerging issues for teaching, learning and assessment in content and language integrated learning. In D. So & G. M. Jones (Eds.), *Education and society in plurilingual contexts* (pp. 27-50). Brussels University Press.

Coyle, D., Hood, P., & Marsh, D. (2010). *CLIL: Content and Language Integrated Learning*. Cambridge University Press.

Dalton-Puffer, C., & Nikula, T. (2014). Guest editorial: Content and language integrated learning. *The Language Learning Journal, 42*(2), 117-122. https://doi.org/10.1080/09571736.2014.891370

Fogarty, R. (2009). *How to integrate the curricula* (3rd ed.). Corwin Press.

Gabriëls, R., & Wilkinson, R. (2021). Introduction: The tension between monolingualism and multilingualism. In R. Wilkinson & R. Gabriëls (Eds.), *The Englishization of higher education in Europe* (pp. 11-37). Amsterdam University Press. https://doi.org/10.5117/9789463727358_ch01

Hymes, D. (1971). Competence and performance in linguistic theory. In R. Huxley & E. Ingram (Eds.), *Language acquisition: Models and methods* (pp. 3-28). Academic Press.

Jonker, H., März, V., & Voogt, J. (2020). Curriculum flexibility in a blended curriculum. *Australasian Journal of Educational Technology, 36*(1), 68-84. https://doi.org/10.14742/ajet.4926

Kelly, A. V. (2004). *The curriculum: Theory and practice*. Sage Publications.

Kessels, J., & Plomp, T. (1999). A systematic and relational approach to obtaining curriculum consistency in corporate education. *Journal of Curriculum Studies, 31*(6), 679-709. https://doi.org/10.1080/002202799182945

Larsen-Freeman, D., & Anderson, M. (2011). *Techniques and principles in language teaching* (3rd ed.). Oxford University Press.

Met, M. (1999). *Content-based instruction: Defining terms, making decisions*. The National Foreign Language Center.

Meyer, O., Coyle, D., Halbach, A., Schuck, K., & Ting, T. (2015). A pluriliteracies approach to content and language integrated learning -- mapping learner progressions in knowledge construction and meaning-making. *Language, Culture and Curriculum, 28*(1), 41-57. https://doi.org/10.1080/07908318.2014.1000924

Nieveen, N. (1999). Prototyping to reach product quality. In J. van den Akker, R. M. Branch, K. Gustafson, N. Nieveen, & T. Plomp (Eds.), *Design approaches and tools in education and training* (pp. 125-135). Kluwer Academic. https://doi.org/10.1007/978-94-011-4255-7_10

Page, M. J., McKenzie, J. E., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., . . . Moher, D. (2021). The PRISMA 2020 statement: An updated guideline for reporting systematic reviews. *BMJ, 372*, n71. https://doi.org/10.1136/bmj.n71

Petticrew, M., & Roberts, H. (2006). *Systematic reviews in the social sciences: A practical guide*. Blackwell.

Priestley, M., Philippou, S., Alvunger, D., & Soini, T. (2021). Curriculum making: A conceptual framing. In M. Priestley, D. Alvunger, S. Philippou, & T. Soini (Eds.), *Curriculum making in Europe: Policy and practice within and across diverse contexts* (pp. 1-28). Emerald Publishing Limited.

Richards, J. C. (2013). Curriculum approaches in language teaching: Forward, central, and backward design. *RELC Journal, 44*(1), 5-33. https://doi.org/10.1177/0033688212473293

Ruiz de Zarobe, Y., & Cenoz, J. (2015). Way forward in the twenty-first century in content-based instruction: Moving towards integration. *Language, Culture and Curriculum, 28*(1), 90-96. https://doi.org/10.1080/07908318.2014.1000927

Savignon, S. (2004). Language, identity and curriculum design: Communicative language teaching in the 21st century. In C. van Esch & O. St. John (Eds.), *New Insights in Foreign Language Learning and Teaching* (pp. 71-88). Peter Lang.

Schiro, M. (2012). *Curriculum theory: Conflicting visions and enduring concerns*. Sage Publications.

Taba, H. (1962). *Curriculum development: Theory and practice*. Harcourt, Brace & World.

Thijs, A., & van den Akker, J. (2009). *Curriculum in development*. SLO Netherlands Institute for Curriculum Development.

Tyler, R. W. (1949). *Basic principles of curriculum and instruction*. University of Chicago Press.

van den Akker, J. (2003). Curriculum perspectives: An introduction. In J. van den Akker, W. Kuiper, & U. Hameyer (Eds.), *Curriculum Landscapes and Trends* (pp. 1-10). Kluwer Academic.

Visscher-Voerman, I., & Gustafson, K. L. (2004). Paradigms in the theory and practice of education and training design. *Educational Technology Research and Development, 52*(2), 69-89. https://doi.org/10.1007/BF02504840

Walker, D. F. (2003). *Fundamentals of curriculum: Passion and professionalism* (2nd ed.). Lawrence Erlbaum Associates.

Weimer, M. (2002). *Learner-centered teaching: Five key changes to practice*. Jossey-Bass.

This is an Open Access article, published by Universitas Jambi, Indonesia

Appendix 1: Selected Studies

1. Alfian, A., Yusuf, M., & Nafiah, U. (2021). Integrating Islamic values in teaching English: Lessons learned from an integrated Islamic school. *Elsya: Journal of English Language Studies, 4*(1), 1-11. https://doi.org/10.31849/elsya.v4i1.7322
2. Ali, F. (2018). Incorporating values of moderate Islam for the 21st-century learners in an English as a foreign language class. *Edukasia Islamika, 3*(1), 18-31.
3. Bandu, D. J., Abdulhak, I., Wahyudin, D., Rusman, & Indah, R. N. (2021). Context evaluation on implementation of English for Islamic studies program in IAIN Palu, Indonesia. *Kasetsart Journal of Social Sciences, 42*(2), 307-312. https://doi.org/10.34044/j.kjss.2021.42.2.14
4. Cahyo, S. D., Muslim, M. R. U., Rahman, A. N., & Pratolo, B. W. (2019). Needs analysis of Islamic-based English reading material for the Muhammadiyah junior high school. *International Journal of Evaluation and Research in Education, 8*(2), 286-292. https://doi.org/10.11591/ijere.v8i2.18647
5. Dalimunte, A. A., & Pramoolsook, I. (2020). Genres classification and generic structures in the English language textbooks of economics and Islamic economics in an Indonesian university. *LEARN Journal: Language Education and Acquisition Research Network, 13*(1), 1-19.
6. Darmayenti, Besral, & Yustina, L. S. (2021). Developing EFL religious characters and local wisdom based EFL textbook for Islamic higher education. *Studies in English Language and Education, 8*(1), 157-180. https://doi.org/10.24815/siele.v8i1.18263
7. Hadi, A. (2015). *Accommodating English, Islam, and secular values: An exploration of pre-service English teacher education curriculum in Islamic and secular public universities in Indonesia* [Unpublished doctoral dissertation]. University of Sydney.
8. Hasyim, U. A. A., & Suhono, S. (2017). Restoring Moslem identity by integrating Islamic values in English speaking class. *ATTARBIYAH: Journal of Islamic Culture and Education, 2*(1), 1-27. https://doi.org/10.18326/attarbiyah.v2i1.1-27
9. Irwansyah, D., Andianto, & Madkur, A. (2021). The use of Islamic literature to teach ethical English. *Journal of Language Teaching and Research, 12*(5), 762-770. https://doi.org/10.17507/jltr.1205.16
10. Irwansyah, D., Nurgiyantoro, B., & Sugirin. (2019). A literature-based reading instructional model for Islam-affiliated university in Indonesia. *International Journal of Instruction, 12*(3), 577-594. https://doi.org/10.29333/iji.2019.12335a
11. Kendiani Sefti, D., & Apriani, E. (2020). The Islamic characters in teaching English. *Journal of English Education and Teaching (JEET), 4*(3), 431-448.
12. Khasanah, N., & Nurhidayati, M. (2021). Developing religious values-based reading materials in intensive course for Islamic higher education. *Kodifikasia: Jurnal Penelitian Islam, 15*(1), 1-18. https://doi.org/10.21154/kodifikasia.v15i1.2757
13. Lastri, N., & Arizah, M. (2020). Designing EFL students' work sheet based on Islamic values and culture-related content. *Jurnal Basis, 7*(2), 269-280. https://doi.org/10.33884/basisupb.v7i2.2438

14. Masruddin. (2016). Designing appropriate English learning materials for sharia economy and sharia banking study program students at IAIN Palopo. *The Asian EFL Journal*, 5-9.
15. Milal, A. D., Rohmah, Z., Kusumajanti, W., Basthomi, Y., Sholihah, D. N., & Susilowati, M. (2020). Integrating character education in the English teaching at Islamic junior high schools in Indonesia. *TEFLIN Journal, 31*(1), 88-107. https://doi.org/10.15639/teflinjournal.v31i1/88-107
16. Putra, H. E. (2017). Developing Islamic content-based materials in teaching vocabulary at English department of Tarbiyah and Teacher Training Faculty of IAIN Batusangkar. *Ta'dib, 20*(2), 129-143.
17. Rahmiati, Arsyad, A., Yaumi, M., Asik, N., & Rasyid, M. N. A. (2019). The development of Indonesian language teaching materials based on knowledge integration in Islamic higher education. *Retorika, 12*(2), 165-176. https://doi.org/10.26858/retorika.v12i2.9280
18. Rohmah, G. N., Fitriyah, U., & Hanifiyah, L. (2019). Best practices on Islamic values integration at madrasah English classes: Teachers' practices in contextualizing the values. *JEELS (Journal of English Education and Linguistics Studies), 6*(2), 269-283. https://doi.org/10.30762/jeels.v6i2.1457
19. Una, N. (2017). *Needs analysis of English learning materials for Islamic studies students at State Islamic University of Maulana Malik Ibrahim Malang* [Author-reported study; bibliographic details could not be independently verified and should be confirmed against the original source before submission].
20. Yulmiati, Y., Indriyani, V., Zaim, M., Ramadhan, S., & Agustina, A. (2021). Teacher's perception on building character by integrating Islamic values into foreign language lesson in Indonesian context. *ETERNAL (English, Teaching, Learning, and Research Journal), 7*(2), 302-314.
21. Zahra, A., Asmawati, A., & Kamsinah, K. (2021). Integrating Islamic values into the development of announcement and notice unit for the eighth grade in MTs Madani Pao-Pao. *English Language Teaching for EFL Learners Journal, 3*(2), 13. https://doi.org/10.24252/elties.v3i2.20098